



Epsom Girls Grammar School



Annual Report

2019

Epsom Girls Grammar School Board of Trustees Report 2019

On behalf of the Board of Trustees I am pleased to report that Epsom Girls Grammar School had a very successful 2019.

Epsom Girls continues to deliver very high levels of achievement and the Board remains committed to support strategies that strive to continually improve the teaching, wellbeing and learning outcomes. The Board is very grateful for the ongoing support that we have from the school community and the donations received in 2019 were directly allocated towards teaching and support resources to allow the school to continue to offer broad curriculum opportunities.

A Board election in June, allowed the opportunity for new parent representatives to join the existing team. We welcomed to the trustee group, Wendy Kerr, Virginia Bishop and Tovia Va'aelua, each bringing fresh ideas and expertise to further strengthen our governance capabilities.

In 2017 the Board completed a new masterplan for the school and a new three-year strategic plan was developed in 2018. The renovation of L Block transformed this old building into a modern innovative learning hub aptly renamed the Judith Potter Centre. Wellbeing for all at EGGS was a key strategic initiative and this was front of mind after the horrific events in Christchurch. The leadership from both staff and students has noticeably raised the awareness of one's wellbeing and this is now ingrained in the school ethos.

The learning experience through enhanced opportunities will always be our key strategic pillar. An extensive review of NCEA Level 1 developed a new model from 2020 which focuses on enhanced learning, less stress and anxiety and a preparedness for the important Level 2 and 3 qualifications.

EGGS continues to strive to deliver opportunities while continuously under financial pressure based on the current public funding model. The school relies heavily on self-generated income. These avenues of funding include, International students, hireage of school facilities, (The Raye Freedman Centre, The Joyce Fisher Sports Centre, the school pools and the Epsom House hireage during term breaks) funds raised by the School Foundation and the parent donation. The pending change to the decile funding model will further emphasise the importance of our school to generate additional funding options to ensure we can continue to offer and deliver opportunities to our students.

The Board of Trustees is focused on enhancing the way we interact and engage with our community and is another important pillar in the strategic plan. The Board is a representation of the community and in this fast paced and evolving world what this means for learning in the future and the necessary changes likely to impact EGGS is a challenge for us all. The EGGS community is an important cog in the wheel for our school to develop and grow over the coming years.

The 2019 NCEA and scholarship results demonstrate that EGGS continues to be a very high achieving school with high overall pass rates at all NCEA levels. University Entrance levels are well above levels of similar schools and the number of Scholarships attained was very pleasing. The high-performance culture is a credit to the school leaders, staff, and students.

The Board of Trustees would like to thank the Principal, Mrs Lorraine Pound for another hugely successful school year. This success, across all facets of school life is not possible without the support, the passion, and the on-going commitment from all the team at EGGS.

I would personally like to thank all the trustees for their support throughout 2019 and ensuring that our commitment to learning outcomes remains unwavering.

The annual report shows that the school is financially sound, continues to be well managed and has strong governance practices. The Government funding is not, on its own, sufficient to sustain a high performing school such as EGGS and we remain indebted to our community for their ongoing support.

Epsom Girls Grammar School is in a very strong position to deliver on our strategic plan and meet the challenges on the horizon. Our focus remains dedicated to continually enhance learning, teaching and community expectations.

Chris Iles
Board Chairperson
EPSOM GIRLS GRAMMAR SCHOOL



EPSOM GIRLS GRAMMAR SCHOOL

STUDENT ACHIEVEMENT REPORT 2019



May 2020

Charter Targets 2019

Students should achieve to the best of their ability and achieve results in National Qualifications that match or exceed results from Decile 9 Girls' schools.

TARGETS:

Support and promote high levels of academic achievement at all levels:

Pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Endorsement rates set at	Level 1	80%
	Level 2	65%
	Level 3	55%

Leavers' target set at 90% of leavers to have NCEA Level 2.

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

Māori student pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Pasifika student pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Overall Achievement

Year Level	Pass rate target %	February pass rate %	May Pass rate %
Level 1	90	88.6	88.6
Level 2	90	92.1	92.1
Level 3	85	88.3	88.8
UE	-	78.9	81.6

STRATEGIES IMPLEMENTED INCLUDE:

- 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 13 Enrichment Programme provided 26 students, identified as at risk of not achieving, with 10 Level 3 credits.
- The Year 11 Enrichment Programme provided 25 students identified as at risk of not achieving, with 7-10 Level 1 credits.
- Continued use of UDL and blended learning.
- 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

NCEA RESULTS 2015-2018

Year Level	Year	% Pass	L1 Literacy	Numeracy	University Entrance
Level 1	2019	88.6	96.4	96.2	
	2018	88.2	96.7	93.5	
	2017	91.2	98.3	96.7	
	2016	91.2	99.5	97.4	
	2015	92.8	98.1	98.1	
Level 2	2019	92.1	99.5	99.3	
	2018	93.9	99.1	99.1	
	2017	95.8	100	99.0	
	2016	95.1	99.3	99.1	
	2015	95.3	99.8	99.3	
Level 3	2019	88.8	99.5	99.8	81.6
	2018	87.1	100	99.8	80.9
	2017	89.1	99.8	100.00	82.9
	2016	87.8	100.0	100.0	80.8
	2015	89.5	100.0	100.0	84.6

Achievement in NCEA and UE: Epsom Girls Grammar School

PR2 - Enrolment Based Cumulative Overall Results

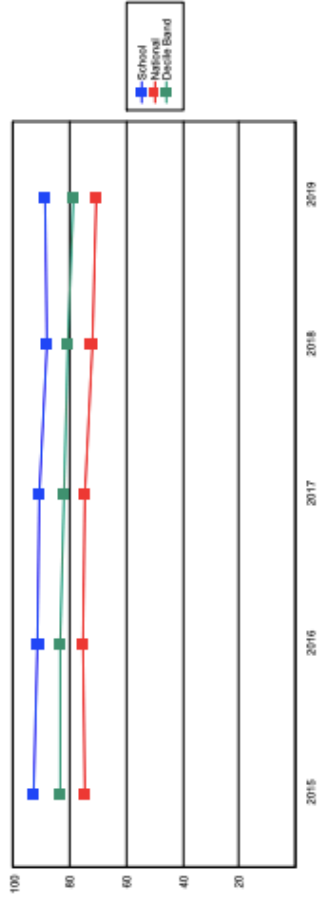
Epsom Girls Grammar School

National

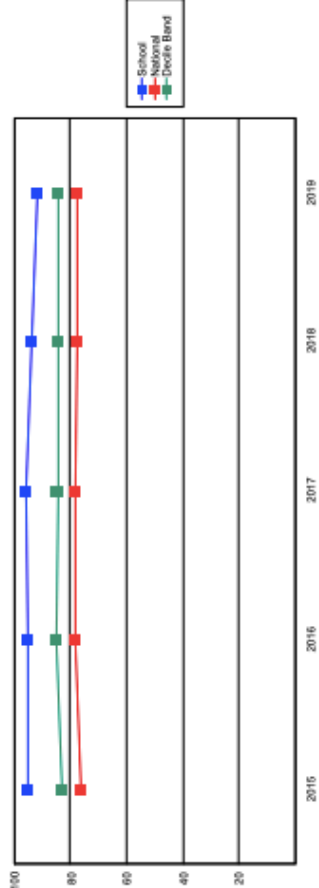
Decile 8-10

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
2015	92.8	95.3	89.5	84.6	74.5	76.3	62.6	48.1
2016	91.2	95.1	87.8	80.8	75.3	78.4	64.2	48.8
2017	91.2	95.8	89.1	82.9	75.0	78.5	65.5	48.9
2018	88.2	93.9	87.1	80.9	72.4	77.6	66.1	48.9
2019	88.6	92.1	88.8	81.6	70.6	77.5	67.3	49.3

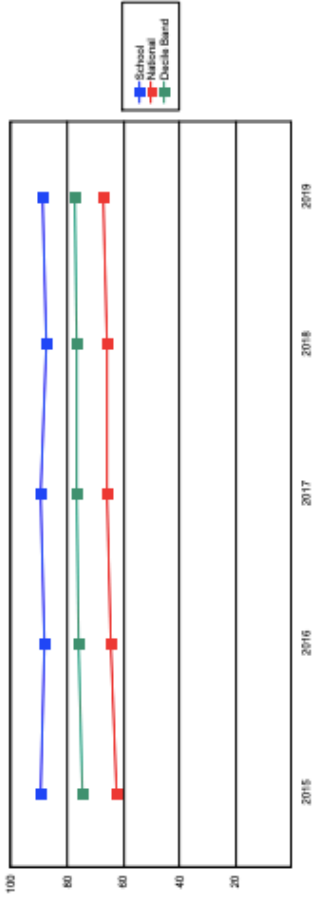
Year 11 - NCEA Level 1



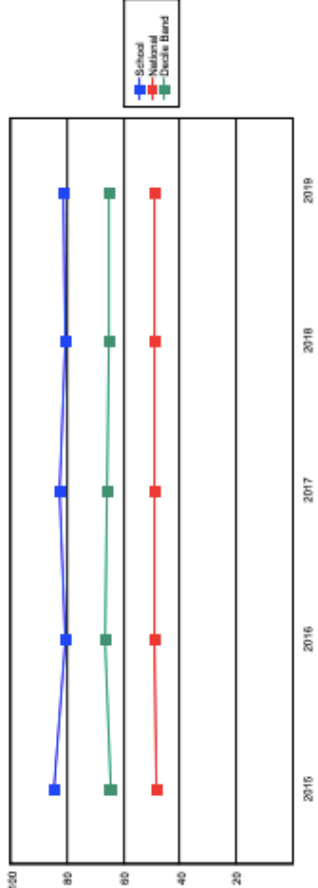
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance

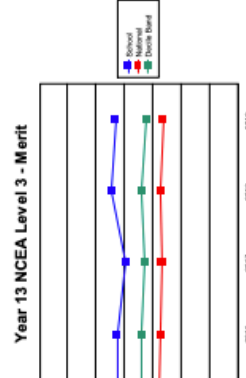
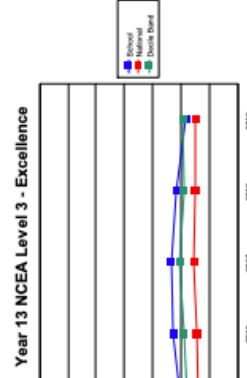
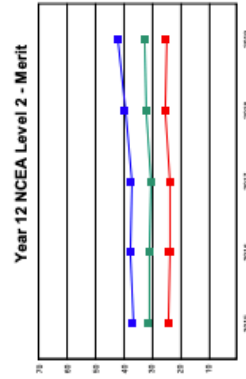
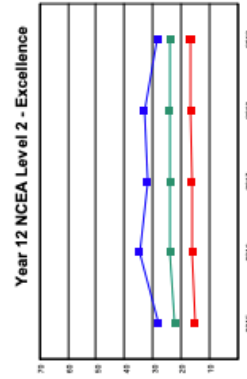
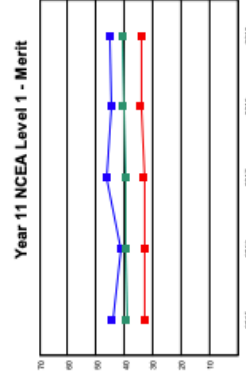
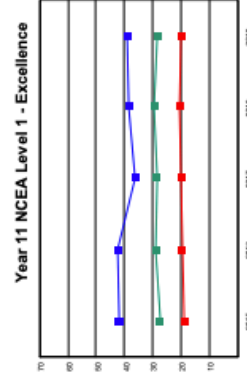


NCEA Certificate Endorsement: Epsom Girls Grammar School

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PR4 - Cumulative Results by Percentage

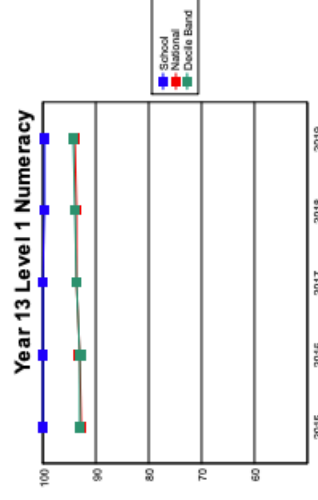
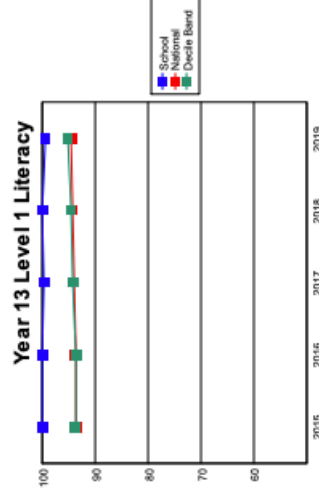
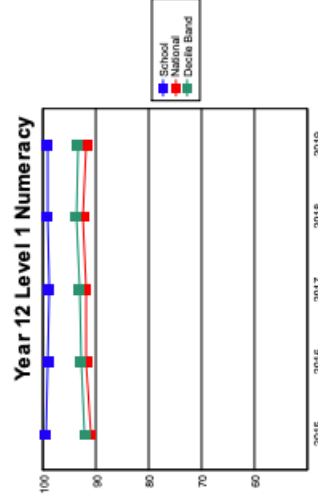
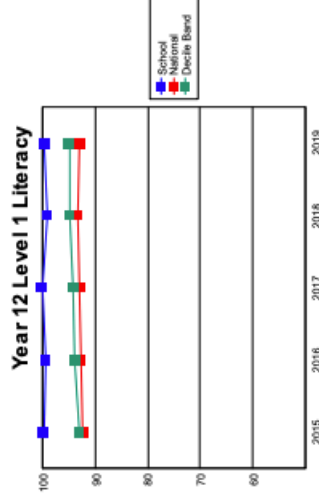
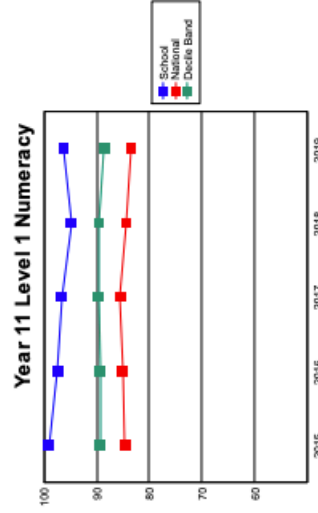
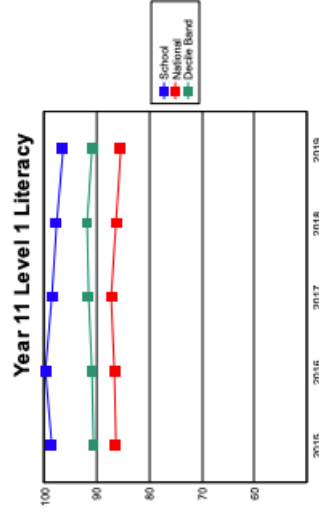
Epsom Girls Grammar School					National					Decile 8-10				
Academic Year	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13			Year 11	Year 12	Year 13		
	NCEA Level 1	NCEA Level 2	NCEA Level 3		NCEA Level 1	NCEA Level 2	NCEA Level 3			NCEA Level 1	NCEA Level 2	NCEA Level 3		
Achieved with Excellence														
2015	41.8	28.0	20.3		18.8	15.1	13.8			27.5	22.2	17.7		
2016	42.3	34.6	22.7		19.7	16.0	14.5			28.7	23.7	19.1		
2017	36.0	32.1	23.6		20.0	16.4	15.5			28.5	23.7	20.4		
2018	38.4	33.2	21.6		20.5	16.5	15.0			29.5	24.2	19.2		
2019	38.9	28.2	18.3		19.9	16.7	14.8			28.3	23.9	19.4		
Achieved with Merit														
2015	44.3	36.8	42.2		32.8	24.2	27.7			39.3	31.1	34.0		
2016	41.0	37.6	42.6		32.8	23.7	27.2			39.3	30.9	33.9		
2017	46.2	37.4	39.4		33.0	23.5	26.7			39.4	30.2	32.8		
2018	44.5	39.4	44.3		34.3	25.2	27.0			40.4	32.1	33.8		
2019	45.0	42.1	43.2		33.9	25.1	26.2			40.6	32.5	32.2		



