



Epsom Girls Grammar School

Te Kura Tuarua o Ngā Taitamāhine o Maungawhau

2022





Principal Mrs Lorraine Pound with (from left) Deputy Head Prefect Jean Suhren, Head Prefect Trenyce Fia and Deputy Head Prefects Joelle Ireland and Caitlin Mansfield



WELCOME

Welcome to Epsom Girls Grammar School. This school has challenged and supported young women since 1917 and has produced many leaders in a wide variety of areas. Achievement has always been important in the School in academic, sporting, cultural, leadership and service activities and we are proud of our students' results on a local, national and international level.

We are a large school yet we aim to treat all students as individuals. I want each student to feel that they belong and are confident in the School. We focus on identifying and catering for individual academic and pastoral needs. We use restorative principles in the School and we aim to be student centred in all aspects of school life.

Positive, professional, supportive relationships between students and teachers form the basis for learning. We want our students to be confident, active partners in their learning taking full advantage of the opportunities the School can offer them. We are a BYOD school and having a device with a full operating system allows flexible, independent learning in the classroom and at home. We have a blended learning environment, using both books and devices, and digital citizenship skills are essential for everyone.

Leadership is important to us and we provide many opportunities for this. As a girls' school, we seek to build the confidence and skills of young women. Our school reflects the richness and diversity of New Zealand society and aims to prepare young women for their futures, based on the School values of Courage, Compassion, Curiosity and Community.

This 2022 Prospectus provides information about life at Epsom Girls Grammar School. I hope you find it informative and useful.

Per Angusta Ad Augusta.

Mrs Lorraine Pound, Principal



VISION

Enabling students to be confident, active, resilient learners

Epsom Girls Grammar School is a leading New Zealand school founded on traditions of service and commitment to girls' education and focused on developing young women to become confident and resilient learners, actively contributing to their communities.

VALUES

Courage, compassion, curiosity, community

Building this sense of belonging in our diverse community is important to us. Right from the beginning students and their whanau are welcomed at a powhiri. We seek to develop a sense of inclusion and local and global connectedness through providing a broad range of learning and leadership opportunities. Respecting the mana of all is reflected in our values of courage, compassion, curiosity and community.

AIMS

Building confidence, critical engagement, student agency

Our aim is to enable students to become critically engaged in learning. This is evident in our students' intellectual curiosity, engagement with new technologies, production of high quality design and performance, and in their sense of social responsibility.

We also aim to enable student agency. A strong sense of self is evident in our students' ability to recognise their strengths and be proactive in addressing their needs, in their awareness of their own language and culture, in their physical pursuits and creative expression. Student confidence and agency will develop as students gain the skills to become literate, numerate and articulate; to become critical, creative and caring thinkers; to be reflective, to manage change and to achieve the qualifications required for their next stage in life.

2020 SCHOLARS



Megan Kuan

Epsom Girls Grammar School 2020 Dux (joint recipient), Megan Kuan was awarded 4 Scholarships in Biology (Outstanding), Chemistry (Outstanding), Physics and Statistics (Outstanding).

Megan was also recognised as a 2020 Outstanding Scholar Award Winner by The New Zealand Qualifications Authority. This is a prestigious award with only 58 students across the country recognised. Megan was also the Top Student for Statistics in New Zealand. This year she is studying a Bachelor of Science specialising in Biomedical Science at the University of Auckland, with the hope of entering medicine next year.

"I have always wanted to study medicine, and while it will be extremely fulfilling to do my part in helping others, I have also always had a huge passion for science, the human body and am always keen to learn more. I think that studying medicine will do a great job in meeting these passions of mine. In ten years time I see myself working in the medical field, specialising in an area that most interests me. I hope I'll be making meaningful contributions to the field of medicine and science. Whether it's by partaking in groundbreaking studies to find revolutionary cures for diseases, or simply doing my part in improving the physical and mental health of the community around me, I hope that my role is an impactful one."



Chen Huan Liu

Epsom Girls Grammar School 2020 Dux (joint recipient), Chen Huan Liu was awarded 5 Scholarships in Biology (Outstanding), Calculus, English, History and Statistics. Chen was also recognised as a 2020 Outstanding Scholar Award Winner by The New Zealand Qualifications Authority. This is a prestigious award with only 58 students across the country recognised. This year, she is studying towards a Bachelor of Actuarial Studies degree at the Australian National University as a recipient of the National University Scholarship.

