



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Annual Report 2023

TABLE OF CONTENTS

ANNUAL REPORT
SCHOOL BOARD PRESIDING MEMBER REPORT
ANNUAL PLAN SUMMARY 2023
STUDENT ACHIEVEMENT REPORT
FINANCIAL STATEMENTS
SCHOOL BOARD MEMBERS
STATEMENT OF RESPONSIBILITY
STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE
STATEMENT OF CHANGES IN NET ASSETS/EQUITY
STATEMENT OF FINANCIAL POSITION
STATEMENT OF CASH FLOWS
RECONCILIATION OF NET CASH FLOWS
NOTES TO THE FINANCIAL STATEMENTS
INDEPENDENT AUDITOR'S REPORT
GOOD EMPLOYER POLICY STATEMENT 2023
EPSOM GIRLS GRAMMAR SCHOOL GIVING EFFECT TO TE TIRITI O WAITANGI
AUCKLAND CENTRAL COMMUNITY OF SCHOOLS REPORT (ACCOS)
EDUCATION OUTSIDE THE CLASSROOM
ARTS AND CULTURE REPORT
SPORTS DEPARTMENT REPORT

Epsom Girls Grammar School – Board Chair Report 2023

In November 2022, the School Board and EGGs staff attended a professional development day at Ōrākei Marae. We were welcomed into the meeting house where the formalities of pōwhiri were conducted according to local protocol. Following the formal speeches, former Principal Lorraine Pound was invited to speak by kaumātua.

Mrs Pound took her place at the lectern without hesitation and spoke in te reo Māori with as much eloquence and expertise as she is known for demonstrating when speaking in English.

I mention Mrs Pound first in my report, as she was one of the many guardians, whose service we have been blessed by, here at EGGs. She was an example of how we rise to any challenge in confidence, with aptitude and poise. I want to acknowledge her contribution over the last eight years as Principal, six years prior to that as Deputy Principal and as Head of Department History when she was at the School from 1994 to 1999.

The legacy Lorraine leaves behind is testament to her commitment to girls' education and we will continue to celebrate her, as we celebrate the fine Principals and Head Mistresses before her.

Our School Mission is that we, Epsom Girls Grammar School, in partnership with our community, will meet the learning needs of young women, promoting and affirming excellence and self-worth.

At EGGs, our girls are known to roll up their sleeves, dig in with their sisters, and through discipline and hard work, rise up to meet the road before them. They are a beacon of light to those who follow.

We extend our gratitude to the school community for their continued support, with donations that directly benefit teaching and resources, therefore enriching our curriculum offerings. Special recognition is due to our dedicated staff for reintegrating in-classroom education, culminating in commendable academic achievements.

In 2023, our School Board was still largely new, having replaced seven outgoing members who took with them considerable institutional knowledge. We co-opted two new members Vanessa Bainbridge for 12 months for her employment law expertise, and Sarah Tuitupou to specifically represent our Pasifika community. We are grateful to Vanessa for her contribution over those 12 months and we are pleased to have Sarah for the remainder of her term.

As a Board, we faced a number of challenges that essentially came down to the way we communicate with our community. We listened, researched thoroughly the best way to respond to what we heard, and we took action.

We started the year in 2023 with a review of Epsom House which led to the appointment of Stephanie Cooke-Allen, Assistant Principal with responsibility for Epsom House. Stephanie brings 22 years of experience in education and boarding, and provides excellent leadership to the Epsom House team and expert pastoral care to our boarding girls.

Over the course of the year, due to protracted pay negotiations and strike action by the teacher union, our community endured many weeks of interrupted teaching and learning. An agreement was eventually reached, and we hope that both students and teachers can enjoy the teaching and learning that is so treasured and celebrated at EGGs.

In 2023, we were delighted to celebrate a total of 66 Scholarships, including 6 awarded at Outstanding level, for Epsom Girls Grammar School students. These scholarships were spread across 22 subjects, showing a depth of achievement at the highest level across a broad range of curriculum areas.

The Education Review Office completed an evaluation of the School and EGGs looks forward to enjoying the ongoing support of the ERO in its new focus of working in partnership with schools, collaborating in support of equitable and excellent outcomes for all learners.

EGGS was lucky enough to host an international delegation for the FIFA Women's World Cup, which was entirely fitting, as EGGs was the College Sport Premier League Winners for 2023.

The Old Girls Association acknowledged four new Honorary Members – long-serving staff members Janet Davis, Susan John, Meg Macdonald and Philippa Wright, and Letitia Isa was welcomed as the incoming President.

We honoured three distinguished alumnae and Founders Award recipients for their outstanding achievements:

- Dr Eve de Castro-Robinson for Outstanding Achievement in Music Composition
- Michelle Hooper MNZM for Outstanding Achievement in Sports Leadership
- Dr Jane Calderwood Norton for Outstanding Achievement in Law and Human Rights

In June, it was announced to our staff and our community that Mrs Pound would be concluding her term as Principal at the end of the year.

The Board was tasked with the opportunity of appointing a new leader. As the Board is made up of elected representatives of the parent community, teachers and students, we had the responsibility of deciding what our School community wanted in a leader.

We believed we needed a leader who could raise the bar in academic achievements. We believed we needed someone who would have strong engagement with the community, someone who would listen to their needs and take the action required to meet those needs. We believed our community wanted to see more engagement with our alumnae and together we wanted to tell the story about who we are and what our point of difference is. We also wanted a leader who would inspire girls and their families to choose EGGs first over other options available to them. Finally, we wanted a leader who would bring out the best in our valuable teachers.

The calibre of applicants was breathtakingly high and made the final stages of selection both incredibly difficult and humbling. However, we were confident in the end we had found exactly what we were looking for, and with full Board support we appointed Epsom Girls' Grammar School's 12th Principal in its 107 year history, Brenda Fa'alogo McNaughton. She embodies the School Values of Courage, Compassion, Curiosity and Community in a way that honours our traditions and embraces the future of education, and we are enjoying the fresh approach she brings to our School.

The annual report shows that EGGs is making good ground in recovering from the challenges of the Covid years and major weather events that affected the entire country. The expertise of our staff and Board can give us confidence in forging ahead, seeking untapped resources and applying them where they are needed to grow the opportunities and standard of education that our community expects of our school. Government funding on its own is not sufficient to sustain the delivery of the broad and deep curriculum offerings we want for our young women.

At the outset of 2024, the School Board, together with the Senior Leadership Team, have developed a new Strategic Plan and we are in a strong position to deliver on (and meet) the measures we have set in the 2024 Annual Plan. Our focus is 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.

I end my report with reference to the School motto which is a Latin phrase, chosen to equip young people with an education that prepares them for a future lived with honour. As the interpretation has been described: "Up the steep, to gain the heights", and also rendered, "From difficulty, to greatness". It perfectly articulates the challenge EGGs sets for our young women, and the reward that each and every student can expect if they are courageous and put in the hard work first.

Per Angusta, Ad Augusta.

Tahei Simpson

Board Chair, Epsom Girls Grammar School



EPSOM GIRLS GRAMMAR SCHOOL ANNUAL PLAN 2023

Vision: Enabling ākonga to be confident, resilient and agentic

Epsom Girls Grammar School Te Kura Tuarua o Ngā Taitamāhine o Maungawhau is committed to the principles of Te Tiriti o Waitangi and the New Zealand Curriculum. Learning is founded on traditions of whānaungatanga, service and commitment to high quality education. Ākonga are empowered to be open to change, culturally responsive and reflective.

Strategic Aim - To thrive in times of change, embracing the future through:

Key shifts and calls to action to give effect to the purpose statement for Te Mātaiaho, and the key actions that will honour Te Tiriti o Waitangi and put in place an inclusive, easy to use curriculum

Key Shift 1: Realising the intent of Te Tiriti o Waitangi

Moving from acknowledgement to authentic understanding of Te Tiriti o Waitangi

Key Shift 2: Broadening our view of what success looks like

A curriculum centred around positive and inclusive relationships, connectedness, and a sense of belonging for all ākonga

Key Shift 3: Setting high expectations for all

Holding high expectations for ākonga learning and progress, and ensuring all ākonga are cared for as people and supported as learners.

Excellence in Teaching and learning that enables each ākonga to achieve to their highest potential	Goal detail	2023 Actions
	<ul style="list-style-type: none">Personalised learning, and responsive professional development	Monitor and support students at risk of not achieving. Challenge students to achieve at their highest potential Continue to extend Enrichment Programmes at Years 12 and 13 Provide responsive staff professional development. <ul style="list-style-type: none">Growing Cultural Sustainability professional development3 staff sabbaticals to attend International conferences/undertake research (UDL, Neuro Diversity, Destreaming)Pilot 11LSP programme to reflect new literacy competenciesLiteracy, Numeracy PLG a vehicle for cross school understanding
	<ul style="list-style-type: none">Designing curriculum and inclusive learning environments that reflect and celebrate diversity	Agile course development to support ākonga learning success - implement Year 12 Talking Ethics course Monitor and analyse Level 2 and 3 ākonga progress. Year 9 - 11 curriculum development - strengthening our understanding of Te Mātaiaho and Aotearoa NZ Histories Curriculums Implementation of mixed attainment classes in Years 9 and 10 Mathematics
	<ul style="list-style-type: none">Ensuring equitable access and agency for all ākonga	Continue to investigate external resource streams for equitable access. Continue to resource mechanisms for enabling equity of access - eg: supply of Junior Mathematics Workbooks Maintaining an element of hybrid learning environments Student Run Production Continued commitment to development of ākonga agency
	<ul style="list-style-type: none">Enabling access to and recognising a diverse range of pathways beyond school	Introduce graduate exit survey. Continued commitment to providing opportunities for active participation and leadership for ākonga. Return to Year 13 Leadership Summit and Year 12 Growing Leadership in person.

NELP 1: Learners at the centre
NELP 2: Barrier Free Access
NELP 3: Quality teaching and leadership
NELP 4: Future of learning and work

Embracing change for enhanced outcomes NELP 1: Learners at the centre NELP 2: Barrier Free Access NELP 3: Quality teaching and leadership NELP 4: Future of learning and work	Goal detail	2023 Actions
	<ul style="list-style-type: none"> Implementing legislative and Ministry requirements 	Organise and carry out NCEA change package days as notified by MOE. (From 1 January 2023, the new strategic planning and reporting framework will be introduced, and the NEG's and the NAGs will be removed. The new planning and reporting framework requires schools and kura to show how they have reflected the NELP in their three-year strategic plans).
	<ul style="list-style-type: none"> Piloting and implementing curriculum and qualifications change 	Departmental continued exploration for understanding towards preparation for curriculum and qualifications change Plan implementation of new Numeracy and Literacy requirements: <ul style="list-style-type: none"> Establish Literacy and Numeracy PLG Continue Numeracy, Reading and Writing NCEA co-requisites at Year 10 11LSP pilot 12 Talking Ethics course introduction Continued exploration of deep foundational Year 9-11 learning Plan implementation of The Aotearoa NZ Histories Curriculum <ul style="list-style-type: none"> ACCOS and EGGs professional development Aligning PLG inquiries and key shifts of Te Mātaiaho
	<ul style="list-style-type: none"> Build and resource subject, pedagogical and cultural sustainability embedding Mana ōrite mo te mātauranga Māori 	Inaugural year for Student Leadership position - Ka Hikitia Prefect Provision Mana ōrite mo te mātauranga Māori staff professional development, including PLGs and support subject association professional development. Resource in-school Mana ōrite mo te mātauranga Māori expertise - increase of ISL positions from one to two.
	<ul style="list-style-type: none"> Enable our ākonga and staff capabilities with responsive soft skills (Includes Communication, Critical thinking, Resilience, Perseverance, Interpersonal skills, Dealing with complexity and ambiguity, Problem solving, Teamwork, Adaptability and flexibility, Self-motivation, Communication). 	Continue to develop independence and agency - eg; creation of time for consolidation of learning and ongoing commitment to student voice ISL position established Year 12 leadership Day and Student Leaders Training explicit soft skills development Year 11 Careers Expo and Unicorns and Vacuum Cleaners soft skills emphasis
	<ul style="list-style-type: none"> Build critical engagement with kaitiakitanga, including becoming the first school in NZ to be certified carbon zero 	Kaitiakitanga: - resource re-certification for the ISO standard 5001. Instigate sustainability initiatives. (Attained the Silver EnviroSchools award in 2021 - 2022 journey was to maintain the practices at this level.) Looking to Gold Award practices in 2023.

Engaging purposefully with the future and taking responsibility in shaping it NELP 1: Learners at the centre NELP 2: Barrier Free Access NELP 3: Quality teaching and leadership NELP 4: Future of learning and work	Goal detail	2023 Actions
	<ul style="list-style-type: none"> Engage with technologies and ideologies to understand how they impact our environment and how individuals can shape these. 	Explore new technologies and ideologies across departments. Vex robotics technology use extended Year 12 Talking Ethics course exploration of ideologies and Technologies in ethical discourse Drone capabilities integration into curriculum areas Complete new boiler project - innovative technology.
	<ul style="list-style-type: none"> Seize opportunities to be agile in learning, systems and processes. 	Resource improved ICT infrastructure provisioning. Establish a fund and system to resource ākonga initiatives. Provide opportunities and platforms for recognising innovation. Launch Schools APP. Start Epsom House enrolment and School enrolment alignment project.
	<ul style="list-style-type: none"> Empower curiosity, innovation and courage in curriculum and co-curriculum, kaiako and ākonga, in the wider community 	Co-curricular opportunities Maintain elements of hybrid learning systems. Vex robotics technology use extended Drone capabilities integration into curriculum areas

<p>Fostering a caring, compassionate and diverse wellbeing culture</p> <p>NELP 1: Learners at the centre NELP 2: Barrier Free Access NELP 3: Quality teaching and leadership</p>	Goal detail	2023 Actions
	<ul style="list-style-type: none"> Put wellbeing, authentic-self and a sense of belonging at the centre of our school community 	<p>Continue and review use of Good Space wellbeing tools. Staff wellbeing survey Return to in person Year 9 welcome hui Year 9 introductory welcome letter from each subject teacher - whakawhanaungatanga and manaakitanga Hybrid Term 1 Student-led conferences Online subject teacher conferences Hauora resources on ELearn for ākonga Hauora resources on ELearn for staff</p>
	<ul style="list-style-type: none"> Share our wellbeing stories and journeys 	<p>Creating safe, appropriate and respectful space for sharing in multiple contexts.</p>
	<ul style="list-style-type: none"> Continue to build a culture that values and respects each person's mana 	<p>Ākonga awareness and voice on the power of restorative practices. Ongoing staff professional development in restorative practice.</p>
	<ul style="list-style-type: none"> Establish an ākonga led programme to value and embrace diversity 	<p>Raising the profile of the MASH team as contacts and mentors for students seeking information, guidance and support to improve their wellbeing/hauora.</p>

<p>Strengthening community connection and learning partnerships</p> <p>NELP 1: Learners at the centre NELP 2: Barrier Free Access NELP 3: Quality teaching and leadership NELP 4: Future of learning and work</p>	Goal detail	2023 Actions
	<ul style="list-style-type: none"> Deepen connections with mana whenua (Ngāti Whātua Ōrākei) to understand our whakapapa and turangawaewae 	<p>Formation and establishment of mana whenua engagement group - learning and professional development</p> <p>Whanau initiative investigation of Rumaki</p>
	<ul style="list-style-type: none"> Actively identify and capitalise on the knowledge and resources of our community including the ACCOS Kahui Ako 	<p>Further development of Online Careers Programmes Hybrid Student Led Conferences / Subject Conferences.</p>
	<ul style="list-style-type: none"> Encourage and value volunteering 	<p>Utilising expertise in the community for events including:</p> <ul style="list-style-type: none"> Career panels Year 13 Leadership Summit Parent information sessions Whaea te pai tawhiti Pasifika Futures Co-curricular EGGS emphasis on ākonga and adult volunteering
	<ul style="list-style-type: none"> Build capacity and practices which strengthen our whole school community 	<p>Development of Netsafe Youth Action Squad Establish second ISL Kaitiaki role</p>



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

2023 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

Confidential to EGGS Staff and Board

Section 1: Whole School Achievement

Level 2 NCEA, Level 3 NCEA, University Entrance, Literacy and Numeracy, Year 9 and 10 PAT data

Year Level	NCEA pass rate target %	February pass rate for 2023 %
Level 2	90	83.9 % (91.6% in 2022)
Level 3	85	85.1% (89.5% in 2022)
UE	-	75.7% (80.6% in 2022)

In 2023 the first target of high academic achievement at all levels was met at Level 1 and Level 3.

The Level 2 target was missed by 6.1%

Year 10 73% (319 students) gained CAA Literacy

Year 10 76.8% (334 students) gained CAA Numeracy

Year 11 87.8% (387 students) gained CAA Literacy

Year 11 93.7% (413 students) gained CAA Numeracy

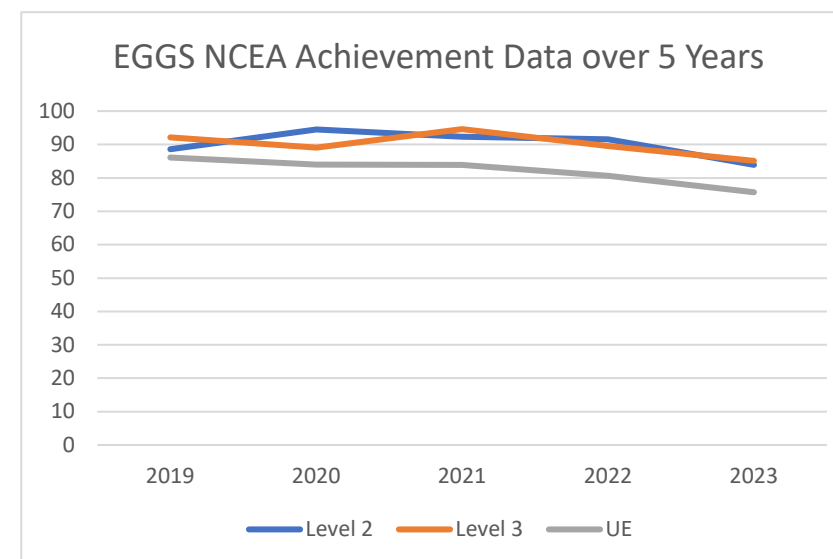
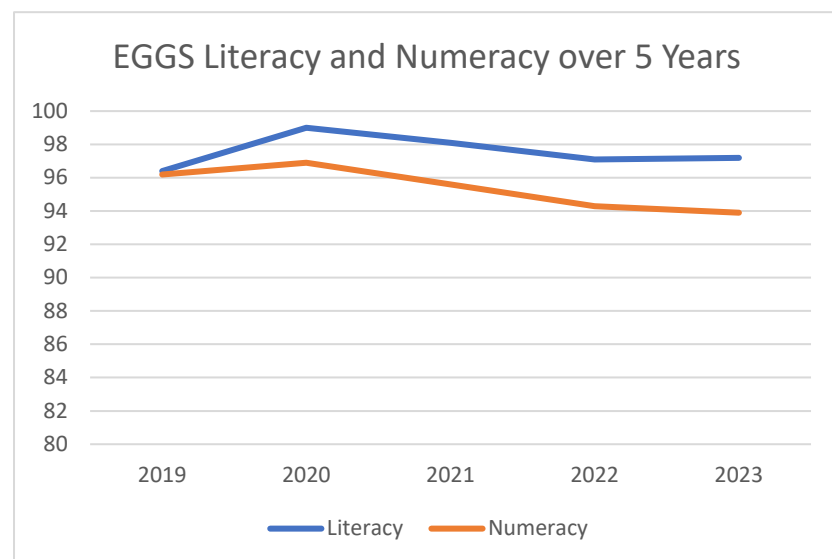
Overall 93% of standards attempted were achieved by this cohort. (93% in 2022)