Level 1 Literacy and Numeracy: Epsom Girls Grammar School

PR 3 - Cumulative Results by Percentage

Epsom Girls Grammar School					National			Decile 8-10		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2015	Literacy	98.6	99.8	100.0	86.4	92.2	93.6	90.5	92.9	93.9
2016	Literacy	99.5	99.3	100.0	86.5	92.6	93.9	90.9	93.7	93.7
2017	Literacy	98.3	100.0	99.8	87.1	92.8	94.2	91.6	94.0	94.3
2018	Literacy	97.6	99.1	100.0	86.2	93.3	94.4	91.8	94.8	94.7
2019	Literacy	96.4	99.5	99.5	85.5	92.8	94.6	90.7	94.8	95.2
2015	Numeracy	99.1	99.5	100.0	84.6	91.0	92.8	89.4	92.1	93.1
2016	Numeracy	97.4	99.1	100.0	85.1	91.8	93.1	89.4	92.9	93.0
2017	Numeracy	96.7	99.0	100.0	85.5	92.0	93.7	89.7	93.2	93.7
2018	Numeracy	94.8	99.3	99.8	84.4	92.4	93.8	89.5	93.8	94.0
2019	Numeracy	96.2	99.3	99.8	83.4	91.8	94.0	88.5	93.6	94.3



Comparative data: EGGS with Decile 8-10, Decile 9 Girls' Schools and National Statistics

Qualification	EGGS	NZ Decile 8-10	NZ Decile 9 Girls	All NZ Schools
	% pass rate	% Pass rate	% pass rate	%pass rate
Level 1	88.6	78.2	92.4 (2018 93.7%)	69.3 (2018 72.4%)
Level 2	92.1	83.7	95.6 (2018 94.7%)	76.6 (2018 77.6%)
Level 3	88.8	76.0	91.6 (2018 90.9%)	66.2 (2018 66.1%)
University Entrance	81.6	63.5	82.0 (2018 81.6%)	47.8 (2018 48.9%)

At Level 1 EGGS students are 3.8% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 6.3% below in February).

At Level 2 EGGS students are 3.5% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 0.8% below in February).

At Level 3 EGGS students are 3.3% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 5.9% below in February).

EGGS students are 3.1% below the average pass rate for Decile 9 Girls Schools in National University Entrance pass rates (2018 EGGS was 3.5% below in February)

EGGS students are ahead of the 8-10 Decile Schools average pass rate at L1, L2, L3 and UE.

EGGS results make up 21.9% of students that form the Decile 9 Girls Schools group.

The Level 1 Pass Rate is 10.4% above the Decile 8-10 comparison group.

The Level 2 Pass Rate is 8.4% above the Decile 8-10 comparison group.

The Level 3 Pass Rate is 12.3% above the Decile 8-10 comparison group.

The University Achievement Rate is 15.4% above the Decile 8-10 comparison group.

Endorsement targets were met at all three levels and are above the Decile 8-10 comparison group by 14.6% at Level 1, 13.7% at Level 2 and 9.4% at Level 3.

Decile 9 Girls' School Ethnicities

The Decile 9 Girls School comparison group is made up of a mixture of type and size of school total roll size and an asterisk to indicate Integrated School:

D9 Girls School	Student Roll
*Carmel College	1015
*Baradene College	1321
Christchurch Girls' High School	1227
*Craighead Diocesan School	368
Epsom Girls Grammar School	2192
*Nga Tawa Diocesan School	166
*St Mary's College, Wellington	600
*St. Matthew's Collegiate, Masterton	310
*Villa Maria College	847
Westlake Girls High School	2329
*Woodford House	327

Qualifications Endorsements

EGGS students continue to achieve well in Certificate Level Endorsements.

(Excellence – gaining 50 credits at Excellence at the level of the certificate or above. Likewise, for Merit – 50 credits at Merit endorsed with Merit)

Endorsement targets

Level 1 80%

Level 2 65%

Level 3 55%

These targets were exceeded at all three levels.

Level	Year	Excellence Endorsement %	Merit Endorsement %	M+E Endorsement %
Level 1	2019	38.9	45.0	83.9
	2018	37.7	45.5	83.2
	2017	36.3	42.6	78.9
	2016	42.3	41.0	83.3
	2015	41.8	44.8	86.6

Level 2	2019	28.2	42.1	70.3
	2018	32.5	39.8	72.3
	2017	31.7	35.1	66.8
	2016	34.6	41.0	75.6
	2015	28.0	40.0	68.0

Level 3	2019	18.4	43.1	61.5
	2018	21.4	45.4	66.8
	2017	23.6	31.9	55.5
	2016	22.7	42.6	65.3
	2015	20.3	42.2	62.5

Certificate Endorsement Comparative Figures

- At Level 1 the combined EGGS Merit and Excellence is 0.8% above the Decile 9 group.
- At Level 2 the combined EGGS Merit and Excellence endorsement rate dropped by 2% from 2018 and is 2.2% below the Decile 9 group.
- The Level 3 the combined EGGS Merit and Excellence endorsement rate was down by 5.3% from 2018 and is 3.1% below the Decile 9 group.

2019 Endorsements	EGGS %	NZ Decile 9 Girls %	All NZ %
Level 1 Excellence	38.9	38.3	20
Level 1 Merit	45.0	44.8	34.6
L1 E+ M Endorsement	83.9	83.1	54.6

Level 2 Excellence	28.2	32.9	16.5
Level 2 Merit	42.1	39.6	25.6
L2 E+ M Endorsement	70.3	72.5	42.1

Level 3 Excellence	18.4	23.7	14.8
Level 3 Merit	43.1	40.9	26.7
L3 E+ M Endorsement	61.5	64.6	41.5

COHORT TRACKING:

	2016	2017	2018	2019
L1 Excellence	42.3	36.6	37.7	38.9
L1 Merit	41.0	42.6	45.5	45.0
L1 Excellence + Merit	83.3	79.2	83.2	83.9
L2 Excellence	34.6	31.7	32.5	28.2
L2 Merit	41.0	35.1	39.8	42.1
L2 Excellence + Merit	75.6	66.8	72.3	70.3
L3 Excellence	22.7	23.6	21.4	18.4
L3 Merit	42.6	31.9	45.4	43.1
L3 Excellence + Merit	65.3	55.5	66.8	61.5

NZ Scholarship Examination

- 2019 saw students achieve 83 scholarships, with 6 of those at Outstanding level.
- Scholarships were spread across 23 different subjects reflecting that students are supported to achieve at the highest level across a broad range of subjects.
- 12 Scholarships in Design and Visual Communication
- 9 Scholarships in Chemistry
- 8 Scholarships in Biology
- 7 Scholarships in Photography
- 5 Scholarships were awarded to 4 Year 12 students. These were in Calculus and Design and Visual Communication, Spanish and Digital Technology.
- In 2019 there were 304 entries for Scholarship (up 6 from 2018)
- 224 students from the 304 who entered Scholarship attempted the Scholarship exam (73% participation rate – 3% up on 2018)
- 83 were awarded Scholarship (37% of students that entered and attempted were awarded Scholarship – 3% up on 2018)

Year	Outstanding	Scholarship	Total
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
2010	9	69	78

Scholarships by Subject 2011-2019

2019	2018	2017	2016	2015	2014	2013	2012	2011	Subject
4	3	1	3	4	1	1	2	0	Accounting
13	21	20	17	17	17	14	9	11	Art Design, Photo, Sculpture, Print, Paint
-	3	2	5	4	1	0	5	2	Art History
8	9	12	7	12	8	4	13	12	Biology
9	4	6	1	5	3	2	3	2	Chemistry
1	-	-	2	-	-	-	-	-	Chinese
2	1	3	3	1	3	1	2	3	Classical Studies
1	-	1	2	2	2	4	2	1	Drama
1	1	2	3	4	2	1	1	3	Economics
3	4	4	5	5	3	4	11	6	English
1	-	1	1	0	0	0	0	0	French
4	1	-	2	2	4	0	1	3	Geography
12	10	10	7	8	8	8	7	6	Graphics (DVC)
2	1	3	2	3	0	1	2	6	History
-	-	-	1	2	1	1	0	1	Japanese
-	-	-	-	0	0	0	1	1	Latin
3	1	4	5	3	5	2	2	1	Mathematics – Calculus
-	-	-	0	0	0	0	0	0	Māori
1	-	2	1	1	0	0	1	0	Media Studies
2	2	3	2	2	2	2	2	1	Music
1	2	2	1	1	0	0	2	0	Health and Physical Education
4	3	5	1	3	3	1	1	1	Physics
2	-	-	-	0	1	0	0	0	Spanish
7	5	8	1	4	3	1	9	6	Statistics
2									Technology
83	72	88	72	84	69	51	76	66	TOTAL

Māori Achievement

Level	Pass Rate Target %	EGGS Maori Pass Rate %	Decile 9 Girls Maori Pass Rate	National Maori Pass Rate %
Level 1	90	87.9 (93.1 in 2018)	83.8	55.8
Level 2	90	96.7 (90.6 in 2018)	95.9	67.8
Level 3	85	80.6% (75.7 in 2018)	87.7	53.9
University Entrance		71.0 % (59.5 in 2018)	75.3	28.6

Strategies for 2020:

- Continue to build Kotahitanga profile, membership and participation in events such as Rarangatahi.
- Continue tracking of Māori student achievement through Kotahitanga TICs and deans.
- Continued resourcing of the Whanau Awhina as a parent network and support roopu for Māori.
- Annual Plan, professional development and appraisal focus for teachers on identified learners including Māori students.

Key observations Māori:

- Māori achievement at Level 1 NCEA has slipped below the Pass Rate Target by 2.1% and is also down from 2018 by 5.2%. However, tracking that 2018 Level 1 Māori cohort into Level 2 2019, you can see they continue to achieve very well.
- Māori achievement at Level 2 NCEA continues to sit above the target pass rate. In 2019 Māori students achieved 6.7% above the Pass Rate Target.
- The Level 2 Māori Pass Rate was higher than the whole level 2 cohort Pass Rate.
- The Level 3 Māori Pass Rate was up by 4.9% from 2018.
- The University Entrance Rate for Māori is also up by 8.2% from 2018 which is pleasing to note.

As always, because Māori numbers at each year level are small, caution needs to be exercised when looking at percentages.

Pasifika Achievement

Level	Pass Rate Target %	EGGS Pasifika Pass Rate %	Decile 9 Girls Pasifika Pass Rate %	National Pasifika Pass Rate %
Level 1	90	84.0 (83.3 in 2018)	77.7	59.2
Level 2	90	90.9 (92.5 in 2018)	94.1	69.7
Level 3	85	73.8 (68.8 in 2018)	76.7	58.8
University Entrance		50.0% (54.2 in 2018)	53.3	28.5

Strategies for 2020:

- Continued focus on monitoring Pasifika students through the Deans and initiatives that focus on pathways, achievement and aspirational presenters as seen in the new 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.

Key observations Pasifika:

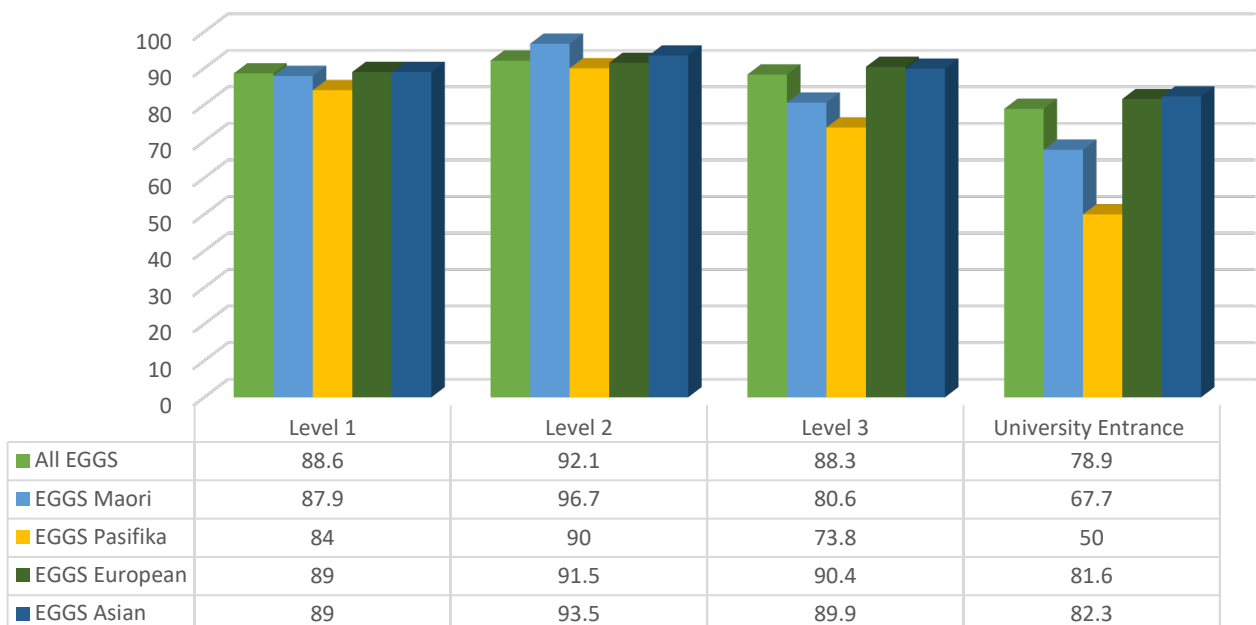
- Level 1 Pasifika achievement at EGGS is up by .7% from 2018 though is still 6.0% below the Pass Rate Target.
- Level 2 Pasifika students at EGGS met the Pass Rate Target, though a drop of 2.5% from 2018.
- Level 3 Pasifika achievement at EGGS is up by 5.0% though still not meeting the Pass Rate Target.
- Pasifika achievement in UE will continue to be a focus in 2020 as achievement rates dropped by 4.2% compared to 2018 results.
- Pasifika students were able to sit external language standards in Lea Faka-Tongan and Samoan at each of the levels (outside of the timetable) and achieved well.
- In Lea Faka-Tongan Language 11 students (All but one achieved at M or E level)
- Samoan Language 9 students

As always, because Pasifika numbers at each year level are small, caution needs to be exercised when looking at percentages.