"I made the decision to study for a Bachelor of Actuarial Studies degree at the Australian National University based on my love for numbers. Especially in our ever-changing world, the idea of using mathematical skills to calculate the probability and risks of future events sounds more intriguing than ever. In ten years time, I hope to have completed all the actuarial exams and become a qualified actuary. Financial stability and economic independence are also two things I hope to have achieved by then."

ACADEMIC EXCELLENCE

NCEA

We offer the National Certificate of Educational Achievement, a qualification that is internationally recognised and that prepares students well for future independent learning at university and other tertiary institutions. Our students gain entry to overseas universities including Yale, Brown, Cologne, Tokyo, Australian National University, University of New South Wales, Sydney, Melbourne and Monash. Many of these students also gain Scholarships to attend these overseas universities on the basis of their NCEA results.

Epsom Girls Grammar School teachers offer the highest level of expertise and experience with NCEA. Many are involved at a national level of curriculum development.

Our NCEA results show high levels of achievement across the broad range of curriculum subjects offered at the School (see Page 11 for the full range of senior subjects available). This is important to us as students should be able to feel confident that their school is equipping them well for whichever future direction they may take.

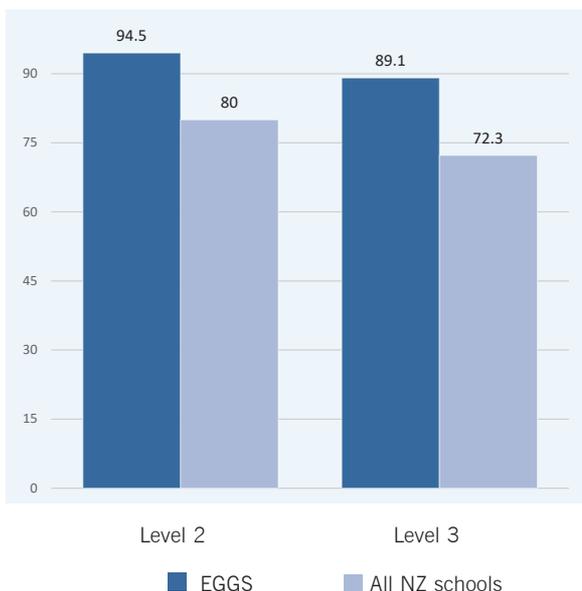
In 2020 pass rates for EGGs students were:

Level 2	94.5
Level 3	89.1
University Entrance	84.0

These figures can be seen on the following graph.

2020 NCEA Results

EGGS compared with All NZ Schools



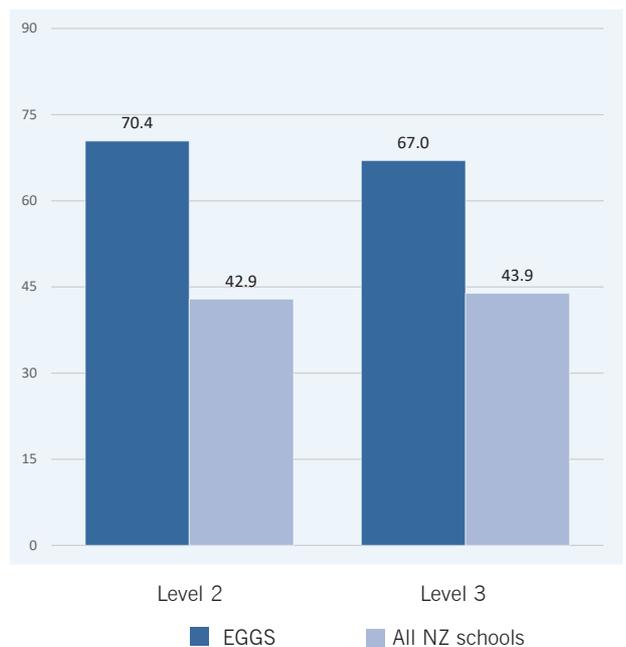
Qualification Endorsements

Merit and Excellence Certificate Endorsements recognise high levels of attainment. Endorsements are especially important for Year 13 students as their Merit and Excellence grades ensure a strong Ranked Score for university entry. We are very pleased that the very high rates of Endorsement at Level 3 in 2020 have meant entry into very competitive degree courses for so many of our students.

In 2020 EGGs Students performed very well in Certificate Endorsements at both levels.

