

St Peter's College

Annual Report

For the Year Ended 31 December 2023

School Directory

Ministry Number: 62

Headmaster: James Bentley

School Address: 23 Mountain Rd
Epsom
Auckland 1023

School Postal Address: Per above

School Phone: (09) 524-8108

School Email: admin@st-peters.school.nz

Members of the Board:

Name	Position	How Position Gained	Start date	Term expiry
Craig Mulholland	Presiding Member	Elected	Jun-16	Sep-22
	Presiding Member	Appointed	Sep-22	May-25
James Bentley	Headmaster	ex Officio	Jan-16	N/A
Michael Alofa	Parent	Elected	Sep-22	May-25
Emily Coffey-Baron	Parent	Elected	May-19	May-25
Nigel de Frere	Parent	Elected	May-19	May-25
Shelley Kopu	Parent	Elected	Sep-22	May-25
David Lynch	Parent	Elected	Sep-22	May-25
Rebecca McPherson	Parent	Elected	Sep-22	May-25
Matthew Srhoj	Parent	Elected	May-19	May-25
Craig Nicholson	Parent	Elected	May-13	Sep-22
	Parent	Seconded	Sep-22	May-25
Katrina Gardiner	Proprietor	Appointed	Sep-22	May-25
Tarewa Williams	Proprietor	Appointed	Mar-22	May-25
Marieke Zieleman	Proprietor	Appointed	Mar-22	May-25
Blake Plummer	Staff	Elected	Sep-22	May-25
Dafydd Hastings	Student	Elected	Sep-22	Sep-23
Leonardo Flores McAlpine	Student	Elected	Oct-23	Sep-24

Accountant / Service Provider: Brigid Abley CA

St Peter's College

Annual Report

For the year ended 31 December 2023

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St Peter's College

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual consolidated financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the group.

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

Craig Mulholland

Full Name of Presiding Member



Signature of Presiding Member

31/05/24

Date:

James Bentley

Full Name of Headmaster



Signature of Headmaster

31/05/24

Date:

St Peter's College

Consolidated Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	School 2023 Budget (Unaudited) \$	2022 Actual \$	2023 Actual \$	Group 2023 Budget (Unaudited) \$	2022 Actual \$
Revenue							
Government grants	2	10,979,174	10,426,644	10,070,331	10,979,174	10,426,644	10,070,331
Locally raised funds	3	5,989,902	5,997,329	4,528,986	8,114,996	7,689,642	6,748,905
Use of proprietor's land and buildings		4,975,000	4,975,000	4,975,000	4,975,000	4,975,000	4,975,000
Interest & dividends		259,626	170,606	95,224	452,809	307,606	175,513
		22,203,702	21,569,579	19,669,541	24,521,979	23,398,892	21,969,749
Expenditure							
Locally raised funds	3	3,151,089	3,284,533	2,097,229	3,183,022	3,314,533	2,128,536
Learning resources	4	11,171,309	10,667,528	9,958,245	11,190,165	10,692,528	9,958,245
Administration	5	1,085,093	1,095,414	1,064,949	1,119,052	1,123,414	1,093,244
Interest	6	6,734	7,074	8,601	6,734	7,074	8,601
Property management	7	6,225,611	6,052,250	6,005,244	6,225,611	6,052,250	6,005,244
Donations	8	-	-	-	1,000,000	1,000,000	2,372,436
Depreciation	13	386,754	426,214	373,632	386,754	426,214	373,632
Amortisation of equitable lease	22	37,429	37,429	37,429	37,429	37,429	37,429
		22,064,019	21,570,442	19,545,329	23,148,767	22,653,442	21,977,367
Net Surplus / (Deficit) for the year							
		139,683	(863)	124,212	1,373,212	745,450	(7,618)
Other Comprehensive Revenue and Expenses							
		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year							
		139,683	(863)	124,212	1,373,212	745,450	(7,618)

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

Consolidated Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

		2023 Actual	School 2023 Budget (Unaudited)	2022 Actual	2023 Actual	Group 2023 Budget (Unaudited)	2022 Actual
	Notes	\$	\$	\$	\$	\$	\$
Balance at 1 January		4,633,293	4,633,293	4,451,442	7,225,183	7,225,183	7,175,162
Total comprehensive revenue and expense for the year		139,683	(863)	124,212	1,373,212	745,450	(7,618)
Capital contributions from the Ministry of Education:							
Contribution - furniture and equipment grant		273,420	58,000	57,639	273,420	58,000	57,639
Equity at 31 December		5,046,396	4,690,430	4,633,293	8,871,815	8,028,633	7,225,183
Retained earnings		5,046,396	4,690,430	4,633,293	7,587,781	6,996,033	5,358,094
Reserves:	26						
Teachers' Scholarship Fund		-	-	-	584,922	575,926	575,926
Events Scholarship Fund		-	-	-	372,073	371,141	354,141
Rugby Development Fund		-	-	-	80,891	80,533	76,133
Turf Replacement Fund (transferred to retained earnings)		-	-	-	-	-	627,377
Edmund Rice Student Scholarship Fund		-	-	-	246,148	5,000	233,512
Equity at 31 December 2023		5,046,396	4,690,430	4,633,293	8,871,815	8,028,633	7,225,183

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

St Peter's College

Consolidated Statement of Financial Position

As at 31 December 2023

		2023 Actual	School 2023 Budget (Unaudited)	2022 Actual	2023 Actual	Group 2023 Budget (Unaudited)	2022 Actual
		\$	\$	\$	\$	\$	\$
Notes							
Current assets							
Cash and cash equivalents	9	1,816,473	1,007,578	1,936,362	1,946,148	1,027,006	1,940,116
Accounts receivable	10	948,848	853,500	690,327	1,042,012	923,500	732,845
GST Receivable		160,240	90,000	67,260	160,240	90,000	67,260
Prepayments		121,912	360,000	401,919	121,912	360,000	401,919
Inventory	11	424,924	400,000	465,249	424,924	400,000	465,249
Investments	12	3,475,487	3,665,000	3,495,681	7,086,163	6,912,775	6,007,255
		<u>6,947,884</u>	<u>6,376,078</u>	<u>7,056,798</u>	<u>10,781,399</u>	<u>9,713,281</u>	<u>9,614,644</u>
Current liabilities							
Accounts payable	14	2,322,148	2,180,000	1,479,789	2,340,996	2,198,500	1,498,454
Revenue received in advance	16	1,864,710	1,660,000	2,146,589	1,891,224	1,680,500	2,162,131
Provision for cyclical maintenance	17	241,046	225,111	225,111	241,046	225,111	225,111
Finance lease liability - current	18	46,195	53,323	53,323	46,195	53,323	53,323
Funds held in trust on behalf of 3rd parties	19	400,868	397,500	333,908	363,602	357,500	265,657
		<u>4,874,967</u>	<u>4,515,934</u>	<u>4,238,720</u>	<u>4,883,063</u>	<u>4,514,934</u>	<u>4,204,676</u>
Working capital surplus		2,072,917	1,860,144	2,818,078	5,898,336	5,198,347	5,409,968
Non-current assets							
Investments	12	503,666	-	-	503,666	-	-
Property, plant and equipment	13	2,278,434	2,612,952	1,560,452	2,278,434	2,612,952	1,560,452
Equitable Leasehold interest	22	581,033	581,033	618,462	581,033	581,033	618,462
		<u>3,363,133</u>	<u>3,193,985</u>	<u>2,178,914</u>	<u>3,363,133</u>	<u>3,193,985</u>	<u>2,178,914</u>
Non-current liabilities							
Provision for cyclical maintenance	17	371,983	315,543	315,543	371,983	315,543	315,543
Finance lease liability - term portion	17	17,671	48,156	48,156	17,671	48,156	48,156
		<u>389,654</u>	<u>363,699</u>	<u>363,699</u>	<u>389,654</u>	<u>363,699</u>	<u>363,699</u>
Net assets		<u>5,046,396</u>	<u>4,690,430</u>	<u>4,633,293</u>	<u>8,871,815</u>	<u>8,028,633</u>	<u>7,225,183</u>
Equity:							
Accumulated surplus		<u>5,046,396</u>	<u>4,690,430</u>	<u>4,633,293</u>	<u>8,871,815</u>	<u>8,028,633</u>	<u>7,225,183</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements

Consolidated Statement of Cashflows

For the year ended 31 December 2023

			School		Group	
	Note	2023	2023	2022	2023	2022
		Actual	Budget	Actual	Budget	Actual
		\$	(Unaudited)	\$	(Unaudited)	\$
Cash flows from Operating Activities						
Government Grants		2,699,964	2,580,781	2,640,617	2,699,964	2,580,781
Locally Raised Funds		4,550,400	4,647,207	4,119,322	6,701,460	6,338,284
International Students		1,013,992	748,157	753,409	1,013,992	753,409
Goods and Services Tax (net)		(92,980)	(22,740)	(14,871)	(92,980)	(14,871)
Payments to Employees		(3,173,699)	(2,973,412)	(2,878,919)	(3,203,751)	(2,902,970)
Payments to Suppliers		(4,570,917)	(4,966,565)	(4,275,200)	(4,591,574)	(4,279,362)
Interest Received		202,589	147,487	58,728	345,126	108,094
Grants received		-	-	-	15,991	15,542
Donations made		-	-	-	(1,033,856)	(2,397,436)
Net cash from the Operating Activities		629,349	160,915	403,086	1,854,372	261,307
Cash flows from Investing Activities						
Proceeds from Sale of PPE		-	-	-	-	-
Purchase of PPE		(566,595)	(990,932)	(218,737)	(566,595)	(218,737)
Purchase of Investments		(483,472)	(169,319)	(44,801)	(1,582,574)	(47,856)
Net cash to the Investing Activities		(1,050,067)	(1,160,251)	(263,538)	(2,149,169)	(266,593)
Cash flows from Financing Activities						
Furniture and Equipment Grant		273,420	47,280	57,639	273,420	57,639
Finance lease payments		(39,551)	(40,320)	(39,099)	(39,551)	(39,099)
Funds Administered on Behalf of Third Parties		66,960	63,592	(15,163)	66,960	(15,163)
Net cash from /(to) Financing Activities		300,829	70,552	3,377	300,829	3,377
Net increase in cash and cash equivalents		(119,889)	(928,784)	142,925	6,032	(913,110)
Cash and cash equivalents at the beginning of the year	9	1,936,362	1,936,362	1,793,437	1,940,116	1,942,025
Cash and cash equivalents at the end of the year	9	1,816,473	1,007,578	1,936,362	1,946,148	1,940,116

The statement of cash flows records only those cash flows directly within the control of the School and Group. This means centrally funded teachers' salaries, the use of land and buildings grant and expense and the Ministry portion of TELA laptop leases have been omitted.

The above Cashflow Statement should be read in conjunction with the accompanying notes which form part of these financial statements

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

1. Statement of Significant Accounting Policies

a) Reporting Entity

St Peter's College is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The St Peter's College Group (the "Group") consists of St Peter's College and its controlled entity St Peter's College Foundation Trust. The controlled entity is a School Trust ("Trust") which supports the School by raising funds and making donations for the School. The School's subsidiary is incorporated and domiciled in New Zealand. The Board of Trustees (the Board) is of the view the Group is a public benefit entity for financial reporting purposes. The Group consolidates all entities over which it has control. Control as defined in PBE IPSAS 6 is the power to govern the financial and operating policies of an entity so as to obtain benefits from its activities. The only entity identified as a controlled entity is the St Peter's College Foundation Trust as it was established exclusively to benefit St Peter's College. Intra-Group transactions are eliminated in preparing the Group financial statements.

b) Basis of Preparation

Reporting Period

The Group financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The consolidated financial reports 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 reports 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.

Details of investment in subsidiaries are set out in Note 28.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The consolidated financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 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"

PBE Accounting Standards Reduced Disclosure Regime

The Group qualifies for Tier 2 as the Group is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

Cyclical maintenance

A School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 18. Future operating lease commitments are disclosed in note 24(b).

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the controlled entity. The controlled entity which is controlled is disclosed at Note 28.

c) Revenue Recognition

Government Grants

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

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

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

Grant for use of Proprietor's land and buildings

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the School however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The Group's receivables are largely made up of interest receivable and funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

Improvements to, and contributions to buildings owned by the Proprietor have been transferred to an equitable leasehold interest or written off if the book value was less than \$40,000.

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 \$250 are usually not capitalised, they are recognised as an expense in the Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the Group 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 and library resources are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and equipment	5-10 years
Electrical, audio visual, sports and musical equipment	5-15 years
Plant	5-10 years
Information and communication technology	3 years
Motor vehicles	4-5 years
Library resources	5 years

k) Intangible Assets

Software costs

Computer software acquired by the Group is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Consolidated Statement of Comprehensive Revenue and Expense when incurred.

Fees to access the supplier's application software in a SaaS arrangement:

Where the Software as a Service (SaaS) contract only gives the Group the right to receive access to the supplier's application software, costs associated with the licence would be expensed when incurred due to a lack of control over an identified asset. When the Group receives rights beyond right of access, this could indicate that the Group has an intangible asset, if the definition and recognition criteria under PBE IPSAS 31 are satisfied.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned by non teaching staff, to, but not yet taken, at balance date.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from domestic and international students and a grant from the PTFA for gymnasium equipment where there are unfulfilled obligations for the Group to provide services or purchase goods in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

p) Funds Held in Trust

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

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

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School sites in a state of good order and repair.

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

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

r) Financial Instruments

The Group's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The Group's financial liabilities comprise accounts payable, borrowings and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget figures

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

u) Services received in-kind

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

St Peter's College
Notes to the Group Financial Statements
For the year ended 31 December 2023

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
2. Government grants						
Grants received from the Ministry of Education and other Government departments:						
Operational grant	2,496,769	2,398,300	2,505,915	2,496,769	2,398,300	2,505,915
Teacher salaries grant	8,237,496	7,800,000	7,386,457	8,237,496	7,800,000	7,386,457
ACC levy grant	21,417	23,500	23,637	21,417	23,500	23,637
Kiwisports grant	28,355	28,300	27,333	28,355	28,300	27,333
MOE laptop lease subsidy	22,516	22,500	22,534	22,516	22,500	22,534
ORRS funding	36,466	36,000	28,564	36,466	36,000	28,564
Interim response funding & equipment grants	585	-	25,669	585	-	25,669
National study award	73,783	61,794	-	73,783	61,794	-
LSF funding	12,076	11,472	12,038	12,076	11,472	12,038
Gateway grant	49,711	44,778	38,184	49,711	44,778	38,184
	10,979,174	10,426,644	10,070,331	10,979,174	10,426,644	10,070,331
3. Locally raised funds						
Local funds raised within the Group's community are made up of:						
Revenue						
Donations	1,341,165	1,721,222	1,141,979	3,441,155	3,388,535	3,335,638
Fundraising	196,371	80,000	208,294	221,475	105,000	234,554
Curriculum related activities	836,686	791,228	749,109	836,686	791,228	749,109
Co-curricular and other activities	1,076,416	1,064,647	948,632	1,076,416	1,064,647	948,632
Overseas trips	811,564	811,000	-	811,564	811,000	-
Examination recoveries	217,131	232,266	219,269	217,131	232,266	219,269
Trading sales	518,128	477,000	471,952	518,128	477,000	471,952
Hire of facilities	136,226	110,000	98,691	136,226	110,000	98,691
International student revenue	856,215	709,966	691,060	856,215	709,966	691,060
	5,989,902	5,997,329	4,528,986	8,114,996	7,689,642	6,748,905
Expenses						
Fundraising	46,167	26,000	34,534	63,100	41,000	50,841
Co-curricular and other activities	1,264,985	1,442,048	1,131,730	1,279,985	1,457,048	1,146,730
Overseas trips	811,564	811,000	0	811,564	811,000	-
Examinations	175,224	185,266	171,600	175,224	185,266	171,600
Trading	422,265	395,340	388,259	422,265	395,340	388,259
Hire of facilities	35,504	54,340	47,300	35,504	54,340	47,300
International Students - Student Recruitment	161,563	129,777	101,790	161,563	129,777	101,790
Intl students - Employee Benefit - Salaries	212,304	216,640	204,651	212,304	216,640	204,651
International Student - Other Expenses	21,513	24,122	17,365	21,513	24,122	17,365
	3,151,089	3,284,533	2,097,229	3,183,022	3,314,533	2,128,536
Total surplus	2,838,813	2,712,796	2,431,757	4,931,974	4,375,109	4,620,369
During the year the School hosted 42 full-time equivalent International students (2022:38)						

Locally Raised Funds

During the year ended December 2023:

- 35 students, 23 parents and 3 staff members undertook a Music tour to Europe at a cost of \$415,907, which included visits to significant cultural, historical, religious and natural attractions whilst also visiting local schools and participating in musical events in Italy, Slovenia, Croatia, Hungary and Austria.

- 40 students and 3 staff undertook a Classics tour to Greece and Italy at a cost of \$303,977 which included visits to ancient and more recent sites of historical, religious and artistic significance.

- 19 students and 2 staff members undertook a Languages tour to Taiwan at a cost of \$91,680 which included visits to significant cultural, historical, and natural attractions.

The students experienced different cultures, food and languages, and gained understanding of urban patterns and transport. All tours were funded through locally raised funds.

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

International students

During the year ended December 2023, the Director of International Students travelled to Vietnam and had two trips to China, the School's Headmaster accompanied him on one of the China trips. Total cost of \$51,123 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

Professional development and other trips (all funded by the Board of Trustees).

During the year ended December 2023:

- One member of the leadership team travelled to Dublin for an international Edmund Rice Conference at a cost of \$12,477 for the purpose of gaining further knowledge regarding enhancing development of the Special Character of the School.
- One member of the leadership team travelled to Australia at a cost of \$3,084 to visit other Edmund Rice schools
- Two other staff members travelled to Australia at a cost of \$2,425 to attend a PD conference.
- One member of the leadership team, a Board member and the Director of Sport travelled to Australia to visit central city schools which have off-site sports facilities

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
4. Learning resources						
Learning resources covers these items:						
Curricular	765,452	787,967	686,914	765,452	787,967	686,914
Equipment repairs	7,100	11,000	11,025	7,100	11,000	11,025
Information & communications technology	74,419	98,500	62,219	74,419	98,500	62,219
Library resources	5,443	7,100	4,874	5,443	7,100	4,874
Employee benefits - salaries	10,254,694	9,658,161	9,120,599	10,254,694	9,658,161	9,120,599
Staff development	59,809	100,300	68,493	78,665	125,300	68,493
Other	4,392	4,500	4,121	4,392	4,500	4,121
	11,171,309	10,667,528	9,958,245	11,190,165	10,692,528	9,958,245
5. Administration						
Administration covers these items:						
Audit fees & expenses	18,344	18,344	17,470	22,251	22,344	21,714
Board of Trustees fees	5,480	6,200	5,665	5,480	6,200	5,665
Board of Trustees expenses	3,703	6,900	13,804	3,703	6,900	13,804
Communications	10,323	12,300	11,635	10,323	12,300	11,635
Consumables & low value assets	21,491	36,120	16,705	21,491	36,120	16,705
Legal fees	-	3,000	-	-	3,000	-
Other	122,633	144,250	142,710	122,633	144,250	142,710
Employee benefits - salaries	716,655	719,100	729,313	746,707	743,100	753,364
Insurance	37,427	38,700	35,184	37,427	38,700	35,184
Service providers, contractors & consultancy	149,037	110,500	92,463	149,037	110,500	92,463
	1,085,093	1,095,414	1,064,949	1,119,052	1,123,414	1,093,244
6. Finance						
Interest expense	6,734	7,074	8,601	6,734	7,074	8,601
	6,734	7,074	8,601	6,734	7,074	8,601
7. Property						
Property maintenance covers these items:						
Caretaking & cleaning	23,860	26,000	22,762	23,860	26,000	22,762
Consultancy & contract services	173,917	188,600	173,246	173,917	188,600	173,246
Cyclical maintenance	114,985	90,000	71,724	114,985	90,000	71,724
Grounds	95,327	118,000	131,879	95,327	118,000	131,879
Heat, light & water	157,860	189,500	177,732	157,860	189,500	177,732
Repairs & maintenance	453,535	238,000	238,961	453,535	238,000	238,961
Employee benefits - salaries	207,674	199,850	188,120	207,674	199,850	188,120
Security	23,453	27,300	25,820	23,453	27,300	25,820
Use of land and buildings	4,975,000	4,975,000	4,975,000	4,975,000	4,975,000	4,975,000
	6,225,611	6,052,250	6,005,244	6,225,611	6,052,250	6,005,244

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

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

8. Donations made

The Proprietor - RC Bishop of Auckland

9. Cash and cash equivalents

Cash and deposits include:

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
	-	-	-	1,000,000	1,000,000	2,372,436
	-	-	-	1,000,000	1,000,000	2,372,436
Cash on hand	991	1,200	1,211	991	1,200	1,211
Bank current accounts	274,944	106,378	388,218	283,127	111,378	389,118
Bank call accounts	968,570	500,000	1,143,739	1,090,062	514,428	1,146,593
International student trust accounts	420,240	250,000	234,570	420,240	250,000	234,570
Activities accounts	151,728	150,000	168,624	151,728	150,000	168,624
Net cash and cash equivalents for Cash Flow Statement	1,816,473	1,007,578	1,936,362	1,946,148	1,027,006	1,940,116