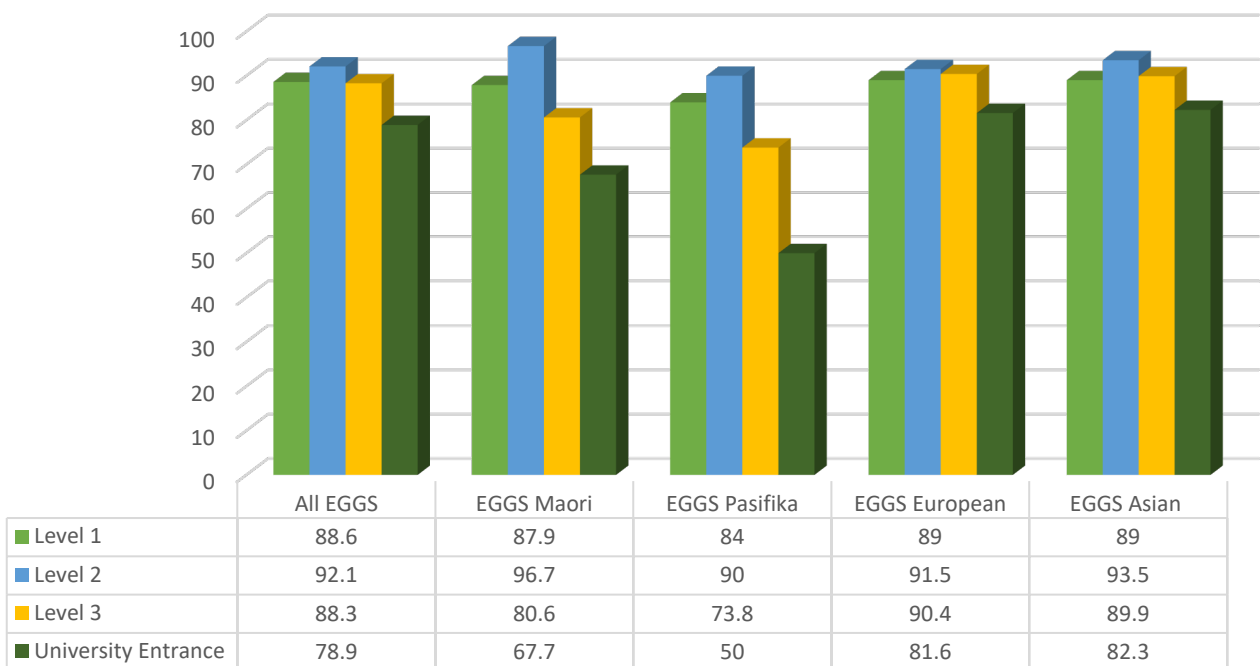
EGGS NCEA Pass Rates by Ethnicity

	All EGGS %	Māori %	Pasifika %	European %	Asian %
Level 1	88.6	87.9 (93.1 in 2018)	84.0 (83.3 in 2018)	89.5	89.0
Level 2	92.1	96.7 (90.6 in 2018)	90.9 (92.5 in 2018)	91.5	93.5
Level 3	88.8	80.6% (75.7 in 2018)	73.8 (68.8 in 2018)	90.4	89.9
University Entrance	81.6	71.0% (59.5 in 2018)	50.0% (54.2 in 2018)	81.6	82.3

2019 NCEA and UE Achievement by Ethnicity
Comparison by Year Level



2019 NCEA and UE Achievement Comparison by Ethnicity



End of Year Review 2019

Please refer to the below link to view the End of Year Review slide show.

<https://accosnz.blogspot.com/p/goals.html>

Epsom Girls Grammar School

Group Annual Report for the year ended 31 December 2019

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
Service Provider:	Edtech Financial Services Ltd

Epsom Girls Grammar School

Group Annual Report

For the year ended 31 December 2019

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	Kiwisport
	Members of the Board of Trustees

Epsom Girls Grammar School
Statement of Responsibility
For the year ended 31 December 2019

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

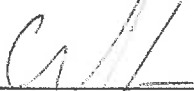
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 consolidated financial statements are authorised for issue by the Board.

CHRIS ILES

Full Name of Board Chairperson



Signature of Board Chairperson

22/01/2020

Date:

Lorraine Ann Pound

Full Name of Principal



Signature of Principal

22/01/2020

Date:

Epsom Girls Grammar School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	SCHOOL 2019 Budget (Unaudited)	2018	2019	GROUP 2019 Budget (Unaudited)	2018
	Notes	Actual \$	Actual \$	Actual \$	Actual \$	Actual \$	Actual \$
Revenue							
Government Grants	2	24,405,687	25,273,768	25,386,628	24,405,687	25,273,768	25,314,774
Locally Raised Funds	3	4,725,695	3,700,184	3,526,147	4,747,689	3,700,184	3,596,100
Interest Earned		115,740	150,000	154,875	289,186	150,000	157,946
Gain on Sale of Property, Plant and Equipment		800	-	783	800	-	783
Hostel	4	2,009,133	2,209,943	1,890,178	2,009,133	2,209,943	1,890,178
International Students	5	2,046,222	2,305,284	2,307,880	2,046,222	2,305,284	2,307,880
		33,303,277	33,639,179	33,266,491	33,498,717	33,639,179	33,267,661
Expenses							
Locally Raised Funds	3	2,090,120	1,218,453	1,327,302	2,122,955	1,218,453	1,414,816
Hostel	4	1,522,177	1,741,778	1,360,453	1,522,177	1,741,778	1,360,453
International Students	5	1,171,237	1,184,446	1,130,367	1,171,237	1,184,446	1,130,367
Learning Resources	6	15,007,733	14,922,816	14,871,635	15,007,733	14,922,816	14,871,635
Administration	7	1,093,868	1,112,247	1,090,778	1,130,169	1,112,247	1,122,072
Finance Costs		35,492	47,500	48,024	35,492	47,500	48,024
Property	8	10,833,505	11,981,933	11,936,390	10,833,505	11,981,933	11,936,390
Depreciation	9	1,321,487	1,223,160	1,221,935	1,321,487	1,223,160	1,221,935
Loss on Disposal of Property, Plant and Equipment		4,003	-	6,867	4,003	-	6,867
		33,079,622	33,432,333	32,993,751	33,148,758	33,432,333	33,112,559
Net Surplus / (Deficit) for the year		223,655	206,846	272,740	349,959	206,846	155,102
Other Comprehensive Revenue and Expenses		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		223,655	206,846	272,740	349,959	206,846	155,102

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 2019

	2019 Actual \$	SCHOOL 2019 Budget (Unaudited) \$	2018 Actual \$	2019 Actual \$	GROUP 2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	17,478,066	18,340,357	17,165,646	18,340,357	18,340,357	18,144,673
Total comprehensive revenue and expense for the year	223,655	206,846	272,740	349,959	206,846	155,102
Capital Contributions from the Ministry of Education	80,722	-	40,582	80,722	-	40,582
Equity at 31 December	17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357
Retained Earnings	17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357
Equity at 31 December	17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357

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 2019

		2019	SCHOOL 2019 Budget (Unaudited)	2018	2019	GROUP 2019 Budget (Unaudited)	2018
	Notes	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Current Assets							
Cash and Cash Equivalents	10	3,244,336	2,024,750	2,189,283	3,301,322	2,024,750	2,320,292
Accounts Receivable	11	945,167	3,740,000	1,213,789	945,419	3,740,000	1,214,069
GST Receivable		113,084	-	-	141,251	-	26,250
Prepayments		169,886	65,000	59,470	169,886	65,000	59,470
Inventories	12	412,270	120,000	110,373	412,270	120,000	110,373
Investments	13	1,700,000	-	1,900,000	1,700,000	-	1,900,000
Funds Held for Capital Works Projects	20	150,863	-	95,594	150,863	-	95,594
		6,735,606	5,949,750	5,568,509	6,821,011	5,949,750	5,726,048
Current Liabilities							
GST Payable		-	-	26,919	-	-	26,919
Accounts Payable	15	1,220,575	1,300,000	1,341,886	1,223,131	1,300,000	1,416,215
Revenue Received in Advance	16	2,804,326	2,950,000	2,869,578	2,950,234	2,950,000	2,964,923
Provision for Cyclical Maintenance	17	94,062	-	217,746	94,062	-	217,746
Finance Lease Liability - Current Portion	18	203,465	197,874	200,940	203,465	197,874	200,940
Funds held in Trust	19	1,283,821	1,200,000	1,094,668	1,283,821	1,200,000	1,094,668
		5,606,249	5,647,874	5,751,737	5,754,713	5,647,874	5,921,411
Working Capital Surplus/(Deficit)		1,129,357	301,876	(183,228)	1,066,298	301,876	(195,363)
Non-current Assets							
Investments (more than 12 months)	13	-	875,000	-	1,050,752	875,000	873,524
Property, Plant and Equipment	14	17,358,750	17,631,000	18,037,667	17,358,750	17,631,000	18,037,667
Capital Works in Progress	14 (a)	88,973	-	78,628	88,973	-	78,628
		17,447,723	18,506,000	18,116,295	18,498,475	18,506,000	18,989,819
Non-current Liabilities							
Provision for Cyclical Maintenance	17	679,578	182,830	221,765	679,578	182,830	221,765
Finance Lease Liability	18	114,157	77,843	232,334	114,157	77,843	232,334
		793,735	260,673	454,099	793,735	260,673	454,099
Net Assets		17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357
Equity							
Accumulated surplus/(deficit)		17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357
Total Equity		17,783,345	18,547,203	17,478,968	18,771,038	18,547,203	18,340,357

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 2019

		2019	SCHOOL 2019 Budget (Unaudited)	2018	2019	GROUP 2019 Budget (Unaudited)	2018
	Note	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Cash flows from Operating Activities							
Government Grants		3,986,879	3,905,431	3,812,466	3,986,879	3,905,431	3,740,612
Locally Raised Funds		4,717,751	2,675,184	3,652,160	4,790,396	2,875,184	3,712,708
Hostel		2,034,578	2,219,943	1,796,016	2,034,578	2,219,943	1,796,016
International Students		2,258,702	2,155,284	2,069,982	2,258,702	2,155,284	2,069,982
Goods and Services Tax (net)		(140,003)	40,000	56,014	(89,582)	40,000	62,910
Payments to Employees		(4,281,042)	(6,998,758)	(4,307,035)	(4,281,042)	(6,998,758)	(4,307,035)
Payments to Suppliers		(7,248,047)	(6,119,059)	(6,044,071)	(7,441,175)	(6,119,059)	(6,091,025)
Interest Paid		(35,492)	(47,500)	(48,024)	(35,492)	(47,500)	(48,024)
Interest Received		118,891	200,000	201,039	292,397	200,000	204,110
Net cash from / (to) the Operating Activities		1,412,217	(1,769,475)	1,188,547	1,515,141	(1,769,475)	1,140,254
Cash flows from Investing Activities							
Proceeds from Sale of PPE (and Intangibles)		800	-	783	(3,203)	-	783
Purchase of PPE (and Intangibles)		(554,482)	(1,547,687)	(3,448,468)	(550,479)	(1,547,687)	(3,448,468)
Purchase of Investments		-	4,500,000	-	-	4,500,000	-
Proceeds from Sale of Investments		200,000	(875,000)	3,600,000	23,053	(875,000)	3,611,156
Net cash from / (to) the Investing Activities		(353,682)	2,077,313	152,315	(530,629)	2,077,313	169,471
Cash flows from Financing Activities							
Furniture and Equipment Grant		80,722	-	40,582	80,722	-	40,582
Finance Lease Payments		(218,088)	(94,595)	(198,765)	(218,088)	(94,595)	(168,765)
Funds Administered on Behalf of Third Parties		133,884	(53,000)	(346,417)	133,884	(53,000)	(346,417)
Net cash from Financing Activities		(3,482)	(147,595)	(504,600)	(3,482)	(147,595)	(504,600)
Net Increase/(decrease) in cash and cash equivalents		1,055,053	160,248	836,262	981,030	160,248	799,125
Cash and cash equivalents at the beginning of the year	10	2,189,283	1,864,507	1,353,021	2,320,292	1,864,507	1,521,167
Cash and cash equivalents at the end of the year	10	3,244,336	2,024,755	2,189,283	3,301,322	2,024,755	2,320,292

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

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 2019

		2019	SCHOOL 2019 Budget (Unaudited)	2018	2019	GROUP 2019 Budget (Unaudited)	2018
	Note	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Net Surplus for the Year		223,655	206,846	272,740	349,959	206,846	155,102
		223,655	206,846	272,740	349,959	206,846	155,102
Add Non-Cash Items:							
Depreciation		1,321,487	1,223,160	1,221,935	1,321,487	1,223,160	1,221,935
Non-Cash Movement in Cyclical Maintenance Provision		406,378	(38,935)	(131,673)	406,378	(38,935)	(131,673)
		1,727,865	1,184,225	1,090,262	1,727,865	1,184,225	1,090,262
Add/(Less) Movements in other working capital items:							
(Increase)/Decrease in Accounts Receivable Including Teachers Salaries		268,622	(2,400,000)	119,483	268,650	(2,400,000)	70,428
(Increase)/Decrease in Prepayments		(110,416)	55,000	40,248	(110,416)	55,000	40,248
(Increase)/Decrease in Stock		(901,897)	10,000	34,582	(901,897)	10,000	34,582
Increase/(Decrease) in Accounts Payable		(121,311)	(245,000)	(199,978)	(193,084)	(245,000)	(128,124)
Increase/(Decrease) in Net GST		(86,165)	40,800	56,014	(89,363)	40,000	62,910
Increase/(Decrease) in Revenue in Advance		(65,232)	(245,000)	(313,856)	(14,689)	(245,000)	(274,206)
Increase/(Decrease) in Cyclical Maintenance Provision		(123,684)	(375,546)	82,968	(123,684)	(375,546)	82,968
		(540,103)	(3,160,546)	(180,539)	(563,483)	(3,160,546)	(111,194)
Add/(Less) Items classified as Investing activities							
Net Loss on disposal of fixed Assets		800	-	6,084	800	-	6,084
		800	-	6,084	800	-	6,084
Net Cash Flow from Operating activities		1,432,217	(1,769,475)	1,180,547	1,515,141	(1,769,475)	1,140,254

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 Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

Reporting Entity

Epsom Girls Grammar School (the School) is domiciled in New Zealand and is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Basis of Consolidation

The group 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.