2020 Endorsement Results

EGGS compared with All NZ Schools
(Excellence and Merit)



Scholarships

In 2020 EGGs students gained a total of 54 Scholarships including 6 awarded at Outstanding level. These scholarships were spread across 19 subjects, showing a depth of achievement at the highest level across a broad range of curriculum areas. Two candidates, as well as receiving several scholarships, were also awarded Outstanding Scholar Awards by The New Zealand Qualifications Authority. One of these was also a top scholarship for statistics. This prestigious award goes to the top 40-60 students nationally.





CONNECTED LEARNING

Epsom Girls Grammar School bases its vision for learning around innovation and evidence based best practice which incorporates a wide range of blended learning approaches. We strongly recommend that each student has their own device in order to take full advantage of this.

Blended learning supports effective teaching by:

- Assisting the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time. For example, drama students skyped the author of their play in Scotland to discuss the motivations behind the text
- Facilitating shared learning by enabling students to join or create communities of learners that extend beyond the classroom
- Assisting in the creation of supportive learning environments by offering resources that take account of individual differences
- Enhancing opportunities to learn by allowing students to create personalised and collaborative learning experiences
- Supporting students to make an informed choice in terms of digital citizenship and develop digital fluency in line with the values of EGGS.

Benefits

- Motivation and engagement
- Independence and personalised learning
- Critical thinking and multi literacies
- Access to information, resources and experts
- Anywhere, anytime learning
- Increased student agency.

EGGS has a school-wide wireless system. We are also involved in ongoing professional development for our teachers to enable them to keep up with new developments and ensure that the best approaches are used to support learning.

We strongly recommend that all students bring a device with the following specifications:

- A Laptop, Netbook or Tablet PC (Smart PC) will provide students with a comprehensive learning tool and is ideal as an information and content creation device
- The device must have a full operating system either Windows or Mac OSX would be appropriate. Beware that not all Tablet PC, netbooks and Chromebooks have full operating systems, please check before you buy
- The Google Chrome internet browser is necessary for our systems
- The device operating system and browsers must be set to display in English
- We use a customised Google Workspace environment for teaching and learning
- Due to factors such as battery life and warranty, it will probably be necessary to purchase two devices during the 5 years at EGGS
- Although Microsoft Office is NOT a requirement, students are eligible to install a free download of Microsoft Office on up to 5 personal devices while enrolled at school.



YEARS 9 & 10 SUBJECTS

YEAR 9	YEAR 10																		
<p>The Year 9 curriculum is designed to provide a foundation year on which to build future learning. It values all areas of learning and meets the requirements of the New Zealand Curriculum.</p> <p>Year 9 students study: English One language (Chinese Second Language, French, Japanese, Latin, Spanish, Te Reo Māori, English for Speakers of Other Languages) Mathematics Physical Education and Health Science Social Studies Technology Core Art Core Drama Core Music</p> <p>In addition students choose: EITHER a) another language OR b) two half year courses chosen from: Art Business Studies Digital Technology Media Studies Music Philosophy</p> <p>Literacy: A literacy skills programme is offered to selected students Learning skills: A learning skills programme is offered to selected students</p>	<p>Year 10 students study: English Mathematics Physical Education and Health Science Social Studies</p> <p>One half-year Arts course from: Art Drama Music</p> <p>In addition students choose 2 full-year Options from:</p> <table border="0"> <tr> <td>Art</td> <td>Design & Visual Communication</td> </tr> <tr> <td>Business Studies</td> <td>Japanese</td> </tr> <tr> <td>Chinese Second Language</td> <td>Latin</td> </tr> <tr> <td>Digital Technology</td> <td>Music</td> </tr> <tr> <td>Drama</td> <td>Philosophy</td> </tr> <tr> <td>English for Speakers of Other Languages</td> <td>Spanish</td> </tr> <tr> <td>Environmental Science</td> <td>Te Reo Māori</td> </tr> <tr> <td>Food Technology</td> <td>Textiles and Design</td> </tr> <tr> <td>French</td> <td></td> </tr> </table> <p>Year 10: Students may not choose the same Arts course - eg: Drama (half-year) and then Option Drama.</p>	Art	Design & Visual Communication	Business Studies	Japanese	Chinese Second Language	Latin	Digital Technology	Music	Drama	Philosophy	English for Speakers of Other Languages	Spanish	Environmental Science	Te Reo Māori	Food Technology	Textiles and Design	French	
Art	Design & Visual Communication																		
Business Studies	Japanese																		
Chinese Second Language	Latin																		
Digital Technology	Music																		
Drama	Philosophy																		
English for Speakers of Other Languages	Spanish																		
Environmental Science	Te Reo Māori																		
Food Technology	Textiles and Design																		
French																			

Notes:

- Chinese Second Language, French, Japanese, Latin, Spanish and Te Reo Maori begin in Year 9. These subjects may not be started later.
- Students with very little English or students for whom English is their second language and who would benefit from an intensive programme will be placed in a reception class.
- Subject choice advice is available at the time of enrolment.
- Availability of subjects depends on sufficient student numbers and staffing.