34% of all results achieved were at Excellence level (36% in 2022)

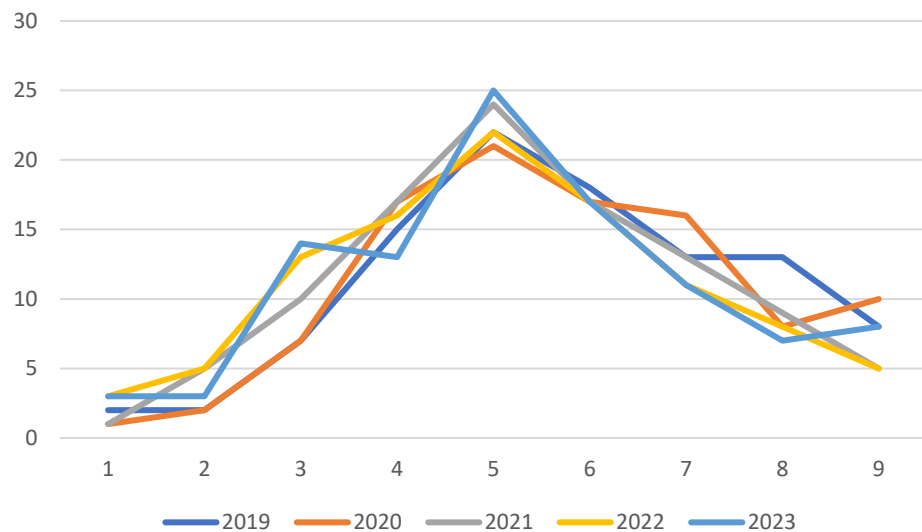
37% of all results achieved were at Merit level (43% in 2022)

22% of all results achieved were at Achieved level (23% in 2022)

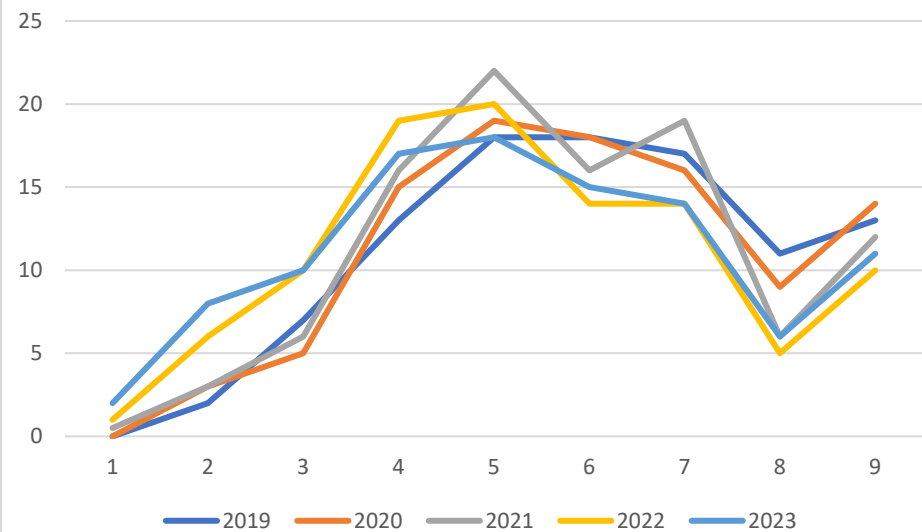
Combined Merit and Excellence achievement rate 71% (70% in 2022)



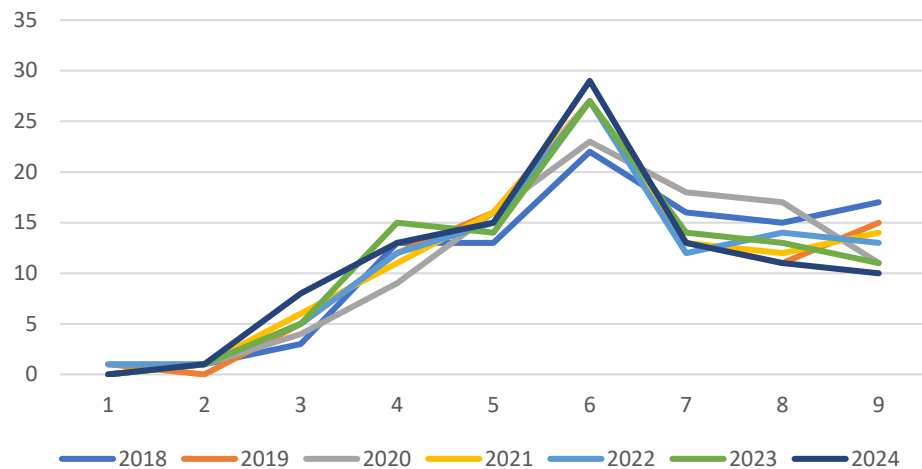
EGGS PAT Year 9 Mathematics



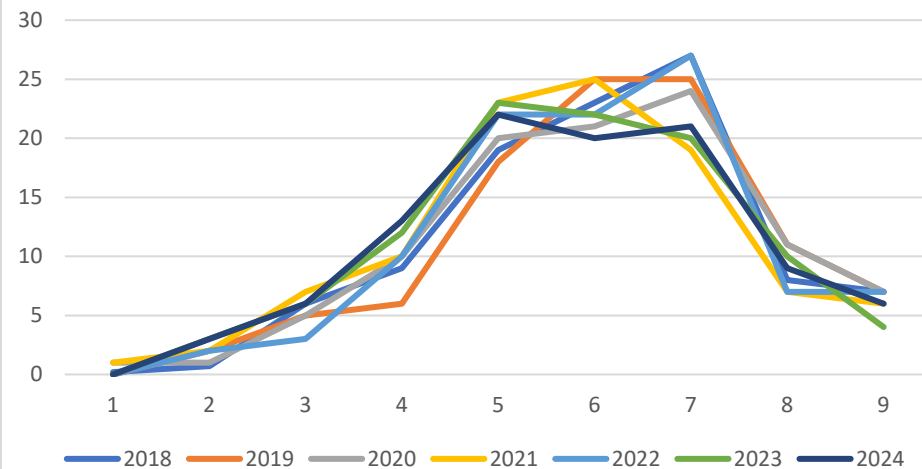
EGGS PAT Year 10 Stanine Mathematics



Year 9 Stanine Reading Comprehension



Year 10 Stanine Reading Comprehension



Achievement in NCEA and UE: Epsom Girls Grammar School

Generated 10-Feb-2024

PR2 - Enrolment Based Cumulative Overall Results

Epsom Girls Grammar School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	88.6	92.1	88.8	81.6
2020	2.9	94.5	89.1	84.0
2021	0.7	92.3	94.6	83.9
2022		91.6	89.5	80.6
2023	0.5	83.9	85.1	75.7

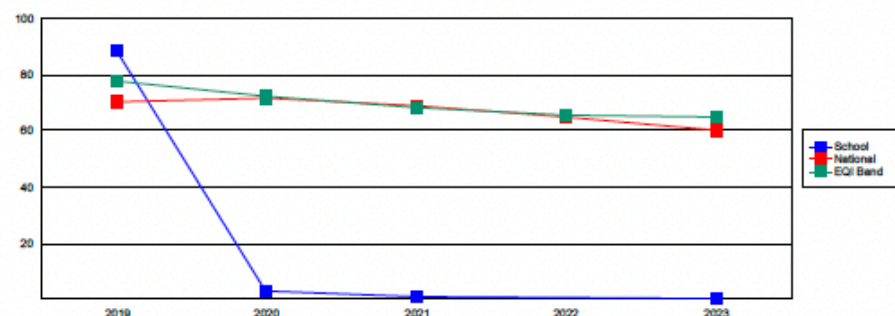
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
70.6	77.5	67.3	49.3
71.8	80.1	72.1	53.4
69.2	77.9	70.5	51.9
64.9	74.9	68.2	50.3
60.5	72.5	66.8	48.2

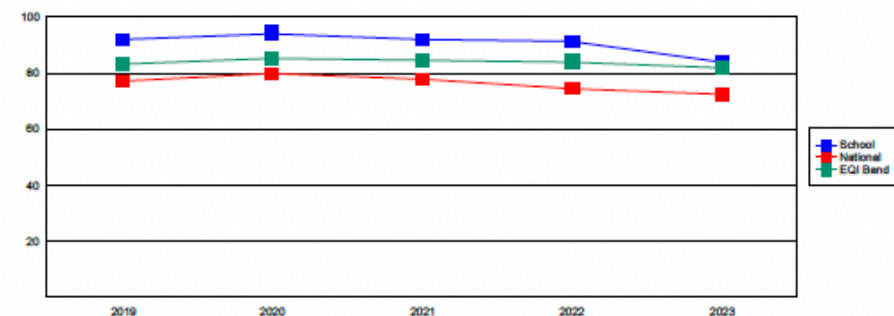
Fewest Socioeconomic Barriers
(School Equity Index Band)

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
78.0	83.2	78.7	70.4
72.1	85.2	82.7	75.7
68.4	84.6	83.7	77.1
65.9	84.4	82.3	74.6
64.7	81.9	81.1	72.4

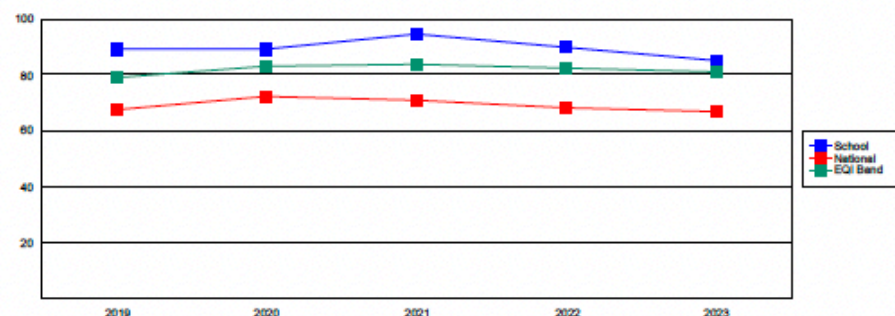
Year 11 - NCEA Level 1



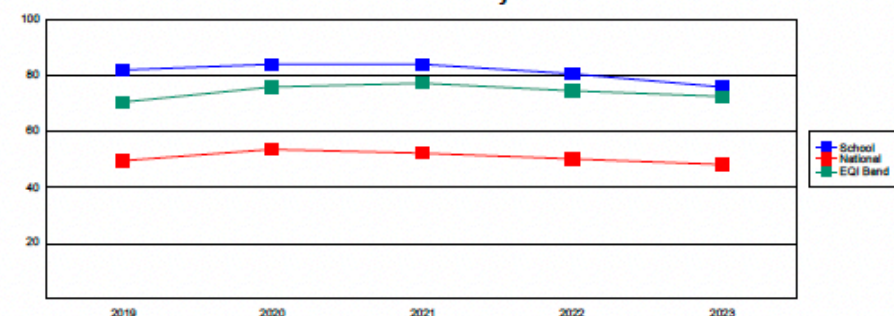
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Epsom Girls Grammar School

Generated 9-Feb-2024

PR2 - Enrolment Based Cumulative Overall Results

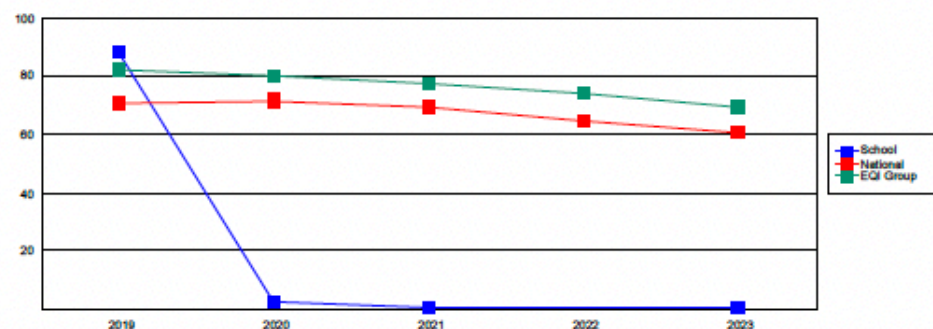
Epsom Girls Grammar School

National

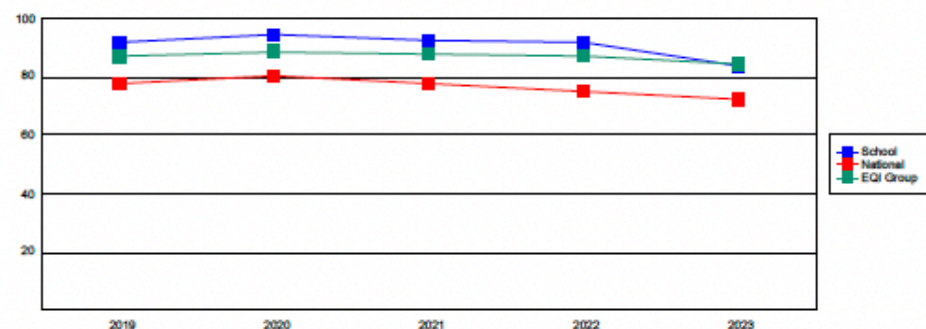
Fewer Socioeconomic Barriers
(School Equity Index Group)

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
2019	88.6	92.1	88.8	81.6	70.6	77.5	67.3	49.3	82.4	86.8	79.6	67.8
2020	2.9	94.5	89.1	84.0	71.8	80.1	72.1	53.4	80.2	88.8	84.5	74.0
2021	0.7	92.3	94.6	83.9	69.2	77.9	70.5	51.9	77.7	88.1	84.6	73.0
2022		91.6	89.5	80.6	64.9	74.9	68.2	50.3	74.0	87.0	82.9	71.4
2023	0.5	83.9	85.1	75.7	60.5	72.5	66.8	48.2	69.3	84.1	80.7	68.8

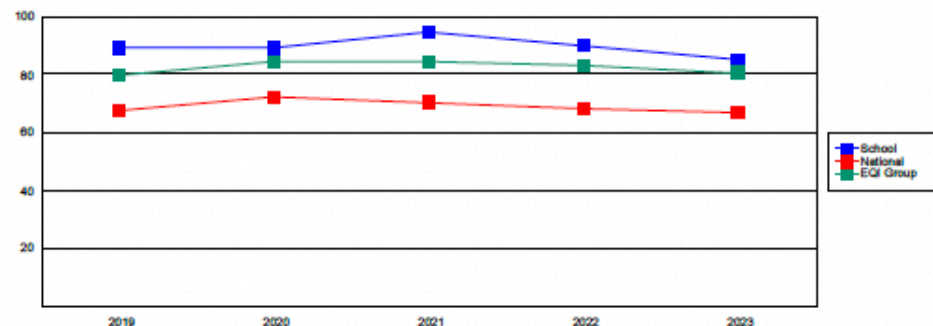
Year 11 - NCEA Level 1



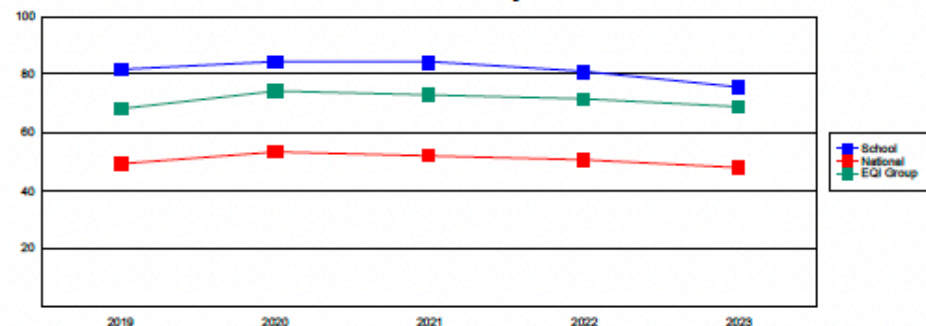
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



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, The 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.
- The Year 12 Enrichment Programme provided to 25 students, identified as at risk of not achieving with 7 credits each.
- The Year 13 Enrichment Programme provided 19 students, identified as at risk of not achieving with 9 credits each.
- Vocational Pathways catch up credits offered to 8 x Year 12.
- Continued use of UDL and blended learning.
- Use of Te Ao Haka standards
- Use of Tikanga Standards
- Provision of Samoan and Tongan external standards
- Focus on learning conversations with a restorative focus in the classroom.
- 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
 - Students at risk of not succeeding
 - Students with ability to excel
 - Epsom House students
 - International students

Year 12 cohort detail:

64/429 students didn't achieve their NCEA L2 Certificate.

10 students gained fewer than 20 credits.

22 (a third) achieved fewer than 35 credits

10 students were just 10 credits away from gaining their L2 certificate.

8 students didn't have Numeracy and therefore couldn't gain their certificate.

3 of those only came to EGGS late 2023 from other countries.

2 are at a very low ability level.

4 also didn't achieve Literacy.

14 students didn't have Literacy and therefore couldn't gain their certificate.

4 of those only came to EGGS late 2023 from other countries.

3 were with NHS

1 refugee

5 ESOL

*20 do have UE lit!

22 students who didn't achieve L2 were offered Tongan / Samoan language standards, VPT standards and/or enrichment. 100% attainment of those Unit Standards

16/64 students had less than 50% attendance

Half had 60% attendance.

Only 9 students in this group that didn't achieve their certificate had over 70% attendance.

Many in this cohort had historical absences due to Covid (no learning in lockdown or missed all of 2021/2022 or didn't return for 2 years).

Anxiety x 3

General mental health concerns (8)

NHS (5)

Learning difficulties

Diagnosis

any will be working towards Level 2 this year.

Year 13 cohort detail:

73/412 students didn't achieve their NCEA L2 Certificate.

6 had no literacy and therefore couldn't gain their certificate.

6 had no numeracy and therefore couldn't gain their certificate.

11 students didn't have Level 1 or Level 2 NCEA.

47 had less than 50% attendance.

Only 5 had more than 70% attendance.

11 Enrolled part way through Year 13

16 Left EGGS in term two/three to start apprenticeships/work but counted in data.

3 mental health

2 Learning center

7 NHS

2 refugees

University Entrance:

96 students didn't achieve University Entrance.

11 of those had sufficient Level 3 credit which means it was Lit, Num holding them back (12 students). The rest was their selection of UE approved subjects.

Literacy and Numeracy

Year 10 73% (319 students) gained CAA Literacy

Year 10 76.8% (334 students) gained CAA Numeracy

Year 11 87.8% (387 students) gained CAA Literacy

Year 11 93.7% (413 students) gained CAA Numeracy

In 2023, most students in Year 11 had gained Numeracy through the online CAA while they were in year 10. Students who had not gained it in year 10 had two opportunities in 2023 to re-sit the assessment.

In 2023, 5 of the 10 students in 11MTF gained NCEA Numeracy through the old Numeracy unit standards which expired at the end of 2023.

Of the 101 students in 11MTC, only 4 did not have NCEA Numeracy by the end of 2023, mostly through the internal Mathematics Achievement standards they did in the 11MTC course (so 96% did have Numeracy).

In 11MTH/ 11MTA, only 16 of 338 students did not have Numeracy through the CAA by the end of 2023 (so 95% did have Numeracy).

Overall, 95% of year 11 students had gained Numeracy by the end of 2023, most of them through sitting the online CAA.