Financial Reporting Standards Applied

The Education Act 1989 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 Reduced Disclosure Regime 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".

Standards Early Adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 29.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 1 as the school is not publicly accountable and is considered large as it falls within the expenditure threshold of exceeding \$30 million per year.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Consolidation

The group financial statements comprise the financial statements of Epsom Girls Grammar School together with its 100% controlled entity Epsom Girls Grammar School Foundation (from its deemed date of acquisition of control, 1 April 2008). Both entities have a 31 December year end and all inter entity transactions have been eliminated on consolidation.



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

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. 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.

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.

Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

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.

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.

Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Consolidated Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

Inventories

Inventories are consumable items held for sale and comprise 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 Statement of Comprehensive Revenue and Expense in the period of the write down.

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 not trivial.

Investments that are shares are categorised as financial assets through surplus or deficit for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially at fair value plus transactions costs.

After initial recognition, any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition, any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Property, Plant and Equipment

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

Improvements 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown owned assets	40 years
Furniture and equipment	5-40 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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.

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Accounts Payable

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

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, annual leave earned to but not yet taken at balance date.

Revenue Received in Advance

Revenue received in advance relates to fees received from international students, hostel students and activity fees where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to this revenue received in advance, should the School be unable to provide the services to which they relate.

Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, finance lease liability and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

Services Received In-Kind

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

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

2 Government Grants

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Operational grants	3,573,564	3,535,696	3,509,344	3,573,564	3,535,696	3,509,344
Teachers' salaries grants	11,199,059	10,703,143	10,859,841	11,199,059	10,703,143	10,859,841
Use of Land and Buildings grants	9,219,749	10,665,194	10,714,321	9,219,749	10,665,194	10,714,321
Resource teachers learning and behaviour grants	22,880	66,800	2,458	22,880	66,800	2,458
Other MoE Grants	336,514	249,326	249,378	336,514	249,326	249,378
Other government grants	53,921	53,609	51,286	53,921	53,609	(20,568)
	24,405,687	25,273,768	25,386,628	24,405,687	25,273,768	25,314,774

3 Locally Raised Funds

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

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Revenue						
Donations	1,418,425	1,415,115	1,072,530	1,438,153	1,415,115	1,140,949
Fundraising	68,086	79,000	103,897	70,352	79,000	105,431
Aquatic Centre	339,000	332,000	280,017	339,000	332,000	280,017
Raye Freedman Centre	268,210	274,700	292,219	268,210	274,700	292,219
Trading	899,797	845,900	826,255	899,797	845,900	826,255
Activities	586,591	753,469	720,631	586,591	753,469	720,631
Overseas Travel Revenue	1,145,586	-	230,598	1,145,586	-	230,598
	4,725,695	3,700,184	3,526,147	4,747,689	3,700,184	3,596,300
Expenses						
Trading	461,173	500,836	480,436	461,173	500,836	480,436
Aquatic Centre	327,241	394,804	291,376	327,241	394,804	291,376
Raye Freedman Centre	245,045	322,813	239,756	245,045	322,813	239,756
Other Locally Raised Funds Expenses	-	-	-	32,835	-	87,514
Overseas Travel Expense	1,056,661	-	315,734	1,056,661	-	315,734
	2,090,120	1,218,453	1,327,302	2,122,955	1,218,453	1,414,816
Surplus for the year Locally Raised Funds	2,635,575	2,481,731	2,198,845	2,624,734	2,481,731	2,181,484

During the year ended 31 December 2019 students travelled to the following countries. The travel was funded by the participants themselves

- 24 students and 3 staff travelled to Japan, France and Spain for the Tri Nations trip to practice their languages in authentic contexts.
- 45 students and 6 staff travelled to New York and Venice to gain experience in contemporary art in a large range of mediums.

(2018: During the year ended 31 December 2018 students travelled to the following countries. The travel was funded by the participants themselves

- 24 students and 3 staff travelled to China for the purpose of Business Studies.
- 26 students and 4 staff travelled to Italy, Greece, and France for the purpose of Art History/Classical Studies.
- 25 students and 4 staff travelled to United Kingdom, Belgium, France, Germany, and Russia for the purpose of History Studies.)

4 Hostel Revenue and Expenses

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	Number	(Unaudited)	Number	Number	(Unaudited)	Number
Hostel Financial Performance						
Hostel Full Boarders	135	0	125	135	0	125
Hostel Weekly Boarders	0	0	0	0	0	0
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Revenue						
Hostel Fees	1,617,090	1,786,400	1,412,406	1,617,090	1,786,400	1,412,406
Other Revenue	392,043	423,543	477,772	392,043	423,543	477,772
	2,009,133	2,209,943	1,890,178	2,009,133	2,209,943	1,890,178
Expenses						
Kitchen	270,070	379,573	222,160	270,070	379,573	222,160
Administration	173,572	201,194	176,696	173,572	201,194	176,696
Property	135,949	232,537	139,598	135,949	232,537	139,598
Employee Benefit - Salaries	942,586	928,474	821,989	942,586	928,474	821,999
	1,522,177	1,741,778	1,360,453	1,522,177	1,741,778	1,360,453
Surplus for the year Hostel	486,956	468,165	529,725	486,956	468,165	529,725

Epsom Girls Grammar School
Notes to the Financial Statements (cont.)
For the year ended 31 December 2019

	SCHOOL			GROUP		
5 International Student Revenue and Expenses						
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	Number	(Unaudited)	Number	Number	(Unaudited)	Number
International Student Roll	141	0	137	141	0	137
	2019	2019	2018	2019	2019	2018
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue						
International student fees	2,046,222	2,305,284	2,307,880	2,046,222	2,305,284	2,307,880
Expenses						
Advertising	6,131	5,000	7,683	6,131	5,000	7,683
Commissions	210,975	239,217	196,350	210,975	239,217	196,350
Overseas Travel	122,344	123,000	104,166	122,344	123,000	104,166
International student levy	45,239	9,528	26,677	45,239	9,528	26,677
Employee Benefit - Salaries	759,738	755,764	754,132	759,738	755,764	754,132
Other Expenses	26,810	51,937	41,359	26,810	51,937	41,359
	1,171,237	1,184,446	1,130,367	1,171,237	1,184,446	1,130,367
Surplus for the year International Students	874,985	1,120,838	1,177,513	874,985	1,120,838	1,177,513

During the year ended 31 December 2019 the Director of International Students travelled to Turkey, Spain, Italy, Germany, Czech Republic, Cambodia, Thailand, Philippines, Japan, Vietnam, South Korea, Chile and Mexico over 92 days for marketing.

(2018: During the year ended 31 December 2018 the Director of International Students travelled to Brazil, Hong Kong, Spain x2, Italy x2, Switzerland x2, Germany x2, Czech Republic, China, Thailand, Vietnam, South Korea x2, Austria, Mexico and Chile at a cost of \$104,166 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from International student fees revenue.

6 Learning Resources

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Curricular	1,034,536	1,173,890	999,597	1,034,536	1,173,890	999,597
Equipment repairs	16,123	21,000	25,376	16,123	21,000	25,376
Information and communication technology	548,299	669,087	564,250	548,299	669,087	564,250
Extra-curricular activities	484,730	622,122	600,984	484,730	622,122	600,984
Library resources	126,785	156,817	159,617	126,785	156,817	159,617
Employee benefits - salaries	12,685,547	12,150,000	12,413,875	12,685,547	12,150,000	12,413,875
Staff development	111,713	129,900	107,936	111,713	129,900	107,936
	15,007,733	14,922,816	14,871,635	15,007,733	14,922,816	14,871,635

7 Administration

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Audit Fee	3,814	14,114	22,535	6,430	14,114	24,447
Board of Trustees Fees	1,375	6,120	5,625	1,375	6,120	5,625
Board of Trustees Expenses	77,608	43,525	23,631	77,608	43,525	23,631
Communication	84,896	74,762	76,417	84,896	74,762	76,417
Consumables	(56,635)	(84,062)	(62,548)	(56,635)	(84,062)	(62,548)
Operating Lease	8,218	21,984	5,007	8,218	21,984	5,007
Postage	8,456	8,111	9,763	8,456	8,111	9,763
Other	113,166	142,178	104,238	144,870	142,178	131,868
Employee Benefits - Salaries	793,391	816,174	843,603	793,391	816,174	843,603
Insurance	40,019	48,801	42,717	40,019	48,801	42,717
Service Providers, Contractors and Consultancy	19,560	20,540	19,790	21,541	20,540	21,542
	1,093,868	1,112,247	1,090,778	1,130,169	1,112,247	1,122,072



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

8 Property

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	310,888	324,000	316,093	310,888	324,000	316,093
Consultancy and Contract Services	247,914	234,200	224,346	247,914	234,200	224,346
Cyclical Maintenance Provision	435,295	120,000	66,525	435,295	120,000	66,525
Grounds	38,314	41,000	35,974	38,314	41,000	35,974
Heat, Light and Water	228,243	238,600	233,089	228,243	238,600	233,089
Rates	434	450	385	434	450	386
Repairs and Maintenance	60,300	45,000	30,615	60,300	45,000	30,615
Use of Land and Buildings	9,219,749	10,665,194	10,714,321	9,219,749	10,665,194	10,714,321
Security	35,058	37,000	37,807	35,058	37,000	37,807
Employee Benefits - Salaries	257,310	276,489	277,234	257,310	276,489	277,234
	10,833,505	11,981,933	11,936,390	10,833,505	11,981,933	11,936,390

The use of land and buildings figure represents 8% of the Group'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.

9 Depreciation of Property, Plant and Equipment

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Building Improvements - Crown	416,400	350,000	348,608	416,400	350,000	348,608
Furniture and Equipment	307,488	289,000	288,492	307,488	289,000	288,492
Information and Communication Technology	371,778	370,000	369,535	371,778	370,000	369,535
Leased Assets	210,773	200,000	200,919	210,773	200,000	200,919
Library Resources	15,048	14,160	14,381	15,048	14,160	14,381
	1,321,487	1,223,160	1,221,935	1,321,487	1,223,160	1,221,935

10 Cash and Cash Equivalents

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Cash on Hand	1,719	2,550	2,568	1,719	2,550	2,568
Bank Current Account	1,341,868	322,200	221,091	1,381,553	322,200	334,816
Bank Call Account	749	200,000	465,624	18,050	200,000	482,908
Short-term Bank Deposits	1,900,000	1,500,000	1,500,000	1,900,000	1,500,000	1,500,000
Net cash and cash equivalents and bank	3,244,336	2,024,750	2,189,283	3,301,322	2,024,750	2,320,292

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

11 Accounts Receivable

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Receivables	112,813	1,220,000	408,046	113,065	1,220,000	408,326
Interest Receivable	10,440	-	13,591	10,440	-	13,591
Teacher Salaries Grant Receivable	821,914	2,520,000	792,152	821,914	2,520,000	792,152
	945,167	3,740,000	1,213,789	945,419	3,740,000	1,214,069
Receivables from Exchange Transactions	123,253	1,220,000	421,637	123,505	1,220,000	421,917
Receivables from Non-Exchange Transactions	821,914	2,520,000	792,152	821,914	2,520,000	792,152
	945,167	3,740,000	1,213,789	945,419	3,740,000	1,214,069

The Ageing Profile of Receivables at year end is detailed below

	2019 Actual School			2018 Actual School		
	Gross	Impairment	Net	Gross	Impairment	Net
	\$	\$	\$	\$	\$	\$
Not Past Due	878,694	-	878,694	809,775	-	1,121,178
Past Due 1 - 30 Days	25,469	-	25,469	341,433	-	182,486
Past Due 31 - 60 Days	32,891	-	32,891	12,685	-	10,776
Past Due 61 - 90 Days	1,829	-	1,829	12,159	-	2,372
Past Due over 90 Days	6,284	-	6,284	37,737	-	16,460
Total	945,167	-	945,167	1,213,789	-	1,333,272

12 Inventories

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Stationery	13,532	120,000	26,673	13,532	120,000	26,673
School Uniforms	365,733	-	50,695	365,733	-	50,695
School Memorabilia	33,005	-	33,005	33,005	-	33,005
	412,270	120,000	110,373	412,270	120,000	110,373

13 Investments

The School's Investment activities are classified as follows:

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Current Asset						
Short-term Bank Deposits	1,700,000	-	1,900,000	1,700,000	-	1,900,000
Non-current Asset						
Investments in Shares	-	875,000	-	1,050,752	875,000	873,524
	1,700,000	875,000	1,900,000	2,750,752	875,000	2,773,524

Investments in shares are recognised at fair value at year end with reference to advice provided by the Groups investment manager Forsyth Barr.

Epsom Girls Grammar School
Notes to the Financial Statements (cont.)
For the year ended 31 December 2019

SCHOOL AND GROUP						
14 Property, Plant and Equipment	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	14,207,998	54,289	-	-	(416,400)	13,845,887
Furniture and Equipment	2,297,064	259,061	-	-	(307,488)	2,248,637
Information and Communication Technology	1,008,070	211,634	-	-	(371,778)	847,926
Leased Assets	412,989	102,436	-	-	(210,773)	304,652
Library Resources	111,546	19,153	(4,003)	-	(15,048)	111,648
Balance at 31 December 2019	18,037,667	646,573	(4,003)	-	(1,321,487)	17,358,750

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	16,693,778	(2,847,891)	13,845,887
Furniture and Equipment	6,367,508	(4,118,871)	2,248,637
Information and Communication Technology	4,008,430	(3,160,504)	847,926
Leased Assets	920,668	(616,016)	304,652
Library Resources	295,266	(184,618)	111,648
Balance at 31 December 2019	28,285,650	(10,927,900)	17,358,750

The net carrying value of equipment held under a finance lease is \$304,652 (2018: \$412,989).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	11,092,423	3,464,183	-	-	(348,608)	14,207,998
Furniture and Equipment	2,146,504	439,052	-	-	(288,492)	2,297,064
Information and Communication Technology	1,079,532	298,073	-	-	(369,535)	1,008,070
Leased Assets	438,226	175,682	-	-	(200,919)	412,989
Library Resources	108,820	23,974	(6,867)	-	(14,381)	111,546
Balance at 31 December 2018	14,865,505	4,400,964	(6,867)	-	(1,221,935)	18,037,667

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	16,639,488	(2,431,490)	14,207,998
Furniture and Equipment	6,123,032	(3,825,968)	2,297,064
Information and Communication Technology	3,796,796	(2,788,726)	1,008,070
Leased Assets	818,732	(405,243)	412,989
Library Resources	287,427	(175,881)	111,546
Balance at 31 December 2018	27,664,975	(9,627,308)	18,037,667



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

14 (a) Capital Works In Progress

Project	Status	Opening Balance	BOT Contribution/ Capitalised	Closing Balance
2019		\$	\$	\$
School Project - Silver Road	<i>In progress</i>	8,450	5,491	13,941
School Project - Old Kitchen	<i>In progress</i>	70,178	4,854	75,032
Totals		78,628	10,345	88,973

Project	Status	Opening Balance	BOT Contribution/ Capitalised	Closing Balance
2018		\$	\$	\$
Sports Centre Courts	<i>Completed</i>	606,425	(606,425)	-
Epsom House Pod 2	<i>Completed</i>	248,266	(248,266)	-
School Project - Silver Road	<i>In progress</i>	750	7,700	8,450
School Project - Old Kitchen	<i>In progress</i>	-	70,178	70,178
Totals		855,441	(776,813)	78,628



Epsom Girls Grammar School
Notes to the Financial Statements (cont.)
For the year ended 31 December 2019

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Operating creditors	131,325	350,000	285,868	131,381	350,000	357,722
Accruals	114,604	950,000	69,605	117,104	950,000	72,080
Employee Entitlements - salaries	842,646	-	838,463	842,646	-	838,463
Employee Entitlements - leave accrual	132,000	-	147,950	132,000	-	147,950
	<u>1,220,575</u>	<u>1,300,000</u>	<u>1,341,886</u>	<u>1,223,131</u>	<u>1,300,000</u>	<u>1,416,215</u>
Payables for Exchange Transactions	1,220,575	1,300,000	1,341,886	1,223,131	1,300,000	1,416,215
	<u>1,220,575</u>	<u>1,300,000</u>	<u>1,341,886</u>	<u>1,223,131</u>	<u>1,300,000</u>	<u>1,416,215</u>

The carrying value of payables approximates their fair value.