10. Accounts receivable

Receivables from the Ministry of Education
Teachers' salaries grant receivable
Accounts receivable - other
Accounts receivable - interest due

21,418	23,500	23,637	21,418	23,500	23,637
665,257	630,000	605,185	665,257	630,000	605,185
148,255	120,000	4,624	148,255	120,000	4,624
113,918	80,000	56,881	207,082	150,000	99,399
948,848	853,500	690,327	1,042,012	923,500	732,845

Receivables from Exchange Transactions
Receivables from Non-Exchange Transactions

113,918	80,000	56,881	207,082	150,000	99,399
834,930	773,500	633,446	834,930	773,500	633,446
948,848	853,500	690,327	1,042,012	923,500	732,845

11. Inventory

Inventory consists of trading stock for:

Stationery	32,527	30,000	27,297	32,527	30,000	27,297
Uniforms	392,397	370,000	437,952	392,397	370,000	437,952
	424,924	400,000	465,249	424,924	400,000	465,249

12. Investments

The School's investment activities are classified as follows:

Current Asset

Short term deposits with - international students	1,027,154	1,265,000	1,235,602	1,027,154	1,265,000	1,235,602
Short term deposits - BOT general funds	2,448,333	2,400,000	2,260,079	2,448,333	2,400,000	2,260,079
Short term deposits - Foundation general funds	-	-	-	2,357,552	2,050,963	714,930
Short term deposits - Foundation restricted equity funds	-	-	-	1,253,124	1,196,812	1,796,644

Non-current Asset

Long-term bank deposits - international students	241,765	-	-	241,765	-	-
Long-term bank deposits - BOT general funds	261,901	-	-	261,901	-	-

TOTAL	3,979,153	3,665,000	3,495,681	7,589,829	6,912,775	6,007,255
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St Peter's College
Notes to the Group Financial Statements
For the year ended 31 December 2023

13. Property, Plant and Equipment (School and Group)

2023	Opening Balance (NBV) \$	Additions \$	Disposals	Current Depreciation	Total (NBV)
Audio visual	55,915	14,050	-	(19,208)	50,757
Computer equipment	24,958	45,626	-	(30,322)	40,262
Curricular furniture & fittings	423,830	26,024	-	(56,962)	392,892
Electronic equipment	7,908	95,085	-	(6,980)	96,013
Furniture and fittings	205,648	31,273	-	(39,619)	197,302
Library resources	17,769	10,768	-	(9,538)	18,999
Motor vehicles	41,476	-	-	(20,003)	21,473
Musical equipment	7,432	11,491	-	(5,157)	13,766
Plant and equipment	126,897	33,684	-	(58,229)	102,352
Sports equipment	555,090	76,624	-	(87,073)	544,641
Leased equipment	93,529	17,720	-	(53,663)	57,586
Work in Progress	-	742,391	-	-	742,391
	1,560,452	1,104,736	-	(386,754)	2,278,434

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Audio visual	216,232	165,475	50,757	202,182	146,267	55,915
Computer equipment	673,874	633,612	40,262	628,249	603,291	24,958
Curricular furniture & fittings	982,609	589,717	392,892	956,585	532,755	423,830
Electronic equipment	156,229	60,216	96,013	61,144	53,236	7,908
Furniture and fittings	682,071	484,769	197,302	650,798	445,150	205,648
Library resources	47,691	28,692	18,999	44,937	27,168	17,769
Motor vehicles	245,944	224,471	21,473	245,944	204,468	41,476
Musical equipment	94,769	81,003	13,766	83,278	75,846	7,432
Plant and equipment	1,210,122	1,107,770	102,352	1,176,438	1,049,541	126,897
Sports equipment	1,077,006	532,365	544,641	1,000,382	445,292	555,090
Leased equipment	207,089	149,503	57,586	200,099	106,570	93,529
Work in Progress	742,391	-	742,391	-	-	-
	6,336,027	4,057,593	2,278,434	5,250,036	3,689,584	1,560,452

The net carrying value of equipment held under a finance lease is \$57,586 (2022: \$93,529)

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
14. Accounts payable						
Operating Creditors	327,218	350,000	238,038	327,218	350,000	238,038
Accruals	290,336	250,000	148,653	309,184	268,500	167,318
Accruals for PPE items	586,853	500,000	66,432	586,853	500,000	66,432
Employee entitlements - salaries	820,969	800,000	761,318	820,969	800,000	761,318
Employee entitlements - leave accrual	296,772	280,000	265,348	296,772	280,000	265,348
	2,322,148	2,180,000	1,479,789	2,340,996	2,198,500	1,498,454
Payables for Exchange Transactions	2,314,579	2,171,000	1,469,844	2,333,427	2,189,500	1,488,509
Payables for Non-exchange Transactions -						
Taxes payable - PAYE and rates	7,569	9,000	9,945	7,569	9,000	9,945
	2,322,148	2,180,000	1,479,789	2,340,996	2,198,500	1,498,454

15. Borrowings

As at 31 December 2023 the College had loans of \$Nil (31 December 2022 \$Nil)

Notes to the Group Financial Statements

For the year ended 31 December 2023

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
16. Revenue received in advance						
International student fees	839,586	720,000	681,809	839,586	720,000	681,809
Student trips & other activities	256,759	280,000	290,535	256,759	280,000	290,535
Rugby Development and other funds	65,880	60,000	69,946	65,880	60,000	69,946
Deposits received in advance	652,485	600,000	1,054,299	652,485	600,000	1,054,299
Grants and donations received in advance	50,000	-	50,000	76,514	20,500	65,542
	1,864,710	1,660,000	2,146,589	1,891,224	1,680,500	2,162,131

17. Provision for cyclical maintenance (School and Group)

	School and Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the start of year	540,654	540,654	524,310
Increase to the provision during the year	111,010	90,000	71,754
Use of the provision during the year	(38,635)	(90,000)	(55,410)
Provision at the end of the year	613,029	540,654	540,654
Current portion	241,046	225,111	225,111
Term portion	371,983	315,543	315,543
	613,029	540,654	540,654

18. Finance Lease Liability

The Group has entered into finance lease agreements for Teachers' laptops and photocopiers. Minimum lease payments payable:

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
No Later than One Year	49,557	49,850	59,520	49,557	49,850	59,520
Later than One Year and no Later than Five Years	18,803	19,000	50,646	18,803	19,000	50,646
Future Finance Charges	(4,494)	(4,592)	(8,687)	(4,494)	(4,592)	(8,687)
	63,866	64,258	101,479	63,866	64,258	101,479

19. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
Funds held in trust on behalf of third parties - current						
Homestay funds international students	307,849	300,000	221,413	307,849	300,000	221,413
Attendance dues payable to Proprietor	53,060	55,000	43,161	53,060	55,000	43,161
Building funds payable to Proprietor	2,693	2,500	1,083	2,693	2,500	1,083
Contributions payable to Foundation	37,266	40,000	68,251	-	-	-
	400,868	397,500	333,908	363,602	357,500	265,657

These funds relate to arrangements where the school is acting as an agent and therefore are not included in the consolidated statement of comprehensive revenue and expense.

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

20. Related party transactions (School and Group)

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

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

The Proprietor of the School, the Roman Catholic Bishop of Auckland, is a related party of the School Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred have been disclosed appropriately. If the Proprietor collects funds on behalf of the School (or vice versa), the amounts are disclosed.

In 2023 the St Peter's College Foundation Trust donated \$1,000,000 to the Proprietor towards planned building projects. (2022:\$2,372,436, which included donations for full repayment of loans taken out by the Proprietor for building works at St Peter's College)

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and special character donations payable to the Proprietor. The amounts collected in total in 2023 were \$1,064,427 (2022: \$996,412). These do not represent revenue in the financial statements of the School. Any balance not transferred at the year end is treated as a liability. The total funds held by the School on behalf of the Proprietor at 31 December 2023 are \$53,060 (2022: \$43,161).

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during 2023 is included in the Statement of Comprehensive Revenue & Expense as "Use of land and buildings".

The School received donations of \$10,524 in advance during the year for the St Peter's College Foundation (2022: \$Nil). The Foundation is considered to be a related party by virtue of the fact it is controlled by the School.

During the year the Foundation paid donations of \$1,234,398 to the School. (2022 \$1,144,431)

21. Remuneration (School and Group)

Key management personnel compensation

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

	2023 Actual	2022 Actual
	\$	\$
Board members and Foundation trustees		
Board members remuneration	5,480	5,665
Full-time equivalent members	0.70	0.70
St Peter's College Foundation trustees remuneration	30,000	24,000
Full-time equivalent members	0.12	-
	<u>35,480</u>	<u>29,665</u>
Leadership team		
Remuneration	2,136,860	1,950,608
Full-time equivalent members	16.0	15.5
Total key management personnel remuneration	<u>2,172,340</u>	<u>1,980,273</u>
Total full-time equivalent personnel	<u>16.82</u>	<u>16.32</u>

There are fourteen members of the Board excluding the Headmaster. The Board held eight full meetings of the Board in the 2023 year. The Board also has a six member Finance committee which meets eight times a year, a four member Property Committee, a five member Policy Committee plus a three member Employment Relations Committee and a three member Principal's Appraisal Committee which meet as required. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

Headmaster

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230-240	220-230
Benefits and Other Emoluments	5-6	4-5
Termination Benefits	-	-

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
150 - 160	2	2
140 - 150	4	0
130 - 140	1	2
120 - 130	7	3
110 - 120	13	7
100 - 110	25	19
	52	33

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

22. Equitable Leasehold Interest (School and Group)

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid for in whole or part by the Board of Trustees, either from government funding or community raised funds.

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interests are amortised according to the economic life of the capital works assets involved as listed below. The interest may be realised on the sale of the capital works by the Proprietor or the closure of the College.

The major capital works assets included in the equitable leasehold interest are:

Asset	Net Book Value at 31/12/23	Net Book Value at 31/12/22	Amortisation 2023 \$	Remaining Economic Life (years)
L Block classrooms	33,444	37,623	4,179	8
B Block laboratories	131,437	141,548	10,111	13
Sports Pavilion	113,434	120,524	7,090	16
Middle School	280,414	294,435	14,021	20
Shade area	22,304	24,332	2,028	11
TOTAL	581,033	618,462	37,429	

These assets were transferred from Fixed Assets on 31/12/2007.

23. Contingencies (School and Group)

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts on specific individuals which is expected to resolve the liability for school boards.

24. Commitments (School and Group)

(a) Capital Commitments

As at 31 December 2023 the Board had capital commitments of \$157,342 (2022:Nil) as a result of entering the following contracts:

- 1) Purchase of two Ford minibuses, contract cost \$128,194
- 2) Carpet and blinds for A block classrooms, contract cost \$29,148

There has been no spend to date on either of these contracts.

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

(b) Operating Commitments (School and Group)

As at 31 December 2023 the Board had entered into the following contracts:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Operating Leases for Motor Vehicles			
No later than one year	12,346	16,654	13,003
Later than one year and no more than 5 years	6,466	24,866	13,520
	<u>18,812</u>	<u>41,520</u>	<u>26,523</u>

25. Financial Instruments

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

Financial assets measured at amortised cost

	School			Group		
	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
Cash and Cash Equivalents	1,816,473	1,007,578	1,936,362	1,946,148	1,027,006	1,940,116
Receivables	948,848	853,500	690,327	1,042,012	923,500	732,845
Investments - Term Deposits	3,979,153	3,665,000	3,495,681	7,589,829	6,912,775	6,007,255
Total Financial Assets Measured at Amortised Cost	6,744,474	5,526,078	6,122,370	10,577,989	8,863,281	8,680,216

Financial liabilities measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$	\$	\$	\$
Payables	2,322,148	2,180,000	1,479,789	2,340,996	2,198,500	1,498,454
Finance leases	63,866	101,479	101,479	63,866	101,479	101,479
Total Financial Liabilities Measured at Amortised Cost	2,386,014	2,281,479	1,581,268	2,404,862	2,299,979	1,599,933

26. Reserved equity

Teachers' Scholarship fund

Opening balance 1 January	-	-	-	575,926	575,926	572,918
Plus interest received	-	-	-	27,852	25,000	13,008
Less payments made	-	-	-	(18,856)	(25,000)	(10,000)
Closing balance 31 December	-	-	-	584,922	575,926	575,926

Events Scholarship Fund

Opening balance 1 January	-	-	-	354,141	354,141	346,787
Plus interest received	-	-	-	17,932	17,000	7,354
Closing balance 31 December	-	-	-	372,073	371,141	354,141

Rugby Development Fund

Opening balance 1 January	-	-	-	76,133	76,133	93,874
Plus interest received	-	-	-	4,758	4,400	2,259
Less payments made	-	-	-	-	-	(20,000)
Closing balance 31 December	-	-	-	80,891	80,533	76,133

Turf Replacement Fund

Opening balance 1 January	-	-	-	627,377	627,377	564,582
Plus interest received	-	-	-	27,599	24,200	10,795
Less transferred to general funds	-	-	-	(654,976)	(651,577)	52,000
Closing balance 31 December	-	-	-	-	-	627,377

Edmund Rice Student Scholarship Fund

Opening balance 1 January	-	-	-	233,512	233,512	-
Plus interest received	-	-	-	11,065	9,400	4,314
Plus fundraising income	-	-	-	8,171	10,000	9,953
Plus donated to fund	-	-	-	8,400	5,000	234,245
Less payments made	-	-	-	(15,000)	(15,000)	(15,000)
Closing balance 31 December	-	-	-	246,148	242,912	233,512

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2023

27. Events After Balance Date

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

28. Investment in Subsidiaries

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

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group	
			2023	2022
St Peter's College Foundation Trust	Raising funds	Auckland	100%	100%

The Trust has a 31 December balance date, is 100% owned by the School, and is a registered charity domiciled in New Zealand.

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

29. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST PETER'S COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Peter's College (the School) and its controlled entities (**collectively referred to as 'the Group'**). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School and Group on his behalf.

Opinion

We have audited the financial statements of the School and Group on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

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

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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 School and Group's approved budget.

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

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

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

financial statements or, if such disclosures are inadequate, to modify our opinion. Our **conclusions are based on the audit evidence obtained up to the date of our auditor's** report. However, future events or conditions may cause the School and Group to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements, and our **auditor's report thereon.**

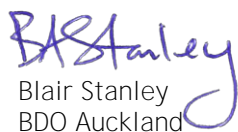
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

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



Blair Stanley
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

Headmaster's Report

Vision

"St Peter's builds outstanding men"

Values

A Man of Excellence

A Man of Service

A Man of Presence

A Man of Respect

A Man of Faith

A Man of Heart

College Goals 2023

Academic:

"To deepen student engagement in their learning".

Catholic Character:

"To live out our faith through respect".

Pastoral Care:

**"To deepen the understanding of what it means to be a
St Peter's man".**

Roll 2023

1st March 2023 Roll	1309
1st July 2023 Roll	1306
1st September 2023 Roll	1304

Ethnicity 1 as Percentage of Current Roll (1298) as at 1 November 2023	
Ethnic Group	%
Māori	12.20
African	0.38
Chinese	4.80
Cook Islands Māori	0.69
Fijian	0.99
Filipino	3.90
Indian	5.40
Latin American	0.76
Middle Eastern	0.23
NZ European	49.60
Other Asian	3.20
Other European	1.31
Other Pacific Peoples	0.75
Samoan	11.50
Tongan	5.60
* includes International Students	

College Staff 2023

Title	First Name	Last Name	Qualifications	Position	Department
Mrs	Bridie	Abley	CA (AUT)	Accountant	Admin
Mr	John	Ackland	MA (Auck) Dip T	Commerce Teacher	Commerce
Mr	'Ofa	Afungia	BSc (Auck) Dip T	Mathematics Teacher	Mathematics
Mr	Walter	Alvarez	BComp (Chaco, Argentina) Dip ASEng	ICT Manager	Admin
Mrs	Andrea	Alvarez		Edmund's Shop Manager	Admin
Mrs	Catherine	Amos	MA (Hons) (Auck) Dip T	Year 8 Teacher	Middle School
Mr	Jay	Atuluwage	MSc (Colombo) Dip T	Mathematics Teacher	Mathematics
Mr	Kevin	Barker	BSc (Canterbury) Dip T	HOF Science	Science
Ms	Nichola	Barnden	BVA (Auck) Dip T	HOF Art	Art
Mr	Jono	Bay	BCITO Dip T GDE	HOF Technology	Technology
Mr	James	Bentley	MEd Admin (Hons) BCom (Otago) BA Dip T	Headmaster	Senior Leadership
Mr	Matt	Bindon	MA (UCL) BSc (Auck) Dip T	HOF Mathematics	Mathematics
Mrs	Marie	Birnie	BA (Auck) Dip T	Learning Support Administrator (Left August 2023)	Admin
Mrs	Clare	Bradley	BA (Hons) (Manchester) PGCE (Manchester)	English Teacher	English
Miss	Marion	Breinhorst	BA (Auck) BFA (Auck) Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Mr	Brad	Bridges	BTec (Massey) Dip T	Year 11 Academic Dean / Mathematics Teacher	Mathematics
Mr	Andrew	Brown	BSc (Wales) PGCE	Science Teacher / Head of Sustainability	Science
Mrs	Gillian	Chisholm	DipNurs (Carrington)	Teacher Aide	Learning Support
Mrs	Lynore	Conelly		Events Manager	Admin
Mrs	Claire	Conroy	RN (Auck AHB) BNurs (Whitireia)	School Nurse	Admin
Mrs	Brenda	Dargaville	BBus (AUT)	Curriculum Administrator	Admin

Miss	Helen	Davidson	BSc (Auck) Dip T	Year 9 & 10 Academic Dean / Science Teacher (On Parental Leave from Term 4)	Science
Miss	Lynne	Dell	BSC(Hons) (Rhode) Dip T	Year 12 Academic Dean / Science Teacher	Science
Mrs	Anna	Drumm		Sports Administrator (Left November 2023)	Admin
Mrs	Lisa	Duffy		Enrolments Administrator	Admin
Mr	George	Dumitrache	BECOM (Romania) Dip T	Humanities Teacher	Humanities
Mrs	Loryn	Erskine-Shaw	BSocSc (Waikato) Dip T	Teacher Aide	Learning Support
Mr	Neil	Finnigan	BSc (Leicester) PGCE	Year 8 Teacher	Middle School
Dr	Matthew	Flannagan	PhD (Otago) MSocSci (Hons) BSocSci Dip T	Theology & Philosophy Teacher (On leave since Term 2)	Theology & Philosophy
Mrs	Veronica	Fouhy Mullin	BA (Auck) BTheo (Auck) Dip T Mast Religious Education (ACU) MEL (ACU)	Theology & Philosophy Teacher	Theology & Philosophy
Mr	Mitchell	Freestone- Leong	BSc (Auck) Dip T	Mathematics Teacher	Mathematics
Mr	Brett	Fricker	BA (Auck) Dip T	Head of Year 12 Leadership	Leadership
Mr	Ujitha	Galappaththige	BSc (Auck) Dip T	Assistant HOF Science	Science
Mr	John	Gayfer	LLB, BCom (Auck) Dip T	Year 7 Teacher	Middle School
Mrs	Marina	Gonsalves		Music Administrator	Admin
Mr	Mikey	Graham	Dip Exercise & Prescription NZIS Certificate Sport Management NZIS	Director of Basketball (Left November 2023)	Admin
Mrs	Maree	Grant		Learning Support Administrator	Admin
Mrs	Francis	Gray		Sports Administrator	Admin
Mr	Patrick	Griffith	BA (Otago) Dip T	English Teacher	English
Mr	Cristian	Gutierrez	MPS (Auck) BEd (Chile) Dip T	Spanish Teacher	Languages
Mrs	Michelle	Hall		Receptionist	Admin
Mr	George	Hanham	BPhEd (Auck)	PE Teacher (Left April 2023)	Physical Education
Mr	Grant	Hansen	BPed (Otago) Dip T	Deputy Headmaster Pastoral Care	Senior Leadership
Miss	Mei-Lin	Hansen	PhD Eng Lit (Auck)	Teacher Aide	Learning Support
Miss	Bethany	Hardie	BSc (Cant)	Māori Teacher	Languages