YEARS 11 - 13 SUBJECTS

Learning Areas	YEAR 11 Individual Subjects	YEAR 12 Individual Subjects	YEAR 13 Individual Subjects
Arts	Drama	Drama	Drama
	Music	Performance Music Music Studies	Performance Music Music Studies
	Visual Art	Design Painting Printmaking Sculpture Photography Art History	Design Painting Printmaking Sculpture Photography Art History Modern Art History Renaissance
	Photography		
English	English Foundation English	English Foundation English	English English Shakespeare Foundation English
	English for Speakers of Other Languages (ESOL)	English for Speakers of Other Languages (ESOL)	English for Speakers of Other Languages (ESOL) Literacy Media Studies
	Writing for Publication	Media Studies	
Physical Health and Wellbeing		Child Development	Early Childhood Education
	Health Sociology and Investigations	Health Sociology and Investigations	Health Sociology and Investigations
	Physical Health Programme Sports Science	Physical Health Programme Sports Science	Sports Science
Languages other than English	Chinese Second Language	Classical Studies Chinese Second Language Chinese Heritage Language	Classical Studies Chinese Second Language Chinese Heritage Language
	French	French	French
	Japanese	Japanese	Japanese
	Latin	Latin	Latin
	Spanish	Spanish	Spanish
	Te Reo Māori	Te Reo Māori	Te Reo Māori
Mathematics	Mathematics Core Mathematics	Mathematics Calculus Mathematics Combined Mathematics Statistics	Calculus Mathematics Statistics A Statistics B
	Foundation Mathematics		
Sciences	Science - 2 or 4 of: Biology Chemistry Earth & Space Physics Environmental Science	Biology Chemistry Earth & Space Physics Education for Sustainability	Biology Chemistry Physics Education for Sustainability
Social Sciences	Geography History	Geography History	Geography History
	Accounting	Accounting Business Studies	Accounting Business Studies Business Enterprise & Legal Studies Economics
	Economics	Economics Legal Studies Travel & Tourism	Travel & Tourism
Technology	Design Technology Design & Visual Communication	Design Technology Design & Visual Communication Design & Visual Communication (Beginners)	Design Technology Design & Visual Communication Design & Visual Communication (Beginners)
	Food Technology	Food Technology Hospitality	Food Technology Hospitality
	Textiles & Design	Textiles & Design	Textiles & Design
	Digital Technology	Digital Technology	Digital Technology
Learning Centre	Learning Skills Programme	Learning Skills Programme	Learning Skills Programme

A subject printed in **RED** is compulsory.

A subject printed in **BLUE** has a prerequisite, and at certain levels will require a minimum standard of achievement in the previous year.

There is a reception class for students who have little familiarity with English.

There may be changes to this list for 2022. Availability of subjects will depend on sufficient student numbers.





CO-CURRICULAR LEARNING OPPORTUNITIES

Sport

- Athletics
- Badminton
- Basketball
- Cheerleading
- Cricket
- Curling
- Cycling
- Distance Squad (Running)
- Dragon Boating
- Equestrian
- Fencing
- Football
- Golf
- Gym Sports (Artistic, Rhythmic, Trampolining)
- Hockey
- Lacrosse
- Lifesaving
- Mountain Biking
- Netball
- Orienteering
- Rowing
- Rugby
- Skiing
- Squash
- Swimming
- Table Tennis
- Tennis
- Touch
- Triathlon/Duathlon/Aquathon
- Ultimate Frisbee
- Underwater Hockey
- Volleyball
- Waka Ama
- Water Polo
- Weightlifting
- Yachting