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
International Student Fees	1,928,776	1,800,000	1,716,296	1,928,776	1,800,000	1,716,296
Hostel Fees	559,413	650,000	533,968	559,413	650,000	533,968
Other	316,137	500,000	619,314	462,045	500,000	714,659
	<u>2,804,326</u>	<u>2,950,000</u>	<u>2,869,578</u>	<u>2,950,234</u>	<u>2,950,000</u>	<u>2,964,923</u>

	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Provision at the Start of the Year	439,511	439,511	439,511	439,511	439,511	439,511
Increase to the Provision During the Year	435,295	120,000	-	435,295	120,000	-
Use of the Provision During the Year	(101,166)	(376,681)	-	(101,166)	(376,681)	-
Provision at the End of the Year	<u>773,640</u>	<u>182,830</u>	<u>439,511</u>	<u>773,640</u>	<u>182,830</u>	<u>439,511</u>
Cyclical Maintenance - Current	94,062	-	217,746	94,062	-	217,746
Cyclical Maintenance - Term	679,578	182,830	221,765	679,578	182,830	221,765
	<u>773,640</u>	<u>182,830</u>	<u>439,511</u>	<u>773,640</u>	<u>182,830</u>	<u>439,511</u>

During the year ended 31 December 2019, the School's cyclical maintenance plan was reviewed by an independent property management company. The result of this review was that the School's cyclical maintenance plan was updated for a number of projects not previously identified by the school, which also resulted in an increase to the School's current year expense for cyclical maintenance.



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

18 Finance Lease Liability

The school has entered into a number of finance lease agreements for laptops, photocopiers and projectors.

Minimum lease payments payable:

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
Minimum lease payments payable:	\$	\$	\$	\$	\$	\$
No Later than One Year	227,296	197,874	229,640	227,296	197,874	229,640
Later than One Year and no Later than Five Years	121,810	77,843	246,132	121,810	77,843	246,132
Total minimum lease payments	349,106	275,717	475,772	349,106	275,717	475,772
Future finance charges	31,484	-	42,498	31,484	-	42,498
Present value of minimum lease payments	317,622	275,717	433,274	317,622	275,717	433,274
Present value of minimum lease payments payable:						
No Later than One Year	203,465	197,874	200,940	203,465	197,874	200,940
Later than One Year and no Later than Five Years	114,157	77,843	232,334	114,157	77,843	232,334
Present value of minimum lease payments	317,622	275,717	433,274	317,622	275,717	433,274

19 Funds held in Trust

	2019	2019	2018	2019	2019	2018
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$	\$	\$	\$	\$	\$
	1,283,821	1,200,000	1,094,668	1,283,821	1,200,000	1,094,668
	1,283,821	1,200,000	1,094,668	1,283,821	1,200,000	1,094,668

These funds are held in trust for international student homestay fees.



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

SCHOOL AND GROUP

20 Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
L Block	<i>In progress</i>	(92,094)	1,614,226	1,635,033	-	(112,901)
L Block Roof	<i>In progress</i>	(3,500)	-	-	(3,500)	-
D Block Air Conditioning	<i>In progress</i>	-	-	16,995	-	(16,995)
Owens Rd Drainage	<i>In progress</i>	-	-	20,967	-	(20,967)
Totals		(95,594)	1,614,226	1,672,995	(3,500)	(150,863)

Represented by:

Funds Due from the Ministry of Education

150,863

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
L Block	<i>In progress</i>	103,270	30,784	188,067	38,081	(92,094)
Hall Lobby Maintenance	<i>Completed</i>	22,529	3,506	58,178	(32,143)	-
O Block	<i>Completed</i>	115,287	-	110,248	5,039	-
O Block Power Supply and Carpet	<i>Completed</i>	(8,900)	90,190	81,170	120	-
Science Block Ventilation	<i>Completed</i>	(1,387)	1,387	-	-	-
Canopy Replacement	<i>Cancelled</i>	(5,500)	-	438	(5,938)	-
L Block Roof	<i>In progress</i>	-	-	3,500	-	(3,500)
Totals		225,299	125,867	441,601	5,359	(95,594)



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

21 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 school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the 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.

22 Remuneration

Key management personnel compensation (School and Group)

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

	2019 Actual \$	2018 Actual \$
Board Members - School		
Remuneration	1,375	5,625
Full-time equivalent members	1.24	1.24
Leadership Team		
Remuneration	766,791	738,287
Full-time equivalent members	7.00	6.00
Total key management personnel remuneration	768,166	743,912
Total full-time equivalent personnel	8.24	7.24

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual	2018 Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	20-30	20-30
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
190-200	1	-
110-120	4	4
100-110	3	1
	8	5

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

23 Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2019 Actual	2018 Actual
School and Group	\$15,600	-
Total	1	-
Number of People		



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

24 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019.

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

25 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(i) L Block Redevelopment to be funded by the Ministry of Education, of which \$1,798,239 has been received and \$1,911,140 has been spent on the project to date.

(b) Storm Water Drainage (Owens Road), funded by the Ministry of Education. Nil funds have been received, with \$20,967 spent to date.

(c) D Block airconditioning, funded by the Ministry of Education. Nil funds have been received, with \$16,995 spent to date.

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) L Block Redevelopment to be funded by the Ministry of Education, of which \$184,013 has been received and \$274,107 has been spent on the project to date.

(b) L Block roofing upgrade, funded by the Ministry of Education. Nil funds have been received, with \$3,500 spent to date.

26 Managing Capital

The Group's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The Group does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

27 Financial Instruments

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

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Financial assets measured at amortised cost (2018: Loans and receivables)						
Cash and Cash Equivalents	3,244,336	2,024,750	2,189,283	3,301,322	2,024,750	2,320,292
Receivables	945,167	3,740,000	1,213,789	945,419	3,740,000	1,214,069
Investments - Short Term Deposits	1,700,000	875,000	1,800,090	1,700,000	-	1,800,000
Investments - Shares at fair value	-	-	-	1,050,752	875,000	873,524
Total Financial Assets measured at amortised cost.	5,889,503	6,639,750	5,303,072	6,997,493	6,639,750	6,307,885
Financial liabilities measured at amortised cost						
Payables	1,220,575	1,300,000	1,341,886	1,223,131	1,300,000	1,416,215
Finance Leases	317,622	275,717	433,274	317,622	275,717	433,274
Total Financial Liabilities Measured at Amortised Cost	1,538,197	1,575,717	1,775,160	1,540,753	1,575,717	1,849,489

Fair Value

The fair value of financial instruments is the carrying value. See notes 10 and 13 for the fair value of deposits.

Credit Risk

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

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

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

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

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

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

	SCHOOL			GROUP		
	2019	2019	2018	2019	2019	2018
	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
Bank Of New Zealand Limited						
Cash on Hand	1,719	2,550	2,568	1,719	2,550	2,568
Bank Current Account	1,341,868	322,200	221,091	1,381,553	322,200	334,816
Bank Call Account	749	200,000	465,624	18,050	200,000	482,908
Short-term Bank Deposits - Maturities less than 3 months	1,900,000	1,500,000	1,500,000	1,900,000	1,500,000	1,500,000
Short-term Bank Deposits with Maturities more than 3 months	1,700,000	-	1,900,000	1,700,000	-	1,900,000
Net cash and cash equivalents and bank	4,944,336	2,024,750	4,089,283	5,001,322	2,024,750	4,220,292
Accrued Interest	10,440	-	13,591	10,440	-	13,591
	4,954,776	2,024,750	4,102,874	5,011,762	2,024,750	4,233,883



Epsom Girls Grammar School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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:

	2019	2018
	\$	\$
Within 180 days	1,700,000	1,900,000

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

	Carrying Amount	Contractual Cashflows	Less Than 6 Months	6 - 12 months	More than one year
Payables	1,220,575	1,220,575	1,220,575	-	-
Finance Leases	317,622	349,106	113,648	113,648	121,840
	1,538,197	1,569,681	1,334,223	113,648	121,840

28 Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand Increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

In the periods the school is not open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time, the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school which is estimated to be \$1.6m. We describe below the effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A significant income stream for the school is the hiring of facilities to groups outside the normal school operating hours contributing to the costs of running these facilities such as the Arts Centre, Aquatic Centre, Sports Centres, gymnasiums and classrooms.

- Operational costs incurred in the operation of the hostel facility including refunds to families while the school has been closed and loss of students who will be unable to return to school in the foreseeable future. There have been ongoing running costs such as staffing costs and payment of essential service contracts. The school had also expected a substantial income from the hire of halls of residence during school breaks which have now all been cancelled.

- Loss of income from International Students who will be unlikely to attend the school in terms 2 and 3. It is also unclear whether International students will be able to enter the country in 2021 causing a significant reduction of income.

- Costs associated with provided additional and ongoing cleaning.

- A reduction in locally raised funds revenue because the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, has been compromised. Costs already incurred arranging future events may not be recoverable.

- Additional costs incurred developing alternative methods of delivering curriculum to students, so that they can learn remotely.

- An increase in expenses related to the catering and cleaning at the boarding hostel and a substantial increase to cleaning costs for the whole school.

Because of the matters noted above, the school is expecting, and has begun to incur a significant reduction in revenue and has not been able to reduce its costs as quickly (or experienced significant additional costs not budgeted for).



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

29 Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 11 Receivables:

This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 13 Investments:

Equity Investments: This policy has been updated to remove references to impairment losses, as NZ IFRS 9 no longer requires identification of impairment for equity investments measured at fair value through other comprehensive revenue and expense. Also, on disposal, the accumulated gains/losses are no longer transferred to surplus/(deficit) but are transferred to accumulated surplus/(deficit).

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS 9 there were no material adjustments to these financial statements.

30 Failure to comply with section 87C of the Education Act 1989

The Board of Trustees has failed to comply with Section 87C of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the School missing the statutory deadline.



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF EPSOM GIRLS GRAMMAR SCHOOL'S
GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

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, Paul Lawrence, 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 2 to 25, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 29 September 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 24 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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.

Crowe New Zealand Audit Partnership is a member of Crowe International, a Swiss Verein. Each member of Crowe is a separate and independent legal entity.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the Group for assessing the Group's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Student Achievement Report 2019, KiwiSport Note and Listing of Members of the Board of Trustees, but does not include the financial statements, and our auditor's report thereon.

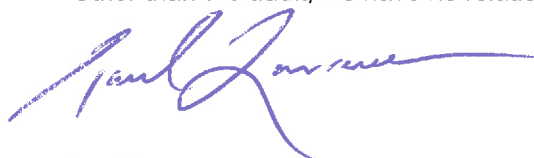
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): *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.



Paul Lawrence
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



EPSOM GIRLS GRAMMAR SCHOOL

STUDENT ACHIEVEMENT REPORT 2019



May 2020

Charter Targets 2019

Students should achieve to the best of their ability and achieve results in National Qualifications that match or exceed results from Decile 9 Girls' schools.

TARGETS:

Support and promote high levels of academic achievement at all levels:

Pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Endorsement rates set at	Level 1	80%
	Level 2	65%
	Level 3	55%

Leavers' target set at 90% of leavers to have NCEA Level 2.