Year 11	Year	Numeracy	Literacy
Level 1	2023	93.9	88.0
	2022	94.3	
	2021	95.6	
	2020	96.6	
	2019	96.2	

Year 12	Year	% Pass	L1 Literacy	Numeracy
Level 2	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
	2019	92.1	99.5	99.3

Year 13	Year	% Pass	L1 Literacy	Numeracy	University Entrance
Level 3	2023	85.1	98.8	99.0	75.7
	2022	88.0	99.5	99.7	77.6
	2021	94.6	100.0	100.0	83.4
	2020	88.9	99.8	100.0	81.7
	2019	88.3	99.5	99.5	78.9

Comparative data: EGGs with Comparison Band, Group and National Statistics

Qualification	EGGS	Band	Group	All NZ Schools	Decile 9 Schools in 2022
	% pass rate	% Pass rate	% pass rate	%pass rate	%pass rate
Level 2	83.9 (down 7.7%)	81.9% (down 2.5%)	84.1% (down 3%)	72.5% (down 2.4%)	83.1%
Level 3	85.1 (down 4.4%)	81.1% (down 1.2%)	80.7% (down 2.2%)	66.8% (down 1.4%)	79%
University Entrance	75.7 (down 4.9%)	72.4% (down 2.2%)	68.8% (down 2.6%)	48.2% (down 2.1%)	67%

Every comparison group suffered a drop in results.

At Level 2 EGGs students are 11.4% above the National average pass.

At Level 3 EGGs students are 18.3% above the National average pass.

The EGGs UE achievement rate is 27.5% above the National average pass.

At Level 2 EGGs students are 2% above the comparison Band

At Level 3 EGGs students are 4% above the comparison Band

The EGGs UE achievement rate is 3.31% above the comparison Band

At Level 2 EGGs students are 0.2% below the comparison Group

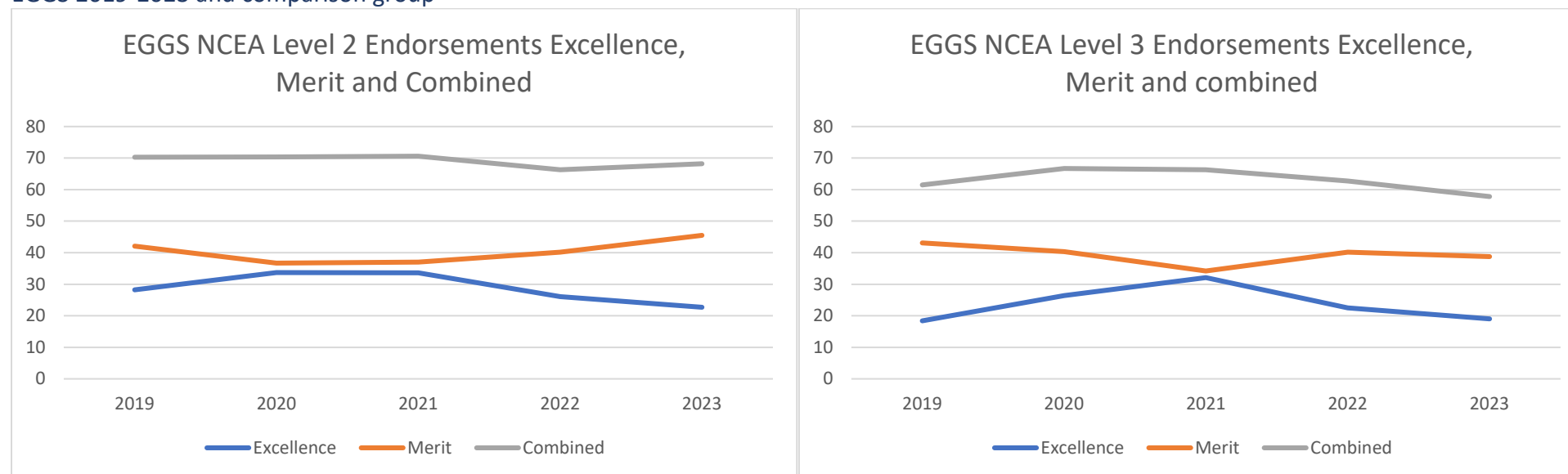
At Level 3 EGGs students are 4.4% above the comparison Group

The EGGs UE achievement rate is 6.9% above the comparison Group

The downturn in EGGs results seen in 2023 is reflected nationally and in the comparison band and group.

Section 2: NCEA Certificate Endorsements

EGGS 2019-2023 and comparison group



Endorsement targets

Level 2 65%

Level 3 55%

These targets were exceeded for both levels.

Every comparison group saw a drop in results.

EGGS students continue to achieve well in Certificate Level Endorsements.

At Level 2 EGGS students are 11.4% above the National average pass.

At Level 3 EGGS students are 18.3% above the National average pass.

The EGGS UE achievement rate is 27.5% above the National average pass.

At Level 2 EGGS students are 2% above the comparison Band

At Level 3 EGGS students are 4% above the comparison Band

The EGGS UE achievement rate is 3.31% above the comparison Band

At Level 2 EGGS students are 0.2% below the comparison Group

At Level 3 EGGS students are 4.4% above the comparison Group

The EGGS UE achievement rate is 6.9% above the comparison Group

Certificate Endorsement Comparative Figures

At Level 2 the combined EGGS Merit and Excellence endorsement rate is above the comparison band, the the comparison group and NZ. The excellence endorsement rate is 2.5% behind the band however the merit endorsed rate is 10% above the comparison band.

At Level 3 the combined EGGS Merit and Excellence endorsement rate is above the comparison band, the comparison group and NZ. The excellence endorsement rate is 1.9% behind the band however the merit endorsed rate is above the comparison band.

2022 Endorsements	EGGS %	Band	Group	NZ
Level 2 Excellence	22.7	25.2	21.7	14.8
Level 2 Merit	45.5	34.9	32.3	23.8
L2 E+ M Endorsement	68.2	60.1	54.0	36.8

Level 3 Excellence	19	20.9	17.7	13.7
Level 3 Merit	38.8	35.1	33.4	25.9
L3 E+ M Endorsement	57.8	56	51.1	39.6

Cohort Tracking

Endorsements	2018	2019	2020	2021	2022	2023
L2 Excellence	32.5	28.2	33.7	33.6	26.1	22.7
L2 Merit	39.8	42.1	36.7	37.0	40.2	45.5
L2 Excellence + Merit	72.3	70.3	70.4	70.6	66.3	68.2
L3 Excellence	21.4	18.4	26.4	32.1	22.5	19
L3 Merit	45.4	43.1	40.3	34.2	39.9	38.8
L3 Excellence + Merit	66.8	61.5	66.7	66.3	62.4	57.8

Section 3: NZ Scholarship Examination

Year	Outstanding	Scholarship	Total
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

- 2023 there were 292 entries (up from 2022 where there was 245 entries)
- 180 of the 292 who entered Scholarship attempted the Scholarship Exam (61% participation rate which is 13% higher than previous years)
- 66 of the 180 who attempted their Scholarship examination were awarded Scholarship (37% of students who attempted were awarded scholarship).

NZ Scholarship Examination detail:

Outstanding Scholars:

Drayton Colson: 3rd = Photography

Sabine Edmonds: Classical studies (Sabine also received Scholarships in History and Art History)

Audrey Goggin: 2nd = Painting

Bridget Kirton-Luxford: 2nd = Painting

Mariana Nascimento: 3rd = Photography

Anabel Wu: 2nd = Painting (Annabel also received Scholarship in Design and Visual Communication)

Multiple Scholars:

Cindy Kim: Scholarships in Statistics, Chemistry, English and Biology

April Li: Scholarships in Biology, Chemistry, Biology, Statistics and Calculus

Minju Kim: Scholarships Design, Painting and Design and Visual Communication

The following students achieved 2 Scholarships:

Boshra Rahnamaee: Scholarships in French and Statistics

Jiwoo Song: Scholarships in Accounting and Economics

Dora Yi: Scholarships in Design and Visual Communication and Painting

Sophia Chan: Scholarships in Design and Visual Communication and Painting

The following Year 12 Students gained Scholarships:

Abbie MacKay: Drama

Alexis Chu: Technology

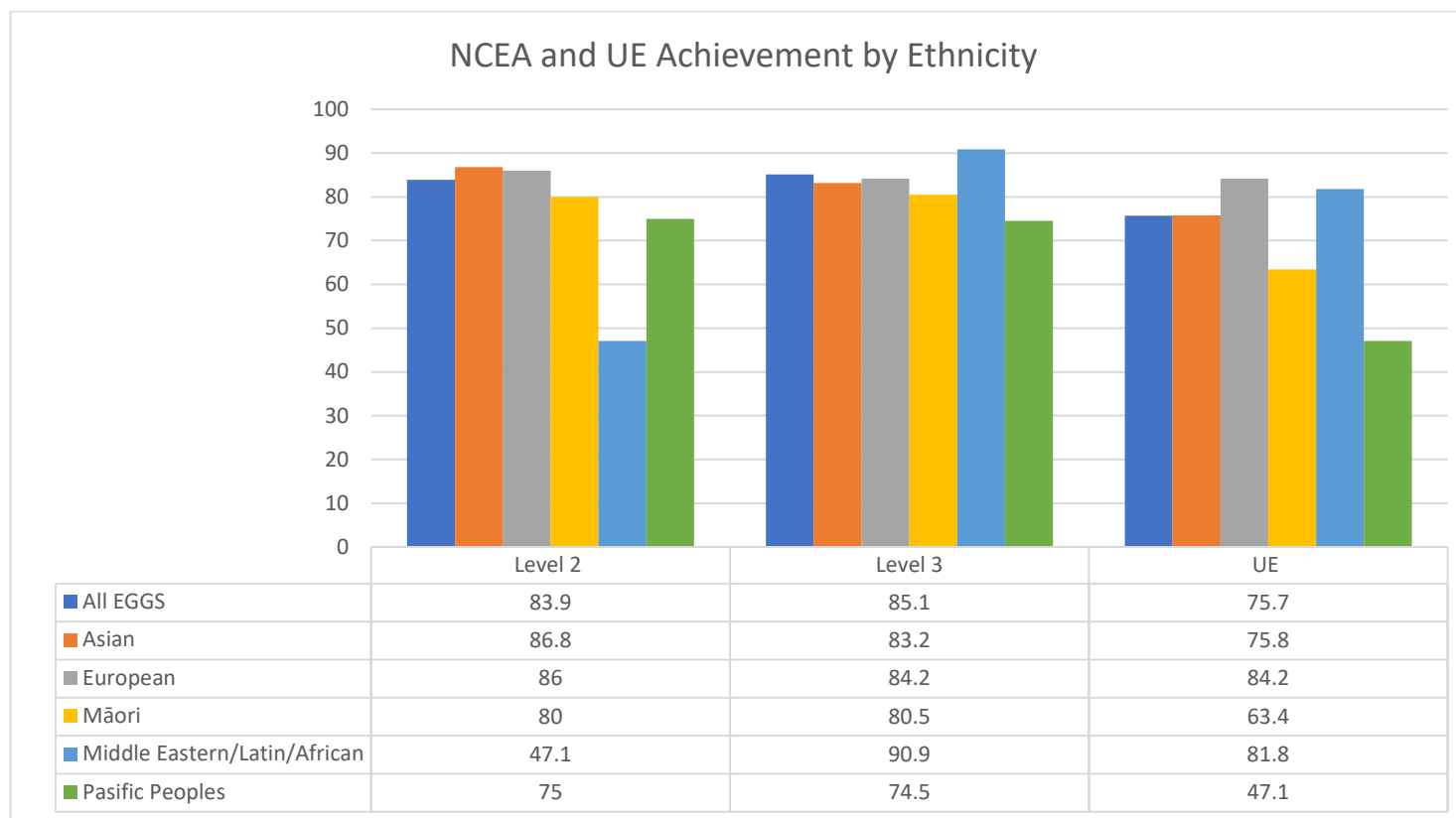
Blannie Huang: Sculpture

Jasmine Longley: Printmaking

Yulia Wu: Design and Visual Communication

Subject	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Accounting	1	1	5	2	4	3	1	3	4	1
Art Design, Photo, Sculpture, Print, Paint	20	11	12	6	13	21	20	17	17	17
Art History	1	1	-	1	-	3	2	5	4	1
Biology	6	9	11	8	8	9	12	7	12	8
Chemistry	3	1	2	2	9	4	6	1	5	3
Chinese	1	0	0	-	1	-	-	2	-	-
Classical Studies	1	0	2	1	2	1	3	3	1	3
Drama	3	0	0	2	1	-	1	2	2	2
Economics	1	0	1	1	1	1	2	3	4	2
English	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)	10	5	7	8	12	10	10	7	8	8
History	1	0	2	1	2	1	3	2	3	0
Japanese	1	2	0	-	-	-	-	1	2	1
Latin	0	0	1	-	-	-	-	-	0	0
Mathematics – Calculus	1	3	4	3	3	1	4	5	3	5
Māori	-	0	1	-	-	-	-	0	0	0
Media Studies	-	0	0	2	1	-	2	1	1	0
Music	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	-	-	0	-	2	-	-	-	0	1
Statistics	7	4	8	7	7	5	8	1	4	3
Technology Textiles (1) / Food tech (4)	3	4	2	2	2	-	-	-	-	-
TOTAL	66	48	71	54	83	72	88	72	84	69

Section 4: Achievement by ethnicity



With only 55 Middle Eastern/ Latin American / African students in the school, this cohort is small and therefore the data may be inaccurately represented here.

Rates of University Entrance for Māori are below other ethnicities.

Rates of L2, L3 and UE for Pasific Peoples are below significantly below other ethnicities.

Māori Achievement

Level	Pass Rate Target %	All EGGS student pass rate	EGGS Māori Pass Rate %	National Māori Pass Rate %	Band Māori Pass Rate %	Group Māori Pass Rate %
Level 2	90	83.9	80.0% (92.5% in 2022)	63.6% (64.1% in 2022)	81.6% (83.6 in 2022)	79.8% (81.9% in 2022)
Level 3	85	85.1%	80.5% (89.6% in 2022)	55.4% (55.7% in 2022)	79.9% (85.2 in 2022)	74.2% (77.0% in 2022)
University Entrance		75.7%	63.4% (79.2% in 2022)	29.9% (30.9% in 2022)	65.9% (71.4% in 2022)	55.8 (56.8 in 2022)

Observations:

In 2023 the Level 2 pass rate for Māori dropped by 12.5%, the lowest since 2021

In 2023 the Level 3 pass rate for Māori dropped by 7% the lowest since 2019

UE rate dropped by 9.5% (was 57.6 in 2021)

Nationally and in the comparison band and comparison group, the Māori Achievement rate dropped.

EGGS Māori are behind the comparison band for Level 2 by 1.6%

EGGS Māori are ahead of the comparison band for Level 3 by 0.6%

EGGS Māori are behind the comparison band for UE by 2.3%

EGGS Māori are behind the comparison group for Level 2 by 2%

EGGS Māori are ahead of the comparison group for Level 3 by 6.3%

EGGS Māori are ahead of the comparison group for UE by 7.6%

Māori Achievement

Strategies:

Provision of new Kahikitia student position.

Continue tracking of Māori student achievement through Kotahitanga TICs and deans

Continuation of enrichment.

Offer of Marae/Manaakitanga standards

Offer of Te Ao haka standards

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.

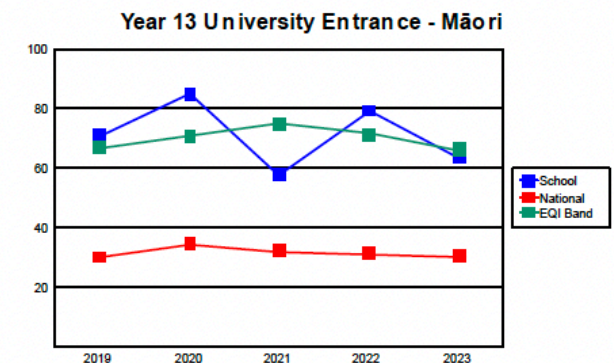
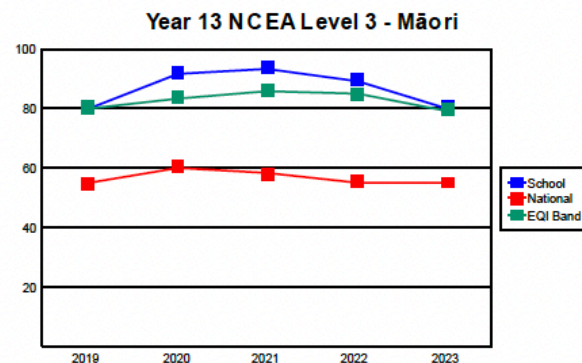
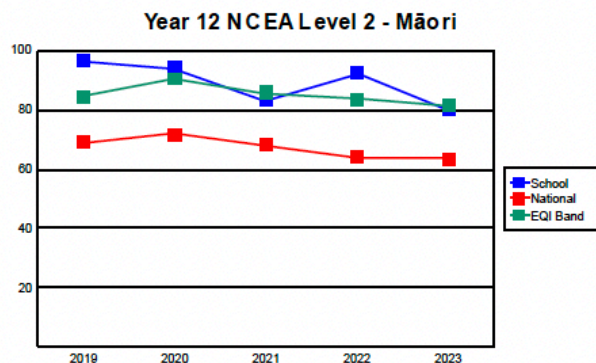
Continued resourcing for Ka Hikitia and the Kotahitanga committee – budget increased for 2024 to accommodate Koha for Professional Development etc.

The appointment of Tangatawhenua to the Leaders Forum, Kahui Ako and Kaitiaki

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

Mana ōrite mo te mātauranga Māori strategies and consultation

Considering timing of assessments to avoid significant co-curriculum activities



Pasifika Achievement

Level	Pass Rate Target %	All EGGs student pass rate	EGGS Pasifika Pass Rate %	National Pasifika Pass Rate %	Band Pasifika Pass Rate %	Group Pasifika Pass Rate %
Level 2	90	83.9%	75.0% (81.8% in 2022)	63.5% (67.3% in 2022)	80.5% (83.0 in 2022)	76.1% (80.8% in 2022)
Level 3	85	85.1%	74.5% (82.7% in 2022)	59.1 % (59.4% in 2022)	76.1% (80.1% in 2022)	70.3% (71.8% in 2022)
University Entrance		75.5%	47.1% (57.7% in 2022)	28.3 % (28.7% in 2022)	57.5% 55.6 in 2022)	48.5% (46.8 in 2022)

Observations:

In 2023 the Level 2 pass rate for Pasifika dropped by 6.8%, the lowest since 2021

In 2023 the Level 3 pass rate for Pasifika dropped by 8.2% the lowest since 2020

UE rate dropped by 10.6% (lowest in the at least 5 years)

Nationally and in the comparison band and comparison group, the Pasifika Achievement rate dropped in all areas apart from the Pasifika band and group for UE which went up marginally.

EGGS Pasifika are behind the comparison band for Level 2 by 4.5%

EGGS Pasifika are behind of the comparison band for Level 3 by 2.4%

EGGS Pasifika are behind the comparison band for UE by 10%

EGGS Pasifika are behind the comparison group for Level 2 by 1.1%

EGGS Pasifika are ahead of the comparison group for Level 3 by 4.2%

EGGS Pasifika are behind the comparison group for UE by 1.4%

Observations:

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

Continue to offer Tongan standards and seek Samoan Language tutor.