Learning

- Animal Rights
- Book Club
- Brain Bee
- Careers Ambassadors
- Challenge
- Chess Club
- Coding Club/Egaming Club
- Conservation Group
- CREST
- Culinary Group
- Ethics Olympiad
- Film Society
- Gardening Group
- German Kaffee Klatsch
- Humanitarian Group
- IT Crowd
- Languages Synhedrion
- Latin Group
- Maths Clubs (including APSMO, Mathex)
- Model United Nations/ UN Youth
- Monetary Policy Challenge
- NZ's Next Top Engineering Scientist Competition
- Pasifika
- Peer Tutoring
- Philosophy
- Robotics
- Sci Fi & Astronomy Club
- Science Club
- Sustainability
- Spelling Bee
- Young Enterprise







Arts & Cultural

Arts

- Debating
- Drama Committee
- Megaschools
- Sheilah Winn Shakespeare
- Showquest
- Slam Poetry
- Technician Team
- Theatresports
- Visual Arts Club
- Writing Committee

Music

- Canto Vivo (Junior Choir)
- Chamber Groups
- Chamber Orchestra
- Concert Band
- Epsom Singers
- Intermediate Concert Band
- Paradisum Choir
- Rock Bands
- Stage Band
- String Ensemble
- Symphonia

Cultural Groups

- Chinese
- Cook Islands
- Filipino
- Gaelic
- Indian
- Japanese
- Kapa Haka
- Korean
- Middle Eastern
- Samoan
- Sri Lankan
- Thai
- Tongan

Community

- Child Cancer Group
- Duke of Edinburgh
- Embrace
- Epsom House
- Epsom Spectrum
- Heart of EGGS
- Human Trafficking Awareness
- Interact Club
- International
- Kotahitanga
- MASH
- Muslim Group
- Outreach
- Peer Support
- Racial Awareness Group
- Student Council
- The Rock (Christian Group)
- Unicef
- Year 13



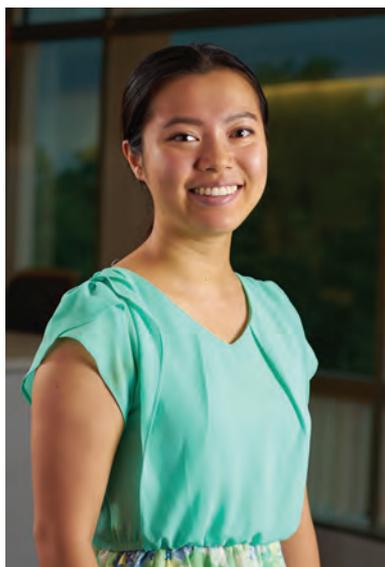


SCHOOL ENVIRONMENT AND FACILITIES

The majority of our teaching spaces and many of our facilities have been developed or refurbished in the past 20 years. All teaching spaces are equipped with wireless internet to provide a blended multimedia teaching and learning environment. We are committed to an ongoing programme of development and modernisation.

- **School Grounds** We enjoy an environment that provides mature trees (some of which are almost 100 years old), large grassed areas, courtyards and gardens - an oasis in an urban setting.
- **Teaching Rooms** The school has 106 teaching spaces including specialist science laboratories, technology workshops, art/photography suites and a media studies suite for video/audio production. Our Music Department has facilities for individual tuition and private practice (piano and other instruments). The Judith Potter Centre is an Innovative Learning Environment opened in 2020.
- **ICT Facilities** A wireless network covers all classrooms enabling students to use their digital devices for cloud-based learning. We provide G Suite for Education and Office 365 ProPlus. In addition, we have specialised computer laboratories for Art, Technology and Music which provide access to the latest industry standard software.
- **Sport and Physical Education** The Epsom Aquatic Centre has a modern 25 metre indoor heated pool and beginner level outdoor swimming pool, also heated. The school has athletics and soccer fields, new multi-use sports courts, two gymnasiums and a dance room.
- **Gae Griffiths Library** The library, centrally located in the school grounds, provides a welcoming environment for students and staff. It offers access to over 13,000 resources, including books, magazines, DVDs and reference material, as well as a digital collection of eBooks, audio books and research databases.
- **Joyce Fisher Sports Centre** This comprehensive Sports Centre was completed in 2016. It accommodates multi-use courts, a fitness centre, dance studio, 4 locker rooms, 3 classrooms and staff offices.
- **Judith Potter Centre** The Judith Potter Centre is a flexible learning environment, a multi-functional space for connected and collaborative studying which includes break out spaces for meetings and large groups.
- **Marjory Adams Hall** The Main Entrance leads to the school hall where junior and senior assemblies are held and this is the venue for important school occasions.
- **Raye Freedman Arts Centre** The Raye Freedman Arts Centre provides teaching and rehearsal rooms for Drama, Dance and Music and also the Lady Fisher Auditorium. This 258 seat theatre provides excellent facilities for performance concerts and drama/musical productions. Corporate and community use of the complex is geared toward evening and weekend use with some opportunity for day bookings during school holiday periods.
- **Epsom House** The Epsom House boarding facility is part of Epsom Girls Grammar School's long boarding tradition providing full accommodation for up to 150 boarders.
- **Lunchbar** This facility is open before school, interval and lunchtime. We are committed to providing nutritious, healthy food for students.
- **Uniform Shop** Specialist stationery, work books and uniforms, both new and second hand, are available.