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

Māori student pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Pasifika student pass rate targets set at	Level 1	90%
	Level 2	90%
	Level 3	85%

Overall Achievement

Year Level	Pass rate target %	February pass rate %	May Pass rate %
Level 1	90	88.6	88.6
Level 2	90	92.1	92.1
Level 3	85	88.3	88.8
UE	-	78.9	81.6

STRATEGIES IMPLEMENTED INCLUDE:

- 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 13 Enrichment Programme provided 26 students, identified as at risk of not achieving, with 10 Level 3 credits.
- The Year 11 Enrichment Programme provided 25 students identified as at risk of not achieving, with 7-10 Level 1 credits.
- Continued use of UDL and blended learning.
- 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

NCEA RESULTS 2015-2018

Year Level	Year	% Pass	L1 Literacy	Numeracy	University Entrance
Level 1	2019	88.6	96.4	96.2	
	2018	88.2	96.7	93.5	
	2017	91.2	98.3	96.7	
	2016	91.2	99.5	97.4	
	2015	92.8	98.1	98.1	
Level 2	2019	92.1	99.5	99.3	
	2018	93.9	99.1	99.1	
	2017	95.8	100	99.0	
	2016	95.1	99.3	99.1	
	2015	95.3	99.8	99.3	
Level 3	2019	88.8	99.5	99.8	81.6
	2018	87.1	100	99.8	80.9
	2017	89.1	99.8	100.00	82.9
	2016	87.8	100.0	100.0	80.8
	2015	89.5	100.0	100.0	84.6

Achievement in NCEA and UE: Epsom Girls Grammar School

PR2 - Enrolment Based Cumulative Overall Results

Generated 21-Apr-2020

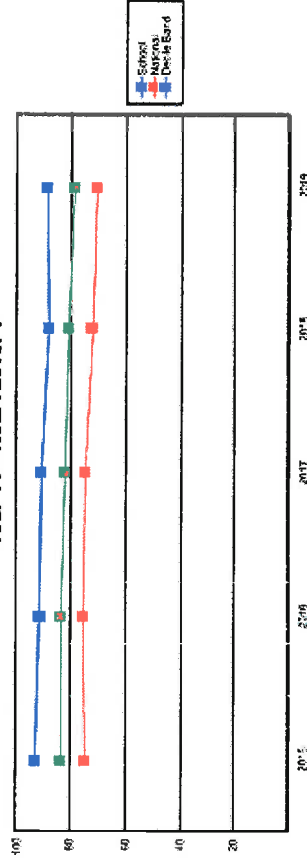
Epsom Girls Grammar School

National

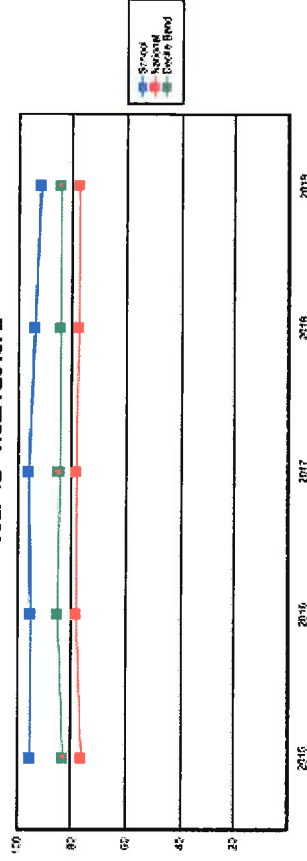
Decile 8-10

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
2015	92.8	95.3	89.5	84.6	74.5	76.3	62.6	48.1
2016	91.2	95.1	87.8	80.8	75.3	78.4	64.2	48.8
2017	91.2	95.8	89.1	82.9	75.0	78.5	65.5	48.9
2018	88.2	93.9	87.1	80.9	72.4	77.6	66.1	48.9
2019	88.6	92.1	88.8	81.6	70.6	77.5	67.3	49.3

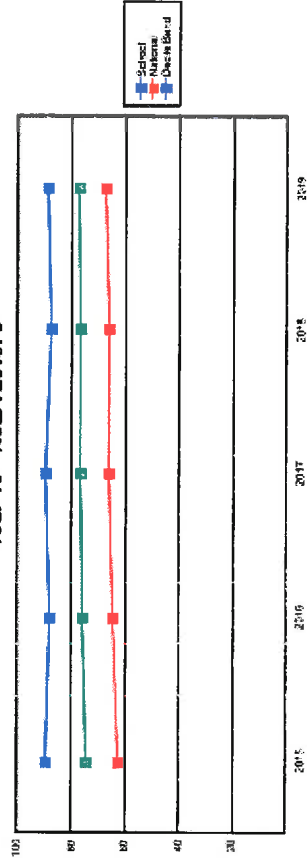
Year 11 - NCEA Level 1



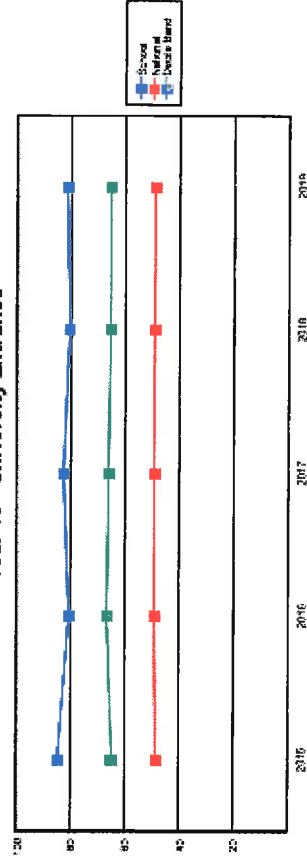
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance

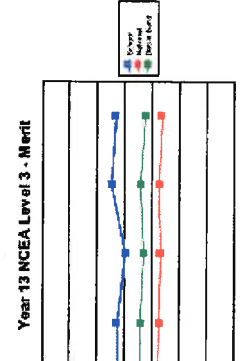
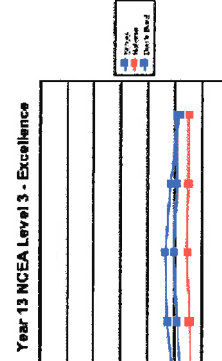
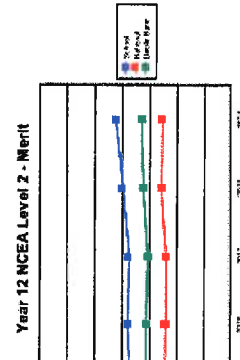
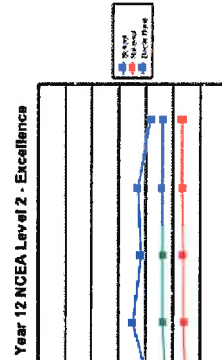
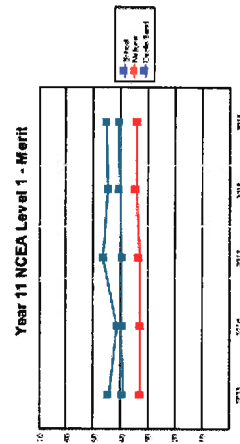
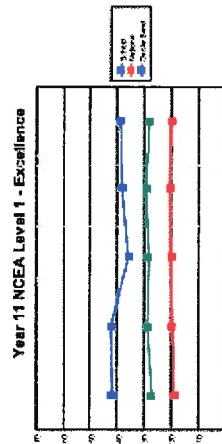


NCEA Certificate Endorsement: Epsom Girls Grammar School

PR4 - Cumulative Results by Percentage

Generated 20-Apr-2020

Epsom Girls Grammar School					National				Decile 8-10			
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3		Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3		Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	
Achieved with Excellence												
2015	41.8	28.0	20.3		18.8	15.1	13.8		27.5	22.2	17.7	
2016	42.3	34.6	22.7		19.7	16.0	14.5		28.7	23.7	19.1	
2017	36.0	32.1	23.6		20.0	16.4	15.5		28.5	23.7	20.4	
2018	36.4	33.2	21.6		20.5	16.5	15.0		29.5	24.2	19.2	
2019	36.9	28.2	18.3		19.9	16.7	14.8		28.3	23.9	19.4	
Achieved with Merit												
2015	44.3	36.8	42.2		32.8	24.2	27.7		39.3	31.1	34.0	
2016	41.0	37.6	42.6		32.8	23.7	27.2		39.3	30.9	33.9	
2017	46.2	37.4	39.4		33.0	23.5	26.7		39.4	30.2	32.8	
2018	44.5	39.4	44.3		34.3	25.2	27.0		40.4	32.1	33.8	
2019	45.0	42.1	43.2		33.9	25.1	26.2		40.6	32.5	32.2	

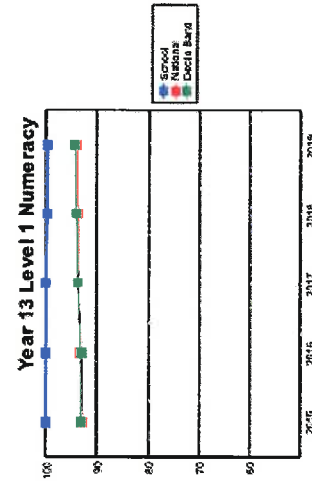
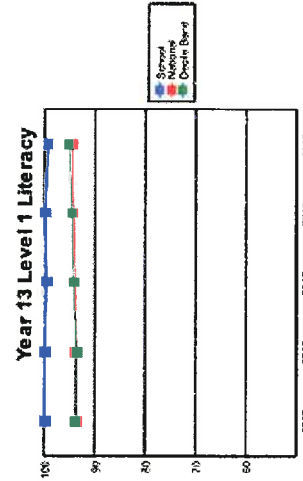
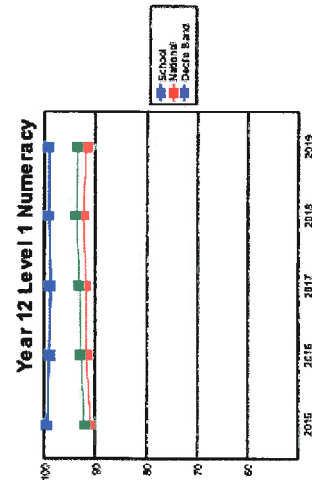
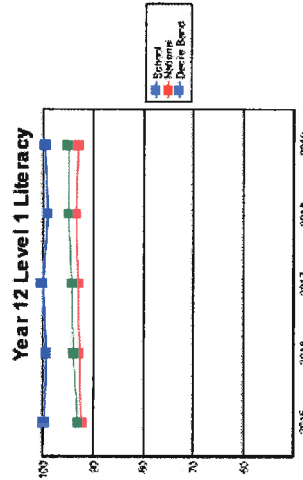
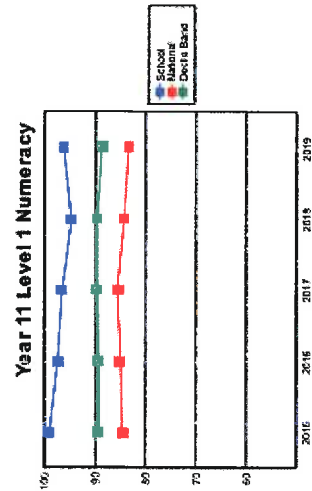
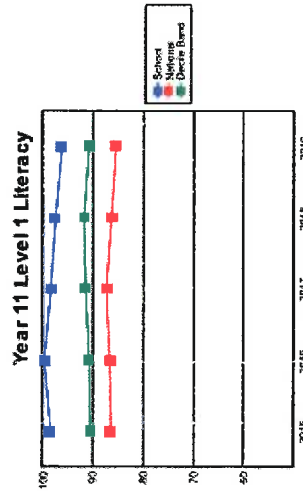


Level 1 Literacy and Numeracy: Epsom Girls Grammar School

Generated 21-Apr-2020

PR 3 - Cumulative Results by Percentage

Epsom Girls Grammar School					National			Decile 8-10		
Academic										
Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2015	Literacy	98.6	99.8	100.0	86.4	92.2	93.6	90.5	92.9	93.9
2016	Literacy	99.5	99.3	100.0	86.5	92.6	93.9	90.9	93.7	93.7
2017	Literacy	98.3	100.0	99.8	87.1	92.8	94.2	91.6	94.0	94.3
2018	Literacy	97.6	99.1	100.0	86.2	93.3	94.4	91.8	94.8	94.7
2019	Literacy	96.4	99.5	99.5	85.5	92.8	94.6	90.7	94.8	95.2
2015	Numeracy	99.1	99.5	100.0	84.6	91.0	92.8	89.4	92.1	93.1
2016	Numeracy	97.4	99.1	100.0	85.1	91.8	93.1	89.4	92.9	93.0
2017	Numeracy	96.7	99.0	100.0	85.5	92.0	93.7	89.7	93.2	93.7
2018	Numeracy	94.8	99.3	99.8	84.4	92.4	93.8	89.5	93.8	94.0
2019	Numeracy	96.2	99.3	99.8	83.4	91.8	94.0	88.5	93.6	94.3



Comparative data: EGGS with Decile 8-10, Decile 9 Girls' Schools and National Statistics

Qualification	EGGS	NZ Decile 8-10	NZ Decile 9 Girls	All NZ Schools
	% pass rate	% Pass rate	% pass rate	%pass rate
Level 1	88.6	78.2	92.4 (2018 93.7%)	69.3 (2018 72.4%)
Level 2	92.1	83.7	95.6 (2018 94.7%)	76.6 (2018 77.6%)
Level 3	88.8	76.0	91.6 (2018 90.9%)	66.2 (2018 66.1%)
University Entrance	81.6	63.5	82.0 (2018 81.6%)	47.8 (2018 48.9%)

At Level 1 EGGS students are 3.8% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 6.3% below in February).

At Level 2 EGGS students are 3.5% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 0.8% below in February).

At Level 3 EGGS students are 3.3% below the average pass rate for Decile 9 Girls Schools (2018 EGGS was 5.9% below in February).

EGGS students are 3.1% below the average pass rate for Decile 9 Girls Schools in National University Entrance pass rates (2018 EGGS was 3.5% below in February)

EGGS students are ahead of the 8-10 Decile Schools average pass rate at L1, L2, L3 and UE.

EGGS results make up 21.9% of students that form the Decile 9 Girls Schools group.

The Level 1 Pass Rate is 10.4% above the Decile 8-10 comparison group.

The Level 2 Pass Rate is 8.4% above the Decile 8-10 comparison group.

The Level 3 Pass Rate is 12.3% above the Decile 8-10 comparison group.

The University Achievement Rate is 15.4% above the Decile 8-10 comparison group.

Endorsement targets were met at all three levels and are above the Decile 8-10 comparison group by 14.6% at Level 1, 13.7% at Level 2 and 9.4% at Level 3.

Decile 9 Girls' School Ethnicities

The Decile 9 Girls School comparison group is made up of a mixture of type and size of school total roll size and an asterisk to indicate Integrated School:

D9 Girls School	Student Roll
*Carmel College	1015
*Baradene College	1321
Christchurch Girls' High School	1227
*Craighead Diocesan School	368
Epsom Girls Grammar School	2192
*Nga Tawa Diocesan School	166
*St Mary's College, Wellington	600
*St. Matthew's Collegiate, Masterton	310
*Villa Maria College	847
Westlake Girls High School	2329
*Woodford House	327

Qualifications Endorsements

EGGS students continue to achieve well in Certificate Level Endorsements.

(Excellence – gaining 50 credits at Excellence at the level of the certificate or above. Likewise, for Merit – 50 credits at Merit endorsed with Merit)

Endorsement targets

Level 1 80%

Level 2 65%

Level 3 55%

These targets were exceeded at all three levels.

Level	Year	Excellence Endorsement %	Merit Endorsement %	M+E Endorsement %
Level 1	2019	38.9	45.0	83.9
	2018	37.7	45.5	83.2
	2017	36.3	42.6	78.9
	2016	42.3	41.0	83.3
	2015	41.8	44.8	86.6
Level 2	2019	28.2	42.1	70.3
	2018	32.5	39.8	72.3
	2017	31.7	35.1	66.8
	2016	34.6	41.0	75.6
	2015	28.0	40.0	68.0
Level 3	2019	18.4	43.1	61.5
	2018	21.4	45.4	66.8
	2017	23.6	31.9	55.5
	2016	22.7	42.6	65.3
	2015	20.3	42.2	62.5

Certificate Endorsement Comparative Figures

- At Level 1 the combined EGGS Merit and Excellence is 0.8% above the Decile 9 group.
- At Level 2 the combined EGGS Merit and Excellence endorsement rate dropped by 2% from 2018 and is 2.2% below the Decile 9 group.
- The Level 3 the combined EGGS Merit and Excellence endorsement rate was down by 5.3% from 2018 and is 3.1% below the Decile 9 group.