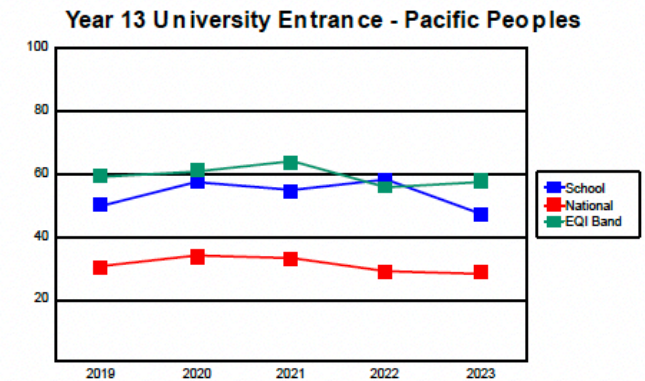
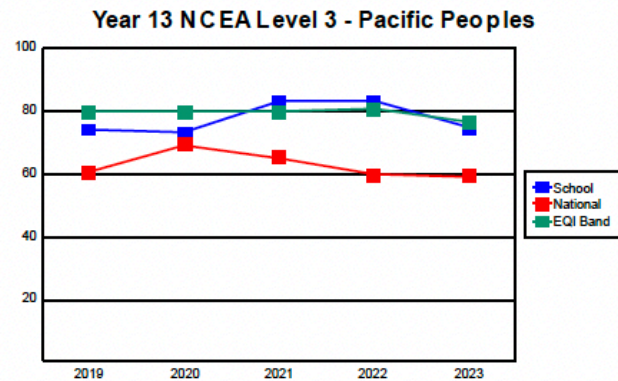
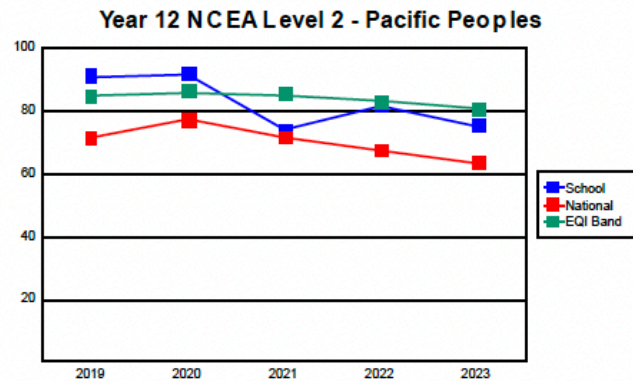
Pasifika PLG

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.

Early intervention with Essential skills programme to build confidence and credit cushion.



Appendices: Charter Targets 2023

Students should achieve to the best of their ability and achieve results in National Qualifications that match or exceed results from the comparison band/group

Support and promote high levels of academic achievement at all levels

Pass rate targets set at	Year 11	90%
	Level 2	90%
	Level 3	85%
Endorsement rates set at	Level 2	65%
	Level 3	55%
Leavers' target set at 90% of leavers to have NCEA Level 2.		

Proposed 2024 Targets:

Year 11
Level 2 93%
Level 4 90%

Same for M + P

Certificate Endorsements:
Level 2 combined 70%
Level 2 combined 60%

Support and promote high levels of academic achievement for Māori and Pasifika students:

Māori student pass rate targets set at	Level 2	90%
	Level 3	85%
Pasifika student pass rate targets set at	Level 2	90%
	Level 3	85%

Appendices: Introduction of the Equity Index (EQI) replacing the Decile system

The Equity Index (EQI) has now replaced decile the system. EGGS is in the ‘fewest barriers to achievement’ category at 344.
[Link to EQI](#)

The EQI is based on a statistical model that estimates the extent to which a school's students face socioeconomic barriers that could affect their school achievement.

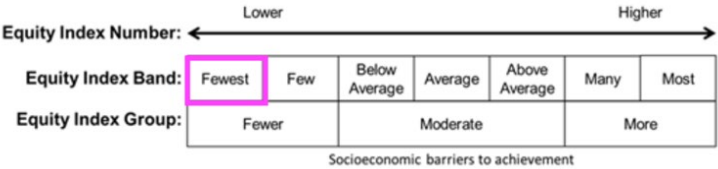
This model assigns schools an EQI number. A higher EQI number indicates that a school has students facing more or greater socioeconomic barriers.

School EQI numbers are an estimate of socioeconomic barriers to future NCEA achievement. They do not provide an indication of school quality and actual NCEA achievement will vary based on a range of factors relating to school practices and community support.

The Private schools are not given an EQI and therefore are not part of our comparison. These schools were previously Decile 10 and not part of our comparison group as a D9 School.

Catholic Schools now are part of our comparison group as they are allocated an EQI and are in the same EQI band.
*Catholic Schools

	Level 2	Level 3	UE
EGGS	83.9	85.1	75.7
National	72.5	66.8	48.2
EQI Group	84.1	80.7	68.8
EQI Band	81.9	81.1	72.4



Schools in our comparison band:

- Waikato Diocesan School For Girls
- Auckland Grammar
- *Carmel College
- *Rosmini College
- *St Peter's College (Epsom)
- John McGlashan College
- Macleans College
- *Sancta Maria College
- Glendowie College
- *Sacred Heart College (Auckland)
- Onslow College
- Botany Downs School
- Mt Albert School
- Woodford House
- *Marist College
- Takapuna Grammar School
- Rangitoto College
- Westlake Boys High School
- *Baradene College
- *St Mary's College (Ponsonby)

EPSOM GIRLS GRAMMAR SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	64
Principal:	Lorraine Pound
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

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Tahei Simpson	Presiding Member	Tri-ennial Election	Sep-25
Lorraine Pound	Principal	Ex-officio	
Tui Kaumoana	Whānau Rep	Co-opted	Jul-24
Sara Tuitupou	Pasifika Rep	Co-opted	Feb-24
Charlotte Bratley	Student Rep	Annual Election	Sep-23
Jasmine Huang	Student Rep	Annual Election	Sep-24
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
Vanessa Bainbridge	Board Member - skills based	Co-opted	Feb-24

Accountant / Service Provider:

Edtech Financial Services

EPSOM GIRLS GRAMMAR SCHOOL

Consolidated Annual Financial Statements - For the year ended 31 December 2023

Index

Page Group Statements

<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assests/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6-27</u>	Notes to the Group Financial Statements

Independent Auditor's Report

Other Information

Statement of Variance

Good Employer Policy Statement

Kiwisport Funding Report

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

Evaluation of the school's students' progress and achievement

Epsom Girls Grammar School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the group.

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

Ms Tahei Simpson

Full Name of Presiding Member



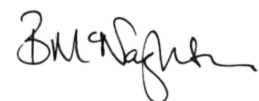
Signature of Presiding Member

10 September 2024

Date:

Mrs Brenda McNaughton

Full Name of Principal



Signature of Principal

10 September 2024

Date:



Epsom Girls Grammar School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	School 2023 Budget (Unaudited)	2022	2023	Group 2023 Budget (Unaudited)	2022
	Notes	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Revenue							
Government Grants	2	26,581,519	27,235,704	25,129,184	26,581,519	27,235,704	25,129,184
Locally Raised Funds	3	4,577,289	4,417,458	4,100,361	4,686,097	4,417,458	4,174,049
Interest		339,870	140,000	109,524	473,275	140,000	121,079
Gain on Sale of Property, Plant and Equipment		-	-	3,009	-	-	3,009
Hostel	4	2,134,258	2,148,571	1,969,664	2,134,258	2,148,571	1,969,664
Total Revenue		33,632,936	33,941,733	31,311,742	33,875,149	33,941,733	31,396,985
Expense							
Locally Raised Funds	3	2,654,414	2,685,428	2,509,435	2,667,464	2,685,428	2,533,950
Hostel	4	2,048,184	2,157,174	1,790,010	2,048,184	2,157,174	1,790,010
Learning Resources	5	18,593,610	17,144,988	17,160,581	18,595,610	17,144,988	17,162,581
Administration	6	1,257,008	1,125,230	1,151,451	1,338,702	1,125,230	1,221,297
Interest		49,501	53,000	52,752	49,501	53,000	52,752
Property	7	9,196,221	11,725,316	8,924,981	9,196,221	11,725,316	8,924,981
Investment Unrealised Losses	7	-	-	-	-	-	158,236
Loss on Disposal of Property, Plant and Equipment		5,361	-	-	5,361	-	-
Total expense		33,804,299	34,891,136	31,589,210	33,901,043	34,891,136	31,843,807
Net Deficit for the year		(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)
Other Comprehensive Revenue and Expense							
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the year		(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)

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 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		18,354,681	18,354,681	18,524,901	19,599,985	18,354,681	19,939,559
Total comprehensive revenue and expense for the year		(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)
Contribution - Furniture and Equipment Grant		112	-	107,248	112	-	107,248
Equity at 31 December		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Accumulated comprehensive revenue and expense		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Equity at 31 December		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Reserve Movements Analysis							
Accumulated comprehensive revenue and expense							
Balance at 1 January		18,354,681	18,354,681	18,524,901	19,599,985	18,354,681	19,939,559
Furniture & Equipment grant		112	-	107,248	112	-	107,248
Deficit for the year		(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)
Balance 31 December		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Total equity		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985

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 2023

		2023	School 2023	2022	2023	Group 2023	2022
	Notes	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Current Assets							
Cash and Cash Equivalents	8	1,213,711	714,366	1,025,658	1,297,554	714,366	1,034,725
Accounts Receivable	9	1,583,131	1,380,000	1,297,878	1,585,631	1,380,000	1,321,501
GST Receivable		80,566	-	-	80,833	-	-
Prepayments		447,131	300,000	326,127	447,131	300,000	326,127
Inventories	10	212,885	200,000	205,054	212,885	200,000	205,054
Investments	11	5,500,000	3,500,000	5,000,000	5,500,000	3,500,000	5,000,000
Funds receivable for Capital Works Projects	18	121,780	-	41,676	121,780	-	41,676
		9,159,204	6,094,366	7,896,393	9,245,814	6,094,366	7,929,083
Current Liabilities							
GST Payable		-	20,000	17,939	-	20,000	17,276
Accounts Payable	13	2,337,187	1,750,000	1,707,884	2,371,134	1,750,000	1,711,234
Revenue Received in Advance	14	2,616,578	1,750,000	1,715,391	2,694,961	1,750,000	1,793,666
Provision for Cyclical Maintenance	15	224,022	290,000	179,145	224,022	290,000	179,145
Finance Lease Liability	16	174,923	180,000	178,044	174,923	180,000	178,044
Funds held in Trust	17	1,169,184	750,000	745,033	1,169,184	750,000	745,033
Funds held for Capital Works Projects	18	283,906	-	359,624	283,906	-	359,624
		6,805,800	4,740,000	4,903,060	6,918,130	4,740,000	4,984,022
Working Capital Surplus		2,353,404	1,354,366	2,993,333	2,327,684	1,354,366	2,945,061
Non-current Assets							
Investments	11	-	-	-	1,411,826	-	1,286,909
Property, Plant and Equipment	12	16,277,912	16,610,912	16,137,435	16,282,579	16,610,912	16,144,102
Capital Works in Progress	12	338,408	-	98,436	338,408	-	98,436
		16,616,320	16,610,912	16,235,871	18,032,813	16,610,912	17,529,447
Non-current Liabilities							
Provision for Cyclical Maintenance	15	523,413	340,000	567,241	523,413	340,000	567,241
Finance Lease Liability	16	262,881	220,000	307,282	262,881	220,000	307,282
		786,294	560,000	874,523	786,294	560,000	874,523
Net Assets		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Equity:							
Accumulated comprehensive revenue and expense		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985
Total equity		18,183,430	17,405,278	18,354,681	19,574,203	17,405,278	19,599,985

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 2023

		2023	School 2023 Budget (Unaudited)	2022	2023	Group 2023 Budget (Unaudited)	2022
	Notes	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Cash flows from Operating Activities							
Government Grants		4,909,011	4,605,072	4,860,351	4,984,123	4,605,072	4,860,351
Locally Raised Funds		3,110,995	3,211,376	3,115,599	3,144,691	3,211,376	3,163,454
Hostel		2,328,546	2,151,636	2,031,890	2,328,546	2,151,636	2,031,890
International Students		1,995,844	1,256,622	1,087,067	1,995,844	1,256,622	1,087,067
Goods and Services Tax (net)		(98,505)	2,061	81,283	(98,109)	2,061	81,339
Payments to Employees		(4,535,648)	(4,577,568)	(4,602,048)	(4,577,982)	(4,577,568)	(4,628,827)
Payments to Suppliers		(5,911,417)	(6,575,431)	(5,842,398)	(5,891,828)	(6,575,431)	(5,913,003)
Interest Paid		(49,501)	(53,000)	(52,752)	(49,501)	(53,000)	(52,752)
Interest Received		273,129	141,288	87,773	406,534	141,288	99,328
Net cash from the Operating Activities		2,022,454	162,056	766,765	2,242,318	162,056	728,847
Cash flows from Investing Activities							
Purchase of Property Plant & Equipment		(1,407,393)	(1,475,041)	(809,206)	(1,407,393)	(1,475,041)	(807,206)
Purchase of Investments		(500,000)		(600,000)	(624,917)		(583,417)
Proceeds from Sale of Investments		-	1,500,000		-	1,500,000	
Net cash from / (to) the Investing Activities		(1,907,393)	24,959	(1,409,206)	(2,032,310)	24,959	(1,390,623)
Cash flows from Financing Activities							
Furniture and Equipment Grant		112	-	107,248	112	-	107,248
Finance Lease Payments		(195,449)	(185,326)	(177,440)	(195,449)	(185,326)	(177,440)
Funds Administered on Behalf of Other Parties		268,329	(312,981)	827,172	268,329	(312,981)	827,172
Net cash from / (to) Financing Activities		72,992	(498,307)	756,980	72,992	(498,307)	756,980
Net increase/(decrease) in cash and cash equivalents		188,053	(311,292)	114,539	283,000	(311,292)	95,204
Cash and cash equivalents at the beginning of the year	8	1,025,658	1,025,658	911,119	1,034,725	1,025,658	939,521
Cash and cash equivalents at the end of the year	8	1,213,711	714,366	1,025,658	1,317,725	714,366	1,034,725

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 2023

Notes	2023 Actual \$	SCHOOL 2023 Budget (Unaudited) \$	2022 Actual \$	2022 Actual \$	GROUP 2023 Budget (Unaudited) \$	2022 Actual \$
Net Deficit for the Year	(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)
	(171,363)	(949,403)	(277,468)	(25,894)	(949,403)	(446,822)
Add Non-Cash Items:						
Depreciation	1,169,510	1,200,000	1,135,749	1,171,510	1,200,000	1,137,749
Non-Cash Movement in Cyclical Maintenance Provision	218,614	155,000	111,306	218,614	155,000	111,306
Investment Unrealised Losses						158,236
	1,388,124	1,355,000	1,247,055	1,390,124	1,355,000	1,407,291
Add/(Less) Movements in other working capital Items:						
(Increase)/Decrease in Accounts Receivable including Teachers Salaries	(285,253)	(82,122)	(214,816)	(264,130)	(82,122)	(223,876)
(Increase)/Decrease in Prepayments	(121,004)	26,127	(68,175)	(121,004)	26,127	(68,175)
(Increase)/Decrease in Stock	(7,831)	5,054	67,771	(7,831)	5,054	67,771
Increase/(Decrease) in Accounts Payable	634,664	42,116	(226,064)	665,261	42,116	(227,087)
Increase/(Decrease) in Net GST	(98,505)	2,061	81,283	(98,109)	2,061	67,276
Increase/(Decrease) in Revenue in Advance	901,187	34,609	197,598	901,295	34,609	192,888
Increase/(Decrease) in Cyclical Maintenance Provision	(217,565)	(271,386)	(37,410)	(217,565)	(271,386)	(37,410)
	805,693	(243,541)	(199,813)	857,917	(243,541)	(228,613)
Add/(Less) Items classified as investing activities						
Net Gain on disposal of fixed Assets		-	(3,009)	-	-	(3,009)
	-	-	(3,009)	-	-	(3,009)
Net Cash Flow from Operating activities	2,022,454	162,056	766,765	2,222,147	162,056	728,847

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 2023

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 subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary 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 2023 to 31 December 2023 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.

Subsidiaries

Subsidiaries 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 subsidiaries 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 subsidiary 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 subsidiary, it derecognises the assets and liabilities of the subsidiary, 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 subsidiary is measured at fair value when control is lost.

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 2023

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 \$30 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.

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.

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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 subsidiary. The subsidiaries 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.

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.

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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.

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.

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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.

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
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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.

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.

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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.

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.

Epsom Girls Grammar School

Notes to the Group Financial Statements

For the year ended 31 December 2023

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 2023

2. Government Grants

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	4,875,809	4,549,917	4,800,935	4,875,809	4,549,917	4,800,935
Teachers' Salaries Grants	14,069,795	12,277,632	12,691,918	14,069,795	12,277,632	12,691,918
Use of Land and Buildings Grants	7,577,651	10,350,000	7,579,915	7,577,651	10,350,000	7,579,915
Other Government Grants	58,264	58,155	56,416	58,264	58,155	56,416
	<u>26,581,519</u>	<u>27,235,704</u>	<u>25,129,184</u>	<u>26,581,519</u>	<u>27,235,704</u>	<u>25,129,184</u>

3. Locally Raised Funds

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue						
Donations and Bequests	992,823	1,181,600	1,013,896	1,073,902	1,181,600	1,087,397
Fundraising & Community Grants	86,531	76,400	87,047	106,383	76,400	87,177
Curriculum related activities - Purchase of goods and services	586,404	562,740	593,498	586,404	562,740	593,498
Acquatic Centre	417,963	368,000	401,858	417,963	368,000	401,858
Other Revenue	-	-	-	7,877	-	57
Trading	828,726	713,000	813,498	828,726	713,000	813,498
Raye Freedman Centre	302,004	289,810	244,089	302,004	289,810	244,089
International Student Fees	1,362,838	1,225,908	946,475	1,362,838	1,225,908	946,475
	<u>4,577,289</u>	<u>4,417,458</u>	<u>4,100,361</u>	<u>4,686,097</u>	<u>4,417,458</u>	<u>4,174,049</u>
Expenses						
Extra Curricular Activities Costs	519,706	554,948	494,768	519,706	554,948	494,768
Trading	498,170	421,215	489,329	498,170	421,215	489,329
Acquatic Centre	379,793	362,526	339,968	379,793	362,526	339,968
Fundraising and Community Grant Costs	-	-	-	13,050	-	24,515
Raye Freedman Centre	229,052	303,565	242,427	229,052	303,565	242,427
International Student - Student Recruitment	132,355	142,608	117,734	132,355	142,608	117,734
International Student - Employee Benefit - Salaries	773,371	761,000	738,345	773,371	761,000	738,345
International Student - Other Expenses	121,967	139,566	86,864	121,967	139,566	86,864
	<u>2,654,414</u>	<u>2,685,428</u>	<u>2,509,435</u>	<u>2,667,464</u>	<u>2,685,428</u>	<u>2,533,950</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>1,922,875</u>	<u>1,732,030</u>	<u>1,590,926</u>	<u>2,018,633</u>	<u>1,732,030</u>	<u>1,640,099</u>

During the year the School hosted 76 International students (2022: 68)

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

4. Hostel Revenue and Expenses

Hostel Financial Performance

Hostel Full Boarders

2023 Actual Number	School 2023 Budget (Unaudited) Number	2022 Actual Number	2023 Actual Number	Group 2023 Budget (Unaudited) Number	2022 Actual Number
129	130	128	129	130	128

Revenue

Hostel Fees
Other Revenue

2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
1,745,431	1,761,441	1,634,282	1,745,431	1,761,441	1,634,282
388,827	387,130	335,382	388,827	387,130	335,382
2,134,258	2,148,571	1,969,664	2,134,258	2,148,571	1,969,664

Expenses

Other Hostel Expenses
Administration
Property
Depreciation
Employee Benefit - Salaries

351,056	472,000	338,201	351,056	472,000	338,201
155,287	151,074	132,966	155,287	151,074	132,966
325,631	393,600	216,897	325,631	393,600	216,897
245,200	245,000	185,837	245,200	245,000	185,837
971,010	895,500	916,109	971,010	895,500	916,109
2,048,184	2,157,174	1,790,010	2,048,184	2,157,174	1,790,010

Surplus/ (Deficit) for the year Hostel

86,074	(8,603)	179,654	86,074	(8,603)	179,654
--------	---------	---------	--------	---------	---------

5. Learning Resources

Curricular
Equipment Repairs
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
1,047,405	1,131,839	951,085	1,047,405	1,131,839	951,085
17,263	23,640	21,508	17,263	23,640	21,508
649,391	750,919	611,790	649,391	750,919	611,790
177,295	156,870	152,336	177,295	156,870	152,336
15,716,823	13,988,920	14,417,445	15,716,823	13,988,920	14,417,445
61,123	137,800	56,505	61,123	137,800	56,505
924,310	955,000	949,912	926,310	955,000	951,912
18,593,610	17,144,988	17,160,581	18,595,610	17,144,988	17,162,581

6. Administration

Audit Fee
Board Fees
Board Expenses
Communication
Consumables
Operating Lease
Other
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy

2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
16,497	16,348	15,871	18,820	16,348	18,462
6,510	6,500	1,210	6,510	6,500	1,210
126,217	21,000	35,601	126,217	21,000	35,601
87,881	76,590	81,810	87,881	76,590	81,810
(28,385)	(46,500)	(40,112)	(28,385)	(46,500)	(40,112)
(8,561)	12,000	1,475	(8,561)	12,000	1,475
60,061	91,520	78,155	95,138	91,520	116,054
921,813	897,451	917,817	964,147	897,451	944,596
52,896	23,321	38,426	52,896	23,321	38,426
22,079	27,000	21,198	24,039	27,000	23,775
1,257,008	1,125,230	1,151,451	1,338,702	1,125,230	1,221,297



Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

7. Property

	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Caretaking and Cleaning Consumables	394,328	377,500	352,162	394,328	377,500	352,162
Consultancy and Contract Services	260,325	166,500	213,522	260,325	166,500	213,522
Cyclical Maintenance Provision	218,614	155,000	111,306	218,614	155,000	111,306
Grounds	28,444	28,000	27,135	28,444	28,000	27,135
Heat, Light and Water	242,471	221,000	207,310	242,471	221,000	207,310
Rates	-	800	540	-	800	540
Repairs and Maintenance	107,859	110,000	102,442	107,859	110,000	102,442
Use of Land and Buildings	7,577,651	10,350,000	7,579,915	7,577,651	10,350,000	7,579,915
Security	56,987	43,500	40,857	56,987	43,500	40,857
Employee Benefits - Salaries	309,542	273,016	289,792	309,542	273,016	289,792
	9,196,221	11,725,316	8,924,981	9,196,221	11,725,316	8,924,981

The use of land and buildings figure represents 5% of the School's total property value. This is used as a 'proxy' for the market rental of the property. 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

	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Bank Accounts	1,213,711	714,366	1,025,658	1,297,554	714,366	1,034,725
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	1,213,711	714,366	1,025,658	1,297,554	714,366	1,034,725

Of the \$1,297,554 Cash and Cash Equivalents, \$283,906 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 2024 on Crown owned Group buildings.