			BEd (Hons) (Auck) Dip Te Aupikitanga Ki Te Reo Kairangi (Te Wananga o Aotearoa) Dip T		
Miss	Lizzie	Harknett	MTchLn (Otago) BA (Otago)	English/Humanities Teacher (Left April 2023)	English & Humanities
Mr	Peter	Harris	BSc (Witwatersrand) Dip T	Head of Physics	Science
Mrs	Carolyn	Herbert	Diploma in Literacy Medium	Literacy	Middle School
Mr	James	Hogg		Property Manager	Admin
Mr	Stuart	Hogg	BPhEd (Auck)	Director of Football / Physical Education Tchr	Physical Education
Ms	Lisa-Marie	Howard	BA (Auck) PG Dip Bus Admin (Massey) Dip T (Auck)	English Teacher	English
Ms	Viv	Howard	BBS (OP) Dip T	HOF Learning Support	Learning Support
Mr	Hao	Hu	BDesign (Unitec) Dip T	Art Teacher	Art
Mr	Stacy	Humpage	BA (Auck) Dip T	HOF English	English
Ms	Vanessa	Inskeep	LLB (Otago) Dip T	English Teacher	English
Ms	Elinora	Iversen	BMusic (Trinity) Dip T	HOF Academic Music (Parental Leave from November 2023)	Music
Mr	Samuel	Jackson		Director of Rowing	Admin
Mrs	Sani	Jacob	BCom (NUS) Grad Bus (AUT)	Accounts	Admin
Mr	Matthew	Johnson	BSE (SIT) Dip T	Year 7 Teacher	Middle School
Mr	Jakub	Kalinowski	MEL (ACU) BA (Auck) Dip T PgD AP	HOF Humanities	Humanities
Mr	Hayden	Kingdon	MSSL (Victoria) BA (Massey) Dip T	Associate Headmaster	Senior Leadership
Mr	Brett	Kingstone	BA (Auck) Dip T Dip Coaching	Head of Year 10/ English Teacher	English
Mrs	Amanda	Kohlhase		Facilities Manager/ Fees Administrator	Admin
Mr	Toby	Kroon	BA (Otago) Dip T	Humanities Teacher	Humanities
Miss	Justine	Lee	BA (Auck) BMus	ESOL/Mandarin Teacher	ESOL

			Dip T		
Miss	Deborah	Leilua	BA (Auck) Dip T	English/Media Teacher (On Study Leave 2023)	English
Mr	Parusi	Lemalu	BEd (Auck)	Year 7 Teacher	Middle School
Mrs	Callena	Lewis		Attendance Manager	Admin
Mr	Christopher	Lim	MSc (Singapore) BSc (Iowa State) Dip Ed	Technology Teacher	Technology
Mr	Tim	MacKenzie	BA (Auck) MA (Auck) Dip Arts Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Miss	Rachel	Mackereth	BEd (Auck)	Year 7 Teacher	Middle School
Ms	Sue	Maloney	MCounselling (Massey) BPhEd (Otago) Dip T	Guidance Counsellor	Guidance Counsellor
Mr	Paul	Maskery	BEd (Auck) PG EdL	Head of Middle School Curriculum / Year 8 Teacher	Middle School
Mr	Facundo	Massochi	LLB (Buenos Aires)	Teacher Aide	Learning Support
Miss	Natalie	Matulovic	BA (Auck) Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Ms	Catherine	McKeever	BMLS (Otago)	Lab Technician	Admin
Mr	Maurice	McKinley	TTC Dip T	Year 8 Teacher	Middle School
Mr	James	McLauchlan	BSE (AUT)	HOF Physical Education	Physical Education
Mrs	Julie	Milham		International Homestay Coordinator	Admin
Mr	Gerhard	Moerdyk	BBs (AUT) Dip T	Year 9 Transition Dean / Year 7 Teacher	Middle School
Mr	Toa	Mokalei		Groundsman	Property
Miss	Kate	Mora	BAGriCommerce (Massey) Dip T	Head of Year 9 Commerce Teacher	Commerce
Mr	Finlay	Morris		Teacher Aide (Left September 2023)	Learning Support
Mr	Michael	Mullin	MEL (ACU) BCom (Canterbury) Dip T	Deputy Headmaster Curriculum	Senior Leadership
Mrs	Rosita	Murray		Library Manager	Admin
Mr	Conor	O'Rourke	BA (Otago) MTL (Cant)	Humanities Teacher	Humanities
Mr	James	Pepping	LLB, BA (Auck) PGDip Theo Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Mr	Samuel	Phillips	BA (Auckland) Dip T	Commerce Teacher	Commerce
Mr	Ben	Plummer	MEL (AUT) BA (Hons) (Brighton)	Science Teacher	Science

Mr	Blake	Plummer	BA (Otago) Dip T	Head of Year 7 / Year 7 Teacher	Middle School
Mr	Joshua	Plummer	BSc (Auck) Dip T	Humanities Teacher (Left July 2023)	Humanities
Mr	Antun	Poljanich	MC (St Petersburg) BA (Hons) (Sarajevo)	HOF Performance Music	Music
Mrs	Helen	Prangnell	MCom (Auck) BSc BCom Dip T	Mathematics Teacher	Mathematics
Mr	Stephen	Rewcastle	BCom (Auck) Dip T	HOF Commerce	Commerce
Dr	Andrew	Rogers	PhD (Otago) BSc (Hons) (Otago) MBA (La Trobe) Dip T	Head of Chemistry	Science
Mr	Conor	Shea	BSc (Hons) (Auck) Dip T	Head of Year 11 / Science Teacher	Science
Mr	Cameron	Sitters	BA (Hons) (Auck) Dip T	Humanities Teacher / Academic Leaders Academy	Humanities
Mr	Matthew	Skeen	BEd (Auck)	Deputy Headmaster Middle School	Senior Leadership
Mr	Nic	Slade	Dip PT (Gloucester)	Director of Sport	Admin/Sport
Mr	Andrew	Smith	BA (Hons) (Sheffield) PGCE	Director of Cricket / Physical Education Teacher	Physical Education
Mr	Jonathan	Smith	MEL (Hons) (Auck) BSc (Vic) BCA (Vic) Dip T	Humanities Teacher	Humanities
Miss	Rosie	Steuart- Muirhead	BA (Cant) MTL (Cant)	English Teacher (Left July 2023)	English
Mr	Ryan	Stevens	BSc (Cape Town) Dip T	Science Teacher/ Exam Co-Ordinator	Science
Dr	Dan	Stollenwerk	PhD (Salamanca) MA (Pontifical) BA (Notre Dame)	HOF Theology & Philosophy	Theology & Philosophy
Mr	Mike	Synott		Groundsman	Property
Mr	David	Thomas	BBS (Massey) Dip T	Director of Rugby / Commerce Teacher	Sport
Mrs	Margaret	Trenberth	NZ Diploma in Business (Unitec) NZIM Diploma in Management (Unitec)	Accounts/Finance/Payroll	Admin
Mrs	Anna	Turnbull		Middle School Administrator	Admin
Mr	Damish	Umar	BA (Auck) Dip T	Head of Year 12 / Humanities Teacher / Director of Hockey	Humanities
Ms	Kerry	van Alphen		Headmaster's PA / BOT Secretary	Admin

Mr	Alistair	Van de Water	BA (Auck) Dip T	Assistant HOF English / Year 13 Academic Dean	English
Mr	Nicholas	Van Oldenborgh	BA (Hons) (AUT) BBS (AUT) Dip T	Year 9 & 10 Academic Dean (from Term 4) / Technology Teacher	Technology
Mr	Alex	Wells	BE (Cardiff) PGCE	Assistant HOF Mathematics	Mathematics
Mr	Luke	Williams	BA (Auck) Dip T	Head of Year 9 / Humanities Teacher (Left May 2023)	Humanities
Miss	Aleesha	Wilshire	BEd (Auck)	Year 8 Teacher	Middle School
Mr	David	Win	BA (Hons) (Auck) Dip T	English/Media Studies Teacher	English
Miss	Claudia	Wollaston	MAppSc (Otago) MTL(Cant)	Physical Education Teacher	Physical Education
Mr	Simon	Wood	MEL BBus (AUT) Dip T	Head of Year 8 / Year 8 Teacher	Middle School
Ms	Vivienne	Wu	BBus (Massey)	International Administrator	Admin
Mr	Bear	Xiong	BSc (Canterbury) Dip T	Mathematics Teacher	Mathematics
Ms	Bingmei	Zhang	MA (Auck) BA (Zheng Zhou China) Dip English (Auck) Dip Media (Auck) Dip T MPS (Auck)	HOF Languages / Mandarin Teacher	Languages
Mr	John	Zhang	BA (Hebei) Dip Ed	International Director	Languages

College Governance 2023

Name	BOT Position	Started	Finished
Craig Mulholland	Parent Representative – Chair Proprietor's Representative - Chair	June 2016 September 2022	September 2022
Michael Alofa	Parent Representative	September 2022	
James Bentley	Headmaster	January 2016	
Emily Coffey Baron	Parent Representative Deputy Chair (from October 2022)	May 2019	
Nigel De Frere	Parent Representative	May 2019	
Leonardo Flores McAlpine	Student Representative	September 2023	
Katrina Gardiner	Proprietor's Representative	September 2022	
Dafydd Hastings	Student Representative	September 2022	September 2023
Shelley Kopu	Parent Representative	September 2022	
David Lynch	Parent Representative	September 2022	
Rebecca McPherson	Parent Representative	September 2022	
Craig Nicholson	Parent Representative – Deputy Chair Parent Representative (Co-opted)	May 2013 September 2022	September 2022
Blake Plummer	Staff Representative	September 2022	
Matt Srhoj	Parent Representative	May 2019	
Kerry van Alphen	BOT Secretary	Dec 2019	
Tarewa Williams	Proprietor's Representative	March 2022	
Marieke Zieleman	Proprietor's Representative	March 2022	

Student Prefects 2023

Name	Position
Dominic Simmons	Head Boy
Makaleb Ualesi	Deputy, Catholic Character
Charlie Bent	Deputy, College Life
Shay Reid	Deputy, Student Welfare & Bodkin
Dominic Arnerich	Year 8
Connor Casford	Sustainability
Joshua Ceniza	Mission
Cedric Charles	Special Character
Oliver Donaldson	College Communication
Oliver Dooley	Year 7
Toby Duff	International
Harley Fong	Music
Toby Gordon	Wellbeing
Archie Lamont-Bowden	Academics
Cass McNamara	Nolan
Ralph Ocfemia	Year 9 & 10
Tomas Ogden	Community
Lincoln Pakipaki	Cultural Groups
Frederick Pomee	Rice
Alex Reid	Lynch
Keir Robertson	Bodkin
Sam Wall	Service
Jack Whitcombe	Treacy
Josh White	Edmund Rice
Bailey Woolliams	O'Driscoll
Sam Wyllie	Sport

Catholic Character

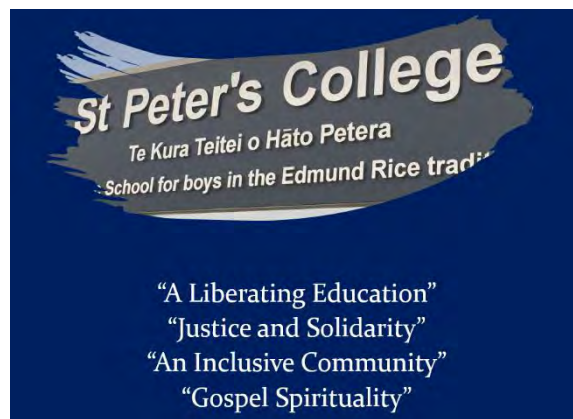
(Assistant Headmaster: Mr Hayden Kingdon)

2023 Highlights and Successes

- Weekly Eucharist was held in the Chapel of St Peter, including rotated House Masses and Middle School Masses.
- A Sacramental Programme ran, organised by Mrs Catherine Amos (Middle School Director of Religious Studies). 25 students were prepared for Baptism and/or Confirmation and Eucharist.
- Service involved Houses targeting environmental needs throughout the Auckland region.
- Excellence in service was acknowledge with a new Service Badge for students with 3 years of outstanding service.
- We had a record year of financial support for causes and service groups: \$35,000 in total for Edmund Rice Camps, victims of the Auckland floods, victims of Cyclone Gabrielle, Pink Shirt Day + Shave for a Cure.
- SPC students donated over 3000 cans toward the Cans for Christmas appeal.
- Quest Retreat ran in Term 2 **and returned to partnering with St Mary's and the hosting of** Year 9 students in the homes of Year 12 Peer Ministers.
- Kairos retreats were held in July and December.
- Prefects ran daily prayer on the Top Yard each morning at Assembly.
- The Catholic Character Group had over 20 members, comprised of Year 12 and 13 students. The group was run by Assistant Director of Mission Mr Tim MacKenzie.
- The Edmund Rice group took part in service outreach, playing music in rest homes.
- The Year 12 Retreat ran in its revamped form for a third year.

2024 Directions and Initiatives

- Quest Retreat for Year 9, including the Year 12 and 13 leaders and Year 12 girls partner school, will continue.
- **The Annual 'Burger n' Fries Convo' for Year 10 Students and Dads will run at the end of** Year 10 Retreat days.
- A new Year 11 Retreat programme that continues with the Year 10 Retreat theme of Values will run in Term 1.
- Kairos Retreats will continue to run for Year 12 and 13 students.
- **The St Peter's Service Programmes and House Service initiatives will continue.**
- The Catholic Character, Edmund Rice, and Young Vinnies Groups will all run.
- Weekly Masses and the Midday Two Minutes Silence will continue.
- A Sacramental Programme will run.



Pastoral Care

(Deputy Headmaster: Mr Grant Hansen)

2023 Highlights and Successes:

- The role of the Academic Dean has proved to be well received and there has been greater alignment in the role this year with the Head of Years. Miss Helen Davidson left for maternity leave in Term 4 and Mr. Nicholas Van Oldenborgh has been appointed as the new Year 9 and 10 Academic Dean. We look forward to the relationship he will have with the Pastoral Care Team.
- Due to clear communication and constant reinforcement at assembly, there has been minimal social media / cyber bullying incidents. Clear expectations and constant upskilling of teachers has been the key to this success.
- There has been upskilling of teachers to ensure a **consistent** expectations of students at **St Peter's College, with emphasis on:**
 - Engagement
 - Pastoral care
 - Academic achievements
 - Attendance percentages
- All the Head of Years are well organised and bring real strengths to their roles. The collegiality amongst HOYs results in constant professional development and upskilling in their roles. The collective strength of this team is a vital ingredient in the **School's success.**
- The external School events have all run very smoothly and the feedback has been extremely positive. I am pleased to report that compliments from the public far outweigh complaints. The way the boys carry themselves in public reflects very positively on the School.
- The effective and very efficient turnaround of serious breaches of School rules adds to the strength of the School and its values.
- Formal assemblies are a wonderful way to create School culture, to promote and celebrate the success of our students and engage the expertise of our community to deliver key life messages to our students.
- Prefects Initiatives in 2023 – I have collaborated closely with the Prefect team, helping them with presentations delivered at school assemblies. The Prefects are highly effective at **delivering keys messages that align to the School's values, messages from the Prefects to their peers** are equally successful. So far this year the Prefect group has presented on:
 - The effects of vaping
 - Respect towards females
 - Mental health awareness
 - Bullying
 - Introducing a school song
- These presentations have been very well received by the student body.

2024 Key Directions and Initiatives:

- **Increased tracking of students' co-curricular commitments** (2 co-curricular activities is the minimum).
 - Deputy Headmaster Pastoral Care to connect with students and parents as to why some students are not involved in any co-curricular commitments. This will have a direct effect on the reduced number of discipline hearings.
 - The Head of Years will survey their cohorts to get a clear picture of who is not involved in any co-curricular activities.
- The Heads of Year to provide a clearer picture of at-risk students. This information needs to be in greater detail so the Deputy Headmaster can pass this information on (where

relevant and when deemed necessary) to the SLT and relevant teachers. Details on the following should be included (but not limited to):

- Students whose parents are ill.
- Students whose siblings are ill.
- Students who come from difficult home situations
- Students who are exposed to domestic challenges.
- The HOYs to have a more detailed follow-up with students who have a low attendance record.
 - The expectation for attendance is a minimum of 90%. HOYs will make direct contact with parents of students who fall below this level to seek clarity on why this is happening and establish a positive intervention to reduce this from reoccurring (the figure of 90% attendance is above the expectations of other schools)
- Regular grooming and uniform checks at Yard Assembly, with parents being informed if their sons are required to immediately remedy any breach.
- Regular promotion and celebration of student achievement and positive feedback received from the public. This is done very well at the School, and it is important that ALL students strive to be recognised for positive achievements from **ALL** areas of School life.
- Further professional development for the Head of Year. Each Head of Year to attend professional development courses on topics that specifically relate to pastoral care. Each HOY would then report back to the Pastoral Care Team in detail, as well as a summarised account to the staff in general.
- Continuation of HOY visits to other schools. The establishment of reciprocal visits with other **schools to bring back "best practice" ideas which could be adapted to St Peter's College.**
- The continuation of our proactive role, rather than a reactive role in the use of social media by our students – this will be a focus and is part of my major strategic project for 2024.



Middle School

(Deputy Headmaster: Mr Matt Skeen)

2022/2023 Key Achievements and Successes:

- Assessing **our students' academic achievement in a more balanced and streamline process**. Each subject was assessed across two examination papers at the Mid-year and End of year points. This allowed students to not have to sit for so long – in turn having better output in their assessments. Furthermore, it reflects what occurs in the senior assessments.
- Ensuring each core-subject had an internal like assessment before the End of year examinations. These assessments counted towards their examination mark – and gave students exposure to what it is like submitting an internal. Again, this reflected what occurs for some senior students when being assessed in their later years at the college.
- The adaptation and re develop parts of our 100-day induction programme. Mainly through incorporating a more reflective process to it via the use of a journal. Furthermore, we held an official, formal ending to this programme in early Term 3 with parents, and Year 12 buddies involved.
- Our buddy programme for Year 7 – changed to incorporate Year 12 students (not Year 11s). This allowed Year 12 students another chance to develop leadership and communication skills. Furthermore, it gave our year 7 men a buddy who had more maturity and experience.
- The promotion of water polo and aiding in the development of those players using the Middle School Wednesday sport time to take a group of those students to the Olympic Pools in Newmarket for specific swim fitness training.
- Expanding our existing sports exchange programme to include water polo during Term 2, and organising exchange fixtures with schools beyond our traditional exchange partners who we have successfully organised one-off games in the past e.g., Royal Oak Intermediate, Balmoral Intermediate, Auckland Normal Intermediate, etc.
- Transferring of new entrant profile forms from primary schools in our CoL from hard copy to online. This has provided us with more detail around incoming students and allowing the data to be analysed more effectively.

2024 Key Directions and Initiatives:

- To look into incorporating a timetabled period each week in year 7 and 8 – whereby students are **explicitly taught the key values and attributes of a St Peter's College** man. This to follow on from the SPC Man programme that was introduced this year in the senior school.
- 2024 target goals for Mathematics and English is that the combined Year 7 and 8 mean is 70% or higher.
- That our MidYIS data shows that our cohorts average development is greater than the average national cohort in all three areas: English, Mathematics and Science.
- To look into the possibility of hosting new entrants on more than one occasion to school in Term 4 – the year before they start. Increasing our transitioning window – where **new students can be further observed and welcomed to St Peter's College**.
- The creation of a breakfast club for **Māori** and Pasifika students. This club would be multi-dimensional – creating a space to support students academically, culturally and be reflective to the needs of the students. It would be solely for middle school students.
- Looking at creating an Annual Middle School Sports exchange with a school from outside Auckland – Perhaps in Term 2.

- The transfer of all profile cards to digital to then be stored on KAMAR to be done for our 2025 entrants. This allows for more accurate class makeup to reduce hot spots of negative behaviour in certain classes.
- To grow the Middle School choir numbers. The Goal is to have a choir of at least 35 students in 2024.



Academic Faculties

Academic Music (Head of Faculty: Ms Elinora Iversen)

2023 Highlights and Successes

- Alex Martin achieved Scholarship.
- **60% of A's in IGCSE music as a Year 10 cohort.**
- Merit Endorsements in Levels 1 and 2.

2024 Key Directions and Initiatives

- Increase Scholarship awards.
- Maintain high marks in IGCSE and AS/A level courses.

Careers (Head of Careers: Mrs Isobel Coleman)

2023 Highlights and Successes

- 386 individual careers appointments; focus on Year 13 and saw all year levels by referral or appointment or drop in. Some Year 13 students had more than one appointment if they required more support. Had meetings with approximately 10 parents.
- **Careers Expo with 36 exhibitors and over 500 students/whānau.**
- 15 Information sessions/talks to students in lunchtimes by providers and guests including Competenz, Bond Uni (Australia), Techtorium, all the universities and some of the polytechs. **We also ran a 'what to do with a business degree?' talk by a lecturer from University of Waikato, and past students talking about their pathway to College Sport in USA.**
- All universities returned in Term 3 to deliver Course Planning sessions to students.
- Careers department presented 15 lunchtime talks about scholarships, accommodation, trades, CVs, Studylink (student loans).
- 34 school leaver scholarships **offered (note the delineation between scholarships offered and scholarships awarded)** for students going to university in 2024 (just over \$400,000 in value). Just under 40% of the total number of scholarships offered were to **Māori and Pacific students. One scholarship was offered for an international student (Waikato University). Please note 28 of the 34 scholarships have been accepted and will be awarded.** The others were declined. The main reason for the declined scholarships is if a student was offered two scholarships to different institutions.
- 72 students applied for university accommodation, requiring a reference (CCRF – Common Confidential Reference).
- International students careers presentation in their ESOL class.
- PILOT – group of Pasifika students attended PILOT (Pacific Island Leaders of Tomorrow) in Term 1.
- Options evening presentation to Year 10 students and parents with HOFs/M Mullin.
- Sports Scholarships USA event (with Nic Slade) evening in the hall.