MEET OUR ALUMNAE



Anna Dong (2011-2015)

I am currently studying towards a Bachelor of Science in Engineering, majoring in Operations Research and Financial Engineering. This department stood out to me because it enables me to explore applications of abstract mathematical concepts in subject areas I am excited about such as the environment, ecology and economics. At the start of my university journey, I spent time absorbing as much knowledge as I could in classes across the sciences, humanities and engineering. This helped me to discover new interests and strengths. As someone who enjoys thinking about big ideas and using my creativity, I found that I can channel my desire to approach complicated issues in a systematic and (hopefully) inventive way through mathematical modeling. As I am in an interdisciplinary field, I have found that my time at EGGs laid the foundation for my ability to integrate perspectives from different parts of academia. When I was a part of the EGGs community as a student, I was given the opportunity to delve into a diverse array of interests including music, sport, and science. By being involved in a variety of activities, I learnt to ask questions from divergent vantage points and identify transferrable skills between my interests - skills which are invaluable in what I study today. First, be open-minded so that you can take advantage of unexpected opportunities which may come your way. Second, confront the expectations which society may have about you and your future and think carefully about whether these expectations align with your passions and values. Speak with a teacher or other mentor about how you can bring your passions and values into your chosen path.

"Embrace all the opportunities available to you because you never know what rewarding skills you can gain and the friends you could meet through these."



Harriette Overend (2014-2018)

I am currently studying on scholarship at Villanova University Pennsylvania in the school of Liberal Arts and Sciences. I am undeclared in my major, but I am deliberating between communications and psychology.

The preparation Epsom gave me has allowed me to not only find myself where I am now, but to also keep wanting more. I was given endless opportunity and support inside and outside of the classroom. Obviously, the wide range of 42 sports allowed me to find my love and passion in Lacrosse. Lacrosse has taken me places that as a little Year 9 student coming into EGGs back in 2014 I would have never imagined. Inside the classroom, Epsom held a high level of expectation, for which I am incredibly grateful now, as I have the adequate skills and drive required to apply myself at university now.

To current students at EGGs my advice is that you get nothing from nothing. You'll probably hear this many times, but the 5 years of high school is going to fly by. So go and try that robotics club, apply to be class captain, sing in the school choir, and trial for that strange sport you saw on a movie. Most of all do it because you want to. I can guarantee that by putting yourself out there you'll find yourself in great places with even greater people.

"Epsom held a high level of expectation, for which I am incredibly grateful now, as I have the skills and drive required to apply myself at university now."



Mr Chris Iles, Chairman of the School Board with Mrs Lorraine Pound, Principal

OUR COMMUNITY

Website

We hope our school and the wider community will access our website regularly to keep up to date with news and events (www.eggs.school.nz).

School Board

The Epsom Girls Grammar School Board is comprised of elected and co-opted parent and community representatives, an elected staff member, an elected student representative and the Principal. The Board sets the strategic direction for the school and ensures compliance with legal and policy requirements. We are very fortunate that our Board members bring a wide range of professional and life skills to their roles.

PTA

The Parent Teacher Association is a forum for parents and teachers to meet one another informally and to offer practical support to students, their families and the school. There are opportunities to learn about the school and to raise and talk through issues related to school life. The PTA assists with school events and contributes to school amenities, prize-giving and teacher support.

Whanau Awhina

The Whanau Awhina is a group of parents and community members who support Maori students and promote Tikanga and Te Reo in the wider school.

Komiti Pasifika

The Komiti Pasifika is a group of parents, students and staff who are focused on supporting Pasifika students and their families across all aspects of school life.

Sports Council

The Sports Council is a group of parents, staff and students who support and promote school sport. Members liaise with individual sports groups. Scholarships are offered to recognise sporting achievement and contribution.