Of the \$1,297,554 Cash and Cash Equivalents, \$53,050 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 student and hostel fees as disclosed in note 14.

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

9. Accounts Receivable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	193,295	50,000	65,996	195,795	50,000	89,619
Receivables from the Ministry of Education	75,112	-	-	75,112	-	-
Interest Receivable	98,029	30,000	31,288	98,029	30,000	31,288
Teacher Salaries Grant Receivable	1,216,695	1,300,000	1,200,594	1,216,695	1,300,000	1,200,594
	<u>1,583,131</u>	<u>1,380,000</u>	<u>1,297,878</u>	<u>1,585,631</u>	<u>1,380,000</u>	<u>1,321,501</u>
Receivables from Exchange Transactions	291,324	80,000	97,284	293,824	80,000	120,907
Receivables from Non-Exchange Transactions	1,291,807	1,300,000	1,200,594	1,291,807	1,300,000	1,200,594
	<u>1,583,131</u>	<u>1,380,000</u>	<u>1,297,878</u>	<u>1,585,631</u>	<u>1,380,000</u>	<u>1,321,501</u>

The Ageing Profile of Receivables at year end is detailed below

	2023 Actual School			2022 Actual School		
	Gross \$	Impairment \$	Net \$	Gross \$	Impairment \$	Net \$
Not Past Due	130,596	-	8,913	8,913	-	8,913
Past Due 1 - 30 Days	56,187	-	55,904	55,904	-	55,904
Past Due 31 - 60 Days	63,952	-	(300)	(300)	-	(300)
Past Due 61 - 90 Days	-	-	379	379	-	379
Past Due over 90 Days	17,672	-	1,100	1,000	-	1,000
Total	<u>268,407</u>	<u>-</u>	<u>65,996</u>	<u>65,896</u>	<u>-</u>	<u>65,896</u>

10. Inventories

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	9,016	10,000	12,681	9,016	10,000	12,681
School Uniforms	174,984	160,000	160,569	174,984	160,000	160,569
School Memorabilia	28,885	30,000	31,804	28,885	30,000	31,804
	<u>212,885</u>	<u>200,000</u>	<u>205,054</u>	<u>212,885</u>	<u>200,000</u>	<u>205,054</u>

11. Investments

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

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset						
Short-term Bank Deposits	5,500,000	3,500,000	5,000,000	5,500,000	3,500,000	5,000,000
	<u>5,500,000</u>	<u>3,500,000</u>	<u>5,000,000</u>	<u>5,500,000</u>	<u>3,500,000</u>	<u>5,000,000</u>
Non-current Asset						
Long-term Bank Deposits	-	-	-	1,411,826	-	1,286,909
Total Investments	<u>5,500,000</u>	<u>3,500,000</u>	<u>5,000,000</u>	<u>6,911,826</u>	<u>3,500,000</u>	<u>6,286,909</u>

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

12. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2023						
Building Improvements	6,417,821	221,043	(1,774)	-	(233,060)	6,404,030
Hostel	6,763,130	233,249	-	-	(245,165)	6,751,214
Furniture and Equipment	2,116,965	465,935	(1,105)	-	(299,385)	2,282,410
Information and Communication Technology	301,207	238,564	-	-	(179,221)	360,550
Leased Assets	454,158	148,363	-	-	(202,613)	399,908
Library Resources	90,821	8,629	(2,917)	-	(12,066)	84,467
Balance at 31 December 2023	16,144,102	1,315,783	(5,796)	-	(1,171,510)	16,282,579

GROUP

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	9,013,066	(2,609,036)	6,404,030	8,793,827	(2,376,006)	6,417,821
Hostel	8,995,622	(2,244,408)	6,751,214	8,762,373	(1,999,243)	6,763,130
Furniture and Equipment	6,196,550	(3,914,140)	2,282,410	5,739,131	(3,622,166)	2,116,965
Information and Communication Technology	4,035,785	(3,675,235)	360,550	3,797,221	(3,496,014)	301,207
Leased Assets	874,207	(474,299)	399,908	828,280	(374,122)	454,158
Library Resources	296,454	(211,987)	84,467	297,376	(206,555)	90,821
Balance at 31 December	29,411,684	(13,129,105)	16,282,579	28,218,208	(12,074,106)	16,144,102

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2023						
Building Improvements	6,417,821	221,043	(1,774)	-	(233,060)	6,404,030
Hostel	6,763,130	233,249	-	-	(245,165)	6,751,214
Furniture and Equipment	2,110,298	465,935	(1,105)	-	(297,385)	2,277,743
Information and Communication Technology	301,207	238,564	-	-	(179,221)	360,550
Leased Assets	454,158	148,363	-	-	(202,613)	399,908
Library Resources	90,821	8,629	(2,917)	-	(12,066)	84,467
Balance at 31 December 2023	16,137,435	1,315,783	(5,796)	-	(1,169,510)	16,277,912

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

SCHOOL	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	9,013,066	(2,609,036)	6,404,030	8,793,827	(2,376,006)	6,417,821
Hostel	8,995,622	(2,244,408)	6,751,214	8,762,373	(1,999,243)	6,763,130
Furniture and Equipment	6,186,550	(3,908,807)	2,277,743	5,729,131	(3,618,833)	2,110,298
Information and Communication Technology	4,035,785	(3,675,235)	360,550	3,797,221	(3,496,014)	301,207
Leased Assets	874,207	(474,299)	399,908	828,280	(374,122)	454,158
Library Resources	296,454	(211,987)	84,467	297,376	(206,555)	90,821
Balance at 31 December	29,401,684	(13,123,772)	16,277,912	28,208,208	(12,070,773)	16,137,435

The net carrying value of furniture and equipment held under a finance lease is \$399,908 (2022: \$454,158)

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
		\$	\$	\$	\$
2023					
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		98,436	401,857	(161,885)	338,408

Project	Status	Opening Balance	Cost	BOT Contribution/ Capitalised	Closing Balance
		\$	\$	\$	\$
2022					
Hall Sound System	Complete	23,144	-	(23,144)	-
Aquatic Centre CO2 System	Complete	3,054	-	(3,054)	-
Epsom House Kitchen	Complete	72,295	-	(72,295)	-
Epsom House Stone Wall	In progress	-	8,930	-	8,930
Owen's Road Carpark	In progress	-	89,506	-	89,506
Totals		98,493	98,436	(98,493)	98,436

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

13. Accounts Payable

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	804,942	260,000	280,689	835,539	260,000	280,689
Accruals	49,121	50,000	47,288	52,471	50,000	50,638
Banking Staffing Overuse	80,000	-	-	80,000	-	-
Employee Entitlements - Salaries	1,231,127	1,300,000	1,218,865	1,231,127	1,300,000	1,218,865
Employee Entitlements - Leave Accrual	171,997	140,000	161,042	171,997	140,000	161,042
	<u>2,337,187</u>	<u>1,750,000</u>	<u>1,707,884</u>	<u>2,371,134</u>	<u>1,750,000</u>	<u>1,711,234</u>
Payables for Exchange Transactions	2,337,187	1,750,000	1,707,884	2,371,134	1,750,000	1,711,234
	<u>2,337,187</u>	<u>1,750,000</u>	<u>1,707,884</u>	<u>2,371,134</u>	<u>1,750,000</u>	<u>1,711,234</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	53,050	-	3,000	53,050	-	3,000
International Student Fees in Advance	1,502,292	900,000	869,286	1,502,292	900,000	869,286
Hostel Fees in Advance	791,223	600,000	596,935	791,223	600,000	596,935
Other revenue in Advance	270,013	250,000	246,170	348,396	250,000	324,445
	<u>2,616,578</u>	<u>1,750,000</u>	<u>1,715,391</u>	<u>2,694,961</u>	<u>1,750,000</u>	<u>1,793,666</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	School and Group 2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	746,386	746,386	672,490
Increase to the Provision During the Year	218,614	155,000	111,306
Use of the Provision During the Year	(217,565)	(271,386)	(37,410)
Provision at the End of the Year	<u>747,435</u>	<u>630,000</u>	<u>746,386</u>
Cyclical Maintenance - Current	224,022	290,000	179,145
Cyclical Maintenance - Non current	523,413	340,000	567,241
	<u>747,435</u>	<u>630,000</u>	<u>746,386</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

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:

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	209,414	180,000	218,398	209,414	180,000	218,398
Later than One Year and no Later than Five Years	291,428	220,000	346,157	291,428	220,000	346,157
Future Finance Charges	(63,038)	-	(79,129)	(63,038)	-	(79,129)
	<u>437,804</u>	<u>400,000</u>	<u>485,426</u>	<u>437,804</u>	<u>400,000</u>	<u>485,426</u>
Represented by						
Finance lease liability - Current	174,923	180,000	178,044	174,923	180,000	178,044
Finance lease liability - Non-current	262,881	220,000	307,282	262,881	220,000	307,282
	<u>437,804</u>	<u>400,000</u>	<u>485,326</u>	<u>437,804</u>	<u>400,000</u>	<u>485,326</u>

17. Funds held in Trust

	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,169,184	750,000	745,033	1,169,184	750,000	745,033
	<u>1,169,184</u>	<u>750,000</u>	<u>745,033</u>	<u>1,169,184</u>	<u>750,000</u>	<u>745,033</u>

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
Notes to the Group Financial Statements
For the year ended 31 December 2023

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.

School and Group

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

Represented by:

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

		2022	Opening Balances	Receipts from MOE	Payments	Board Contribution	Closing Balances
			\$	\$	\$	\$	\$
L Block	Completed Sept 2020		(129,626)	129,626	-	-	-
Storm Water Drainage	Completed Jan 2022		(46,614)	46,614	-	-	-
SCR Demolition	Completed July 2022		57,679	93,700	(151,379)	-	-
Roofing Replacement	Completed Dec 2021		3,900	12,598	(49,235)	32,737	-
LED Lightening	Completed Nov 2021		(198,665)	200,233	(12,406)	10,838	-
Aquatic Centre Upgrade	Completed Mar 2022		220,600	150,000	(435,008)	81,600	17,192
Boiler / Pipework	In progress		(214,828)	575,000	(17,740)	-	342,432
Toilet Refurbishment	In progress		(5,100)	100,000	(110,905)	-	(16,005)
Flooring Replacement	Completed Aug 2022		(67,993)	257,670	(202,448)	-	(12,771)
Asbestos Removal	In progress		-	-	(12,900)	-	(12,900)
Totals			(380,647)	1,565,441	(992,021)	125,175	317,948

Represented by:

Funds Held on Behalf of the Ministry of Education	359,624
Funds Receivable from the Ministry of Education	(41,676)

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 2023

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	6,510	1,210
<i>Leadership Team</i>		
Remuneration	942,975	889,318
Full-time equivalent members	6	6
Total key management personnel remuneration	949,485	890,528

There are 12 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance and Property (6 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230 - 240	250 - 260
Benefits and Other Emoluments	30 - 35	35 - 40
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
140 - 150	5.00	-
130 - 140	-	5.00
120 - 130	11.00	-
110 - 120	24.00	15.00
100 - 110	35.00	28.00
	75.00	48.00

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
School		
Total	\$59,500	-
Number of People	2	-

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

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 2023, the Board had capital commitments of \$522,190 (2022: \$600,000) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining
	\$	\$	\$
Boiler / Pipework	819,403	335,818	483,585
Toilet Refurbishment	116,005	116,005	-
Flooring Replacement	282,478	270,441	12,037
Asbestos Removal	87,367	100,267	-
L1 Fire Damage Repairs	46,246	19,678	26,568
Caretaker House Remediation	5,508	5,508	-
Epsom House Roofing - School Project	605,277	338,408	266,869
Total	1,962,284	1,186,125	522,190

(b) Operating Commitments

As at 31 December 2023 the School Board has not entered into any contracts.

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2023	School	2022	2023	Group	2022
	Actual	2023	Actual	Actual	2023	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
Cash and Cash Equivalents	1,213,711	714,366	1,025,658	1,297,554	714,366	1,034,725
Receivables	1,583,131	1,380,000	1,297,878	1,585,631	1,380,000	1,321,501
Investments - Term Deposits	5,500,000	3,500,000	5,000,000	5,500,000	3,500,000	5,000,000
Total financial assets measured at amortised cost	8,296,842	5,594,366	7,323,536	8,383,185	5,594,366	7,356,226

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

Financial assets at fair value

Investments - Shares	-	-	-	1,411,826	-	1,286,909
----------------------	---	---	---	-----------	---	-----------

Financial liabilities measured at amortised cost

Payables	2,337,187	1,750,000	1,707,884	2,371,134	1,750,000	1,711,234
Finance Leases	437,804	400,000	485,326	437,804	400,000	485,326
Total financial liabilities measured at amortised cost	2,774,991	2,150,000	2,193,210	2,808,938	2,150,000	2,196,560

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

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 are invested with registered banks.

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

	SCHOOL			GROUP		
	2023	2023	2022	2023	2023	2022
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Bank Of New Zealand Limited						
Cash on Hand	2,100	2,100	2,100	2,100	2,100	2,100
Bank Current Account	176,346	197,705	305,846	216,822	197,705	314,913
Bank Call Account	1,035,265	500,000	717,712	1,078,632	500,000	717,712
Short-term Bank Deposits with Maturities more than 3 months	5,500,000	3,500,000	5,000,000	5,500,000	3,500,000	5,000,000
Net cash and cash equivalents and bank	6,713,711	4,199,805	6,025,658	6,797,554	4,199,805	6,034,725
Accrued Interest	98,029	30,000	31,288	98,029	30,000	31,288
	6,811,740	4,229,805	6,056,946	6,895,583	4,229,805	6,066,013

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:

	203	2022
	\$	\$
Within 180 days	5,500,000	5,000,000

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

Currency Risk

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

Liquidity Risk Management

Ultimate responsibility for liquidity risk management rests with the Board, which has built an appropriate liquidity risk management framework for the management

	Carrying	Contractual	Less Than	6 - 12	More than
	Amount	Cashflows	6 Months	months	one year
Payables	804,942	804,942	804,942	-	-
Finance Leases	437,804	500,842	104,707	104,707	291,428
	766,015	845,144	389,838	109,149	346,157

Epsom Girls Grammar School
Notes to the Group Financial Statements
For the year ended 31 December 2023

25. Events After Balance Date

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

26. Investment in Subsidiaries

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

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power		Value of investment \$000	
			2023	2022	2023	2022
Epsom Girls' Grammar School Foundation (the Trust)	Raising funds for the betterment of the school and its students	Auckland, NZ	100%	100%	-	-

All subsidiaries 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.

27. Comparatives

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

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF EPSOM GIRLS GRAMMAR SCHOOL'S
CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023**

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

Opinion

We have audited the financial statements of the Group on pages 1 to 27, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its 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 10 September 2024. 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.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the 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 Group for assessing the 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 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 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 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 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 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 arise 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.



Brendan Lyon
Partner¹
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

¹ 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.



Monday 20 May 2024

Good Employer Policy Statement

For the year ended 31st December 2023, the School Board:

- Has developed and implemented personnel policies within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- In its policy review 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.

Kate Slattery

Deputy Principal – HR and Personnel



Epsom Girls Grammar School giving effect to Te Tiriti o Waitangi

We are committed to maintaining our relationship with Ngāti Whātua Orākei in order to understand the whakapapa of the whenua where our kura sits, and in order 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 mātauranga 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 (whānau) is represented in the composition of the Board through co-option if necessary.
- Maintain an ongoing liaison with local Māori 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 NEG 9 including:
 - An appropriate kawa for the School, developed in consultation with the whanau and Ngati Whatua, 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 Maori, tikanga and Te Tiriti o Waitangi. The Kotahitanga committee will provide opportunities for student voice to be represented in areas of Te Ao Maori, tikanga and Te Tiriti o Waitangi.

Numbers of students taking Te Reo Māori are growing. We can see the benefits of Māori immersion are demonstrated by the Level 3 increase in achievement where that particular class was a Rūmaki Reo Class, so we intend to continue this strategy into 2024 and beyond by establishing more speaking of Te Reo Māori in all levels. Drawing on real life experiences by actively creating more out of school Te Reo Māori immersive opportunities for students to increase skills in whakarongo, kōrero, pānui and tuhi with external trips to Marae, Taiao, and Wāhi Hirahira that directly relate to the standard.

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

We also have a group of staff who are learning Te Reo Māori via Takatu. This knowledge is then shared within the kura. We would love to be able to offer further subjects additional to Te Reo to students and a new Te Ao Māori course has been received for investigating in 2025 and implementing for 2026.

Achievement:

Our School targets sets out that Māori will achieve as highly as all other students. All departments must monitor Māori achievement in relation to this target and report on strategies and outcomes annually.