- Year 13 Signposting T1 (well-worth attending).
- Visit to Unitec to see the Trades school.
- Career Central, utilised and looking at alternative option going forward because I am not convinced of its value for money.
- Attended professional development sessions held by universities, tertiary institutions and CATE (Career and Transition Educators) both in person and online (online usually out of hours).
- CATE annual conference to attend (22-24 Nov 2023).
- **Leavers' Dinner.**

Current Intended Destinations Of 2023 Cohort

Destination	Number	%
Defence force applications (incl Fire Service)	5	3
Gap year/travel	6	3
Trade/apprenticeship	14	8
University/polytech	128	73
Work	19	11
To be decided	3	2
TOTAL	175 cohort	100%

More General Breakdown 2023 Cohort

Destination	Number	%
University/further education	128	73
Employment including trade, gap, travel, defence force, sport and tbd	47	27
	175 cohort	100%

The percentage of students going to university in the 2022 cohort was 85%. This year, it's less than 75%. There is a trend of more students opting to work for a year before planning to go to university later or while they decide what they want to do. This has been noticed by other colleagues in careers. One of the reasons may be the reporting of financial issues with universities, another could be a result of students making a more conscious decision or choice following Covid.

Gateway

- 30 students (Year 13) on Gateway programme plus 3 international students involved.
- 28 students completed their work placements and credits (this is up from 2022).
- A good range of workplaces including traditional trades like building and electrical as well as landscaping.
- Half of students on the programme were offered jobs from their Gateway employer.

2024 Directions and Initiatives

- Year 13 Parent/Caregiver and Student Careers Evening (booked: Tues 27 Feb 2024).
- Implement change from using Career Central to Careerwise. [Careerwise](#) is a different career guidance platform/app which helps careers departments manage the volume of events and activities we are asked to advertise to students. I am in the process of doing a free trial to see if this is the right programme for SPC. It is cheaper than Career Central, but provides support in a different way.

- Career Expo - re-position the exhibitions to make traffic better and add a few more info sessions for parents/students to attend and listen to. Continue to offer wide variety of providers (booked: 5 June 2024)
- Year level talks to Year 13 and Year 12 especially (multiple to Year 13 and just a couple of Year 12) to get clear and accurate information to all students in a timely manner. Lunchtime talks will supplement these but with lunchtime talks it does tend to be the same students **who turn up, meaning a large group don't get the information**
- **Year 10 careers programme into classes the week before activity week if doesn't clash with CATE Conference in Nov 2024**
- Re organise/refresh the posters and put visual material up on the outside board next to guidance
- AUT Trip for Year 13 students to visit university campus – June 2024
- **Pasifika and Māori scholarship sessions**
- **Pasifika and Māori outreach by universities** – arrange what to attend (EOTC) – there are a plethora of opportunities, much more than there used to be and regular changes in the way these are advertised and organised; this requires significant time on EOTC admin and time out of class for students
- Speakers in to talk about their jobs – old boys and med students etc.



Commerce (Head of Faculty: Mr Stephen Rewcastle)

2023 Highlights and Successes

- In terms of the results coming from the 2022 academic year, we were very pleased with what our students managed to accomplish. 75% of our A and AS level Cambridge Economics

students gained 70% or higher in their final exam. 73% of all NCEA Commerce students gained University Entrance in their individual Commerce subject.

- We have introduced an Investment club that was trialled this year. We want to expand it for 2024 and bring in guest speakers to talk about the economic, financial and investment world for our interested students.
- We had a student (Cedric Charles) and one of our business groups (Sailsaver) take out the top excellence award at the central Auckland Young Enterprise Scheme awards this year.

2024 Directions and Initiatives

- As numbers in NCEA Business Studies continue to grow, we are integrating our program more with the Young Enterprise Scheme (YES) and want to extend this from Year 13 to bring elements of it into Year 12 Business Studies.
- The new government is making Financial Literacy compulsory in either 2024 or 2025. In 2023 we introduced a term program of Financial Literacy to our Year 10 Business Studies students which means the large majority of Year 10 students are gaining a good understanding of financial literacy. This will be extended to student sitting NCEA Level 1 Economics and Accounting in 2024.



English (Head of Faculty: Mr Stacy Humpage)

2023 Highlights and Successes

- Consistent number of English Scholarships achieved.
- Consistent results in IGCSE & A2 English.
- Sound results for NCEA Internals across all three year levels.

2024 Directions and Initiatives

- Literacy Standards introduced (Pilot done in 2023) – Junior Programme was revised two/three years ago in anticipation of this.
- Ongoing introduction of more rigor into Media Studies (new teacher).

Humanities

(Head of Faculty: Mr Jakub Kalinowski)

2023 Highlights and Successes

- 2022 NCEA external exams: 11 Scholarships gained from the Humanities Faculty; 7 in Classical Studies and 4 in History.
- Alexander Reid – Top in New Zealand – Cambridge AS Classical Studies (94%).
- High pass rates for several courses. 50% A*- A pass rate for A-Level Classical Studies, 44% A*- A pass rate for A-Level History, and many courses with high % of A*- C grades.
- A successful senior Classical Studies trip to Greece and Italy, led by Mr Cameron Sitters, with support from Mr Conor O'Rourke, Mr Brett Fricker and Mr Andy Smith.

2024 Directions and Initiatives

- Implementation of IGCSE Geography and IGCSE History topics into the Year 10 Humanities Curriculum.
- An increase in field trips in senior Geography, and trials of field trips for junior Humanities.
- A creation of a weekly forum for students to discuss current world issues in a safe environment. This will be known as the I.C.C. (Informed Citizens Collective).
- A trial of a historical movie club to increase student interest in the Humanities. This will be known as the H.M.S. (Historical Movie Society).
- Continued preparation for the coming NCEA changes, with professional development for staff and linkages through respective subject associations.
- Implementation of new Level 1 NCEA Geography and History syllabus.

Languages

(Head of Faculty: Mrs Bingmei Zhang)

2023 Highlights and Successes:

Spanish:

- Good numbers in Year 9 and Year 10 classes.
- Good engagement overall from Years 7 to 13.
- One student taking Scholarship Spanish.
- 6 Year 12 students studied VUW online Spanish course and earned 20 credits for their **bachelor's degree in the future.**
- Annual trip to Mexican restaurant.

Māori:

- **Successful Māori Language Week** - the morning haka practice lead into a full school; interhouse haka competition the following week and last day of term. Also, students voted **for teacher speaking te reo Māori in class**.
- Kapa haka performed at Polyfest.
- SPC, Westlake Boys and Dilworth – **Ngā Tama Toa kapa haka group for Ahurea competition. Ngā Tama Toa came first in the rākau item.**
- Careers breakfast in Term 1 every Tuesday.

Chinese:

- Successfully organized the Taiwan trip.
- 6 students completed the VUW Chinese online course and earned 20 credits for their **bachelor's degree in the future.**
- Diversity of cultural activities across the full year (especially during the Chinese Language Week): making dumplings to more than 500 students, learning how to use chopsticks, food cultural exploring in some Chinese restaurants, etc.
- Junior students number increased greatly for 2024: Year 10 from 15 students this year to 37 next year; all Year **10 students will continue next year's** Year 11 Chinese learning except 2 (total number is 16 for 2024).
- Confucius Institute MLA provided efficient support.
- Year 13 Makaleb Ualesi won 2nd place in the Auckland regional Chinese Speech competition among more than 100 competitors.

2024 Directions and Initiatives

Spanish:

- Will organize Spanish language week at the end of August.
- Plan a trip to Spain for 2025 (might need to combine with other schools).
- Will participate in Spanish speech competition.
- Continually keep the good numbers for Spanish classes, especially for senior classes.

Māori:

- Introduce annual trips to cultural shows, heritage sites and marae to increase students cultural understanding.
- Will participate manu korero
- Polyfest and Ahurea

Chinese:

- Will organize the China trip in Apr, 2024 (Term 1 school holiday): subsidized by CI, 20 students places only but 35 applications (very popular).
- Continue participating the speech competition, VUW online course, etc.
- Continue to use cultural activities to encourage learning and increase learner numbers.

Learning Support

(Head of Faculty: Ms Viv Howard)

2023 Highlights and Successes

- Continuing to work with students to improve results.
- Being able to offer Teacher Aide assistance for more students in the classroom
- Finding better methods of testing students to better determine if they are eligible for Special Assessment Conditions such as readers, writers, extra time use of a computer etc.
- Being able to provide more students with Special Assessment Conditions in exams and assessment situations.
- Offering Professional Development to staff.

2024 Directions and Initiatives

- Continue to find better ways to assist students who have In-Class support so they can better access the curriculum.
- Continue to build up our list of reader/writers, especially as the number of students who require them has grown.
- Have appointed a Junior Special Education Needs Co-ordinator to work with Year 7 to 9 students alongside their teachers and a structured Literacy programme.

Library

(Library Manager: Mrs Rosita Murray)

2023 Highlights and Successes

- A quiet space for students to read quietly and a place of a safety when needed.
- Library continues to be used for functions and during exam times.

2024 Key Directions and Initiatives

- Maintain library as an attractive, quiet welcoming space to read and study.
- Keep up-to-date popular new releases.
- To continue what is best for staff and students.
- To continue to encourage Year7 & 8 students to read – “Boys who read Achieve”.

Mathematics

(Head of Faculty: Mr Matt Bindon)

2023 Highlights and Successes

- IG Exam 90% A*-D grades. 2023 May exam Results: 79% A*-D
- Martell Herrera gained award of top in New Zealand IG Maths
- High number of year 11 pupils regularly attending Scholarship classes.
- Jasper Carran Year 11: placed in top 30 for in his year group in the Otago Junior Maths Competition.
- Tino Wu year 8 and Jasper Carran year 11, awarded High Distinction in Australian Maths Competition.
- SPC hosted the Pasifika Mathex competition.

Staffing News

- As part of his Kalman prize, Brad Bridges presented his Junior Maths Programme at three weekend Auckland Maths Association Professional development days. He also presented at the NZ Maths Conference.

2024 Directions and Initiatives

- New NCEA Level 1 implementation.
Continue to build teacher capabilities.
- Continue to increase pupil outcomes.
- Continue to build depth within faculty. Teachers capable to teach key subjects.
- Continue to grow Scholarship Calculus and Statistics

Physical Education

(Head of Faculty: Mr James McLauchlan)

2023 Highlights and Successes

Junior Physical Education/SSC/Health

- Promotion of a diverse Junior Physical Education programme that provides opportunities for students to experience new sports across a range of facilities.
- A successful sports-science programme across years 9 and 10 to foster and develop knowledge and understanding in preparation for senior level Physical Education
- A developed and diverse sexuality education programme in Year 9 health that not only reflects the Catholic perspectives on sexuality education, but also emphasises the importance of healthy relationships and other relevant topics such as consent and attitudes and values towards sexuality.

Senior Physical Education

- Having a larger cohort in 2023 and achieving a higher pass rate in every assessment of Level 3 Physical Education in comparison to 2022, including a larger percentage of students achieving merit and excellence credits across all 5 internal achievement standards
- Improved overall grades in Level One, larger percentage of students achieving excellence credits.
- Maintenance of a A-C pass rate in IGCSE PE (based off of mid-year and end of year preliminary exams only)
- A significantly larger cohort in AS Level PE
- Continuation of the fostering of critical thinking across all levels to push students towards higher grades.

2024 Directions and Initiatives

- Shifting the focus of the Junior Physical Education courses to emphasise the development of character education through a PE context, in addition to the improvement of physical ability.
- Introduction of the 'inclusion' unit for year 9 PE in conjunction with the Halberg Foundation
- A well designed new NCEA Level One programme that encompasses the fundamentals of the "big ideas" introduced by the NZQA. A course that will be enjoyable and successful for all students.
- A new and improved structured Year 10 Sports Science course designed to further reflect Senior level Physical Education and better prepare students.
- Continued development of critical thinking in senior courses to foster the abilities of students to achieve higher grades.
- Continued scaffolding in IGCSE and the new AS Sport and PE course to ensure student success at all levels.

Science (Head of Faculty: Mr Kevin Barker)

2023 Highlights and Successes:

- Scholarship success; 5 in Physics, 1 in Chemistry.
- 6 students get into the second round of the NZ in Brain Bee competition.
- Year 7 students all visit Tiri-Tiri Matangi Island for a field trip.
- Year 8 students Science field trip to Tiri-Tiri Matangi Island.
- Levi Jones, William Norling and Jake Jayakody receive Highly Commended Awards at the Regional Science Fair.
- E-Pro8 Senior Team made the Grand Final. Two Intermediate teams made the Semi Final.
- CIE IGCSE A*-E pass rates 90%, 92% and 96% for Biology, Chemistry and Physics.
- CIE AS A-E pass rates 88%, 79% and 100% for Biology, Chemistry and Physics.
- CIE A2 A*-E pass rates 100%, 100% and 100% for Biology, Chemistry and Physics.
- 12 Biology complete a Rocky Shore field trip.
- 13 Biology complete conservation field trips to Meola Creek, Little Huia and Auckland Zoo.
- Ethan Wong made the second round of the Biology Olympiad.
- 1150 native trees grown and planted by Trees for Survival group in 2023.
- For the third successive year student made cheeses win awards in Air NZ Cheese Awards. **SPC Blue** wins a gold medal and best in category; **Mountain Road Blue** was awarded a bronze medal.
- **STEM** group for year 9&10 with a program of activities including cheese making, built a model aeroplane from scratch, chemical analysis, Robotics, E-Pro 8. SPC staff and STEM students continue to work on "One Foot In the Clouds Human Sustained Flight Project". A University Field Trip is planned for November.

- **E-Pro 8 senior team make the Grand Final.**
- Two boys got through to the second round of the Chemistry Olympiad) and 1 student made the Biology Olympiad camp.
- **Sustainability** two houses (Tracey and O'Driscoll) complete the chip packet project
- 12 St Peters Students attend Green Jam and NZ Secondary School Sustainability Summit.

2024 Key Directions and Initiatives:

- Continue to develop STEM Group focus.
- Develop an informatics programme with science students.
- Teach the new Level 1 Science Curriculum
- Re-align the Year 7 & 8 Science Curriculum to the new NZ Curriculum.
- Aim to incorporate sustainability into the year 7&8 Curriculum.
- Trialling sustainability initiatives around the school.
- Implement Level 1 NCEA Curriculum changes in 2024.
- Education perfect embedded in 2024 with Year 10 Science.



Technology (Head of Faculty: Mr Jono Bay)

The Technology Faculty is functioning very well as a team, they are a highly productive faculty with teachers that are highly motivated and committed to the highest achievement outcomes for students. The Faculty is very well resourced, thanks to our generous Board of Trustees.

2023 Highlights and Successes

- The New Laser Cutter has been a success so far this year with all senior DVC students getting to use it and all year 7-10 junior DVC boys getting a taste of what's to come.
- 99% pass rate in Senior Hard Materials for boys finishing 2023.
- 95% pass rate of senior boys in DVC & DVCC.
- Numbers across all technology subjects continue to grow.

- All senior hard materials classes have high numbers, with a practical rotation across 2 classes due to high demand.
- All Year 7, 8 & 9 students are getting a full taste of all Technology programs, which is tracking really well.

2024 Directions and Initiatives

- Continue to grow Technology numbers.
- The Development of Technology junior curriculum from Years 7 – 10 across all Tech subjects.
- New NCEA Level 1 Technology curriculum starting in DVC.
- Growth in Year 10 Hard Materials with 85 boys interested and only 60 spots available.

Theology and Philosophy (Head of Faculty: Dr Daniel Stollenwerk)

2023 Highlights and Successes

- **Religious Studies Scholarships:** SPC gained 18 of the 77 awarded nationwide including 2 Outstandings out of the 8 awarded nationwide (Mark Arriola and Jordan Pinto).
- **13 University of Waikato Ethics and University of Auckland Critical Thinking:** Of the 62 St Peter's College participants, 45 (73%) gained A or B; all gained university credit.
- **13 NCEA:** 90% of students gained 18 or more NCEA credits.
- **12 NCEA:** 95% of students gained 18 or more NCEA credits.
- **11 NCEA:** 93% of students gained 18 or more NCEA credits.
- **11 IG World Religions:** Maximus Parkinson, Top in NZ.

2024 Directions and Initiatives

- **Head of Faculty:** As we farewell Dan Stollenwerk in 2023, we welcome Tim MacKenzie in 2024.
- **New 11NCEA Standards** have already been drawn up and will be introduced in 2024.

Visual Arts (Head of Faculty: Ms Nichola Barnden)

2023 Highlights and Successes

- Two students awarded the Pat Hanly Creative Art Award.
- Guest speaker from Whitecliffe and an architecture student from AUT came to talk to students.
- High level of engagement from Scholarship students.
- The new AS Media and Design course integrated new technologies successfully and the work produced was of a very high standard.

2024 Directions and Initiatives

- Focus on implementing the new Level 1 standards.
- Improve and incorporate printmaking into the junior levels and Year 11.
- Look at getting A2 students to attempt Scholarship.



Cultural

Whanau Group and Kapa Haka Chair: Tama Davis

Whanau

Ka moe a tamanuiterā I a hineraumati, ka puta ko tanerore.

I Ngā rā wera, Ko te Hau ārohirohi O te Raumati, E Kī Ai Te kōrero, Te Haka A Tānerore. E Ngā whanau whānui o te kura, anei ngā huanga te tau 2023.

Under the leadership of Chair Mr Tama Davis and Deputy Chair Mrs Shelley Kopu, our Whanau had a wonderful year. Our highly engaged whanau ensured our boys were provided with numerous opportunities to connect with their language and culture.

Under the guidance of Whaea Bethany Hardie and Hemi our tutor, our Kapa boys hit the ground running early in Term 1. Following performance at the Inaugural mass, our Kapa had many practices in preparation, as well as two noho, one at Manawanui marae and one at Orakei. Our performance at Polyfest on the A Stage was stirring and well supported by the hundreds of SPC whanau in attendance. Our boys also performed at the Pompallier Shield in Whangarei in the Kapa Haka Choir. In the July holidays we were honoured to be asked to join Westlake Boys in performing at the International Boys Schools Conference to guests from all around the world. Then in Term 4, along with Westlake Boys and Dilworth, **we performed at Ahurea. Performances at St Mary's, as well at** several College events ensured our boys maintained their presence throughout the school year.

Our Whanau dinner at Orakei Marae was a wonderful event and a special time to farewell our leavers. Thank you to all our whanau for your support of our boys. A big thank you to Tama, Shelley, Whaea Beth, Hemi and all our families for your unwavering support this year. We will miss our Kaea Keir Roberston and our Kaihautu Lincoln Pakipaki who are leaving. Next year will see new leaders and we look forward to another brilliant year for our whanau in 2024.



Samoan Group

Chair: Mrs Katie Ieriko

Teacher in Charge: Parusi Lemalu

SPC Tautua Mo Samoa Komiti Chair: Katie Ieriko

Introduction:

The Samoan Komiti at St. Peter's College is a vibrant and active community that aims to promote and celebrate Samoan culture among students. Throughout the year 2023, the group organised various events and initiatives, including participation in Polyfest and the Tautua programme. These initiatives were once again able to provide the following opportunities for our students:

- **Awareness of one's Samoan identity and culture within the wider student body.**
- Embracing and understanding Samoan language and culture.
- Learning support provided through a specialised academic programme.
- Engagement with the Samoan community both within and outside the school.
- Understanding roles within the school and developing leadership across all Year levels.

Polyfest:

Polyfest is an annual cultural festival held in Auckland, New Zealand, where different schools showcase their cultural performances. The Samoan Group at St. Peter's College participated in Polyfest 2023 with great enthusiasm and dedication. The group prepared a traditional Samoan dance performance that showcased the rich cultural heritage of Samoa.

The students spent several months practicing and perfecting their dance routine, under the guidance of old boy Robert Sanele. Their hard work paid off with a 3rd placing overall. The group's performance not only highlighted the talent and dedication of our students but also promoted cultural diversity and understanding among the wider community.



Tautua Programme:

This year's Tautua programme ran in Term 2, focused on enhancing Samoan culture through the 'ava ceremony. The 'ava ceremony, one of Samoa's most important chiefly customs. The ceremonial 'ava drink holds deep cultural significance as it marks essential milestones in Samoan society and is a cherished formal tradition. The Tautua programme is run for 2 hours after school and is largely supported by the school's Samoa parents' community and leadership.

At the completion of the Tautua programme at St Peters College in Auckland, the 2023 Tautua Cohort” participating in the Tautua initiative, have been learning about the significance of the ‘ava ceremony in relation to who they are as tama Samoa, and so have taken on the responsibility and preparation of hosting this auspicious occasion. **This was the first ‘ava ceremony ever held at St. Peter’s College. The 2023 Tautua cohort included Year 9,10,11 and 12 students at the college.**

The students, supported by their tutor, Leulua’iali’i Satuala, an alumna of the school, with proud parents in attendance, led and performed this sacred ‘ava ceremony to open the celebrations. The occasion marked the completion of the 12 weeks Tautua programme for 2023 at St Peters College.

Conclusion:

The Samoan Group at St. Peter's College had a successful and fulfilling year in 2023. Through their participation in Polyfest and the Tautua programme, the students showcased their talent, cultural pride, and commitment to service. These activities not only enriched their own lives but also contributed to the wider community, promoting cultural understanding, and making a positive impact on the lives of others.

We extend our gratitude to the students, parents, teachers, and community members who supported and encouraged the Samoan Group throughout the year. Their dedication and enthusiasm have been instrumental in the success of our activities. We look forward to another year of celebrating and promoting Samoan culture at St. Peter's College.