2019 Endorsements	EGGS %	NZ Decile 9 Girls %	All NZ %
Level 1 Excellence	38.9	38.3	20
Level 1 Merit	45.0	44.8	34.6
L1 E+ M Endorsement	83.9	83.1	54.6
Level 2 Excellence	28.2	32.9	16.5
Level 2 Merit	42.1	39.6	25.6
L2 E+ M Endorsement	70.3	72.5	42.1
Level 3 Excellence	18.4	23.7	14.8
Level 3 Merit	43.1	40.9	26.7
L3 E+ M Endorsement	61.5	64.6	41.5

COHORT TRACKING:

	2016	2017	2018	2019
L1 Excellence	42.3	36.6	37.7	38.9
L1 Merit	41.0	42.6	45.5	45.0
L1 Excellence + Merit	83.3	79.2	83.2	83.9
L2 Excellence	34.6	31.7	32.5	28.2
L2 Merit	41.0	35.1	39.8	42.1
L2 Excellence + Merit	75.6	66.8	72.3	70.3
L3 Excellence	22.7	23.6	21.4	18.4
L3 Merit	42.6	31.9	45.4	43.1
L3 Excellence + Merit	65.3	55.5	66.8	61.5

NZ Scholarship Examination

- 2019 saw students achieve 83 scholarships, with 6 of those at Outstanding level.
- Scholarships were spread across 23 different subjects reflecting that students are supported to achieve at the highest level across a broad range of subjects.
- 12 Scholarships in Design and Visual Communication
- 9 Scholarships in Chemistry
- 8 Scholarships in Biology
- 7 Scholarships in Photography
- 5 Scholarships were awarded to 4 Year 12 students. These were in Calculus and Design and Visual Communication, Spanish and Digital Technology.
- In 2019 there were 304 entries for Scholarship (up 6 from 2018)
- 224 students from the 304 who entered Scholarship attempted the Scholarship exam (73% participation rate – 3% up on 2018)
- 83 were awarded Scholarship (37% of students that entered and attempted were awarded Scholarship – 3% up on 2018)

Year	Outstanding	Scholarship	Total
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
2010	9	69	78

Scholarships by Subject 2011-2019

2019	2018	2017	2016	2015	2014	2013	2012	2011	Subject
4	3	1	3	4	1	1	2	0	Accounting
13	21	20	17	17	17	14	9	11	Art Design, Photo, Sculpture, Print, Paint
-	3	2	5	4	1	0	5	2	Art History
8	9	12	7	12	8	4	13	12	Biology
9	4	6	1	5	3	2	3	2	Chemistry
1	-	-	2	-	-	-	-	-	Chinese
2	1	3	3	1	3	1	2	3	Classical Studies
1	-	1	2	2	2	4	2	1	Drama
1	1	2	3	4	2	1	1	3	Economics
3	4	4	5	5	3	4	11	6	English
1	-	1	1	0	0	0	0	0	French
4	1	-	2	2	4	0	1	3	Geography
12	10	10	7	8	8	8	7	6	Graphics (DVC)
2	1	3	2	3	0	1	2	6	History
-	-	-	1	2	1	1	0	1	Japanese
-	-	-	-	0	0	0	1	1	Latin
3	1	4	5	3	5	2	2	1	Mathematics – Calculus
-	-	-	0	0	0	0	0	0	Māori
1	-	2	1	1	0	0	1	0	Media Studies
2	2	3	2	2	2	2	2	1	Music
1	2	2	1	1	0	0	2	0	Health and Physical Education
4	3	5	1	3	3	1	1	1	Physics
2	-	-	-	0	1	0	0	0	Spanish
7	5	8	1	4	3	1	9	6	Statistics
2									Technology
83	72	88	72	84	69	51	76	66	TOTAL

Māori Achievement

Level	Pass Rate Target %	EGGS Maori Pass Rate %	Decile 9 Girls Maori Pass Rate	National Maori Pass Rate %
Level 1	90	87.9 (93.1 in 2018)	83.8	55.8
Level 2	90	96.7 (90.6 in 2018)	95.9	67.8
Level 3	85	80.6% (75.7 in 2018)	87.7	53.9
University Entrance		71.0% (59.5 in 2018)	75.3	28.6

Strategies for 2020:

- Continue to build Kotahitanga profile, membership and participation in events such as Rarangatahi.
- Continue tracking of Māori student achievement through Kotahitanga TICs and deans.
- Continued resourcing of the Whanau Awhina as a parent network and support roopu for Māori.
- Annual Plan, professional development and appraisal focus for teachers on identified learners including Māori students.

Key observations Māori:

- Māori achievement at Level 1 NCEA has slipped below the Pass Rate Target by 2.1% and is also down from 2018 by 5.2%. However, tracking that 2018 Level 1 Māori cohort into Level 2 2019, you can see they continue to achieve very well.
- Māori achievement at Level 2 NCEA continues to sit above the target pass rate. In 2019 Māori students achieved 6.7% above the Pass Rate Target.
- The Level 2 Māori Pass Rate was higher than the whole level 2 cohort Pass Rate.
- The Level 3 Māori Pass Rate was up by 4.9% from 2018.
- The University Entrance Rate for Māori is also up by 8.2% from 2018 which is pleasing to note.

As always, because Māori numbers at each year level are small, caution needs to be exercised when looking at percentages.

Pasifika Achievement

Level	Pass Rate Target %	EGGS Pasifika Pass Rate %	Decile 9 Girls Pasifika Pass Rate %	National Pasifika Pass Rate %
Level 1	90	84.0 (83.3 in 2018)	77.7	59.2
Level 2	90	90.9 (92.5 in 2018)	94.1	69.7
Level 3	85	73.8 (68.8 in 2018)	76.7	58.8
University Entrance		50.0% (54.2 in 2018)	53.3	28.5

Strategies for 2020:

- Continued focus on monitoring Pasifika students through the Deans and initiatives that focus on pathways, achievement and aspirational presenters as seen in the new 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.

Key observations Pasifika:

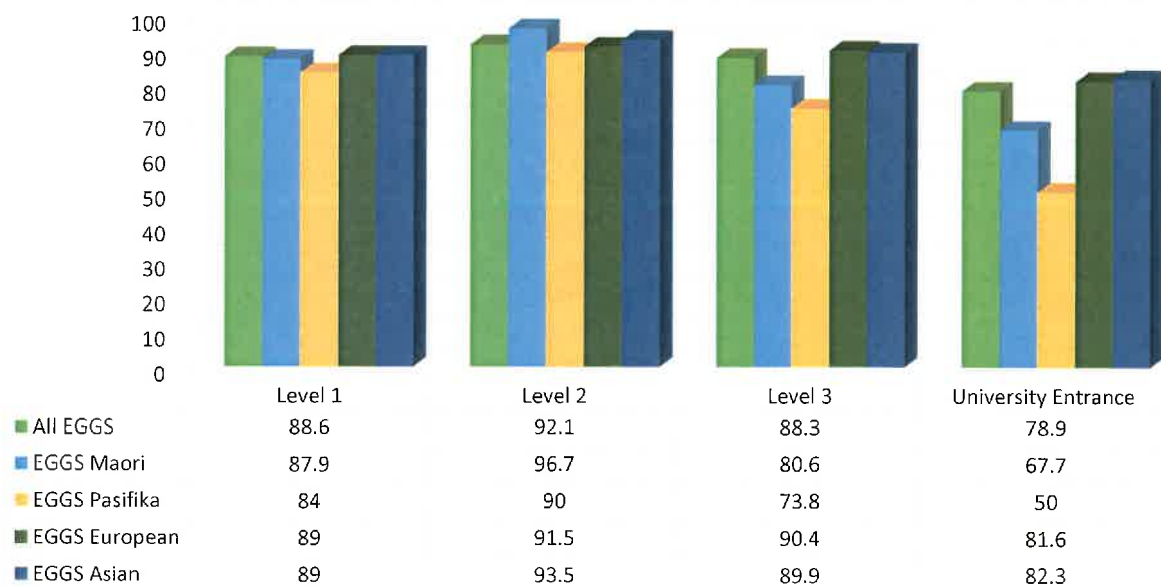
- Level 1 Pasifika achievement at EGGS is up by .7% from 2018 though is still 6.0% below the Pass Rate Target.
- Level 2 Pasifika students at EGGS met the Pass Rate Target, though a drop of 2.5% from 2018.
- Level 3 Pasifika achievement at EGGS is up by 5.0% though still not meeting the Pass Rate Target.
- Pasifika achievement in UE will continue to be a focus in 2020 as achievement rates dropped by 4.2% compared to 2018 results.
- Pasifika students were able to sit external language standards in Lea Faka-Tongan and Samoan at each of the levels (outside of the timetable) and achieved well.
- In Lea Faka-Tongan Language 11 students (All but one achieved at M or E level)
- Samoan Language 9 students

As always, because Pasifika numbers at each year level are small, caution needs to be exercised when looking at percentages.

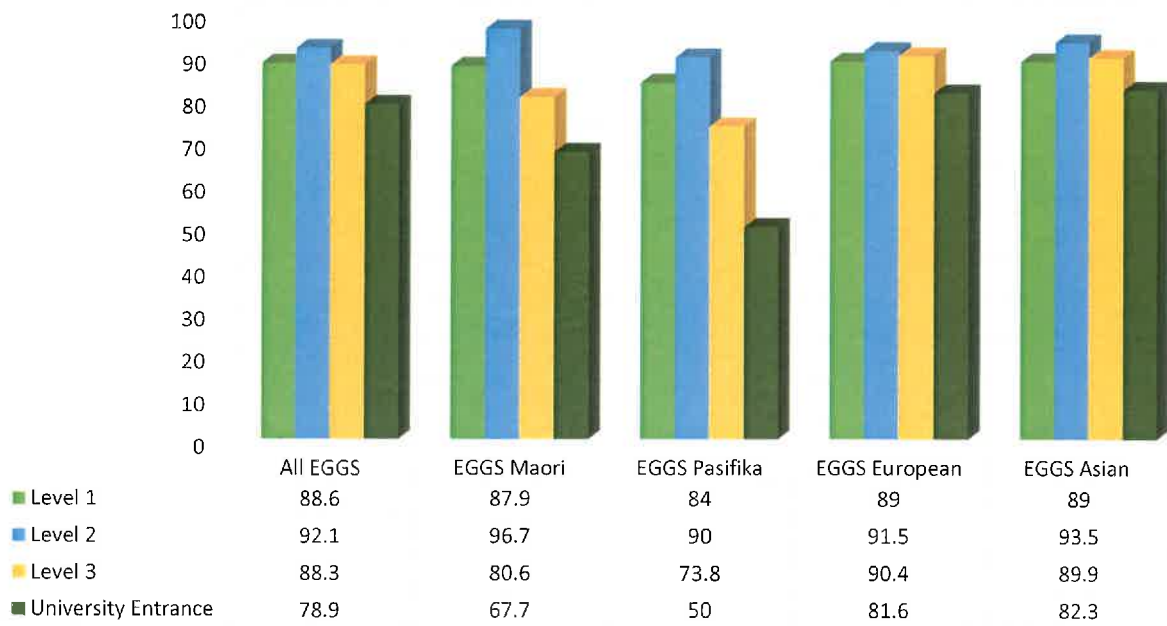
EGGS NCEA Pass Rates by Ethnicity

	All EGGS %	Māori %	Pasifika %	European %	Asian %
Level 1	88.6	87.9 (93.1 in 2018)	84.0 (83.3 in 2018)	89.5	89.0
Level 2	92.1	96.7 (90.6 in 2018)	90.9 (92.5 in 2018)	91.5	93.5
Level 3	88.8	80.6% (75.7 in 2018)	73.8 (68.8 in 2018)	90.4	89.9
University Entrance	81.6	71.0% (59.5 in 2018)	50.0% (54.2 in 2018)	81.6	82.3

2019 NCEA and UE Achievement by Ethnicity Comparison by Year Level



2019 NCEA and UE Achievement Comparison by Ethnicity



Sport Department:

Sport Department Staff 2019:

- Kaitlyn Savage (Director of Sport 40 hours)
- Steph Jones (Sport Coordinator 40 hours)
- Waana Araroa (Netball Coordinator 15 hours)
- Krystal Falepeau/Savannah Pitcher (Fitness Instructor and Sport Coordinator 35 hours)
- Leah Hankey (Sport Coordinator 40 hours)

Participation:

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2019 the school received \$51,324 (excluding GST) in Kiwisport funding. The funding was spent on supporting the participation in sport outlined in detail, below. We offered students opportunities in 43 different sports with 881 students participating in school sport, making our overall participation percentage 48%.

The iPLAY programme coordinated by the sports committee was again successful. The aim of programme is to increase student participation through physical activity and informal sport.

The Fitness Centre has been well utilised with 183 memberships sold across 4 terms, memberships cost \$30 and gives access at lunchtimes, before and after school as well as the maintenance and running of the Fitness Centre.

Several sports teams also took advantage of the fitness centre for strength and fitness training.

Special Events:

School Swimming and Athletic Days

In Term 1 the sports department held our annual School Swimming and Athletic days. Well over 2000 students were involved across four days, participating in traditional events like high jump and 100 meters but also non- competitive events like gumboot throw and biggest bomb! We offered 'Championship' and 'Non-Championship' events to cater towards all students.

Sports Dinner

Sports Dinner was held On Thursday 24 October at Alexandra Park. With 494 guests it was a hugely successful night celebrating the sporting success of all our talented athletes at EGGS. Guest speaker Brooke Neal gave an empowering and inspiration speech about her journey in Hockey.

32 students received Individual Colours 2019 for outstanding achievement in sport and 4 teams were presented team colours for placing 1st at a NZSS event.