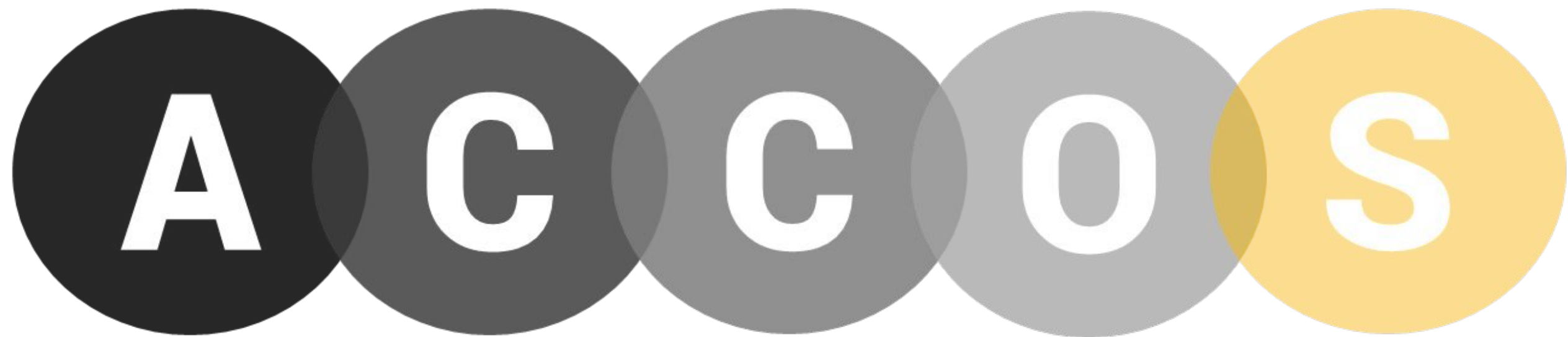
2023 Strategies:

- Provision of new Ka Hikitia student position.
- Continue tracking of Māori student achievement through Kotahitanga TICs and deans
- Continuation of enrichment.
- Offer of Marae/Manaakitanga standards
- Offer of Te Ao haka standards
- Continued resourcing of the Whanau Awhina as a parent network and support rūpū 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 – budget increased for 2024 to accommodate Koha for Professional Development etc.
- The appointment of Tangatawhenua to the Leaders Forum, Kahui Ako and Kaitiaki
- Annual Plan, professional development and appraisal focus for teachers on identified learners including Māori students
- Mana ōrite mo te mātauranga Māori strategies and consultation
- Considering timing of assessments to avoid significant co-curriculum activities

Level	Pass Rate Target %	All EGGs student pass rate	EGGS Māori Pass Rate %	National Māori Pass Rate %	Band Māori Pass Rate %	Group Māori Pass Rate %
Level 2	90	83.9	80.0% (92.5% in 2022)	63.6% (64.1% in 2022)	81.6% (83.6 in 2022)	79.8% (81.9% in 2022)
Level 3	85	85.1%	80.5% (89.6% in 2022)	55.4% (55.7% in 2022)	79.9% (85.2 in 2022)	74.2% (77.0% in 2022)
University Entrance		75.7%	63.4% (79.2% in 2022)	29.9% (30.9% in 2022)	65.9% (71.4% in 2022)	55.8 (56.8 in 2022)

Observations:

- In 2023 the Level 2 pass rate for Māori dropped by 12.5%, the lowest since 2021
- In 2023 the Level 3 pass rate for Māori dropped by 7% the lowest since 2019
- UE rate dropped by 9.5% (was 57.6 in 2021)
- Nationally and in the comparison band and comparison group, the Māori Achievement rate dropped.
- EGGs Māori are behind the comparison band for Level 2 by 1.6%
- EGGs Māori are ahead of the comparison band for Level 3 by 0.6%
- EGGs Māori are behind the comparison band for UE by 2.3%
- EGGs Māori are behind the comparison group for Level 2 by 2%
- EGGs Māori are ahead of the comparison group for Level 3 by 6.3%
- EGGs Māori are ahead of the comparison group for UE by 7.6%



AUCKLAND CENTRAL COMMUNITY OF SCHOOLS

Waiho I te toipoto, kaua I te toiroa • Let us keep close together, not wide apart

Initiative Summaries on a Page 2023

<u>NZC Writing</u>	<u>What Does Success Look Like</u>	<u>Mahi Tahī me te Akonga</u>
<u>Te Ao Māori</u>		<u>ECE</u>

Te Ao Māori Initiative 2023



PUMANAWATANGA OUR PURPOSE

What is at the heart of this work.

He aha te mea nui o te ao?

He tangata, he tangata he tangata.

At the heart of our mahi is the people. Building a team to be champions for Te Ao Māori in their own kura and school communities so that they can support the principles, understanding and knowledge of Te Ao Māori. The whakatauki of ACCoS encapsulates this mahi.

Waiho i te te toipoto, kaua i te toiroa

Talks about connectedness and the importance of sharing and applying knowledge.

Goal: All schools in our Kāhui Ako reflect cultural uniqueness of Aotearoa' at the heart of each learning area by 2025.

Statement: Te Ao Māori is more than content to be taught.

It is a way of learning, a unique knowledge system that is equally about how and why as it is about what we learn.

**Kitenga | Vision:
for a sustainable future:**

By 2050, have our 5 year olds of today entering the workforce with principles that underpin Te Ao Māori.



TĒ TŌI TĒ HAUMATIA WHAT'S BEEN HAPPENING

Original plans, how we started, action plans, where we ended up, our successes. Kaupapa | Actions



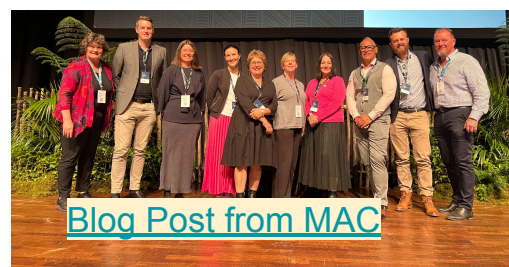
Kapa Kahui 2023



Hikoi ki runga Maungawhau



Working with ISL



Blog Post from MAC



Blog reflection from ISL Day



TE MAHI TAHI COLLECTIVE LEADERSHIP

What did we learn about ourselves as leaders of learning within this initiative.

Embrace Te Ao Māori principles to ensure inclusive decision-making is guiding our leadership within this initiative.

One of the most valuable things to come from this year is the sharing of kōrero tuku iho to help guide each others journeys.

Having a collective voice has enabled the initiative to move forward with collaboration, authentic earning, and inspiration. It reinforces the idea that everyone's contribution is valuable, regardless of their expertise. The collective knowledge of the group is more important than that of the individual.

The power of connection, from our hikoi, [attending webinars](#), attending the MAC conference and hosting an ISL day demonstrated that the kaupapa runs deeper than just what we experience within our own Kāhui Ako. Being able to make connections at MAC and be apart of something that is bigger than ourselves to learn and grow.

At the ISL day, we ran our own workshops as ASLs but also outsourced experts. This showed that we aren't only leaders but also learners who like to celebrate the success and achievements of others.



TE WHAI HUA O TE AKO EFFECT ON LEARNING

What data do we have?
How is understanding Te ao Māori changing teachers practice?

E koekoe te tūi, E ketekete te kākā. E kūkū te kererū.

Our students are unique and some of the most valuable data we can gather is their voices. We have data from each school in our initiative about Te Reo in the classroom, around the school, at home and in the community. [The Taku Reo survey](#) has provided an opportunity for ISLs and principals to celebrate the success they have as well as reflect on what steps they need to take to increase normalisation of Te Reo Māori.

Whaowhia te kete Mātauranga

Fill the basket with Knowledge. Poutama Reo (ERO, 2022) framework was introduced and scaffolded so that schools could assess Te Reo me ōna Tikanga and take next steps in their improvement journey.

Throughout the 8 schools involved in Te Ao Māori we had a number of staff upskill in different courses available.

Te Ahu o Te Reo Māori - 32

Te Wananga o Aotearoa Tikanga - 14

This shows the willingness and desire to upskill and bring new knowledge of Te ao Māori to their schools. This number is expected to increase in 2024.

Kohikohi nga kakano, whakaritea te parekereke, kia puawai nga hua.

Gather the seeds, prepare the seedbed carefully, and you will be gifted with abundance of food

This year has been one of whakawhanaungatanga so that schools are able to provide Te Ao Māori in schools.



TITIRO WHAKAMUA LOOKING AHEAD

What are the next possible steps.

Tikanga and Te Reo Māori Journey Support

- To inform and guide ISLs and principals who are considering joining MAC
- Encourage attendance at Waitangi hui-a-tau 2024 hosted by MAC
- To inform and help facilitate marae encounters when necessary.

Plan and implement opportunities for learning.

- To continue using the Taku Reo Survey to increase student perception of Te Reo.
- Use the Poutama Framework to guide planning and learning for schools.
- To connect with the common practice model and make connections to Te Ao Māori in content and pedagogy.
- Valuing Ngā Tikanga Matatika | Code of Professional Responsibility and show commitment by completing Unteach Racism modules.
- To continue learning about our founding documents at the source, all ACCoS leaders will deepen their knowledge, understanding and build stronger relationships.

Build Community

- Kapa Haka 2024 event, collaboration and sharing across kura.
- Continue Hikoi and connections to other prominent whenua in our rohe.
- Continue to document and share local stories. "Taonga tuku iho", or treasures gifted down.

Mahi Tahī me Te Ākonga PLG Summaries

Blended Learning - Kim Orr

The focus of the Blended Learning PLG is to explore and implement a range of blended learning strategies and pedagogies. The goal is that this would result in both teacher agency (research into methods & trialing them) and student agency (e.g. self-initiated, self-paced, differentiated learning). Areas included flipped learning, mastery-based learning, digital tools, applications and platforms, gamification, video creation and video libraries; digital assessment, OpenAI-ChatGPT.

Hikoi with Us - Michele Christofferson

HOW DO WE MAKE CHANGE SUSTAINABLE? There is a need to consolidate all the mahi we have done at EGGS - everyone in the PLG had slightly different things they wanted to achieve, different levels of experience, and different understandings

Lauranyne Tafa: “you all had the realisation that when you tinker around the edges there is no impact”

EGGS Fono - Simone St Clair

“Know the learner” should underpin all that we do. There is diversity among our Pasifika students so it is problematic to discuss them as one in the same group. Teachers should aim to build a relationship and know their Pasifika students as individuals but also understand the social/educational context that has left some Pasifika students disadvantaged.



Literacy and Numeracy - Victoria Gaskill

This focus group worked to fold more literacy and numeracy skills into existing schemes of work and compare literacy and numeracy approaches across different learning areas at EGGS in order to prepare ākonga for the assessments in term 3 and 4.



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

Mana Ōrite mo te Mātauranga Māori Matua Vinny Hohepa and Whaea Jacqs Carter

Supporting LADs with the priorities in their LAs when it comes to Mana Ōrite mo te Mātauranga Māori and the curriculum changes etc.

There is so much to do and so little time! Each of us is at a different stage in our Mātauranga Māori journey and in terms of our comfortability to lead our Learning Area's and HODs and TICs and other kaiako. There is a lot of willingness to embed local knowledge, histories, and curricula, but some hesitancy and fear around getting things wrong, or asking for too much and overwhelming Ngāti Whātua o Ōrākei and Whaea Jacqs etc.

Inclusive Collaboration Jac Receiver

Inclusive collaboration is a way for students to work together towards a common goal, where every member of the team is able to contribute and feels comfortable.

When students collaborate inclusively, they align on common goals and interpersonal norms (relevant opinions, thoughts and feelings) that will ensure success for both individuals and the group as a whole.

Culturally Responsive teaching - Collaboration is an effective, student centred way to create an inclusive learning environment.

Doing More with Less - Rachel Heeney

To encourage teachers and students to get off the computer and engage in authentic learning opportunities that don't involve multitasking or simply finding information on-line. The intended outcome is better relationships, more thought for interaction and engagement in lessons and passing on the knowledge to our new-age learners that there is a lot of research on how they can [with our support and guidance] be a fabulous life long learner.



Kōrerotia te Kōrero - Joel Hodgkinson

Staff members are motivated to improve their reo Māori and to speak it more during their day. Everyone is at different levels and finding a situation to practise can be difficult. Some staff came into the PLG with no experience of using te reo Māori. This PLG aligns with the curriculum refresh in all subject areas. At the very least, teachers need to be confident in pronouncing words when talking to each other, guardians and students.



UDL - Leanne Smith

Stand out finding: Universally the group all saw the need to teach some of the executive functioning skills. Students are not necessarily coming in with them and in order to have success in the classroom they need them. In addition executive functioning goes hand in hand with Resilience. The combination of both is often referred to as persistence and resilience.

Supporting Wellbeing - Chantelle Fisher

We are finally learning that talking about our feelings is a good thing! We see the importance of this and putting it first. People are interested in learning about activities and strategies to support personal and student wellbeing.

“This has really helped put tools in my kete to try with my classes - the ones I have tried I've felt more connectedness with students and does help include students when I feel I'm losing them and their focus.”

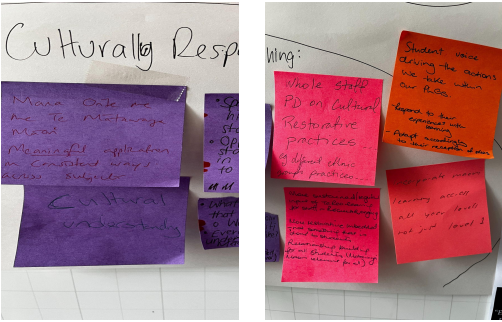
“All of the activities we have done help to build connectedness (with each other and our classes) and this builds the foundation to develop relationships and sense of belonging in our school. I think this is a really successful PLG in terms of how it can support and apply to both teachers and students :)”

Mistake-friendly classrooms - Tessa Clarke

The focus of this PLG was to look at the importance of mistake-friendly classrooms and what they are, try out strategies which create mistake-friendly classrooms and learn about how teaching students about the growth mindset helps with this.

Through these, the aim is for students to become more engaged, more resilient and to participate more actively and with passion in their own learning.











Our Purpose: What was at the heart of this work	What's been happening: <i>Original plans, how we started, where we ended up and successes - and</i> Our Findings from the PLG work	Leadership: What did we learn about ourselves as leaders of learning within this initiative.	Data and Change: How has this impacted our pedagogy (and akonga): What data do we have?	The Way Forward / Looking Ahead: What are the next possible steps.
<p>Our key goals this year were to:</p> <ul style="list-style-type: none">Strengthen understanding of the 3 key shifts of Te Mātaiaho and how they align to EGGS strategic directions and PLG inquiries.Develop school knowledge in Mātauranga Māori, Tikanga, Te Reo, including how these relate to the NCEA Review.Grow leadership in the EGGS ACCoS team.	<p>We started the year with all staff in PLGs looking at Te Mātaiaho and the three key shifts. PLGs then proceeded to work on their specific goals, which related to one or more of the shifts.</p> <p>These are our key findings:</p> <ul style="list-style-type: none">Culturally responsive teaching is collaborative, we need to teach our ākonga how to collaborate.Staff knowledge has developed, there has been a shift from Cultural awareness, to responsiveness, to cultural <u>sustainability</u>.Building positive 'ako' learning relationships enables ākonga to gain a sense of belonging."Knowing the learner" should underpin all that we do. It is the foundation of inclusive learning, culturally responsive pedagogies and UDL.Getting to know your learners takes time. It can begin with knowing some of their interests, but needs to go deeper than this (knowing their learning style, their goals, their mindset).Growing need to teach our students executive functioning skills. For example resilience is something we can develop in our students by allowing them to make mistakes and learn from them.	<p>Over the course of 2023 we have run leadership sessions for our ISL team informed by MEd study in Educational Change and Leadership, as well as learning from Alison Spence who passed on tips and tricks for coaching PLG members.</p> <p>The ISL team analysed readings by Helen Timperley, Anthony Bryk and Andy Hargreaves among others, with a focus on implementing educational change and the challenges that entails.</p> <p>Lisa: This year I have engaged in an MEd part time alongside our ACCoS work. This learning has been valuable, and fed directly into our initiative work. It assisted our team learning around leadership and leading change. Concepts of complexity, change knowledge and coherence from my MEd study have proven valuable for our work, as well as learning about the role of teacher emotions, beliefs and biases in change processes. My learning as ASL over the past 7 years, combined with study both assisted with my role as Acting DP in 2023.</p> <p>Melanie: This year I took on the role of Learning Area Director of Social Science for Terms 1 and 2. In this role I was able to build on my leadership skills, particularly leading a large team of teachers through the challenges of weather related incidents and industrial action. This experience really underpinned the importance of professional relationships, mucking in to support staff. I have continued to deepen my knowledge and understanding of Aotearoa NZ Histories through my involvement in AHTA and NZHTA.</p>	<p><u>EGGS ACCOS Evaluation 2023 and Looking Ahead 2024</u></p> <p>Our main source of data has been our ISL reports as well feedback from the whole staff collected when we reported back on our key findings to the staff at EGGS. Interestingly this feedback linked back to our original goals, and reaffirmed the changes we have in place for 2024.</p> <p>ISLs continually collect teacher voice and run an end of year survey to assess the effectiveness of their leadership and the PLG goals. Mana Ōrite mo te Mātauranga Māori and Pasifika Fono gathered student voice data from Maori and Pasifika students.</p> <p>Key changes can be seen in the integration of tikanga into staff meetings and classrooms and in more use of Russell Bishop's principles of Teaching to the 'North-East'.</p> <p>The Numeracy pilot and resulting data was a huge learning curve for the school. It will inform a staff PLG and teaching, learning practices in 2024.</p> <p><u>Staff PD Wednesday 22nd November - Culturally Sustainable Teaching at EGGS</u></p> <div></div>	<p>In 2023 we have been working to review the way that we structure PLG's at Epsom Girls and within Mahi Tahī me te Ākonga.</p> <p>We began by looking for alignment between key documents such as Te Mātaiaho, our schools strategic plan, as well as requirements for the professional growth cycle.</p> <p>Next we met with Learning Area directors and gathered their feedback.</p> <p>Two key strands have been developed for 2024:</p> <p>An inclusive and culturally sustaining classroom based on relationships</p> <ul style="list-style-type: none">Culturally sustainableInclusive of all learnersBased on restorative principles <p>High quality learning that acknowledges the principles of Te Mātaiaho and the qualification requirements of NCEA</p> <ul style="list-style-type: none">Foundational and critical literacy and numeracy skillsRemaining abreast of NCEA changes and Te Mātaiaho principlesThe impact of new technologies