Ma le fa’aaloalo lava

Mr Lemalu and the Samoan Parent Komiti

Tongan Group Chair: Mr Vavai Kailahi

Teacher in Charge: Ofa Agungia

Chair: Mr Vavai Kailahi

Student Leader: Fitzgerald Schaumkel

The Tongan group returned after missing 2022 due to the Omicron outbreak.

Under the leadership of our Punake (Tutor) Soane Tatuila Pusiaki we were able to put together a performance we were all proud of.

Our Chair, Mr Vavai Kailahi and our Teacher in Charge Mr Ofa Afungia gave up countless hours of **their time to support us. Malo also to our families for your constant support of your son’s.**

At Polyfest we placed second in the Mako which was a fantastic achievement from the boys.

Being part of the group enabled our boys to connect with their Tongan culture and language.

Our community also helped raise over \$13,000 at the College Fair, which can only happen through the support of our families. Tongan Language week also gave our boys an opportunity to share the Tongan language across our College.

Although we are thousands of miles from our motherland, our community brings our young men and families together with the aim of enriching and immersing ourselves in our own culture.

Manatu ma'u pe ki api – always remember home.



College Production Mr Brett Fricker

"Titanic – The Musical" – St. Peter's Production for 2023

St. Peter's, along with traditional partners Marist College, put together another in a long line of successful, entertaining and high quality productions. In 2023 this took the form of "Titanic" and allowed the creative team to tackle some challenging staging elements whilst the cast had to battle with a raw, sometimes emotional script whilst interspersing such moments with song and dance.

The show promised a great deal and certainly delivered. We had to sink a cruise liner, sell the illusion of the iceberg, capture the euphoria of the cruise pre crash and the sadness, despair and tragedy post. Doing this was the regular creative crew of Director Stephen Dallow, Music Director Zyia-Li Teh, Choreographer Quinn Annemans and in her first school production as Vocal Director, Da-Hae Kim. It was also a significant production for our lighting lead Andrew Potvin as it marked his 10th **Peter's show**, a real milestone!

In the cast were long time regulars playing for the final time on an SPC stage. Toby Gordon, Adam Thorpe, Cedric Charles, Jake Turnbull, Dwayne Vaz and Aidan Coll all gave the usual high standard of performance befitting long-standing and dedicated cast members. We thank you all for your continuously high standard and effort over the years you have been involved, and wish you well for your next endeavours.

A big thank you must also go out to the team at the Glen Eden Playhouse. These dedicated volunteers, drama enthusiasts and generally all-round good people made the experience for all of us a positive, interesting and exciting one. Special thanks to Cherilyn Doherty, the only paid employee at the Playhouse in her role as Events Co-ordinator and Paul Jones, a parent with students at both schools whose set work absolutely saved a production catastrophe equally as big scale as

the Titanic's sinking from happening. We love working with you guys and feel very at home at what is rapidly becoming our production venue!



Performance Music

Director of Music - Mr Antun Poljanich

The Senior Concert Band, Combined Symphony Orchestra and Jazz Band

won a Gold Award each and all 3 bands performed at the Gala at the KBB Music Festival (they were among the top four groups in Auckland).

The Senior Concert Band also received a Special Award for the Best Performance of an original Concert Band Work.

The Jazz Band also won a Best Performance of a Work in an 'Other' Style by a Jazz Band.

The Symphonic Band won a Silver Award at the KBB Festival

The Wind Band won a Bronze Award at the KBB Festival

The Junior Jazz Band won a BRONZE AWARD at the KBB Festival. They also won an AWARD at the Auckland Jazz Competition.

Chamber Music New Zealand Contest National Finals held in Christchurch, August 2023

- Judith Clark, National FIRST Place Award. Babadjanian Trio. (Best Overall group)
- Helen Young, National SECOND Place Award, St Peter's and Baradene College - Quatuor.
- National KBB Music Award, St Peter's and Baradene College - Quatuor.

Conclusion

The Music Department continues to maintain a tradition of excellence and high achievements that we are so proud of at St. Peter's College.



College Student Leadership

Leadership Mr Brett Fricker

2023 Highlights and Successes

- Head Boy and Deputy Head Boys continued as line managers successfully taking responsibility for a group of the wider Prefect team.
- Service Prefect found and promoted many new service opportunities across the College.
- Service program, Year 9-12, taken more seriously by students resulting in a higher standard of service reflections and a more positive 'buy-in'.
- Increased ongoing promotion of service program.
- Prefect team continued to be an overall high performing group which resulted in some solid initiatives being implemented.

2024 Directions and Initiatives

- Introduction of the Outstanding Man Project (OMP) that will look at what makes an outstanding SPC man.
- OMP introduced into Year 7 as a rotation – new program to be created.

- OMP will see the Year 9 Leadership course adapted to fit the new focus of 'outstanding man'.
- Continue to create a closer link between leadership and formation. This will also connect to the OMP.
- Continue to promote and strengthen the service hours program. Increase ownership of this by the Service Prefect.
- Continue to challenge the Prefect team to operate in a high-performance manner in their respective roles.



Sports 2023

Yr 7-13 Sports Participation 2023

	PARTICIPATION			
	Teams 2022	Teams 2023	Participants 2022	Participants 2023
Archery	1	1	25	32
Athletics			28	38
Badminton			92	67
Basketball	39	48	279	294
Bowls - Lawn	0	1	0	14
Cricket	11	14	149	181
Distance Running			13	18
Cycling	3	3	8	13
Mountain Bike			15	21
Golf	0	0	0	0
Hockey	3	3	47	45
Rowing			29	42
Rugby Union	14	14	315	305
Football	27	27	323	380
Snowsports			5	14
Swimming			10	18
Table Tennis			53	72
Tennis	11	6	74	39
Touch	1	1	16	14
Triathlon	0	1	0	5
Volleyball	5	2	36	29
Waka ama	2	2	11	23
Water Polo	9		74	74
TOTALS:	126	123	1602	1738

Senior Sportsman of the Year: Robson Faleafa - Rugby

Individual Sportsman of the Year: Jack Whitcombe – Rowing

SPC Team of the Year: U16 8+ - Rowing

Junior Sportsman of the Year: Luka Vicilich – Football, Futsal

Middle School Sportsman of the Year: William Moulder – Cycling, Distance, Running

Kiwisport is a Government **funding initiative to support students' participation in organised sport**. In 2022, the school received total Kiwisport funding of \$27,304 (excluding GST). The funding was used for supporting various sports programmes.

Total 2022 sports expenditure, net of recoveries from parents and Kiwisport funding: \$340,674.

ATHLETICS – Code Captain Jack Sneddon

**Sporting Excellence –
Senior Athletic Champion (Moodabe Cup):**

Andrew Nansen/Jack Sneddon

St Peter's Athletics Day Champions:

Senior Champion: Andrew Nansen/Jack Sneddon

Intermediate Champion: Noah Lazayres

Junior Champion: Jackson Pinique

Year 8 Champion: Jono Tuitama

Year 7 Champion: Samuel Luxford

St Peter's Cross Country Champions:

King of the Mountain – William Moulder

Year 8 Champion – Luca Darling

Year 7 Champion – Oliver Denton



Jack Sneddon competing at the Auckland Championships

College Sport Auckland Champs:

Stipe Ukich 200m Gold,
Christian Roache Silver 100m
Brayden Dissmeyer 400m Bronze

AIMS Cross Country:

William Moulder – 3rd
AIMS X Country Team – 1st

SPC Archery 2023

Teacher In Charge: Brad Bridges, Chris Lim

Number of Staff involved: 2

Number of Parents involved: 6

Manager: Mrs Fleur Maggs

Code Captain: Jessley Yee

The 2023 archery squad was comprised of 32 archers ranging from Year 7 to Year 13.

There were 3 Compound, 5 Barebow and 24 Recurve archers.

Auckland Based Tournament Achievements

College Sport ASS League - Team Results	<u>Recurve</u> Division 1: 4th - SPC A Team: Jessley Yee, Ethan Wong, Max Maggs, Jessten Yee
College Sport ASS League –Individual Results	<u>Recurve</u> 10th - Max Maggs 12th - Jessley Yee 14th - Ethan Wong 16th - Jonathon Luxford 18th - Jessten Yee <u>Barebow</u> 13th - Izaiah Benitez <u>Compound</u> 19th - Blake Lunejevich 22nd - Alex Walker
College Sport ASS Matchplay - Team Results	<u>Recurve</u> 3rd - SPC Tigers: Jessley Yee, Ethan Wong, Maximilian Maggs, Jessten Yee
College Sport ASS Matchplay – Individual Results	<u>Recurve</u> 3rd - Max Maggs
SPC Invitational Cup - Team Results	Team = Top 7 archers from Compound / Recurve / Barebow 2nd - Jessley Yee, Ethan Wong, Max Maggs, Jessten Yee, Jonathan Luxford, William Harding, Louis Park
SPC Invitational Cup - Individual Results	<u>Compound</u> 2nd - Maximilian Maggs
Winter AIM Tournament - Individual Results	<u>Recurve</u> U19 Individual: 1st - Jessley Yee <u>Compound</u> U19 Individual: 1st - Maximilian Maggs <u>Barebow</u> U16 Individual: 2nd - Izaiah Benitez
Winter AIM Tournament - Team Results	<u>Recurve</u> U19 Team: 3rd - Noah Keighron, Alex Bell, Ethan Wong, Jessley Yee U16 Team: 1st - Jonathan Luxford, Jessten Yee, Louis Park, William Harding <u>Compound</u> Combined age Team: 1st - Maximilian Maggs, Blake Lunjevich Combined age Team: 3rd - Alex Walker, Lochlan Silvester
Winter AIM Tournament - CUP	SPC - Winner of the overall cup for combined result from U19 & U16 Recurve Team, Compound Team & Barebow Individual.
National Achievements	

<p>Archery NZ National Schools Competition Term 1</p>	<p><u>Secondary Schools Competition Recurve Teams:</u> 1st: Jessley Yee, Jessten Yee, Maximilian Maggs, Ethan Wong</p> <p><u>Secondary Schools Competition Recurve Individual:</u> 3rd - Jessley Yee</p> <p><u>Secondary Schools Competition Compound Teams:</u> 3rd: Blake Lunjevich, Alex Walker</p>
<p>Archery NZ National Schools Competition Term 2</p>	<p><u>Secondary Schools Competition Recurve Teams:</u> 3rd Jessley Yee, Jessten Yee, William Harding, Maximilian Maggs</p> <p><u>Secondary Schools Competition Compound Teams:</u> 2nd - Maximilian Maggs, Blake Lunjevich</p> <p><u>Secondary Schools Open Compound Individual:</u> 3rd - Maximilian Maggs</p>
<p>Archery NZ National Schools Competition Term 3</p>	<p><u>Secondary Schools Competition Recurve Teams:</u> 2nd: Jessley Yee, Ethan Wong, Jonathan Luxford, William Harding</p> <p><u>Secondary Schools Competition Recurve Individual:</u> 2nd - Jessley Yee</p> <p><u>Secondary Schools Competition Compound Teams:</u> 1st - Maximilian Maggs, Blake Lunjevich</p> <p><u>Secondary Schools Open Compound Individual:</u> 2nd - Maximilian Maggs 3rd - Blake Lunjevich</p>



Archery Team winning the AIMS Cup for the 2nd year running

North Island Youth Championships 2023			<u>Individual:</u> U14 Barebow - 2nd - Izaiah Benitez Novice Compound - 1st - Blake Lunjevich U16 Recurve - 2nd - Jonathan Luxford U18 Recurve - 3rd - Max Maggs
Outdoor Nationals 2023			<u>Individual:</u> U18 Recurve - Field: 1st - Max Maggs U18 Recurve - 1440: 2nd - Max Maggs U18 Recurve - 720: 2nd - Max Maggs U21 Recurve - Matchplay: 3rd - Max Maggs
Indoor Nationals 2023			<u>Individual:</u> U14 Recurve - 2nd - Jason Seo U14 Recurve - 3rd - Connor Pinique
Archery	Year	Bow	<u>Achievement</u>
Jessley Yee	13	R	<u>ASS College Sport League</u> 4th- Division 1 Recurve Team Cheetahs 12th - Recurve Individual <u>ASS College Sport Matchplay</u> 3rd- Recurve Team SPC Tigers <u>Archery In Schools: Secondary</u> 1st: Competition Recurve Teams - AIS Term 1 3rd: Competition Recurve Teams - AIS Term 2 2nd: Competition Recurve Teams - AIS Term 3 3rd: Competition Recurve Individual - AIS Term 1 2nd: Competition Recurve Individual - AIS Term 3 <u>SPC Inverational Cup</u> 2nd - Team <u>Winter AIM Tournament</u> 3rd: U19 Recurve Team - SPC Cheetahs 1st - U19 Recurve Individual

Maximilian Mags	12	R & C	<p><u>ASS College Sport League</u> 4th- Division 1 Recurve Team Cheetahs 10th - Recurve Individual</p> <p><u>ASS College Sport Matchplay</u> 3rd - Recurve Team SPC Tigers 3rd - Recurve Individual</p> <p><u>Archery In Schools: Secondary</u> 1st: Competition Recurve Teams - AIS Term 1 3rd: Competition Recurve Teams - AIS Term 2</p> <p>2nd: Competition Compound Teams - AIS Term 2 1st: Competition Compound Teams - AIS Term 3 3rd: Competition Compound Individual - AIS Term 2 2nd: Competition Compound Individual - AIS Term 3</p> <p><u>SPC Invertational Cup</u> 2nd - Team 2nd - Compound Individual</p> <p><u>Winter AIM Tournament</u> 1st: U19 Compound Individual 1st: Combined age Compound Team - SPC Bronze Whalers</p> <p><u>Outdoor Nationals</u> 1st - U18 Recurve - Field 2nd - U18 Recurve - 1440 2nd - U18 Recurve - 720 3rd - U21 Recurve - Matchplay</p> <p><u>North Island Youth Championships</u> 3rd - U18 Recurve</p>
Ethan Wong	12	R	<p><u>ASS College Sport League</u> 4th- Division 1 Recurve Team Cheetahs 14th - Recurve Individual</p> <p><u>ASS College Sport Matchplay</u> 3rd - Recurve Team SPC Tigers</p> <p><u>Archery In Schools: Secondary</u> 1st Competition Recurve Teams - AIS Term 1 2nd Competition Recurve Teams - AIS Term 3</p> <p><u>SPC Invertational Cup</u> 2nd - Team</p> <p><u>Winter AIM Tournament</u> 3rd: U19 Recurve Team - SPC Cheetahs</p>
Alex Bell	12	R	<p><u>Winter AIM Tournament</u> 3rd: U19 Recurve Team - SPC Cheetahs</p>
Alex Walker	11	C	<p><u>Archery In Schools: Secondary</u> 3rd: Competition Compound Teams - AIS Term 1</p> <p><u>Winter AIM Tournament</u> 3rd: Combined age Compound Team - Great Whites</p>
Noah Keighron	11	R	<p><u>Winter AIM Tournament</u> 3rd: U19 Recurve Team - SPC Cheetahs</p>

Wallace Kailahi	11	R	
Liam Payne	11	R	
Hayden Harmon	11	R	
Jonathan Luxford	10	R	<p><u>Archery In Schools: Secondary</u> 2nd Competition Recurve Teams - AIS Term 3</p> <p><u>SPC Invertational Cup</u> 2nd - Team</p> <p><u>Winter AIM Tournament</u> 1st: U16 Recurve Team - SPC Leopards</p> <p><u>North Island Youth Championships</u> 2nd - U16 Recurve</p>
Canaan Va'aelua	10	R	
Hamish Bell	10	R	
Lochlan Silvester	10	C	<p><u>Winter AIM Tournament</u> 3rd: Combined age Compound Team - Great Whites</p>
Louis Park	10	R	<p><u>Winter AIM Tournament</u> 3rd: U16 Team - SPC Lions</p> <p><u>SPC Invertational Cup</u> 2nd - Team</p> <p><u>Winter AIM Tournament</u> 1st: U16 Recurve Team - SPC Leopards</p>
Noah Craig-Menzies	10	R	
Rhys Lewis	10	B	
Blake Lunjevich	9	C	<p><u>Archery In Schools: Secondary</u> 3rd: Competition Compound Teams - AIS Term 1 1st: Competition Compound Teams - AIS Term 3 3rd: Competition Compound Individual - AIS Term 3</p> <p><u>Winter AIM Tournament</u> 1st: Combined age Compound Team - SPC Bronze Whalers</p> <p><u>North Island Youth Championships</u> 1st: Novice Recurve</p>
Jessten Yee	9	R	<p><u>ASS College Sport Matchplay</u> 3rd - Recurve Team SPC Tigers</p> <p><u>Archery In Schools: Secondary</u> 1st: Competition Recurve Teams - AIS Term 1 3rd: Competition Recurve Teams - AIS Term 2</p> <p><u>SPC Invertational Cup</u> 2nd - Team</p> <p><u>Winter AIM Tournament</u> 1st: U16 Recurve Team - SPC Leopards</p>
Dane Walker	9	R	

Isaiah Benitez	9	B	<u>Winter AIM Tournament</u> 2nd U16 Barebow Individual <u>North Island Youth Championships</u> 2nd - U14 Barebow
Sean Lee	9	R	
Luka Ogilvy	9	R	
William Harding	9	R	<u>SPC Invertational Cup</u> 2nd - Team <u>Archery In Schools: Secondary</u> 3rd: Competition Recurve Teams - AIS Term 2 2nd Competition Recurve Teams - AIS Term 3 <u>Winter AIM Tournament</u> 1st: U16 Recurve Team - SPC Leopards
Gabriel Cross	9	B	
Jason Seo	8	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 1 1st: Competition Recurve Teams - AIS Term 2 2nd: Competition Recurve Individual - AIS Term 3 <u>Indoor Nationals</u> 2nd - U14 Recurve
Luke Hull	8	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 1 1st: Competition Recurve Teams - AIS Term 2
Ollie Recordon	8	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 1 1st: Competition Recurve Teams - AIS Term 2
Samuel Wong	8	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2
Fred Fry	8	B	
Roman Flint	8	B	
Arlo Pickering	7	B	
Connor Pinique	7	R	<u>Indoor Nationals</u> 3rd - U14 Recurve

HOCKEY – Code Captain Steven Mayerhofler	
1st XI – College Sport Premier Competition – 5 th Olympic Stick 2 nd	
Leon Walter	Auckland U18 A and MVP
Steven Mayerhofler	Auckland U18 A



1st XI Hockey

BASKETBALL – Code Captain Ralph Ocfemia

1st V- Finished 7th in Premier Grade and 10^h in Qualifying Zones

Junior Prens – 2nd at Regionals

MS Prens – 1st in the Barfoot and Thompson League and 15th AIMS Games

Gus Dallow	U16 NZ Team
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Bailey Smith	U17 NZ Squad
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CRICKET – Code Captain Oscar Taylor

1st XI – 8th in 1A Premier

Colts – Winner Colts B

Oscar Taylor	Northern Districts U19
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Austin Sood	Manukau Districts U17
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Aaron Virdi	Manukau Districts U17
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FOOTBALL – Code Captain Woodrow Wilson

1st XI – 6th Auckland Premier League/ 2nd NZSS Championships

2nd XI - 2nd Auckland Premier Reserve

14A – 1st Auckland Premier

SPC Middle School – 28TH NZ AIMS GAMES

Luka Vicelich	SPC Footballer of the Year
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Stipe Ukich	NZ U17
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Areya Prasad	Fiji U17
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Richard Swami	Fiji U17
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Keio Mann	NZ U16
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1XI Football Team at Nationals in Christchurch



SPC Junior Futsal team – National Champions

ROWING – Code Captain Shay Reid

Christmas Regatta A-Finals:

- U17 1x: 1st place with a time of 7:40
- U17 1x: 4th place with a time of 7:49
- U16 4x+: 3rd place with a time of 7:06
- U17 8+: 2nd place with a time of 6:08
- U15 8x+: 3rd place with a time of 6:59
- U16 4+: 6th place with a time of 6:45
- U18 4+: 8th place with a time of 7:30
- U18 4+: 7th place with a time of 7:23
- U15 4x+: 6th place with a time of 8:04
- U16 8+: 1st place with a time of 6:23
- Club 8+: 5th place with a time of 7:09
- U18 8+: 7th place with a time of 6:30
- Men's Open 8+: 3rd place with a time of 6:12

North Island Secondary School Championship Regatta A-Finals:

- U17 1x: 1st place with a time of 7:21 **GOLD**
- U17 8+: 2nd place with a time of 6:12 **SILVER**

- U15 8x+: 3rd place with a time of 6:55 **BRONZE**
- U18 4x+: 5th place with a time of 6:54
- U16 4+: 2nd place with a time of 7:13 **SILVER**
- U15 4x: 4th place with a time of 7:20
- U17 4+: 4th place with a time of 6:57
- U16 8+: 2nd place with a time of 6:37 **SILVER**
- N18 4x+: 6th place with a time of 7:31
- U18 8+: 3rd place with a time of 6:26 **BRONZE**

MAADI Cup Regatta – A-Finals

- U17 1x: 4th place with a time of 7:35
- U17 8+: 3rd place with a time of 6:04 **BRONZE**
- U16 8+: 1st place with a time of 5:56 **GOLD**
- U18 4x+: 6th place with a time of 7:05
- U18 8+: 8th place with a time of 5:53