Arts and Cultural Council

The Arts and Cultural Council is a group of parents, staff and students who support and promote arts and cultural activities. Scholarships are offered to recognise achievement and contribution in the Arts.

Old Girls Association

There are some 30,000 women who have been students at Epsom Girls Grammar School since it was established in 1917. EGGS has a proud history and many of its Old Girls from across the decades and around the world note that their lives were significantly and positively influenced during their days at EGGS. The Old Girls Association supports the School via scholarships, prizes, events, mentoring and networking.



INTERNATIONAL STUDENTS

Epsom Girls Grammar School welcomes the opportunity to enrol international students keen to gain a New Zealand educational experience and New Zealand secondary school qualifications. International students have full access to our comprehensive curriculum and are encouraged to participate in all aspects of school life.

Epsom Girls Grammar School is a signatory and has agreed to observe and be bound by the Education (Pastoral Care of International Students) Code of Practice 2021 published by the Ministry of Education. Copies of the Code are available in different languages from the NZQA website: www.nzqa.govt.nz

Application Procedures

Application forms are available on our website – www.eggs.school.nz/international. Please email completed application forms and supporting documentation to: international@eggs.school.nz

Note: All documentation must be translated into English and certified as a true original copy.

Incomplete applications will delay processing.

Accommodation

There are three accommodation options available for international students who attend our school:

- Homestays arranged for the student by the school
- Living with a designated caregiver as arranged by the parents
- Living with parents

Medical and Travel Insurance

The Code of Practice and New Zealand Immigration Service require all International Students studying in New Zealand to have Full Travel and Medical Insurance while in New Zealand. The insurance policy must be compliant with the New Zealand Qualification Authority and the Code of Practice requirements.

Grievance Procedure

The Director of International Students is the contact person for students who have a grievance or complaint. The school has a standard policy detailing procedures for complaints. International students not satisfied with the outcome of the school's formal complaint process, can raise their concerns with NZQA. Students can submit a complaint query on the NZQA website, send an email or contact NZQA by phone.

Phone: 0800 697 296

Email: qadrisk@nzqa.govt.nz

Website: www.nzqa.govt.nz

Immigration Requirements

Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying, are available through the New Zealand Immigration Service, and can be viewed on their website at: www.immigration.govt.nz

For more information, please contact the International Office.

Phone: +64 9 970 6716

Email: international@eggs.school.nz

Website: www.eggs.school.nz/international



EPSOM GIRLS GRAMMAR SCHOOL FOUNDATION

The Epsom Girls Grammar School Foundation was established in 1999 to foster and grow the EGGS community both past and present, with a particular focus on investing in the ongoing success of EGGS and its students. We are an Incorporated Charitable Trust governed by independent trustees.

The Foundation supports the fundraising projects of the School, manages and administers the funds raised and endowments gifted to the school. We also assist students, staff, sports and cultural groups through the EGGS Foundation Fund and annual endowment awards.

The Foundation has contributed to funding and co-ordinating a wide variety of projects over the years including:

- Judith Potter Centre
- The Joyce Fisher Sports Centre
- Raye Freedman Arts Centre
- Establishment of the Heritage fund to help students and teachers
- Provision of prizes and scholarships

Annual Giving Programme for 2022

Our Annual Giving Programme has been established to provide funds for projects which cannot be funded within current Government funding.

Whether a gift is large or small, every gift to EGGS makes a difference in providing real benefits to the School, and most importantly to its students.

Every gift to our Annual Giving Programme will support the mission of the School “enabling students to be confident, active, resilient learners.” Every donation will provide an immediate, essential and powerful support to enrich the School’s academic programme, enhance our teaching and learning environment and promote our co-curricular activities.

In 2022 we will be asking for a donation towards projects that will come from all aspects of school life at EGGS which will include the arts, culture, sports and academic.

We look forward to your support in 2022 and beyond.

To make a donation, small or large email: foundation@eggs.school.nz

For more information please contact the Foundation Office

Phone: +64 9 970 6715

Email: foundation@eggs.school.nz





ENROLMENT SCHEME

The Board of Trustees and the Ministry of Education acknowledge that the existing facilities at Epsom Girls Grammar School are likely to become overcrowded without an enrolment scheme. This scheme applies to all students who are applying for entry to Epsom Girls Grammar School.

Please refer to the description below of the geographic area for the boundary and to our website for the detailed map and a complete list of streets in the home zone.

Home zone

All students who live within the home zone described below (and shown on the website map) shall be entitled to enrol at the school.