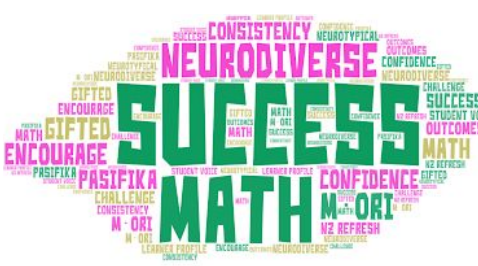


NZC Writing

- Cross-school connections
- Collaboration
- Troubleshooting
- Resource sharing

COLLECTIVE RESOURCE

	<u>Our Purpose:</u> <i>What was at the heart of this work & comments from ISL's.</i>	<u>What's been happening:</u> <i>Original plans, how we started, where we ended up and successes.</i>	<u>Data and Change:</u> <i>What data do we have? How has teaching pedagogy changed?</i>	<u>Leadership:</u> <i>What did we learn about ourselves as leaders?</i>	<u>Looking Ahead:</u> <i>What are the next possible steps.</i>
	Whole school moderation booklet for consistent teacher practice.	Teacher consistency in moderation .	Ongoing CPDS exemplars , teachers becoming consistent with the marking.	" A good leader is there to make a difference "	CPDS Best Practice Writing Handbook .
	Familiarise ourselves with and break down into chunks Te Mataiaho documents.	Examine and extract key points from Te Mataiaho (struggled with draft documents). Achieved: Examined key elements in Writing Year 1- 6, compared to HERO Goals , begun to create 'scope and sequence' detailing explicit teaching at all levels.	No official data or student voice yet - a work in progress .	Enjoyed working collaboratively - tapping into others as a valuable way to problem solve , develop strategies and a bank of resources .	Looking at Best Practice and develop a 'scope and sequence' of explicit content to be taught per year group. Thinking about Structured Literacy in Years 3-6 and the teaching of spelling - plans tie the Common Practice Model.
	Revitalised literacy practice , connect to Te Mātaiaho , ensure all students achieve equitable , and excellent, outcomes .	Targeted PLD in writing and individual coaching to refine Kaiako practice . Strong reflection on what we give priority to when assessing writing which in turn informs what we give weight to in class.	Shift the 75% of students At or Above their expected curriculum level in writing to 80% Student Voice : Doing more writing every day, clear examples to look at, short punctuation lessons, real experiences to write about.	Being creative when it comes to running PD sessions . The value of "we not me"	Continue and expand across school connections as a means to reflect and refine our practice at Kohia.
	Lift students' asTtle writing levels . Target students 2A and below to reach 3P by the end of 2023.	Upskill all staff on assessing writing through asTtle, more moderation and consistency across the staff.	Most target students improved their writing.	Collaboration is powerful! Teachers complete writing tasks they set so they are reminded what it is like to be a learner!	Embed writing moderation and best practice in writing into the culture of our school. Further, refine practice .
	Integrate ELL in class through a structured programme past foundation level Develop an accessible bank of resources .	Implemented TALL (Team Approach to Language Learner) Created resources for a resource bank Capitalise on what ELL children already know rather than approaching them through a "remedial" length.	Finding common links between home language and English and teaching it in tandem Results: A stronger participation of ELL in class, increase in conceptual vocabulary, Improvement of sentence structures.	Leading is about opening the way for people to go to a place they hadn't yet realised they wanted to go to.	Involve parents/whanau/community to support initiative and give depth and context. Homogeneous programme for ELL at all levels and Connections between ELL Specialists.
	1) Developing a consistent approach to moderation 2) teacher confidence in delivering lessons & skills that are required.	Whole school moderation training / Teacher observations / Training on writing models and their importance / Training on planning for progression over time based on need.	Term 1 44% working below Level 4 and now 22% / Term 1 9% working above Level 4 and now 20% . Student voice: children enjoy writing more, how much they value adult/staff feedback.	How important it is to deliver a clear and concise message to get all staff onboard with changes .	Continue to moderate & Across COL moderation / Whole school approach to literacy / How to incorporate more adult feedback systems.
	Implement the new English curriculum and cross check and rewrite the literacy progressions where necessary.	Developed an English strategic annual plan . Aligned new progressions with current and incorporate Understand Know and Do into planning.	Identified priority learners , Maori, Pacifica and ELL students through OTJ and asTtle and their next steps.	Start with a specific, targeted focus . Be a good listener, be flexible and adapt as necessary.	Incorporate final English document. Improve English outcomes for priority learners. Source and share appropriate resources .
 MAUNGAWHAU SCHOOL	Continue the phonics program in the Junior School and the CODE for spelling .	Continue Phonics Plus and Snappy sounds and modelled the CODE. Teacher observations . Junior school collaborate on motivating boys writing. Introduce Heggerty Programme.	Student voice - Yr 2-5 mostly positive about writing. Feedback from teachers about what a 'good' writing lesson looks like at different levels.		Look at the school progressions and adjust.

  	<h1>What does success look like?</h1>				  
Our Purpose:	School / Focus:	What's been happening:	The Way Forward:	Leadership:	Data and Change:
<p>Initiative Brief: The development and use of effective teaching practices and strategies to raise and celebrate learner success. It will result in a greater understanding of pedagogical knowledge of success and effective strategies that can be implemented in the classrooms across the Kahui Ako. Teachers and students will be able to identify strategies that support the achievement of individually defined success across the curriculum and use this success to foster a love for learning.</p> <p>Goal: To support each school to identify "what does success look like" within their context and create actions to raise teacher capability and promote better learning outcomes for all ākongas.</p>	<p>Maths:  Meadowbank School</p> <ul style="list-style-type: none"> -Raise teacher capability -Positive student outcome - formative / summative -Connect with whānau to create common understanding of success 	<ul style="list-style-type: none"> -Recognition/definition of the term "success" within different schools and their own context. -T2 Matrix / T3 Matrix - regular analysis of priorities to ensure and track progress throughout the year. 	<ul style="list-style-type: none"> -Encourage maintenance and implementation of effective actions that have been carried out within each school to allow full impact. 	<ul style="list-style-type: none"> -The importance of recognising the individuality of each school and their approaches and journeys in working towards their goals. -Improved self-confidence in own leadership style and skills 	<ul style="list-style-type: none"> -88% of parents rated 5/5 and 12% rated 4/5 for the Maths Information Evening Workshops. -Most students identified success intrinsically. -20% increase in teacher enjoyment/confidence in teaching Maths. -Teacher continues to utilise resources introduced this year through PD and PLG
	<p>Maths:  Cornwall Park District School</p> <ul style="list-style-type: none"> -Raise teacher capability -Positive student outcome - formative / summative -Connect with whānau to create common understanding of success 	<ul style="list-style-type: none"> -Create connections between schools to strengthen support, share expertise and resources, and creating positive working relationships across schools. 	<ul style="list-style-type: none"> -Continue to track, monitor, and evaluate long term benefits for kaiako, ākonga, and kura. -Consider implementing successful models within other curriculum areas. 	<ul style="list-style-type: none"> -The value in creating opportunities for ISLs and schools to connect with each other to foster partnerships to share work, resources, and ideas. -Utilising coaching questions and skills to support ISL's. 	<ul style="list-style-type: none"> -Growth mindset and children in the classroom showed progress with an increase in enthusiasm towards different math elements. -Vast improvement in book work due to reset and T1 analysis -Support led to and mindset shift in staff. -Teacher reflections shows an improved relationship with using resources to engage and motivate students to be successful.
	<p>Hauora:  EpsomNormal primary school</p> <ul style="list-style-type: none"> -Improve kaiako's kete and wellbeing -Raise akonga's level of resilience and self regulation to promote success -Create resources that can access by all 	<ul style="list-style-type: none"> -Regular meeting with ISL's to evaluate and reflect strategies/results throughout the year to ensure effectiveness and growth. -Each school has their own success story to tell. 	<ul style="list-style-type: none"> -Expand on already established connections between schools to strengthen the network of passionate and motivated leaders and learners. 	<ul style="list-style-type: none"> -Successfully establishing a co-leadership model that result in greater diversity of ideas and skills, stronger decision making, better time management, and sufficient problem-solving. -Leaders and learners. 	<ul style="list-style-type: none"> -Hauora is now a strategic goal for 2024-2025. -Knowledge and confidence to teach hauora has improved. <div> <div>T1 → 83.3% rated 5-7/10</div> <div>T4 → 100% rated 8/10</div> </div> -"Integrating hauora into my classroom has not only improved the physical well-being of my students but also their overall happiness and success."
	<p>Student Profiles:  REMUERA PRIMARY SCHOOL</p> <ul style="list-style-type: none"> -Develop individualised success profiles for diverse learners. -Determine effective ways to meet the unique needs of diverse learners. 	<ul style="list-style-type: none"> -Each ākonga can create their own success story. -Regular ACCoS Blog updates 	<ul style="list-style-type: none"> -Inter-school events and partnerships to foster the focused context. -Share PD between schools to utilise learning opportunities to ensure success. 		<ul style="list-style-type: none"> -Teacher voice collected in T1. T4 collection is WIP -Student and Parent Voice was collected and analysed, looking for common traits of success -Learner profiles developed, integrated and being used across kura to support neuro-diverse learners. -ISL led PLG group questions to be used for new meet the teacher meetings at the beginning of the 2024 and at teacher conferences.

Initiative: ECE

Our Purpose:

What was at the heart of this work & comments from ISL's.

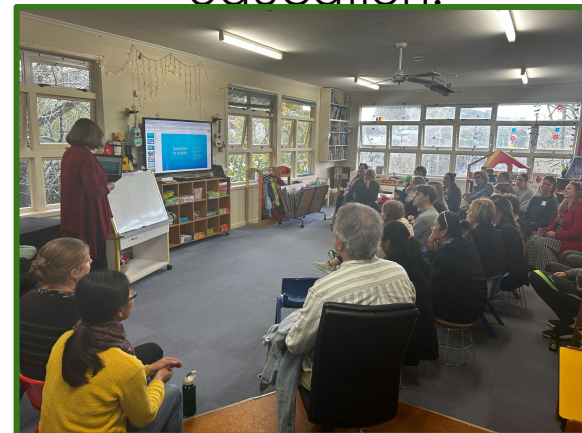
To work together as a Kahui Ako to share best practices around the transition to school process from ECE to NE/Y1. We aim to be leaders in transitioning tamariki to school through sharing best practices and reflecting on transition to school programmes.



What's been happening:

Original plans, how we started, action plans, where we ended up, our successes.

We continue to focus on building collaborative sharing of best practices that support the transition from ECE to NE/Y1. We held a meeting every term to connect and share ideas. Kaiako within the Kahui Ako shared resources and ideas around what their centre/school is doing to support tamariki. Connecting with other kaiako helps strengthen the programmes to ensure the best start for tamariki in early years education.



The Way Forward / Looking Ahead:

What are the next possible steps.

Continue to hold our termly meetings focusing on strengthening the transition to school programmes. Last year we had guest speakers from MoE present at our meetings, this year we kept it in house with kaiako from our Kahui Ako. Next year we could have RTLB or speech language therapist join us to share their expertise.



Leadership:

What did we learn about ourselves as leaders of learning within this initiative.

Kaiako seem to really value these meetings and get a lot out of them. We host them at different locations which enables us to see different learning environments. Enduring there is time to talk and share in small groups to unpack what is being discussed during presentations. Continue to provide these PD opportunities for kaiako teaching in the early years. After collecting ideas via GoogleForm, we moved the times of these meetings from 6pm - 7pm to 3:30pm - 4:30pm.

Data and Change:

How has this impacted our pedagogy (and kids?):
What data do we have?

Empowering teachers to make positive changes to their programme to benefit tamariki



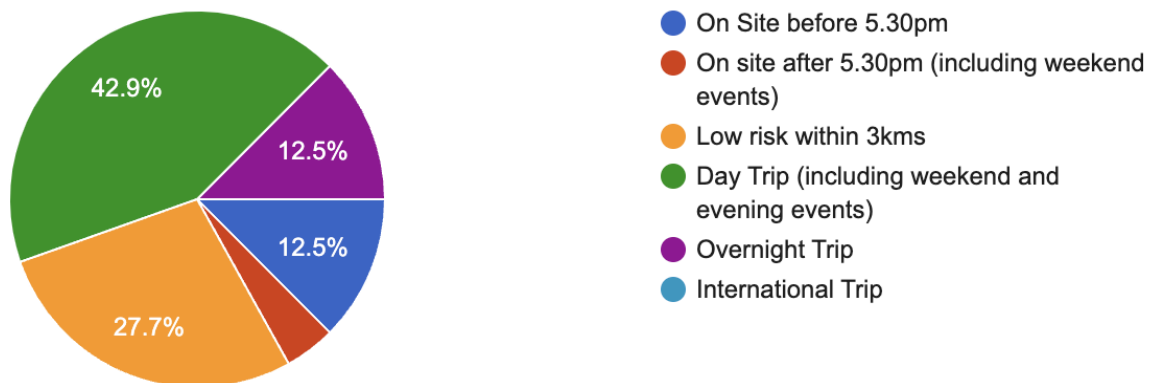
EOTC report 2023

Breakdown of key data

There were a total of 413 EOTC applications in 2023.

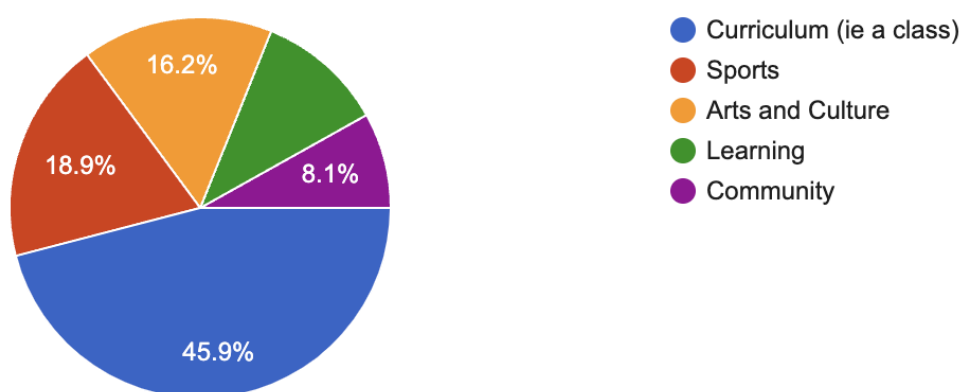
Note: Some of these are a double up as sometimes staff initially submit a date for the calendar and then later do the full EOTC application.

Type of trip - all categories



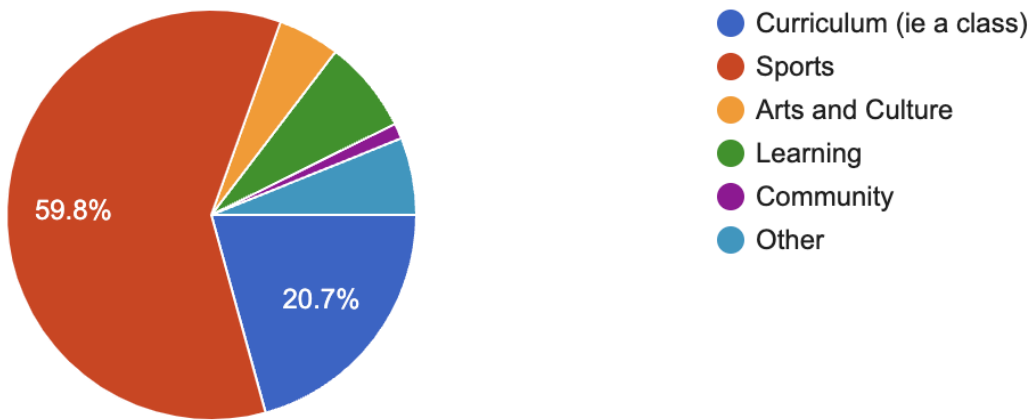
On site after 5:30pm - 4.4 %

Type of trip - aspect of the school community involved



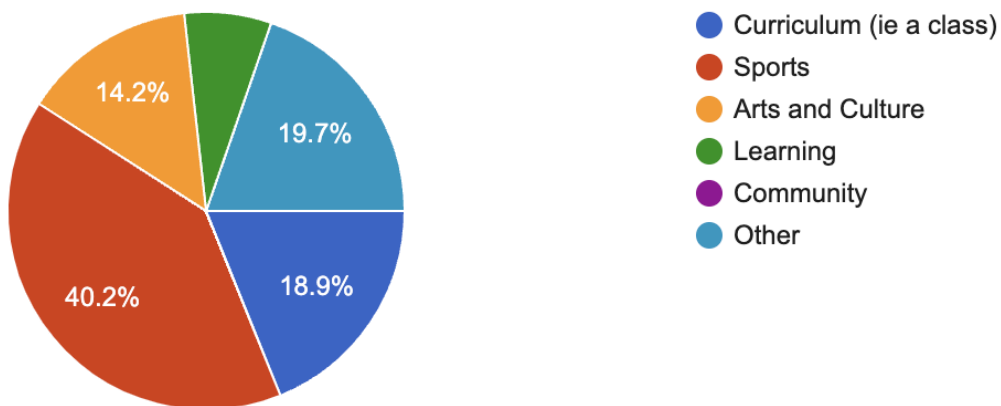
Learning - 10.8 %

Low Risk - less than 3km



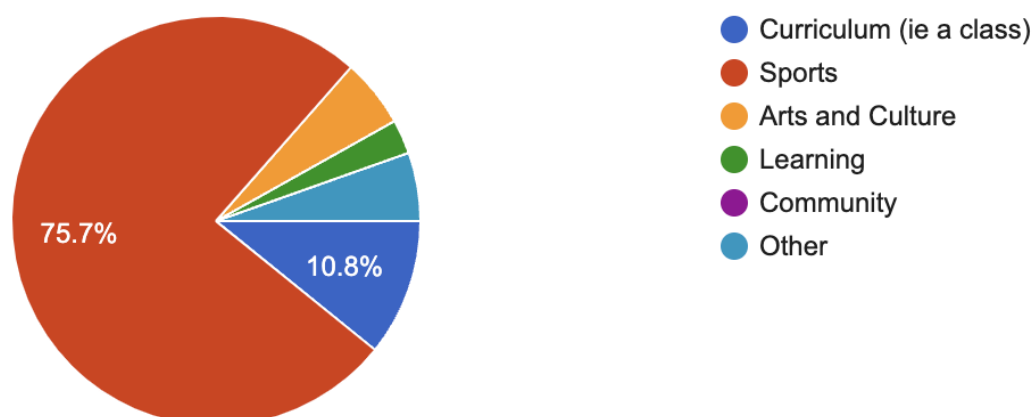
Arts and Culture 4.9%
Learning 7.3%
Community 1.2%
Other 6.1%

Day Trips



Learning 7.1%

Overnight trips



Arts and Culture 5.4%

Learning 2.7%

Community 0%

Other 5.4%

2023 Education Outside the Classroom points of note

- No international trips occurred in 2023 due to ongoing uncertainty relating to possible Covid 19 travel restrictions in 2022. Planning began in 2023 for 3 international trips to recommence in 2024.
- Curriculum camps to Pataua, Pataua South and Tongariro occurred.
- Curriculum Trips to the Auckland Art Gallery, Auckland Museum, LabPlus, Auckland City Hospital, Rocketlab, Wero, Auckland Zoo, Murawai and to various drama and music performances occurred.
- Local trips to Mt Eden and Newmarket to visit local businesses occurred.
- Opportunities were utilised to engage with other providers such as the University through BEAMS and Katti and Technovation leaders and the International Womens' Day Dinner
- A number of sporting events all around New Zealand occurred with teams competing at national level, including at the Maadi Cup. There was also involvement in many Auckland and North Island sporting competitions.
- Arts and Cultural Events such as KBB Music Festival and the Big Sing and Choir Camp at Willow Park occurred as well as Polyfest in Term 1.
- Learning and Community Events such as student involvement in ANZAC day celebrations occurred.
- Events were also hosted at school including performances by outside groups and experts as well as visiting speakers.

Annual Report 2023

In 2023, 1139 students were involved in Arts & Cultural activities.

Cultural Groups	No. Involved
Chinese Group	78
Gaelic Group	19
Filipino Group	22
Indian Group	24
Japanese Group	19
Korean Group	62
Middle Eastern Group	16
Samoan Group	56
Sri Lankan Group	35
Thai Group	20
Kapa Haka Group	36
Tongan Group	73
Music Groups	No. Involved
Band	55
Choral	188
Orchestra	44
String Ensemble	18
Contemporary	38
Chamber	29
Arts Groups	No. Involved
Visual Arts Leaders	4
Photography Leaders	2
Drama	20
Showquest	74

Megaschools	18
Writing	38
Slam Poetry	9
Technician Group	32
Theatre Sports	18
Debating	92

Arts and Culture 2023 Overview

ASB Polyfest 2023

From the 8th-11th of March, Epsom Girls Grammar School competed in the annual ASB Polyfest. The students had been working extremely hard from the beginning of the year to make this happen, and came away with some fantastic results.