U16 8+ Winning Gold at Maadi – Team of the Year

Jack Whitcombe	SPC Rower of the Year
U16 8+	SPC Crew of the Year



Jack Whitcombe winning gold at the North Island

RUGBY – Code Captain Caden Tuivaiti

1st XV – 6th Place

Robson Faleafa	NZ Secondary Schools
Robson Faleafa, Charlie Bent, Louie Kishimoto, Tevita Tatafu	Blues U18s



SPC Middle School open weight rugby team - Inter Zones champions

Robson Faleafa, Charlie Bent, Olive Lam Yuen, Uatesoni Pongi, Andrew Nansen	Auckland Under 18s
Aziel Hau, Tevita Tatafu, Louie Kishimoto	Auckland U18 Gulls (B Team)
Matt Thompson, Matthew Harris, Tommy Wright, Malachi Tuivaiti, Tua Tapuai-Soti,	Auckland Under 16s

Bailey Tupu-Tuia, Kiona Rajesh, Sekonaia Fatai, Liam Vaea-Lavulavu, Christian Roache	
Under 15A	Joint Winners



U15 Rugby

TENNIS – Code Captain Caleb Matthias

Term 1

Term 1:

Senior A (A3 White Grade): 1st

Senior B (B Black Grade): 6th

Junior A (A Grade): 10th

Junior B Gold (B Green Grade): 6th

Junior B Blue (B yellow Grade): 5th

Nate Hedgepeth	SPC U12 Champion
Daniel Clark	SPC U13 Champion
Joshua Pipe	SPC U14 Champion
Isaac Craig Rivera	SPC U15 Champion
Ben Coles	Senior Champion

TOUCH – Code Captain Louis Kishimoto

1st XIV – 5th Auckland Premier Competition

VOLLEYBALL – Code Captain Stanley Schirnack

St Peters A Team – 1st Central Boys Blue

St Peters Junior A – 4th Central Boys pool 1

WATERPOLO – Code Captain Cohen Freeman

Premier – 4th College Sport Senior A Grade

Senior Blue – 5th Senior C Boys mixed

Etuale Fusitu'a	SPC Most Valuable Player
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SPC Premier Water polo team at Nationals

Robson Faleafa - Senior Sportsman of the Year



2023 Prizegiving

Awards and Scholarships

Dux of the College – Archie Lamont-Bowden

Proxime Accessit – Toby Gordon

Dux Ludorum – Robson Faleafa

Dux Cantorum – Archie Lamont-Bowden

Captain of the College – Dominic Simons

Rowan Hanif Memorial Award – Archie Lamont-Bowden

Stephen Batterton Trophy, Personal Courage & Hope Award – Jack Whitcombe

Br Shepherd Award – Makaleb Ualesi

Monsignor Paul Farmer, Catholic Character Leadership Award – Makaleb Ualesi

Year 7 General Excellence – Ethan Li

Year 7 First Overall – Liam Joyce

Year 8 General Excellence – Tino Wu

Year 8 First Overall – Aaron Lo

Year 9 General Excellence – Sean Lee

Year 9 First Overall – Joshua Pipe

Year 10 General Excellence – Martell Herrera

Year 10 First Overall – Martell Herrera

Year 11 General Excellence – Flynn Russell

Year 11 First Overall – Riley Watson

Year 12 General Excellence – Max Parkinson

Year 12 First Overall – Ryan Tolley

Year 13 General Excellence – Shay Reid

Petrus Award – Craig Nicholson

Head Boy 2024 – Leonardo Flores McAlpine

Deputy Head Boys 2024 – Joseph Robinson, Charlie Sadgrove, Dylan Winstanley

Edmund Rice Teaching and Learning Scholarship – Stacy Humpage

New York Scholarship – Conor Shea

SPC Teachers' Scholarship – Bingmei Zhang

Support Staff Scholarship – Claire Conroy

2023 Dux of the College
Archie Lamont-Bowden



2023 Leavers Receiving Awards for 2023 Academic Year

Tenth ARA Lodge 348 IC Visual Arts Award

Seth Cowley

Chris Kohlhase Memorial Trades Scholarship

Phoenix Hill

Prime Ministers Vocational Excellence Award

Steven Mayerhofer

Peter Watt Scholarship

Jake Turnbull

Peter Lyons Business Studies Scholarship

Joel Scobie

Robert Ned Covich Scholarship

Dominic Simons

The Peter Goddard Memorial Scholarship

Makaleb Ualesi

Edmund Rice-Old Boys Tertiary Scholarship

Vinnie Morris

SPC Rise Up Scholarship

Corbyn Kenworthy

SPC Old Boy Scholarships

Alexander Reid

Harley Fong

AUT – Find Your Greatness Scholarship

Kayden Levi

Massey University – First Year Scholarship for Excellence

Harley Fong

University of Otago – Frontiers Scholarship

Oliver Dooley

Toby Molloy

University of Otago – Pacific People's Entrance Scholarship

Ammoniah Tavui

Fitzgerald Schaumkel

Justin Malifa

Kalolo Toleafoa

University of Otago – The Vice-Chancellor's Scholarship

Charlie Bent

University of Otago – Māori Entrance Scholarship

Aiden Hogg
Josh White
Oliver Lewis

University of Waikato – ‘Ko Te Tangata’ School Leaver’s Scholarship

Bailey Woolliams

University of Waikato – International School Leavers Scholarship

Niven Fernando

University of Waikato – Pacific Excellence Scholarship

Luke Forsgren

University of Canterbury – Go Waitaha Canterbury Scholarships

Tomas Ogden
William Sterne
Woodrow Wilson
Dominic Arnerich

University of Canterbury – Hiranga Scholarship

Logan Butcher
Dylan Marshall
Theodore Sidoruk
William Sterne
Thom Kleinsman

University of Auckland – Vaka Moana Scholarship

Matthew Raki
Jack Whitcombe

University of Auckland – Waka Moana Scholarship

Tane Thompson

University of Auckland – Top Achiever Academic Excellence Scholarship

Archie Lamont-Bowden

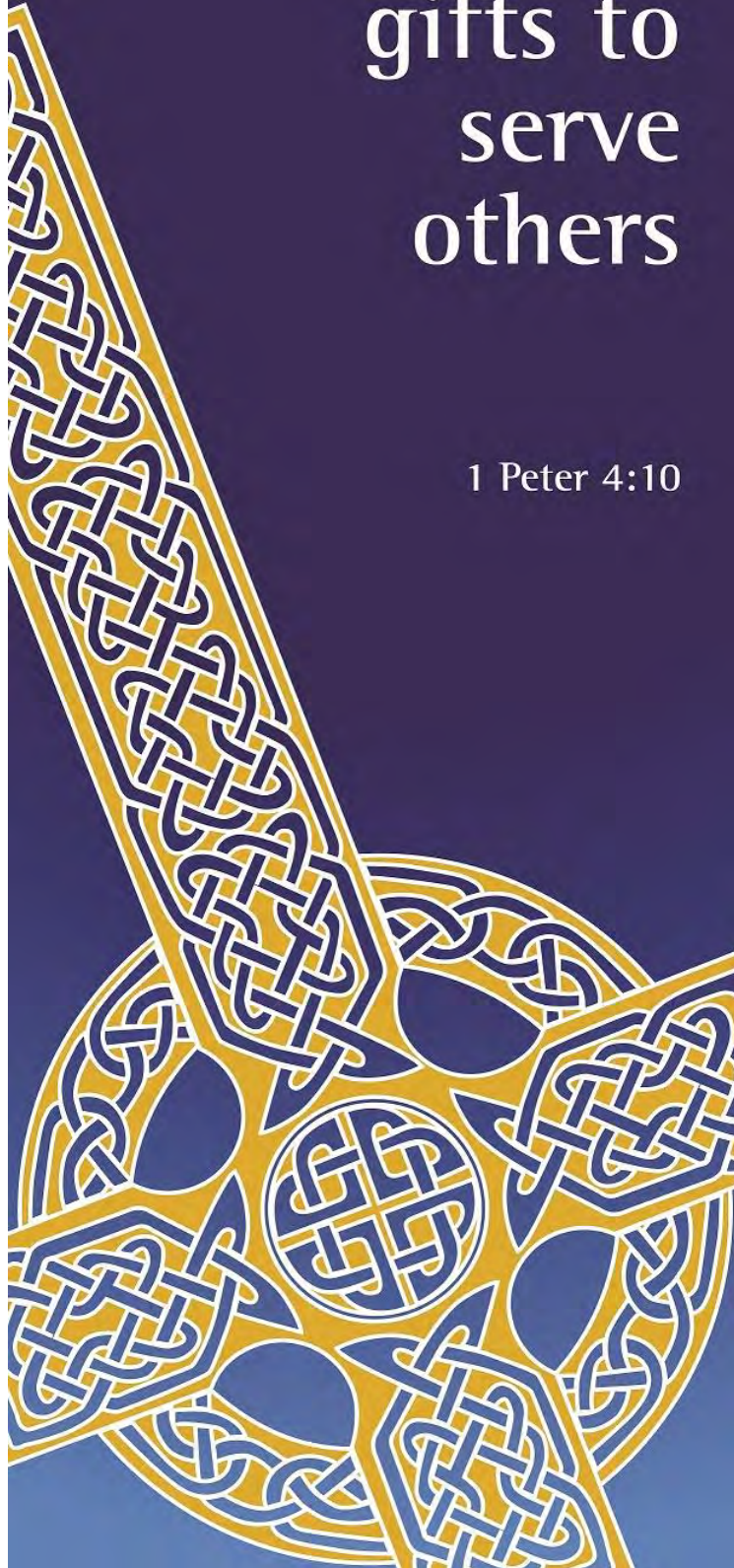
College Property

- Completion of Science Block.
- Re-carpet of Middle School Office and Staffroom.
- Painting – numerous around the School.
- Drone spraying of all School roofs.
- Upgraded lighting in Tech Block to LED.
- Upgraded lighting at the CAGE.
- Carpeted Stage in Hall.
- Relaced bench seating around the School.
- Installation of new compressor for front entry bollards
- Installation of a number of security cameras around the School.

2024 Scripture

Use your
gifts to
serve
others

1 Peter 4:10



College Goals 2024

Academic:

"To increase study skills capabilities".

Catholic Character:

"To broaden student understanding and experience of service".

Pastoral Care:

"To live by the school rules at all times".

Thank You

- Bishop Steve Lowe, Mr Phil Mahoney, Ms Catherine Ryan and the Catholic Diocese of Auckland.
- Our College Chaplain, Monsignor Paul Farmer.
- Our dedicated Board of Trustees, especially Chair Mr Craig Mulholland, Deputy Chair Mrs Emily Coffey Baron.
- Our brilliant teaching and support staff.
- Our generous & supportive community.
- **Thank you to all the boys of St Peter's College.** Thank you for contributing to our College in 2023 and making this year so special.

James Bentley
Headmaster

St Peter's College

Consolidated Statement of Compliance with Employment Policy

For the year ended 31 December 2023

As at 31 December 2023 the St Peter's College School Board has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice.
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts
- Confirming that all employees are treated fairly, according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Opportunity requirements.

Analysis of Variance and Evaluation of Student Progress and Achievement



St Peter's College 2020-2024 Strategic Intentions

Vision	"St Peter's College builds outstanding men"	
Mission Statement	<p>"St Peter's College educates the whole person in an environment of Christian love and service"</p> <ul style="list-style-type: none"> • We adopt Jesus Christ as our model in what we do and teach. • We educate boys in the traditions of the Catholic faith. • We challenge each boy to achieve his full potential in all academic, cultural, sporting, social and religious activities. • We encourage each boy always to show love and service to his family, his college, and his total community. • We work with the community in setting our goals and objectives, and in assessing our effectiveness." 	
Values and Touchstones	<p>The 4 Touchstones of a school in the Edmund Rice Tradition</p> <ul style="list-style-type: none"> * A Liberating Education he matauranga whanui * Gospel Spirituality te rongo pai o te taha wairua * Inclusive Community Tae ana ki te hapori * Justice & Solidarity Mahi tika me te kotahitanga 	<p>The College espouses the following values under the general heading –</p> <p>The St Peter's Man is:</p> <p>A Man of Faith A Man of Respect A Man of Excellence A Man of Service A Man of Heart A Man of Presence</p>

	<p>Notes on Value Statement:</p> <ul style="list-style-type: none"> ✓ The emphasis is on the outcomes of all educative experiences at St Peter's College as seen in the person of individual boys. ✓ The emphasis is on the present → "Building ... outstanding men". This implies a commitment to boys learning needs. ✓ The values of faith, respect, excellence, service, heart and presence will have programmes of student activity which promote these qualities within the context of the total College. ✓ These values imply a close connection and support of the boys' families. The statement in our literature is apt "We enrol the family". ✓ There is a commitment to a culture of right relationships within all levels of the College community. ✓ There is a holistic value statement which has a strong connection to the rituals and traditions of the Catholic Church. ✓ The value of excellence is about many things for all boys including being able to go to tertiary studies and having a competitive sporting profile in many codes. ✓ Presence is about being engaged in the 'now', recognising that God is the foundation of all life and the summation of all history. ✓ The Edmund Rice Charism of education being for liberation of the individual and about building compassion for those marginalised by injustice or lack of opportunity – is beneath this value statement. ✓ The quality of respect embraces the respect between all humans and the interface of humans with institutions. It implies respect for the intellectual tradition and humility that is at the basis of scholarship.
Te Tiriti o Waitangi	<ul style="list-style-type: none"> ✓ St Peter's College is committed to honouring the Principles of Te Tiriti O Waitangi ✓ Our students experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms Aotearoa New Zealand's unique identity. ✓ All our students learn about and experience Te Reo and Te Ao Māori in our College. ✓ All our students, Māori and Pakeha have equal opportunities in our College. ✓ Our College is in partnership with our Māori Community and our local iwi – in particular Ngāti Whātua Ōrākei. Our Whanau community provide direction and strategy for our College to ensure each Māori student receives an outstanding education and experience success as Māori.
Cultural Diversity	<ul style="list-style-type: none"> ✓ St Peter's College embraces and celebrates the cultural diversity of the College community through parental committees of Samoan and Tongan groups.
Special Character	<p>CATHOLIC CHARACTER</p> <p>St Peter's College is a Catholic school within the deep tradition of the Catholic Church. This has the following key elements:</p> <ul style="list-style-type: none"> ✓ A community of belonging in which God has a name and who lives within this place. ✓ A tradition of both excellence and equity. ✓ An integration of faith and life. ✓ An attachment to the value of life in all its myriad ways. ✓ A recognition of the whole person within a family context. ✓ Rituals and prayer which belong to a community of belief. ✓ The importance of hope as an essential ingredient of a good education.

Baseline Data and School Context

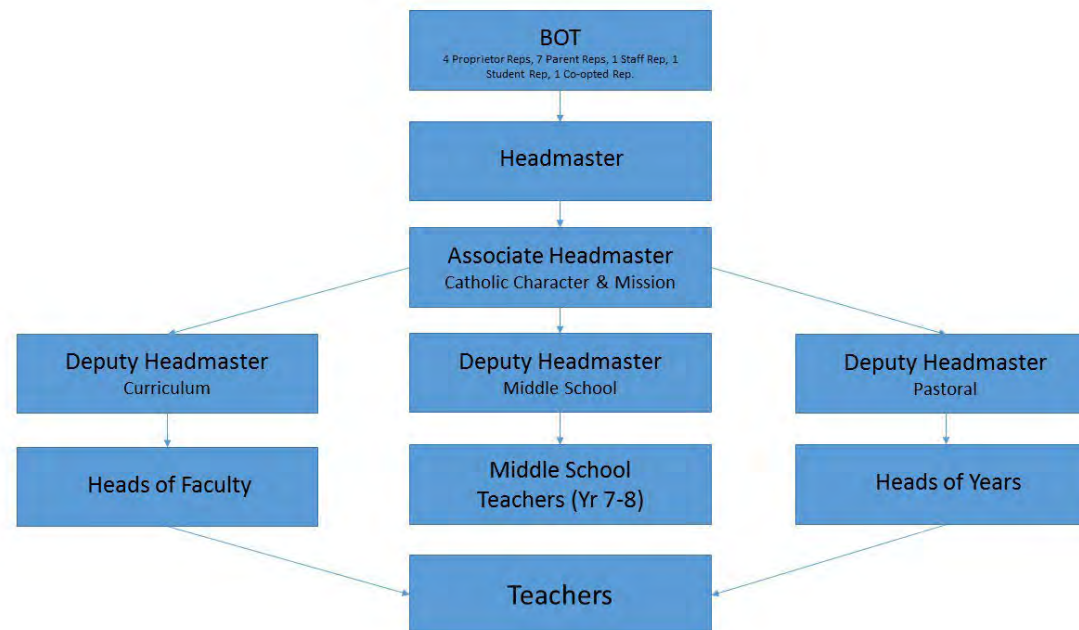
Students' Learning	<p>The College embraces the dual methods of assessment CIE and NCEA.</p> <p>The quantitative data for CIE for 2023 is enclosed (also overview data 2019, 2020, 2021, 2022, 2023).</p> <p>The quantitative data for NCEA for 2023 is enclosed (also overview data 2019, 2020, 2021, 2022, 2023).</p>
Student Engagement	<p>a) Attendance data 2023: 88.6% 2022: 92.4% 2021: 95.8% 2020: 94.9%</p> <p>b) Weekly engagement report data for all boys was completed in 2019, 2020, 2021 2022 & 2023.</p> <p>c) Student voice is engaged in the following structures:</p> <ul style="list-style-type: none"> ✓ Student Representative on Board of Trustees. ✓ 30 College Prefects with portfolios of involvement. ✓ 17 Code Captains for sport involved in the administration and development of their code. ✓ Senior Maori boy (chosen by whanau and Headmaster). ✓ Senior Samoan boy (chosen by Samoan Parent Committee and Headmaster). ✓ Senior Tongan boy (chosen by Tongan Parent Committee and Headmaster). ✓ Special Character group of 40 students responsible for the liturgies and life of the school.

School Organisation and Structures

Property

- a) The buildings and land are owned by the Roman Catholic Bishop of Auckland who maintains oversight and review of long-term capital structure.
- b) The property structure at St Peters:
BOT Finance and Property Committee → Headmaster
↓
Property Manager ↔ Facility Manager
↓
Contractors
- c) A 10-year property plan for painting is in place.
- d) A strategic plan for property development is in place.
- e) A Health and Safety Committee oversees all health and safety issues.

School Organisation



Review of Charter and Consultation	<p>a) Two sections of the Charter/ Strategic Directions are reviewed monthly by the Board of Trustees.</p> <p>b) 2023-2026 Strategic Plan was formulated in conjunction with Insight Plus. The College community is regularly communicated with and consulted by the following methods:</p> <ul style="list-style-type: none"> ➤ A weekly engagement report of every boy in the College to every parent. ➤ A community fortnightly newsletter with availability for feedback to every parent. ➤ An annual mothers' dinner. ➤ An annual dinner for our new Year 7 & 9 parents. ➤ Annual father & son breakfast and mother & son breakfast. ➤ An annual report. ➤ Priority learners from the junior school and senior school are consulted about their son's needs. ➤ The Whanau parental community meets monthly. ➤ The Samoan parent community and the Tongan parent community meet monthly. ➤ A community fair is held for the whole community. ➤ Prizegiving at the Trusts Arena in December where directions of the College for following year given. ➤ Separate information evenings at the end of each year for all year levels e.g. year 8 into Year 9, Year 11 into Year 12. ➤ Information evening for all new boys to St Peter's College. ➤ Biennial SPC surveys undertaken independently for students', and staff. ➤ Academic reports sent to Year 7 and 8, Year 11 – 13 twice annually and Year 9 and 10 thrice annually. ➤ Separate parent teacher evenings at each year level 7 – 13. ➤ Academic tracking interviews for Years 11 – 13. ➤ Academic goal setting interviews with staff, student and parents prior to Year 7 beginning. ➤ NCEA & Cambridge Information Night presented by Headmaster.
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Strategic Section

Goals and Strategies

Domain	Goals 2019 – 2024	Core Strategies for Achieving Goals 2019 – 2024
Teaching	Goal No 1: To ensure quality teaching is paramount	<ul style="list-style-type: none"> a) Quality staff are recruited, refreshed, supported and retained. b) Effective performance appraisal systems and feedback will operate for all staff, including support staff. c) Specific and relevant data will be used to improve teaching practice and results. d) Professional development will be undertaken by all staff regularly.
Learning	Goal No 2: To have a school wide culture that promotes learning	<ul style="list-style-type: none"> a) Data that measures the culture of engagement in the classroom and co-curricular. b) Whole school wide systems which are aligned to boys learning in the classroom. c) Learning programmes are differentiated to ability and outcomes. d) Excellence systems are aligned in the College.
Identity	Goal No 3: To ensure that St Peter's is a College in the Edmund Rice tradition	<ul style="list-style-type: none"> a) Liturgies will be promoted to all boys/staff as experiences of community and tradition. b) All staff will undertake courses specific to teaching in a Catholic school, and formation about Edmund Rice charism. c) Service goals by all boys will be pervasive throughout the community. d) Alignment of the goals of Catholic education and of the Edmund Rice Tradition into the College programme.
St Peter's Man	Goal No 4: To develop leadership qualities in a St Peter's Man	<ul style="list-style-type: none"> a) Leadership programmes within St Peter's College are widespread. b) Service programmes developed in school. c) Alignment of leadership qualities through assemblies, visual and College culture. d) House system to provide opportunity for leadership qualities.