Individual Colours:

Cricket	Amie Hucker, Breearne Illing, Gemma Adams
Cycling	Ella Wyllie, Lucy Thomson, Queenie McElwee, Poppy Buissink
Football	Laney Strachan, Lyric Davison
Golf	Sarah Murchison

Lacrosse Sophia Morcom, Kate Gammie-Baglini, Jade Panoho, Francesca Wilson, Korenza Heath, Ella Freemon
 Mountain Biking Poppy Buissink, Sarah Harvison
 Orienteering Emily Hayes
 Rowing Jane Schellekens, Jaime Breen
 Rugby Mauosamoa Gautusa, Vineta Teutau
 Tumbling Maddy Niven
 Ultimate Frisbee Gemma Graham, Tyla Bow, Ella Lamb, Olivia Judd, Lily Botting, Emma Whitlock, Zaria Ireland
 Underwater Hockey Terri Warner

Team Colours:

Dragon Boating NZSS Squad: Standard 500m, Standard 200m, Standard 2km, 10man 500m

Madeleine Ashe, Clemence Boles, Ashleigh Brown, Aislin Cooper, Claudia Curzon-Hobson, Alice Day, Alexa Irving, Morgan-Skye Jamieson, Alysha Kharpal, Alisha Khushal, Ella Lamb, Ella Maddren, Terewai Majurey, Greer McLean, Jade Michaels, Jasmine Michaels, Kate Morris, Akita Papara-Welch, Sarah Raines, Lucy Spence, Melania Watson, Kena Wells, Francesca Wilson

Ultimate Frisbee

Tyla Bow, Gemma Graham, Lulu Graham, Zaria Ireland, Olivia Judd, Ella Lamb, Briana Su'a, Emily Wan, Emma Whitlock, Cynthia Zhou

Tumbling

Tyla Bow, Gemma Kirk, Maddy Niven

Sports Dinner Special Awards:

- The Victor Macky Cup for Service to School Sport as the School Sports Captain
 - Sophia Morcom and Sophie Davies
- The Sports Council Junior Trophy for Outstanding Team Spirit
 - Underwater Hockey Junior B Team
- The Sports Council Senior Trophy for Outstanding Team Spirit
 - Ultimate Frisbee Team 1
- EGGS Sport Volunteer of the Year:
 - Jo O'Donnell
- The Gary McCrystal Trophy for Best International Performance
 - Ella Wyllie
- The Lois Dalley Memorial Cup – Coach of the Year
 - Sooupu Perese
- Old Girls Association Cup for Best All Round Sportswoman
 - Terri Warner
- The Lois Dalley Memorial Cup – Sportswoman of the Year
 - Sophia Morcom

International Representatives: The following students represented their sport internationally in 2019:

Terri Warner - Underwater Hockey
 Laney Strachan - Football
 Alisha Braun - Football
 Lyric Davison - Football
 Maggie Jenkins - Football
 Ella Wyllie - Cycling

Lucy Thomson - Cycling
Queenie McElwee - Cycling
Kate Gammie-Baglini - Lacrosse
Sophia Morcom - Lacrosse
Jade Panoho - Lacrosse
Koreenza Heath - Lacrosse
Gemma Adams - Indoor Cricket
Amie Hucker - Indoor Cricket
Breezy Illing - Indoor Cricket
Emma Whitlock - Ultimate Frisbee
Gemma Graham - Ultimate Frisbee
Lily Botting - Ultimate Frisbee
Ella Lamb - Ultimate Frisbee
Olivia Judd - Ultimate Frisbee
Tyla Bow - Ultimate Frisbee
Zaria Ireland - Ultimate Frisbee
Florence Dallow - Basketball
Amelia Angus - Sailing
Rebecca Hume - Sailing
Alice Roy - AFL

Sport Code Review:

Sport	
Aerobics	<u>Auckland Competition</u> Juli Kendall 2nd in level 3 12-14 category
Artistic Gym	<u>Auckland Competition</u> 3rd - Level 2 team 1st - Level 3 team Georgia Dale 4th Step 7 Gemma Kirk 1st Step 8 Tyla Bow 2nd Senior International <u>NZSS</u> 2nd - Level 3 team Georgia Dale 3rd Step 7 Gemma Kirk 1st Step 8 Tyla Bow 2nd Senior International
Athletics	<u>Central/Eastern Zone:</u> 3rd - Tegan Feringa Junior Girls 300m 2nd - Mia Wayne Junior Girls 70m Hurdles 2nd - Jorien Fourie Senior Girls 100m 3rd - Zaria Ireland Senior Girls 400m 1st - Jorien Fourie Senior Girls 100m Hurdles 3rd - Mia Wayne Junior Girls Long Jump 2nd - Samara Kake Intermediate Girls High Jump 3rd - Eliza Hickton Intermediate Girls High Jump 3rd - Jorien Fourie Senior Girls Long Jump 3rd - Ana Manuopangai Intermediate Shot Put 3rd - Tegan Feringa Junior Girls 300m
Aquathon	<u>Auckland Championships:</u> 2nd - Junior Team (Hannah Henson & Tessa Swinson) 2nd - Senior Individual
Badminton	Term 2: 27 teams entered Term 3: 28 teams entered
Basketball	6 teams entered into zone competition and 1 team entered into the Senior A competition Senior A team placed 2nd in the Auckland Senior A competition and as a result will playoff in Term 1 2020 for a place in the Premier grade
Cheerleading	We had 27 participants which made up two cheerleading teams this year that competed in several competitions in Level 1 and 2
Cricket	<u>Auckland Premier Season:</u> 2nd <u>NZSS Gillette Venus Cup Qualifying Tournament:</u> 1st - qualified for Nationals 5th year running <u>NZSS</u> 1st Place - National Champions

Cross Country	<p><u>EGGS Cross Country Day:</u></p> <p>Junior</p> <p>1st Tessa Swinson 2nd Ava Maddison 3rd Tegan Feringa.</p> <p>Intermediate</p> <p>1st Hanna Brathwaite 2nd Millie Osborne 3rd Rici Chambers</p> <p>Senior</p> <p>1st Lucy Clarke 2nd Terri Warner 3rd Zaria Ireland</p> <p><u>Auckland Championships (top 20 placings):</u></p> <p>2nd - Tessa Swinson (Junior) 16th - Hannah Brathwaite (Intermediate) 17th - Lucy Clark (Intermediate) 10th - Zaria Ireland (Senior) 19th - Ruby Osbourne (Senior)</p> <p><u>NZSS:</u></p> <p>11th - Tessa Swinson</p>
Curling	3 teams participated in the Auckland competition

Cycling	<p><u>Auckland</u> 1st</p> <p><u>NISS</u> 1st</p> <p><u>NZSS</u> 2nd</p> <p>Individual medals: Ally Gothard; 8 gold, 2 silver, 1 bronze Ava Maddison: 1 gold Bee Townsend; 7 gold, 4 silver, 3 bronze Caitlin Bell; 4 gold Caroline Taille; 1 silver Ella Wyllie; 5 gold, 1 silver, 2 bronze Eva Ruddenklau; 1 gold Georgie Christie; 2 gold, 2 silver Gabriella Rush; Isabella Adams; Isla Burton; Lily Brindson; 2 bronze Maia Barclay; 4 gold, 1 silver, 1 bronze Poppy Bussink; 4 gold, 1 bronze Queenie McElwee; 5 gold, 1 silver, 2 bronze Sarah Harvison; 1 gold, 1 silver Scarlett Bussink; 3 gold, 1 silver Tegan ferigna; 1 bronze Tessa Swinson; Zoe Broad; 1 bronze Annabel Brown; 1 gold Lucy Thomson; 5 gold, 3 silvers, 2 bronze</p>
Dragon Boating	<p><u>Regionals:</u> 5 medals (2 Gold, 1 Silver, 2 Bronze) 1st - 500m (19 years running)</p>
Equestrian	<p>Georgia Mullins: 5th in 80cm SH 2nd in 90cm SH at Waiuku pc</p> <p>Bridie Quigley: 3rd 90cm SH 3rd 1m SH @ Waiuku pc</p> <p>Phoebe Allan: 2nd team at ASS horse trials 3rd 85cm SJ at Waiuku</p> <p>Sanchia Adams: 3rd 75cm SJ at Waiuku 7th 85cm SJ</p> <p>Siobhan Binns: 2nd team at ASS horse Trials 2nd 70cm SH 3rd 80cm SH at Waiuku</p>

Fencing	<p>13 students participated in 2019</p> <p><u>Auckland</u> Team 1 6th Team 2 14th Hannah Watkins 11th and 15th, Mishaarni Aravinthan 9th and 20th Melody Chen 12th Jessica Kaiser 3rd, 6th and 6th</p> <p><u>NZSS</u> Jessica Kaiser 8th Hannah Watkins 15th</p>
Football	<p>6 teams entered in Auckland competition</p> <p><u>Auckland Season</u> 2nd (1st XI) 3rd (Junior A)</p> <p><u>APC</u> 1st (Junior A) 2nd (1st XI)</p> <p><u>NZSS</u> 3rd</p>
Golf	<p><u>Auckland Premier Competition</u> 6th</p>
Hockey	<p>6 teams entered into the Auckland competition</p> <p><u>Auckland Competition</u> - Supercity A1 4th</p> <p><u>NZSS</u> 7th</p>
Lacrosse	<p><u>Auckland Season</u> 1st place (A team Div 1) 11th (B team Div 2)</p> <p><u>NZSS</u> 2nd</p>
Lifesaving	<p>Raeanne Kwan (Bronze Star) Emily Wan (Bronze Star) (Bronze Medallion) Isobel Allan (Bronze Medallion) Cassidy Bradley (Bronze Medallion) Ricci Chambers (Bronze Medallion) Stephanie Snell (Bronze Medallion) Morgan-Skye Jamieson (Award of Merit) (Instructors) Caitlin Ashby (Distinction)</p>
Mountain Biking	<p><u>North Islands:</u> Scarlett Buissink – 1st U17 XC, 3rd U17 enduro Poppy Buissink – 2nd U20 XC, 1st U20 enduro Sarah Harrison – 3rd U20 XC</p>

Netball	<u>Auckland</u> 5th <u>NISS</u> 5th <u>NZSS</u> 7th
Orienteering	Emily Hayes 3rd in the intermediate girls' long event, at the Auckland champs 3rd in the intermediate girls Auckland Rogain 3rd in the intermediate girl's sprint event at the national secondary school competition (NZSS) Amiria Pianta-Price 3rd in the senior girls Auckland Rogain Cartier Matthews 2nd in the Senior girls Auckland Rogain
Rhythmic Gym	Junior Team 1st AKSS Lily McFarlane Summer Turner Phoebe Moon Senior Team 1st AKSS Terri Warner Elise Troy Shaelyn Lamb Poppy Lush
Rowing	<u>Head of Harbour:</u> Silver & Bronze - U18-4 Gold - U18-2 Silver - U17-8 Bronze - U16-8 Silver - U15-8 Bronze - Novice 8 <u>North Islands:</u> Gold - Girls U18 Novice Eight Silver - GU18 4+ Silver - GU18 2- Bronze - GU18 2- Bronze - GU15 8+ <u>NZSS:</u> Gold - GU18 Novice Eight Bronze - GU18 2- Bronze - GU15 Eight 4th - U18 8+
Rugby	10's Plate winners
Skiing	<u>Auckland Championship</u> EGGS Team 9th Sui Brooking 10th Milli Stewart 54th

	<u>NISS</u> Team A 31st Team B 20th Sui Brooking 12th
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Squash	<p>5 teams in Auckland competition</p> <p><u>Auckland Season</u> Gold 1 4th Blue 2 4th</p> <p><u>Auckland Champs</u> 3rd</p> <p><u>NZSS</u> 10th</p>
Swimming	<p><u>Central/East Zones:</u> 2nd - Sunnie Yan Junior Freestyle 2nd - Mackenzie Brears Intermediate Breaststroke 3rd - Cate Cleland Intermediate Breaststroke 3rd - Alice Williams Intermediate Backstroke 3rd - Grace Baik Intermediate Freestyle 1st - Intermediate Medley Relay team 3rd - Junior Medley Relay team 2nd - Intermediate Freestyle Relay team</p>
Table Tennis	<p>Auckland Championships: 1st - Kelly Ding, Cathy Ning, Joyce Young and Sherry Zhang</p>
Tennis	<p>1 junior and 3 senior teams entered in Auckland competition Sarah Weekley & Shona Nakano 1st Senior Doubles Sarah Weekly 1st Senior singles</p>
Touch	<p><u>Auckland Season</u> Central Girls Grade A - 3rd</p>
Trampolining	<p>Jenna Ashworth AKSS - 3rd Junior Elite Tumble AKSS - 1st Junior Elite Tumble Team</p> <p>Georgia Dale AKSS - 1st Junior Elite Tumble Team NZSS - 1st Junior Elite Tumble</p> <p>Teri Niven AKSS - 1st C Grade Trampoline NZSS - 1st C Grade Trampoline AKSS - 2nd Junior Elite Tumble AKSS - 1st Junior Elite Tumble Team</p> <p>Tyla Bow NZSS - 1st Senior Elite Tumble Team</p> <p>Gemma Kirk NZSS - 3rd Senior Elite Tumble NZSS - 1st Senior Elite Tumble Team</p> <p>Myself AKSS - 1st Senior Elite Tumble NZSS - 1st Senior Elite Tumble NZSS - 1st Senior Elite Tumble Team</p>

Tri/ Aqua/Duathlon	<p>Hannah Henson Second in the junior girls team category at the auckland secondary schools Aquathon</p> <p>Amelia Angus Third in the junior girls team category at the auckland secondary schools Duathlon</p> <p>Zoe Broad Third in the junior girls team category at the auckland secondary schools Duathlon</p> <p>Maia Barclay 1st in the U14 girls team category at Duathlon Nationals</p> <p>Lucy Clarke Second in the U16 girls team category at Duathlon Nationals</p> <p>Bee Townsend Second in the U16 girls team category at Duathlon Nationals</p> <p>Tessa Swinson Second in the junior girls team category at the auckland secondary schools Aquathon And 1st in the U14 girls team category at Duathlon Nationals</p> <p>Caitlin Bell Second in the intermediate girls team category at the auckland secondary schools Duathlon And Third in the U16 girls team category at Duathlon Nationals</p> <p>Hanna Brathwaite Second in the intermediate girls team category at the auckland secondary schools Duathlon And Third in the U16 girls team category at Duathlon Nationals</p> <p>Lily Brinsdon First in the senior girls team category at the auckland secondary schools Duathlon First in the U16 girls team category at duathlon nationals</p> <p>And Myself First in the senior girls team category at the auckland secondary schools Duathlon And second in the senior girls individual category at the auckland secondary schools Aquathon</p>
Ultimate Frisbee	<p><u>Auckland Championships:</u> 1st - Epsom 1 (6th year running) 3rd - Epsom 2</p> <p><u>NZSS:</u> 1st</p>
UW Hockey	<p><u>Auckland Season:</u> Senior A - 1st</p> <p><u>North Islands:</u> Senior A - 1st Junior A - 1st:</p> <p><u>NZSS:</u></p>
Volleyball	<p><u>Auckland Championships:</u> 23rd (46)</p>

Waka Ama	<u>Auckland Championships:</u> 4th - 250m Championship Final <u>NZSS:</u> Junior U16 team - top 24 of 120 schools Qualified for champs semi-finals for all races
Water Polo	<u>North Islands:</u> 2nd

EPSOM GIRLS GRAMMAR SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

	Name	Position	Position gained	Occupation	Term expiry
1.	Bishop, Virginia	Parent Rep	Elected	Manager	June 2022
2.	Bradley, Philip	Parent Rep	Elected	Director	June 2022
3.	Trenyce Fia	Student Rep	Elected	Student	Sept 2020
4.	Goodyer, Julie	Parent Rep	Elected	Lawyer	June 2022
5.	Heeney, Rachel	Staff Rep	Elected	Teacher	June 2022
6.	Iles, Chris	Chairperson	Elected	CFO/COO	June 2022
7.	Kerr, Wendy	Parent Rep	Elected	Director	June 2022
8.	Pound, Lorraine	Principal	Appointed	Principal	Current
9.	Smith, Kate	Parent Rep	Elected	Detective Sergeant	June 2022
10.	Turketo, Kiri	Trustee	Co-opted	Principal	June 2022
11.	Va'aelua, Tovia	Parent Rep	Elected	Director	June 2022

Lisa Strachan – Board Secretary