Starting at the intersection of Upland Road and Remuera Road, travel south west along Remuera Road, and continue south west along Green Lane East (included). From 68 Green Lane East (included), travel west along the centre of Green Lane East to the Southern Motorway / State Highway 1 (Ellerslie Racecourse excluded). From the motorway, continue west along both sides of Green Lane West to the western boundary of Cornwall Park. Follow the park boundary south to and west along Golf Road (Fern Avenue included) to Manukau Road. Travel south along Manukau Road (576, 581 and below included), and continue south along Pah Road (30, 35 and below included) to Selwyn Road. Travel west on Selwyn Road to St Andrews Road (175, 200 and below included) and continue west along Landscape Road to Mt Eden Road. Travel north along Mt Eden Road (260-826, 189-919 included), west along Balmoral Road (173, 182 and below included), and north along Dominion Road (227-511, 238-518 included) to Valley Road. Travel east on Valley Road, north along Horoeka Avenue, and east along View Road (45, 40 and below

included) to Mt Eden Road. Travel north along Mt Eden Road and north east along Normanby Road (10 Normanby Road and the associated apartments included) to Boston Road. Travel east along Boston Road (57 and below, odd numbers only included) to Khyber Pass Road. Travel east along Khyber Pass Road (222, 267 and above included; Parkfield Terrace included) to Park Road. Travel north along Park Road (102, 191 and above included), east along Carlton Gore Road (65, 90 and above included), east and north along George Street, north east along Titoki Street and continue north east to the railway line. Follow the railway line north west to Mutu Street, travel north to and west along Parnell Rise (35 and below excluded; Carlaw Park Avenue excluded) to the intersection with The Strand. Travel north east on The Strand and continue north through the intersection with Quay Street and Tamaki Drive to the coastline. Follow the coastline around the port, and south west towards Hobson Bay, to the roundabout at the intersection of Upland Road, Shore Road (both included) and Orakei Road (169, 202 and below included). Travel south along Upland Road, and back to the starting point.

All residential addresses on included sides of boundary roads and all no exit roads off included sides of boundary roads are included in the zone unless otherwise stated.

Proof of residence within the home zone will be required.

Each year, applications for enrolment in the following year from in-zone students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the school. This will enable the Board to assess the number of places which can be made available to students who live outside the home zone.

Students accepted for Epsom House will have entry to Epsom Girls Grammar School as of right.



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Out of Zone Enrolments

Each year the Board will determine the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone. The Board will publish this information by notice in a daily or community newspaper circulated in the area served by the school. The notice will indicate how applications are to be made and will specify a date by which all applications must be received.

Applications for enrolment will be processed in the following order of priority:

- **First priority:** This priority category is not applicable at this school because the school does not run a special programme approved by the Secretary.
- **Second priority:** must be given to applicants who are siblings of current students.
- **Third priority:** must be given to applicants who are siblings of former students.
- **Fourth priority:** must be given to any applicant who is a child of a former student of the school.
- **Fifth priority:** must be given to any applicant who is either a child of an employee of the Board of the school or a child of a member of the Board of the school.
- **Sixth priority:** must be given to all other applicants.

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary for Education under under Clause 3(3) of Schedule 20 of the Education and Training Act 2020. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

Applicants seeking second or third priority status may be required to give proof of a sibling relationship.

Open Morning/Evening

Guided tours are conducted by students in April/May each year.

Pre-enrolment Procedures

Applications will be accepted in terms of this scheme. The school retains the right to make all inquiries necessary in its opinion to obtain information that may assist it to reach a decision in any particular case.

How to apply for enrolment

Online application can be lodged on our website in June in the year preceding enrolment.

Please note that enrolment in the school is deemed to have been completed when: all pre-enrolment procedures have been completed, formally acknowledged and accepted by the school, and the student begins attending the school i.e. enrolment in the school does not come into effect until the student is attending.

Enrolment is dependent on:

- any changes to personal details provided at pre-enrolment having been notified to the school in writing
- any changes to personal details having been acknowledged in writing by the school as conforming with the provisions of this Enrolment Scheme i.e. students accepted as home zone students at the time of pre-enrolment must still be residing in the home zone when the student begins attending the school
- personal details provided at the time of pre-enrolment being accurate.

We would like to acknowledge the photographers who have generously contributed towards this publication, including Michelle Martin and Joyoti Bishop, Claire McConachie and the Student Photography Leaders Ella Grey and Eliza Goldsmith



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