Sport	Goal No 5: Every boy is involved in the St Peter's College sporting programme with our top sportsmen competitive at highest level	<ul style="list-style-type: none"> a) Data and systems which promote involvement. b) Sporting programmes which promote excellence. c) A sporting College community which manages and coaches sport. d) Systems which identify talent and celebrate excellence.
Community	Goal No 6: To strengthen the St Peter's College culture of inclusion across the wider community	<ul style="list-style-type: none"> a) Tikanga Maori principles are incorporated into daily life. b) The Pasifika cultures are embraced and celebrated. c) Family linkage is promoted and celebrated. d) The wider community of the College (including old boys) is systemically linked.
Internationality	Goal No 7: To embrace learning in a global perspective	<ul style="list-style-type: none"> a) Technology in the classroom which supports global awareness. b) International trips for students. c) Programmes that promote future thinking. d) Programmes within existing faculties which promote global awareness.
Arts	Goal No 8: To ensure that the Arts are central to the development of a St Peter's Man	<ul style="list-style-type: none"> a) Music programmes at St Peter's College are throughout all levels. b) The Visual Arts programme is supported and vibrant. c) The Public Speaking Academy is promoted throughout the College. d) Performing Arts programme is developed and supported.
Achievement Data Review	Goal No 9: To strengthen a College environment of continuous improvement	<ul style="list-style-type: none"> a) Collection and analysis of data is a paramount activity. b) Systems which promote continuous improvement and self-review. c) Professional development of staff PD towards this goal. d) All activities aligned with the motto BTB: Better Than Before.
Pastoral Care	Goal No 10: To ensure that pastoral care of boys underpins the development of outstanding men	<ul style="list-style-type: none"> a) Systems of pastoral care within the College are developed. b) Systems which link families into the College. c) A 'boys needs' awareness culture developed among all staff. d) Data collection and review which analyses the needs of pastoral care.
Mission	Goal No 11: To ensure the College adopts targeted outreach and mission.	<ul style="list-style-type: none"> a) Working alongside Diocese for our mission programme. b) Working with our relationship primary school. c) Continuous enhancement of relationship with Parishes. d) Awareness of social issues amongst staff and students.

Review of Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	2020 Target	2020 Review	2021 Target	2021 Review	2022 Target	2022 Review	2023 Target	2023 Review	2024 Target
Teaching	No 1	To improve effective teaching in the classroom, especially around Maori & Pasifika engagement.	Achieved through staff PD and observations.	To enrich academic outcomes for all students.	Enrichment grades improved in Level 2.	To foster student perseverance in their studies.	Outstanding academic results demonstrate students persevered in a disruptive year.	To deepen students' engagement in learning.	University Entrance maintained to high level. Drop in enriched grades.	To increase study skill capabilities.
Learning	No 2	Focus on subject endorsements.	Endorsements increased due to improved student motivation and teachers prioritising.	Laying appropriate literacy & numeracy foundations from Year 7.	Literacy and numeracy were prioritised in Year 8.	Increase NZQA scholarships in targeted subjects.	65 Scholarships. A record year.	Targeted remedial strategies on our new intake of students.	Disappointing year. 37 Scholarships. Down on previous years.	Improve learning support in Year 7-9.
Identity	No 3	Opening of Chapel as a focus of the Sacramental life of the College.	Achieved – opened 13 March 2020.	To increase active student service and spiritual growth.	Covid lockdown impacted.	To increase active student service and spiritual growth.	A number of initiatives were implemented to support local & global causes.	To deepen the understanding of what it means to be an SPC Man.	Implementation of SPC Man Programme.	To broaden student understanding and experience of service.
St Peter's Man	No 4	Review of College Leadership Programme.	Prefect programme reviewed and portfolio changes made.	Restructure of Prefect portfolios.	All portfolios were restructured successfully.	Creation of Head of Formation to target growth of the St Peter's Man.	Head of Formation appointed who led programme.	Successful implementation of the SPC Better Man Programme.	Implementation of Better Man Programme.	Expand Outstanding Man project.
Sport	No 5	Construct Indoor, Multi Sports Facility.	Achieved – to open February 2020.	Construct strength & conditioning facility.	Building project underway.	Development of Strategic Plan for wider sport.	Incomplete due to change in Director of Sport. Moved to 2023.	Development of Strategic Plan for wider sport.	This has been implemented, incorporating extra codes.	Improve experiences for students in major codes.
Community	No 6	To improve connections	Disrupted due to Covid19, however	Creation of "Friends of SPC".	Covid lockdowns impacted.	Creation of "Friends of SPC".	Incomplete. Needs further	Organise and hold a	Held successfully.	'Friends of SPC' implemented.

		between Old Boys and SPC.	engagement has improved.				investigation if practical.	community wide Fair.		
International	No 7	Enabling more overseas trip experiences for our students.	Disrupted due to border closures.	Focus on current International students remaining at SPC and ensuring their success academically & socially.	Maintained and motivated group of International boys.	Rebuilding our International student programme.	Maintained and grew International numbers.	Reconnect with the Chinese market.	Visits by International Director and Headmaster to Asia.	Overseas Trips for Students.
Arts	No 8	Ensure successful production of "Chess The Musical".	Achieved, despite Covid19 challenges.	Staging of "Sound of Music" in partnership with Marist College.	Successfully staged "Sound of Music" in partnership with Marist College	Staging of "Grease" in partnership with Marist College.	Successfully staged "Grease" in partnership with Marist College.	Staging the musical "Titanic" in partnership with Marist College.	Successfully staged "Titanic" in partnership with Marist College.	Staging the musical "Priscilla, Queen of Desert" in partnership with Marist College.
Environment of Continuous improvement	No 9	Implement new Strategic Plan.	Achieved. 2020-2023 Strategic Plan implemented.	Continuous implementation of 2020-2023 Strategic Plan.	Strategic Plan was achieved. Strategic Plan was continued.	Continuous implementation of 2020-2023 Strategic Plan.	Plan continued & completed.	Implementation of new 2023-2026 Strategic Plan.	Implemented successfully.	30-Year Property Plan Created.
Pastoral Care	No 10	Implement KiVa anti-bullying programme in Y7 & Y8.	Achieved. Ongoing in Y7 & Y8.	Developing programme of student understanding of digital responsibility.	Several student and parent presentations on digital responsibility were held.	Students to make positive choices when facing challenges.	Student and parent presentations were held on several topics.	Deepen understanding of what it means to be an SPC Man.	Presentations provided to students.	Reinforcement of expectations on students.
Mission	No 11	Support Edmund Rice Camps for underprivileged children.	Achieved. \$5000 raised for Edmund Rice Camps.	Support St Vincent de Paul.	10K raised for St Vincent de Paul.	Raise funds for Catholic Caring Foundation, Tonga Tsunami Relief fund.	10K + raised for selected charities plus Red Cross Ukraine.	Raise funds for Edmund Rice Camp through several initiatives.	Highly successful - \$30K raised.	Raise funds for St Vincent de Paul through several initiatives.

Annual Plan – 2020-2024

Strategic Goal No 1: To Ensure Quality Teaching is Paramount

Target 2024: To increase study skill capabilities.

Baseline Data For This Strategic Goal

2023: To deepen students' engagement in learning.

2022: To foster student perseverance in their studies.

2021: To enrich academic outcomes for all students.

2020: To improve effective teaching strategies in the classroom, especially around Maori & Pasifika engagement.

What Do We Need To Do?

Goal Strategy

- SMART study plan given to students.
- Seminars at assemblies.
- Information tutorials.
- Planning sessions with staff.

Monitoring of this Goal

- Deputy Headmaster – Curriculum.
- Academic Deans.

Resourcing

- Personal Development Budget

Strategic Goal No 2: To Have A School Wide Culture That Promotes Learning

Target 2024: Improve learning support in Year 7-9.

Baseline Data For This Strategic Goal

2023: Targeted remedial strategies on our new intake of students.

2022: Increase NZQA scholarships in targeted subjects.

2021: Laying appropriate literacy and numeracy foundations from Year 7.

2020: Focus on students gaining subject endorsement instead of overall endorsement.

What Do We Need To Do?

Goal Strategy

- Employed dedicated Year 7-9 SENCO.
- Providing staff with strategies and Personal Development to staff.
- One on one attention given to specific students.

Monitoring of this Goal

- Deputy Headmaster – Curriculum.
- Deputy Headmaster – Pastoral Care.
- Head of Faculty – Learning Support.

Resourcing

- Time allocation.
- Position created.

Strategic Goal No 3: To Ensure That St Peter's Is A College In The Edmund Rice Tradition

Target 2024: To broaden student understanding and experience of service.

Baseline Date For This Strategic Goal

2023: To deepen the understanding of what it means to be an SPC Man.

2022: To increase active student service and spiritual growth.

2021: To increase active student service and spiritual growth.

2020: The opening of the Chapel as a focus of the sacramental life of the College.

What Do We Need To Do?

Goal Strategy

- New leadership opportunities in House Service.
- Christian Brothers visiting Theology & Philosophy classes and Catholic Character Group.

Monitoring of this Goal

- Associate Headmaster

Resourcing

- Catholic Character Budget

Strategic Goal No 4: To Develop Leadership Qualities In A St Peter's Man

Target 2024: Expand Outstanding Man project.

Baseline Data For This Strategic Goal

2023: Successful implementation of the SPC Better Man Programme.
2022: Creation of Head of Formation to target growth of the St Peter's Man.
2021: Restructure of Prefect portfolios.
2020: Review of College Student Leadership Programme.

What Do We Need To Do?

Goal Strategy

- Teacher in Charge of Outstanding Man Programme.
- Delivered in Year 7 rotation classes.
- Delivered in Year 9 classes.
- External providers will provide seminars to senior students.

Monitoring of this Goal

- Headmaster.

Resourcing

- Time allocation and potential relief cover for the staff involved in implementing this programme.

Strategic Goal No 5: Every Boy Is Involved In The St Peter's College Sporting Programme With Our Top Sportsmen Competitive At Highest Level

Target 2024: Improve experiences for students in major codes.

Baseline Data For This Strategic Goal

2023: Development of Strategic Plan for wider sport.

2022: Development of Strategic Plan for wider sport (incomplete due to staff change).

2021: Construct Strength & Conditioning Facility.

2020: Construct Indoor Multi Sports Facility.

What Do We Need To Do?

Goal Strategy

- Appointment and induction of new Directors of codes.
- Completion of gym facility.

Monitoring of this Goal

- Headmaster
- Director of Sport

Resourcing

- Sport

Strategic Goal No 6: To Strengthen The St Peter's College Culture Of Inclusion Across The Wider Community

Target 2024: 'Friends of SPC' implemented.

Baseline Data For This Strategic Goal

2023: Organise and hold a community wide Fair.

2022: Creation of 'Friends of SPC' – a vehicle for non-old boy parents to remain connected to the College.

2021: Creation of 'Friends of SPC' – a vehicle for non-old boy parents to remain connected to the College.

2020: To improve the connection between Old Boys & SPC.

What Do We Need To Do?

Goal Strategy

- Constitution of Old Boys changed.
- Socialise with Community.
- Announce rebrand.

Monitoring of this Goal

- Headmaster.
- SPC Old Boys Association.

Resourcing

- PTFA
- Old Boys
- BOT

Strategic Goal No 7: To Embrace Learning In A Global Perspective

Target 2024: Overseas Trips for Students.

Baseline Data For This Strategic Goal

2023: Reconnect with the Chinese market.

2022: Rebuilding our International student programme.

2021: Focus on current International students remaining at SPC and ensuring their success academically & socially.

2020: Enabling more overseas trip experiences for our students.

What Do We Need To Do?

Goal Strategy

- Organise separate trips to China, Eastern Europe and Spain.
- Encourage staff to explore Overseas trips as an option.

Monitoring of this Goal

- Associate Headmaster.
- BOT.

Resourcing

- Staff allocation.

Strategic Goal No 8: To Ensure That The Arts Are Central To The Development Of A St Peter's Man

Target 2024: Staging the musical "Priscilla, Queen of Desert" in partnership with Marist College.

Baseline Data For This Strategic Goal

2023: Staging the musical "Titanic" in partnership with Marist College.

2022: Staging of "Grease" in partnership with Marist College.

2021: Staging of "Sound of Music" in partnership with Marist College.

2020: Ensure successful production of "Chess the Musical".

What Do We Need To Do?

Goal Strategy

- Employ Professional Director and Musical Director.
- Promote across College and Marist College.
- Manage budget effectively.
- Enhance communication between Production Team and the two Colleges.

Monitoring of this Goal

- Associate Headmaster
- Staff Liaison
- Finance Team.

Resourcing

- Production budget.

Strategic Goal No 9: To Strengthen A College Environment Of Continuous Improvement.

Target 2024: 30-Year Property Plan Created.

Baseline Data For This Strategic Goal

2023: Implementation of new 2023-2026 Strategic Plan.
2022: Continuous implementation of 2020-2023 Strategic Plan.
2021: Continuous implementation of 2020-2023 Strategic Plan.
2020: Implement new Strategic Plan.

What Do We Need To do?

Goal Strategy

- Employ Stevens Lawsons Architects
- Consultation with College community.
- 30-Year Plan designed.
- 30-Year Plan provided to BOT for approval.

Monitoring of this Goal

- BOT

Resourcing

- Cost of Contract

Strategic Goal No 10: To Ensure That Pastoral Care Of Boys Underpins The Development Of Outstanding Men.

Target 2024: Reinforcement of expectations on students.

Baseline Data For This Strategic Goal

2023: Deepen understanding of what it means to be an SPC Man.
2022: Students to make positive choices when facing challenges.
2021: Developing programme of student understanding of digital responsibility.
2020: Implement KiVa Anti-bullying programme in Y7 & Y8.

What Do We Need To Do?

Goal Strategy

- Student seminars.
- Parent seminars.
- Greater awareness of issues through assemblies, newsletters etc.
- Prefects run student workshops on themes.
- Senior Leadership Team to provide key messages for assemblies.

Monitoring of this Goal

- Deputy Headmaster - Pastoral Care

Resourcing

- Cost of speakers and Staff Professional Development.

Strategic Goal No 11: To Ensure The College Adopts Targeted Outreach And Mission.

Target 2024: Raise funds for St Vincent de Paul through several initiatives.

Baseline Data For This Strategic Goal

2023: Raise funds for Edmund Rice Camp through several initiatives.

2022: Raise funds for Catholic Caring Foundation, Tonga Tsunami Relief fund.

2021: Support St Vincent de Paul.

2020: Support Edmund Rice Camps for underprivileged children.

What Do We Need To Do?

Goal Strategy

- Promote awareness of St Vincent de Paul.
- Funds raised through House service activity.
- Prefect led initiatives.

Monitoring of this Goal

- Associate Headmaster
- Headmaster

Other 2024 Key Improvement Strategies to Achieve Strategic Vision

Property	Evaluation	Finance	Evaluation
1. Gym Extension Project.	✓ Complete mid-year.	1. To maintain International student numbers of 40.	✓ Successful. Retained current students and enrolled further students.
2. Bleacher Seating for Sports Field	✓ Planning Underway.	2. To maintain and further decrease our low debt ratio.	✓ Effective financial management has led to continued low debt ratio.

Staffing	Evaluation	Community engagement	Evaluation
1. Staff Leadership Development Programme.	✓ Ongoing.	1. 10 Year Property Plan consultations. Number of Community workshops.	✓ Completed February 2024.
2. Recruitment of Overseas Teachers.	✓ Good Progress.		

St Peter's College

Year 9 and 10 Data 2023

YEAR 9 ST PETER'S COLLEGE EXAMINATIONS

SUBJECTS	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024 TARGET
ENGLISH	60%	61%	62%	59%	59%	64%	57%	64%	60%	60%
MATHEMATICS	59%	66%	60%	57%	59%	57%	57%	59%	57%	60%
SCIENCE	55%	68%	64%	63%	52%	57%	57%	61%	54%	60%

YEAR 10 ST PETER'S COLLEGE EXAMINATIONS

SUBJECTS	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024 TARGET
ENGLISH	59%	58%	63%	62%	65%	74%	69%	72%	72%	65%
MATHEMATICS	53%	51%	57%	52%	53%	56%	55%	50%	59%	60%
SCIENCE	55%	54%	64%	54%	55%	50%	50%	57%	58%	60%

DISCUSSION

These results are from the internal St Peter's College examinations held in Term 4. The marks are an average that the cohort gained in the examination excluding international students.

In Year 9 and 10 all subjects gained an average between 54 and 72%.

With most subjects having an average around the 54 - 60% mark that has become consistent across the past 3 years shows that students are consistently being examined across subjects and across years. Improvements were seen in Year 10 subjects, with Year 10 English with an average of 72% showing that the students are doing very well in this subject consistently across the last few years.

In Year 9 and 10 Mathematics it must be noted that 30 students are taking Mathematics a year ahead and this will impact their marks.

St Peter's College Middle School

Year 7 and Year 8 Data 2023

NAG2A (b)(i) Areas of strength
Subject: Mathematics
Discussion: 80% of our students last year ended the year at the expected standard. Our goal this year is to increase that to 85% and above across Year 7 and 8 which would be a very good achievement based on the gaps that are appearing in these students' knowledge. Furthermore, we will be aiming for a 75% mean in the End of Year Examination.
NAG2A (b)(i) Areas for improvement
Subject: Mathematics
Discussion: The levels in Numeracy still remain slightly lower than our Literacy results. This has been a common trend across the country over the recent years. However, we are striving to have 85% of our students achieving at their expected grade by the end of the academic year.
NAG2A (b)(ii) Basis for identifying areas for improvement
Discussion: Students are tested using PAT's, iKAN, MIDYIS and School Exams.

NAG2A (b)(iii) Planned actions for lifting achievement

Subject: Mathematics

Discussion: The Mathematics programme is continually adapted to address the following areas of concern: Basic Number Knowledge, Word based questions. In addition to this we will be re-introducing aspects/content from the Junior Cambridge Curriculum, Checkpoint back you're your plans and scheme of work. Furthermore, some topics have been removed and will only be taught in Year 8. The yearly overview has been changed for better flow between concepts and allows more realistic time for more detailed concepts to be taught. In Year 7, the bottom 10% of students are being taught in isolation so that they can be catered for and taught at the appropriate speed. Some concepts will not be taught to this group. Following on from this the same will be happening in Year 8, with the bottom 10% of students again being taught in isolation. This class will not necessary be the same make up as the previous year in Year 7 as it is based off overall results from the Year 7 year. The remaining 3 classes in Year 8 classes have been created on a mixed ability system. With the top 3 Year 8 classes being streamed with the top class completing a Year 9 course.

Continued up skilling is being undertaken to use resources that lead to higher engagement for students. For example, the use of Mathletics. Furthermore, a common mathematical language and strategies are being shared amongst teachers so that further teaching and learning improvements occur. These are being shared via a digital platform that students/parents will be able to access from home.

Additional information: Mathematics

Annual Aim: To increase the rate of students achieving at or above our St Peter's College expected standards for Numeracy.

Target for 2024: To have 85% of the Middle School students At or Exceeding their expected standard (this standard is based on Curriculum levels). Furthermore, we will be aiming for a 75% mean in the End of Year Examination.

Maths End of Year Examination Mean

Please note no exams were sat in 2021 due to lockdowns.

Year	Yr. 7	Yr. 8	Yr. 8 Top (Yr. 9 Maths)	Combined (Excludes Yr. 8 Top)
2020	64%	65%	79%	65%
2021	N/A	N/A	N/A	N/A
2022	65%	59%	62%	62%
2023	68%	67%	74%	68%

St Peter's Level of Achievement: Students 'At' or 'Exceeding' our Mathematics Standard

Year	Yr. 7	Yr. 8	Combined
2020	80%	87%	84%
2021	84%	87%	85%
2022	86%	83%	85%
2023	78%	81%	80%
2024	85% Target		

NAG2A (b)(i) Areas of strength

Subject: English: Reading and Writing

Discussion: 69% of our students are meeting and/or exceeding the expected standard. This was slightly lower in comparison to the previous couple of years. Furthermore, our End of Year mean was up slightly on previous years at a combined 66%. Our goal this year is to increase that to 80% and above across Year 7 and 8 which would be a very good achievement based on the gaps that are appearing in these students' knowledge. Furthermore, we will be aiming for a 70% mean in the End of Year Examination.

Our writing framework focuses on teaching students the various functions of writing via a practical, skills-based programme. These include the different sentence and paragraph types that make quality writing. This is done via the Writers Tool Box Programme. This is used across the curriculum, including Religious Studies and Humanities.

The Differentiated reading programmes within our classes and outside with the Literacy Centre are meeting the needs of our various readers – and in turn developing their skills.

NAG2A (b)(i) Areas for improvement

Subject: English: Reading and Writing

Discussion: 69% of our students are at or above our expected standard based on the standardised tests completed. I would suggest as an OTJ this would be closer to 75%. Writing has improved over the last year with students really enjoying the structure that the Writers Tool Box gives them. Using this software across English, Humanities and Theology and Philosophy has further supported this. Last year also saw all 6 year 8 classes have a literacy support group – they went to specialised classes with Carolyn Herbert twice weekly.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: Students are tested using PATS, MIDYIS and School Exams and students writing samples.