On Thursday 9th of March, Mele Fa'anunu competed in the Tongan Speech Competition and came second. Then on Friday 10th of March, the Chinese and Sri Lankan groups performed in the Diversity section. They both did amazingly, with Sri Lankan group coming away with Second Place. On Saturday 11th of March, both the Tongan and Samoan groups performed. They did incredibly well and they were EGGs' largest groups to perform to date.

The Kapa Haka rōpū performed a little later on the Māori Stage on Tuesday the 4th of April. Kapa Haka's amazing performance was a reflection of all of the students' hard work and their dedication to Te Ao Māori. They placed 6th overall in Division Two, coming 3rd in Waiata Tira (Choral) and 2nd in Haka Taparahi (haka wahine). This was an outstanding result and we couldn't be more proud of our rōpū and their performance.

Fia Fia Night

The Epsom Girls Grammar School Arts & Culture Committee kicked off Term 1 with a very successful Fia Fia Night. For the first time in a few years we were unrestricted by the pandemic, and this reflected greatly in the turnout of performers and audience members. It was a very special night filled with lots of beautiful dancing and showcasing the diversity within our school.

Chinese Extravaganza

This year's 2023 EGGs/Auckland Grammar School Chinese Extravaganza, presented by The Chinese Cultural Group, featured sell-out shows that took place over the first weekend of Term 3. Boasting an impressive array of traditional and modern performances, this year's repertoire included Dragon and Lion dance, Traditional dance, Modern dance, Chamber,

Diabolo, Mixed Choir, Band, and Drama, as well as the new additions of Rap and C-Idol. While our current Year 13s can only watch as the audience next year, we hope our younger students will support Chinese Extravaganza by joining its diverse range of groups in the years to come.

Korean Night

The annual EGGS x AGS Korean Night had another highly successful showcase of sharing and celebrating Korean Culture on the 26th and 27th of May. Our members practised and worked hard for five months to feature the many different aspects of traditional and modern Korea through performance and creativity, which finally came together on stage at the Centennial Theatre with three exciting and much-anticipated shows. The passion for Korean Night this year was demonstrated by the excellent quality of performances, promotional materials, and the enthusiastic cheers from the audience in each show. Even against time pressures, our hard working members and leaders created another unforgettable experience both for the participants and the audience members. We are proud to have created such a strong community within the Korean group in Epsom Girls Grammar and Auckland Grammar School.

Debating

Throughout terms 1 and 2, twelve Epsom debating teams competed in the Auckland Schools Debating Competition. We achieved some amazing results across all the grades. Two Senior Open teams and one Junior Open team qualified for the quarter-finals, with Senior Open team 5 and Junior Open team 2 going all the way to the semi-finals. Congratulations to the teams that made it to the quarter-finals, and well done to everyone who participated in Epsom Debating this year!

Drama

The Student Run Production, composed by a team of passionate Drama students, brought a story of discovery, love, and resilience. Our performance was a sweet tale of discovering our communities, our towns, and our friends. A story of fighting back. A story about a cafe's last gasp. 'The Last Gasp Cafe', written by Sarah Delahunty, allowed our wonderful team to create unforgettable moments that will stay with us forever.

Throughout this journey, they were fortunate to have the unwavering support of TIC Mrs. Druitt, who stood by their side every step of the way. The process of this production took around a term to complete, and it wouldn't have been possible without the perseverance and focus of our lovely group members who attended every rehearsal and made our days more joyful. We hoped to leave our audience with a message that everything is possible when you believe.

Technical Committee

The purpose of this committee is to foster and encourage students to learn how to operate technical equipment for live events. This year the Technical Committee was led by Genevieve Cartmell during Term 1, and then by Jasmine Longley. They were ably assisted by deputies Amelia Li and Ansonia Chen. This large group work behind the scenes in assemblies, for cultural events, Drama & Music productions and other school events. It can be a stressful job, so it requires patience, good communication skills, technical knowledge and a good sense of logic. Students learn from professionals and get to use equipment in a range of school settings. Thanks to our great team in the Technical Committee for willingly accepting the challenge of presenting our 2023 school events in the best light.

Showquest

On the 28th of June, the EGGS Showquest team took part in the Auckland regional competition at Aotea Centre, performing a piece on Rosalind Franklin. They exhibited her life story through dance showing the discovery of DNA structure and struggles as a woman in her field. They came away with the win, qualifying them for the online National Final. They then placed 2nd in the country against tough competition from around New Zealand. As well as placing 1st regionally and 2nd nationally, they also received technical awards in the following:

- Highly Commended choreography and Highly Commended use of props in the Auckland region.
- Best use of props in the National competition.

Megaschools

The Epsom Girls Grammar School Hip Hop crew competed in the Hip Hop International New Zealand (HHINZ) event in the Junior Varsity MegaCrew Division during the April school holidays. This national competition gave EGGS students the platform and opportunity to showcase their talents. For six weeks prior to the competition, including the holidays, eighteen Year 9 to Year 13 students dedicated themselves to extensive rehearsal training in preparation for the competition. It was a positive experience for the students as they had the opportunity to express their love and passion for hip hop dance.

Over the two day event at the Due Drop Event Centre in Manukau the EGGS crew were placed sixth in both the preliminary competition and in the finals. This was an amazing achievement for all members of the crew and the school, as they competed against dance studios and other schools from all across New Zealand.

Photography

This role allowed student photographers to actively participate in various school events and capture the exhilarating atmosphere that our Epsom Girls Grammar School community has to offer. Throughout the year, they had the privilege of attending numerous events, such as

Fia Fia Night, and annual EGGs events such as the EGGs x AGS netball game, Showquest, and many more.

As well as documenting these events they also started the first ever photography competition for EGGs students to join. There were three competitions overall, which had the themes of blue and gold to show the school colours, school values (Compassion, Community, Curiosity and Courage), and playing with light and shadow.

Visual Arts

Visual Arts has had a very busy and exciting year at Epsom Girls Grammar School. Along with the Art Department, the 2023 Visual Arts leaders Audrey Goggin, Shaima Oumer, Elena Suhren, and Moet Imai, have organised countless events that brought the community together over their love for creativity. The year began with the annual Pavement Art event. Students from across the school worked on beautiful chalk artworks that decorated the school grounds for weeks to come. Every Wednesday lunch, Art Club held workshops ranging from still-life drawing to Egg Art. Everyone learnt a lot about how to work with different media, each discovering what they love most.

The annual student and staff art exhibition, Incubate, was also held this year. It was a great event with different year levels all contributing artwork to the show, much of which was sold! To wrap up the year, the leaders and Visual Arts Committee organised the second annual Arts Market. With 37 stalls altogether, the Hall was packed with students supporting their peers, buying handmade crafts. Thank you to everyone who attended our events this year, and a special thank you to the Art teachers for their hard work and constant support.

Writing Group

2023 has been another spectacular year for the Writing Group. The year was marked by a successful Writer's Night, where Year 11 Writing for Publication students and other writers within the school had the opportunity to share works of poetry and prose with the community. Writer's Night shed light on the profound writing talent within Epsom Girls Grammar School and allowed the community of EGGs writers to connect.

Throughout the year, the Writing Group has continued its 2022 structure of weekly meetings for its members. In these meetings, various areas of writing skills are explored, with workshops from dialogue to world-building, poetic structure and essay-writing. In Term 3, the Writing Group announced the school-wide Writing Competition. The competition's theme was Good, Evil and the In-Between, and challenged students to submit a short story addressing the theme, with categories for junior and senior students.

This year was the Writing Group's first year of having a new leadership structure of one Year 13 leader, Sabine Edmonds, with four Year 12 leaders, Maya Keall Flynn, Abbie Mackay,

Omolola Akindeju and Adeeba Shaik. The Writing Group would be inoperable without TIC Ms Stringer, who continues to advocate for the importance of writing throughout the school.

Music

NZCT Chamber Music Competition

This year, six Chamber Music groups performed in the annual NZCT Chamber Music contest. Students from all year levels rehearsed independently from the beginning of the year to refine their performances. This was a huge effort resulting in wonderful performances by all ensembles.

Chamber Music

Once again, Epsom Girls Grammar School Chamber Orchestra, conducted by Miss Mannering, has enjoyed another successful and enjoyable year. Despite commencing rehearsals later in Term 2, the Chamber Orchestra has demonstrated their remarkable abilities, achieving outstanding results.

Our talented musicians performed at the Epsom Girls Grammar School's annual Band and Orchestra concert and at the KBB Music Festival on August 7th in the enchanting St. Mary's chapel. This year, Chamber Orchestra proudly received a Silver award, with a repertoire that included the Holberg Suite by Edvard Grieg, Impromptu by Jean Sibelius, and Rumanian Folk Dances by Béla Bartók.

Strings & Amplifiers Concert

In May, we held our wonderful 'Strings and Amplifiers' concert. The concert was an opportunity for our contemporary musicians and chamber music musicians to perform as they prepare for upcoming competitions. The evening was well received with a wide variety of repertoire and students performing on the night.

Choral Showcase

Epsom Music hosted their annual Choral Showcase with special guest choirs Grammarphonics and Grammar Voices from Auckland Grammar. This was in preparation for The Big Sing Regional happening Thursday 22nd June, and the choirs performed a wide range of songs in various languages. Congratulations to our Epsom choirs Paradisum, Canto Vivo and Epsom Singers, and to the Auckland Grammar choirs for amazing performances.

KBB Music Festival

All of our instrumental ensembles played at the annual KBB Music Festival this year. It was a busy week of performances and listening to some amazing music from students all over Tāmaki Makaurau. We are incredibly proud of our students and delighted that they were recognised with awards at the end of the festival. Symphonia, Chamber Orchestra, Concert

Band and Intermediate Concert Band were all awarded with Silver awards and our String Ensemble were Highly Commended. Congratulations to all of our musicians on your performances and such a fabulous week.

Epsom Band and Orchestra Showcase

On Thursday 27 August, the Music Department held our annual Band and Orchestra Showcase. We were excited to see so many students of various levels of experience involved across a range of ensembles. String Ensemble, Chamber Orchestra, Symphonia, Intermediate Concert Band, Concert Band and the Jazz Combo all performed a programme of music. This concert was a great opportunity to share our music with friends and whānau ahead of the KBB Music Festival at Holy Trinity Cathedral.

Contemporary Music

2023 has seen plenty of success in Contemporary Music. Saye Kiuchi and Nalisa Puā were finalists for the Play It Strange Youthtown Songwriting Competition 2023 with their songs “Sorry Mum” and “Clouds” respectively. Lily Rankin also was a finalist for the Play It Strange Lion Foundation Songwriting Competition 2023 with her song “Stonebound”. These students then had the opportunity to professionally record their songs in studios.

Eva Hall and Meryl Gogolashvili competed in the Auckland Solo/Duo region of Smokefreerockquest 2023. Eva won second place with her song “Rivers”, and Meryl (performing as “Niume”) won first place with her song “Home” as well as the Rockshop Electronic Assist award. Both submitted two additional songs to be considered for the National Top 30, where Meryl was announced in the top 10 nationwide and received a Highly Commended for her songwriting and performance. SmokeFree RockQuest is New Zealand’s largest youth songwriting and performance competition, and we are thrilled to have incredibly talented students representing EGGs in such a widespread event.

NZCF The Big Sing

On Thursday 22 June, EGGs’ three choirs travelled to the Auckland Town Hall to participate in the NZCF Big Sing Auckland Regional Festival. The festival ran over three days, and saw more than 60 choirs from around Auckland sing a wide variety of music. Canto Vivo (junior choir), Epsom Singers (senior choir) and Paradisum (auditioned choir) performed, and were well received by the audiences of students from other schools.

Paradisum was selected from more than 200 choirs around Aotearoa as one of the top 24 choirs in New Zealand for the Big Sing National Finale later in August. Epsom Singers was also recognised and selected as a reserve choir for Big Sing Cadenza. We are very proud of all 204 students who worked hard to present a refined programme of work - singing in English, Te Reo Māori, German, French and Latin.

At the Finale, Paradisum were awarded a Gold award for their performances. Each choir member came away with some amazing memories and it was a wonderful way for the Year 13 singers to conclude their time in Epsom music.

Arts and Cultural Awards 2023

At the end of Term 3, we celebrated the successes across Arts and Culture at the annual Awards ceremony. We saw performances from Kapa Haka, Showquest, Paradisum, Chinese Traditional Dance, Eva Hall, Meryl Gogolashvili (both Rockquest finalists) and Band. It was such a pleasure to see so much diverse talent and passion in our school community. The list of prize winners can be found on the following pages:

Arts and Cultural Award Winners

AWARDS	Final List
MUSIC	
Burry Cup for Good Work in Orchestra	Lida Bao
Choral Cup	Ruby Naufahu
Tony Webster Cup for Service to Band	Jointly awarded: Iris Feng Alice Gill
Chamber Music Cup	Josheta Subramanian
Jeni Little Award for Contemporary Music	Meryl Gogolashvili
Mike Chunn Songwriting Award	Jointly awarded: Eva Hall Meryl Gogolashvili
EGGS Service to School Music Lois P Butler	Angari Isara
Recordon Cup for Outstanding Musicianship	Yanice Yue
Waiata tū tangiora o te riroriro Outstanding Contribution to Epsom Music	Imogen Pearce
DRAMA	
Drama Cup – Loudon Cup	Jointly awarded: Katherine Kestle Dena Li
Prefects Drama Cup	Jessica Roulston
DEBATING	

Poutney Cup for Service to Discussion, Debating or Chairing	Lucy Kate McCallum
Exceptional Group Leader	Lucy Kate McCallum
VISUAL ARTS	
Ara Lodge Scholarship	Shaima Oumer
Community Art Cup for Outstanding Performance or Recognition in Visual Arts	Audrey Goggin
F:Stop Cup for Photography	Jointly awarded: Drayton Colson Shivani Patel
Marte Szirmay Award	Elena Suhren
Wearable Arts Cup	Jointly awarded: Zoja Dewanger Zipporah Parkinson
RAYE FREEDMAN	
Milne Cup for Outstanding Performance in the School Hall	Kapa Haka
Outstanding Performance in the RFAC	Paradisum
Raye Freedman Arts Centre Performing Arts Technology Cup	Poppy Harrison
SERVICE TO TIKANGA MĀORI AND MĀTAURANGA MĀORI	
Kaikaranga	Mia Bullivant
Kaikarakia	Mikaya Kaipo

Kaimihi	Amiria Wiki
Kaiwaiata	Jointly awarded: Nova Nepia Cypress Crump Leila Erick Mia Bullivant
Kaihaka	Kirimaia Noel
MAJOR AWARDS	
Arts & Cultural Committee Award	Shaima Oumer
The Arts and Cultural Committee Award for Teacher in Charge	Virginia Le Cren
Arts & Cultural Council Award for Achievement in Arts & Culture	Paradisum Showquest
Arts and Cultural Council Cultural Cup for Excellence in a Cultural Group	Mia Bullivant
Chinese Parents Network Cup	Jointly awarded: Serena Trinh Sophie Yuan
Fiona Ryan Cup for Excellence Behind the Scenes	Jointly awarded: Ella Simons Alisha Mohideen
Linda McNeil Cup for Arts and Cultural Leader	Jointly awarded: Mia Bullivant Libby Yee Angari Isara Ruby Naufahu
Nicola Rennie Award for Excellence in Dance	Samara Greig-Hobday
Arts & Cultural Council Centenary Award	Angari Isara
Verna Dowdle Award	Libby Yee

Looking Forward:

As of January, 2024, **Takerei Komene** will assume the role of Arts and Cultural Coordinator succeeding **Shuping Liang**, who is stepping down from the position.

Shuping Liang

Arts and Cultural Coordinator



Epsom Girls Grammar School

Sport

Annual Report - Sport 2023

Sport Department Staff 2023:

- 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)

Participation:

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2023 the school received \$55,948.14 in Kiwisport funding. The funding was spent on supporting participation in sport. We offered students opportunities in **42 sports** with **1051 students** participating in sanctioned school sport, and **154 students** involved in non-sanctioned sport. We also had **11% of total staff** involved in sport for 2023. 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 **75 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.

Special Events:

School Swimming and Athletic Days

We were privileged to be able to run our school Athletics Day, however our Swimming Sports was put on hold due to the Auckland Flooding. We had some outstanding performances at the school Athletics Day, and there was high participation by competitive and non-competitive students



Epsom Girls Grammar School

Sport

Sports Awards Dinner

On Wednesday 18th October, EGGS hosted the annual Sports Awards Dinner, held at a new venue this year: Trusts Arena. It was a wonderful evening to acknowledge and celebrate the outstanding achievements, hardwork and dedication displayed by our sports students over the year. It was an exciting and memorable evening, with **214 awards** presented.

We introduced four new awards, including three awards for Maori and Pasifika sports students: Pasifika Sportsperson of the Year, All Round Maori Sportsperson, and Maori Sportsperson of the Year.

The addition of the Maori awards signified the importance and prominence of honouring Te Tiriti O Waitangi, and the progress towards supporting Mana Ōrite mō te Mātauranga Māori and/or Equal Status for Mātauranga Māori.

The 2023 Sports Awards Dinner was former Principal Lorraine Pound's final one. Ms Pound was thanked for her unwavering support of the EGGS Sports Programme and the sports students. Her care and leadership through challenging times made her a pillar of strength that we are able to lean on. Ms Pound received the more than well deserved MVP award on the evening, for Most Valuable Principal.

Special mention below for the Special Award recipients for the evening:

Lois Dalley Memorial Cup- Sportsperson of the Year:

Tessa Swinson

Maori Sportsperson of the Year:

Tessa Swinson

Pasifika Sportsperson of the Year:

Milahn Ieremia

Old Girls Association Cup for Best AllRound Sportsperson:

Katherine Fulton

Best Allround Maori Sportsperson:

Mikaya Kaipo

Gary McCrystal Best International Performance by an Individual:

Lara Colpi

Overcoming Difficulty:

Tegan Feringa

Coach of the Year:

Rosie Gunn

Acknowledgement of Service:

Graham Taylor (19 years of service)



Epsom Girls Grammar School

Sport

Service to School Sport as the School Sports Captains (Prefects):

Lara Colpi, Maya Fowler, Sarah Manu, and Tessa Swinson

INDIVIDUAL COLOURS

Athletics	Yandri Fourie
Basketball	Maya Fowler
Cricket	Elizabeth Buchanan
Cricket	Christelle McGuire
Cricket	Holly Lightbourne
Cricket	Mollie Drumm
Cycling	Tegan Feringa
Cycling	Ava Maddison
Cycling	Elena Worral
Fencing	Ruby Chan Ho Ting
Football	Lara Colpi
Hockey	Hannah Mead
Lacrosse	Dinithi Bamunusinghe
Lacrosse	Ava Gatie
Lacrosse	Gemma McCall
Lacrosse	Shrika Nitsingham
Lacrosse	Millie Gatie
Netball	Shayla Nepia
Netball	Sarah Manu
Rowing	Stevie Mabey
Rugby	Mikaya Kaipo
Rugby	Milahn Ieremia
Swimming	Olivia Bates
Swimming	Abby Davidson
Tag Football	LaBelle Kumeroa
Ultimate	Lilah Cooke



Epsom Girls Grammar School

Sport

Ultimate	Katherine Fulton
Ultimate	Hannah Clark
Ultimate	Petra Craddock
Ultimate	Georgia Brown
Ultimate	Tessa Swinson

TEAM COLOURS:

Cricket	Cricket Premier Team
Cycling	Track- Team Pursuit
Lacrosse	Lacrosse A Team
Ultimate	Ultimate A Team

We have been privileged and fortunate to come through 2023 having had a full year of Sport. In addition, what Epsom Girls Grammar School has achieved in sport has been successful and outstanding, increasing participation in sport from **37% to 52%**. This has set a standard to continue for the 2024 sports year.

Bring on 2024.

Thank you

Clarissa Nathaniel