NAG2A (b)(iii) Planned actions for lifting achievement

Subject: English: Reading and Writing

Discussion:

Consistent teaching Reading comprehension programme across the Year 7 and 8 year groups. This aligns all teachers with the curriculum and the learning needs of the students. Furthermore, students achievement around decoding and inferencing will be a classroom focus throughout reading this year.

Students in year 7 and 8 are getting targeted reading support to improve their skills. Reading support time in both Year 7 and 8 occurs twice a week. These groups received expert support to become better readers.

Continued use of the phonics programme for high priority students to learn a new way to decode the information.

Continue to develop our teaching strategies for Pasifika students who currently have a higher proportion below the standard.

Again, we have a teacher in charge of writing in each respective year group who main priority is to promote the quality of writing across the board and take charge of making writing more engaging and enjoyable for our students to learn and teachers to teach.

Continue to use the devices in different ways to visually stimulate the writing process in students, with particular focus on the various modules and resources teachers and students can use within Writers Tool Box. Again, this is to ensure the programme is practical and skills based.

Additional information: English: Reading and Writing

Annual Aim: To increase the rate of students achieving at or above our St Peter's College expected standard in Writing.

Target for 2024: To have 80% of the Middle School students At or Exceeding their expected standard (this standard is based on Curriculum levels). Furthermore, we will aim to achieve a combined End of Year Examination mean of 70%.

English End of Year Examination Mean

**Please note no exams were sat in 2021 due to lockdowns.*

Year	Yr. 7	Yr. 8	Combined
2020	66%	58%	62%
2021	N/A	N/A	N/A
2022	60%	66%	63%
2023	63%	69%	66%

St Peter's Level of Achievement: Students 'At' or 'Exceeding' our English Standard

** Please note the below percentages are based off combining the scores of two standardised tests in Comprehension and Vocab*

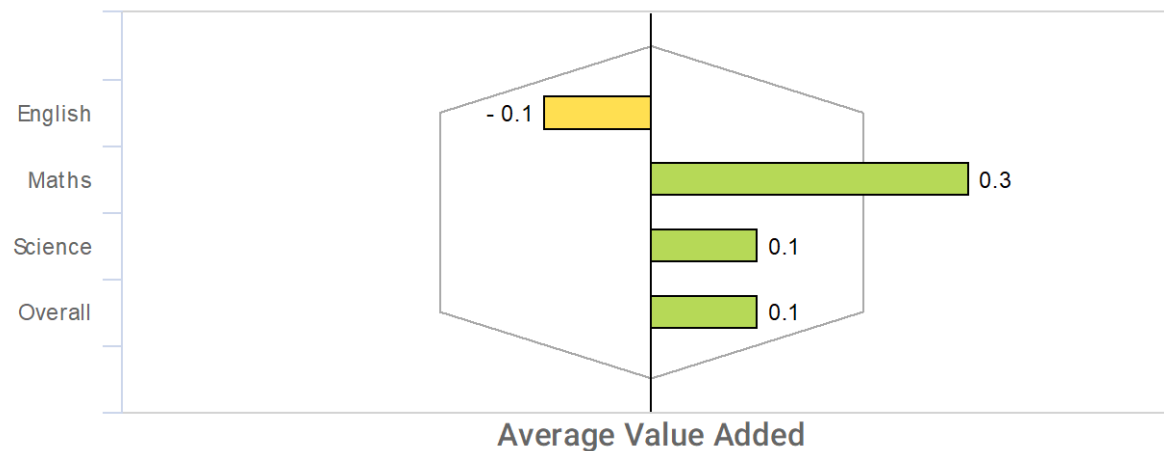
Year	Yr. 7	Yr. 8	Combined
2020	74%	70%	72%
2021	N/A	N/A	N/A
2022	78%	71%	75%
2023	70%	67%	69%
2024	80% Target		

MIDDLE SCHOOL MIDYIS DATA YEAR 7 INTAKE 2022

MidYIS is the Middle Years Information System test run by the University of Canterbury. It is a baseline assessment that is largely curriculum-free. It measures students' strengths and weaknesses across four sub-scales: Literacy, Numeracy, Visual/nonverbal and Processing. The MidYIS baseline assessments cover generic and transferable skills which are necessary for successful academic study and are a good predictor of later academic achievement.

Below is the 2022 intakes progression across the two years in the Middle School.

All Subjects - Average Value Added



How to read this graph

The higher the average value added scores (standardised residuals) the better.

If the bar representing the average value added scores falls completely within the inner (95%) confidence limits, it is within the limits of normal variation and is not statistically significant. The progress made in this subject is similar to the average of the national sample of New Zealand schools (zero on the graph)

If the average of the value added scores lie outside and to the right of the 95% confidence bound, it is statistically significant (i.e. beyond chance) that the average progress made in this subject is greater than the average of the national cohort who sat the test that year.

If the average of the value-added scores lie outside and to the left of the 95% confidence bound, it is statistically significant (i.e. beyond chance) that the average progress made in this subject is less than the average of the national cohort who sat the test that year.

The confidence bounds vary with the number of pupils in the school taking each subject, the fewer the pupils the wider the confidence bounds.

ANALYSIS OF VARIANCE FOR 2023-2024

TARGETS AND ACTUAL OUTCOMES

Focus: Mathematics

Annual aim: To increase the rate of students achieving at or above our St Peter's College expected standards for Numeracy.

Target for 2024: To have 85% of the Middle School students At or Exceeding their expected standard (this standard is based on Curriculum levels). For this to occur a focus on students sitting below the expected standard and work with them to achieve the standard.

Results for 2023 Mathematics Data

Analysis of all the Middle School students in 2023 identified that 80% of students were working at or exceeding the expected Standard.

REASONS FOR VARIANCE	FURTHER DEVELOPMENT
<ul style="list-style-type: none">• The level of attainment has remained similar to the last few years, this is in line with the current Mathematics curriculum being used within the Middle School being adapted and changed to suit the requirements of our student needs, and the amount of learning that has been missed in recent years.• The matching up of mathematics programme, PAT assessments, and Junior Cambridge assessments occurred to prepare students with the Mathematical foundation that will allow them to enter either path at the senior end of the school.• The levels in Numeracy are slightly higher than Literacy.• Having a more experienced staff both in years of teaching and teaching Mathematics at St Peter's College.• An improved percentage of teacher/student use of Mathletics to further consolidate and check new knowledge and understanding.	<ul style="list-style-type: none">• Further rejuvenation and adaption of the Mathematics programme used last year, with again further focus (mainly allocated time) on number knowledge, such as, rote learning of timetables, and word based questions.• The reintroduction of The Junior Cambridge: Checkpoint resource. This will help us in our quest to developing a streamline Yr 7 – Yr 10 rubric for Mathematics.• The Mathletics Resource: Continue using the assessment activities available to us to further check the quality of our teaching and students learning. Use iKan tests online to quickly identify maintenance maths that needs attention from teachers.• Students have 5 lessons a week focusing on numeracy. With all Mathematics periods being had before interval. This ensures all students are more engaged and on task in class.

	<ul style="list-style-type: none"> Targeted tracking of all students to ensure that those that fall behind are identified and extra help is given. Students struggling leading into the Mid-Year have a teacher – parent meeting to make a plan moving forward. Streamed Mathematics classes for 50% of the Year 8 cohort the remaining are 3 mixed abilities and the bottom 10% of students who receive expert support on a smaller ratio. Target primary trained or specialised teachers to teach Mathematics
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Focus: English: Reading & Writing

Annual aim: To increase the rate of students achieving at or above our St Peter's College expected standard in English: Reading & Writing.

Target for 2024: To have 80% of the Middle School students At or Exceeding their expected standard (this standard is based on Curriculum levels). Furthermore, we will be aiming for a 75% mean in the End of Year Examination.

Results for 2023 English: Reading and Writing Data

Analysis of all the Middle School students in 2023 identified that 69% of students were working at or exceeding the expected Standard.

REASONS FOR VARIANCE	FURTHER DEVELOPMENT
<ul style="list-style-type: none"> The consolidation of the implementation of the programme based on the 'Writers Tool Box' programme. Furthermore, having the conventions and techniques from the above programme used across the Religious Studies and Humanities Curriculum. The use of Journals within the classroom programme. 	<ul style="list-style-type: none"> Consistent teaching to a Reading programme across the Year 7 and 8 years. This aligns all teachers with the curriculum and the learning needs of the students. Continued focus on Differentiation in learning. A heavy focus on Reading Comprehension and the use of NZ Journals, and junior novels.

<ul style="list-style-type: none"> • Focusing our reading programme on improving students abilities and understanding on how to inference and decode messages within text. • Students in year 7 and 8 are getting targeted reading support to improve their skills. Reading support time in both Year 7 and 8 occurs twice a week. 	<ul style="list-style-type: none"> • Students in year 7 and 8 are getting targeted reading support to improve their skills. Reading support time in both Year 7 and 8 occurs twice a week. This programme will only use the texts being used in class. • Staff are to continually meet and be involved in writing moderation. Due to the nature of subjectivity when marking writing it is important that we are as fair and consistent as we can be. • Continue to use the universal marking rubric when teaching and refer to the requirements when in class – highlighting good examples of writing where/when possible. • Continue to align our writing plan to teach and up skill our writers to have the necessary skills to be able to cope with essay writing. Clearly identify what needs to be taught in Yr 7 and what can be Introduced in Yr 8. • Continue to use the devices in different ways to visually stimulate the writing process in students, with particular focus on the various modules and resources teachers and students can use within Write that Essay. • Ongoing PD to how best teach reading comprehension.
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2023

Senior Academic Results

Executive Summary

Overall Significant Achievements:

- 95%* University Entrance (Overall NZ 47%) (FSB# 68%)
- 91%* Maori University Entrance (Overall Maori in NZ 29%) (Maori in FSB# Schools 55%)
- 85%* Pasifika University Entrance (Pasifika in NZ 27%) (Pasifika in FSB# Schools 47%)
- 37 scholarships, including 1 outstanding scholarships.
- 1 Student gained NZQA Scholarship Award (\$6,000 over 3 years).
- 1 Student gained NZQA Outstanding Scholar Award (\$15,000 over 3 years).
- 1 student gained Top Subject Scholarship for Religious Studies.
- 1 Top of New Zealand in Cambridge subject awards.
- 1 Top of the World in Cambridge subject awards.

** includes students who left part way through the year/ does not include international students*

FSB is Few Social Economic Barriers – similar to high decile schools

Cambridge Significant Achievements

- 98% of A2 Level students gained UE.
- A*- A rate of 23% across all A2 subjects.
- A rate of 14% across all AS subjects.
- A*- A rate of 29% across all IGCSE subjects.
- 1 Top in New Zealand Cambridge result in the June Examinations.
- 1 Top in the World Cambridge result in the November Examinations.

NCEA Significant Achievements

- NCEA University Entrance rate of 94%.
- NCEA Overall pass rates in Level 1: 94%, Level 2: 95%, Level 3: 97%.
- Merit and Excellence endorsements in Years 11 – 13 between 30 – 35%.
- Maori pass rates in Level 1: 94%, Level 2: 86%, Level 3: 94%, University Entrance: 94%.
- Pasifika pass rates in Level 1: 91%, Level 2: 92%, Level 3: 95%, University Entrance: 85%.
- Comparison to New Zealand Data shows that St Peter's College is above the NZ average by: Level 1 (L1): 34%, L2: 23%, L3: 31%, UE: 48%.
- These statistics **do include** students that left during the year and did not complete their full course.
- These statistics **do not include** International students.

Other Significant Achievements

- Gained 37 Scholarships, including 1 Outstanding Scholarships.
- 7 Scholarships gained by students in Year 11.
- 5 Scholarships gained by students in Year 12.
- 1 Student gained NZQA Scholarship Award (\$6,000 over 3 years).
- 1 Student gained NZQA Outstanding Scholar Award (\$15,000 over 3 years).
- 1 Student gained Top Subject Scholarship for Religious Studies.
- Overall University Entrance rate of 95%.

Scholarship

Outstanding Scholar Award

\$5,000 each year for three years

A minimum of three Scholarships with two at “Outstanding” level, or at least five Scholarships with one at “Outstanding” level or a minimum of four Scholarships with one at “Outstanding” level including a Top Subject Scholar Award

Archie Lamont-Bowden

Scholarships in Classical Studies, English, Geography, Media Studies and Music.

Outstanding Scholarship in Religious Studies

Top Subject Scholar in Religious Studies

Scholarship Award

\$2,000 each year for three years

Scholarship in three or more subjects or Outstanding Scholarship in two subjects (with no third subject) in the same year.

Toby Gordon

3 Scholarships

First Name	Last Name	Subject	Scholarship	Teacher
Jasper	Carran	Calculus	S	Mr Alex Wells
Aaron	Dlima	Classical Studies	S	Mr Cameron Sitters
Keegan	Fong	Classical Studies	S	Mr Cameron Sitters
Riley	Watson	Classical Studies	S	Mr Cameron Sitters
Dylan	Winstanley	Classical Studies	S	Mr Cameron Sitters
Cedric	Charles	Classical Studies	S	Mr Cameron Sitters
Toby	Gordon	Classical Studies	S	Mr Cameron Sitters
Archie	Lamont-Bowden	Classical Studies	S	Mr Cameron Sitters
Oliver	Lewis	Classical Studies	S	Mr Cameron Sitters
Alexander	Reid	Classical Studies	S	Mr Cameron Sitters
Shay	Reid	Classical Studies	S	Mr Cameron Sitters
Alexander	Worth	Classical Studies	S	Mr Cameron Sitters
Cedric	Charles	English	S	Mr Stacy Humpage
Archie	Lamont-Bowden	English	S	Mr Stacy Humpage
Daniel	Nuku	English	S	Mr Stacy Humpage
Archie	Lamont-Bowden	Geography	S	Mr Damish Umar
Toby	Gordon	History	S	Mr Jakub Kalinowski
Daniel	Hughes	History	S	Mr Jakub Kalinowski
Toby	Gordon	Media Studies	S	Mr Pat Griffith and Mr Hayden Kingdon
Archie	Lamont-Bowden	Media Studies	S	Mr Pat Griffith and Mr Hayden Kingdon
Archie	Lamont-Bowden	Music	S	Mr Antun Poljanich
Logan	Butcher	Physics	S	Mr Kevin Barker
Reuben	Mowbray	Physics	S	Mr Kevin Barker

Maximus	Parkinson	Religious Studies	S	Dr Dan Stollenwerk
Joseph	Robinson	Religious Studies	S	Dr Dan Stollenwerk
Ryan	Tolley	Religious Studies	S	Mr Tim Mackenzie
Alexander	Reid	Religious Studies	S	Mr Tim Mackenzie
Sebastian	Castellanos	Religious Studies	S	Mr Hayden Kingdon
Joel	Scobie	Religious Studies	S	Mr Hayden Kingdon
Archie	Lamont-Bowden	Religious Studies	T	Mr Hayden Kingdon
Connor	Casford	Religious Studies	S	Mr James Pepping
Christopher	McGillivray	Religious Studies	S	Mr James Pepping
Spencer	Reinsfield	Religious Studies	S	Mr James Pepping
Jasper	Carran	Statistics	S	Mr Matt Bindon
Aaron	Dlima	Statistics	S	Mr Matt Bindon
Riley	Watson	Statistics	S	Mr Matt Bindon
Ryan	Tolley	Statistics	S	Mr Matt Bindon

Cambridge International Exam Analysis 2023

the following results are what was achieved in the November 2023 series of exams.

The only subjects used from the June 2023 series are IGCSE Mathematics

X's (did not sit) are also reported.

St Peter's College

A2 Level Results 2023

	COHORT	A*	A	B	C	D	E	U - FAIL	X - Absent	A* - E 2023	A* - E 2022	VARIANCE
ACCOUNTING	3	0%	33%	33%	33%	0%	0%	0%	0%	100%	100%	0%
BIOLOGY	6	0%	33%	17%	33%	0%	0%	0%	17%	83%	100%	-17%
CHEMISTRY	5	0%	20%	20%	20%	20%	20%	0%	0%	100%	100%	0%
CLASSICS	16	0%	38%	44%	19%	0%	0%	0%	0%	100%	100%	0%
DVC	3	0%	0%	67%	33%	0%	0%	0%	0%	100%	100%	0%
ECONOMICS	12	0%	25%	42%	17%	17%	0%	0%	0%	100%	100%	0%
ENGLISH	14	0%	7%	43%	14%	36%	0%	0%	0%	100%	100%	0%
GEOGRAPHY	14	7%	21%	36%	29%	7%	0%	0%	0%	100%	100%	0%
HISTORY	14	7%	21%	29%	29%	14%	0%	0%	0%	100%	100%	0%
MATHEMATICS	25	0%	28%	28%	20%	24%	0%	0%	0%	100%	100%	0%
MUSIC*	2	0%	0%	50%	50%	0%	0%	0%	0%	100%	100%	0%
PHYSICS	16	0%	6%	38%	31%	25%	0%	0%	0%	100%	100%	0%
TOTAL	130	2%	22%	35%	24%	16%	1%	0%	1%	99%	100%	-1%

A* - A 2023	A* - A 2022	VARIANCE
33%	0%	33%
33%	57%	-24%
20%	38%	-18%
38%	50%	-13%
0%	0%	0%
25%	25%	0%
7%	24%	-16%
29%	21%	7%
29%	44%	-16%
28%	5%	23%
0%	25%	-25%
6%	28%	-22%
23%	27%	-4%

St Peter's College

AS Level Results 2023

	COHORT	A	B	C	D	E	U - FAIL	X - Absent	A - E 2023	A - E 2022	VARIANCE
ACCOUNTING	2	50%	0%	50%	0%	0%	0%	0%	100%	71%	29%
ART	11	0%	0%	0%	36%	36%	27%	0%	73%	100%	-27%
BIOLOGY	17	29%	6%	24%	18%	18%	6%	0%	94%	88%	7%
CHEMISTRY	19	32%	26%	21%	5%	5%	11%	0%	89%	79%	11%
CLASSICS	23	13%	13%	35%	35%	4%	0%	0%	100%	100%	0%
DVC	9	0%	44%	33%	11%	0%	11%	0%	89%	100%	-11%
ECONOMICS	32	6%	25%	9%	25%	19%	16%	0%	84%	100%	-16%
ENGLISH	66	2%	9%	23%	39%	9%	18%	0%	82%	85%	-3%
GEOGRAPHY	25	8%	12%	24%	32%	12%	8%	4%	88%	96%	-8%
HISTORY	20	5%	15%	20%	25%	15%	15%	5%	80%	100%	-20%
MATHEMATICS	69	17%	4%	33%	13%	10%	20%	1%	78%	86%	-7%
MUSIC*	5	60%	40%	0%	0%	0%	0%	0%	100%	100%	0%
PE	16	19%	6%	25%	25%	6%	19%	0%	81%	100%	-19%
PHYSICS	28	29%	25%	25%	14%	7%	0%	0%	100%	98%	2%
SPANISH	4	0%	0%	25%	25%	0%	25%	25%	50%	100%	-50%
TOTAL	346	14%	13%	24%	24%	11%	14%	1%	85%	92%	-6%

A 2023	A 2022	VARIANCE
50%	29%	21%
0%	0%	0%
29%	25%	4%
32%	7%	24%
13%	56%	-43%
0%	50%	-50%
6%	24%	-18%
2%	7%	-6%
8%	11%	-3%
5%	29%	-24%
17%	4%	14%
60%	0%	60%
19%	50%	-31%
29%	10%	19%
0%	0%	0%
14%	16%	-2%

St Peter's College

IGCSE Results 2023

	COHORT	A*	A	B	C	D	E	F - FAIL	G- FAIL	U - FAIL	X-Absent	A* - E 2023	A* - E 2022	VARIANCE	A*/A 2023	A*/A 2022
ACCOUNTING	13	0%	8%	38%	8%	8%	23%	15%	0%	0%	0%	85%	79%	6%	8%	7%
ART AND DESIGN	10	0%	0%	0%	10%	60%	20%	10%	0%	0%	0%	90%	83%	7%	0%	0%
BIOLOGY	56	16%	7%	29%	25%	16%	5%	2%	0%	0%	0%	98%	90%	8%	23%	18%
CHEMISTRY	42	24%	24%	12%	17%	7%	5%	7%	2%	2%	0%	88%	92%	-4%	48%	38%
DESIGN AND TECHNOLOGY	23	0%	4%	57%	30%	4%	4%	0%	0%	0%	0%	100%	100%	0%	4%	29%
ECONOMICS	34	0%	24%	26%	29%	21%	0%	0%	0%	0%	0%	100%	100%	0%	24%	35%
ENGLISH - LITERATURE	93	11%	23%	44%	16%	4%	2%	0%	0%	0%	0%	100%	100%	0%	33%	46%
GEOGRAPHY	10	0%	20%	40%	40%	0%	0%	0%	0%	0%	0%	100%	100%	0%	20%	28%
HISTORY	50	2%	18%	26%	34%	14%	6%	0%	0%	0%	0%	100%	96%	4%	20%	30%
MATHEMATICS (June and Nov)	100	21%	22%	11%	25%	11%	9%	0%	0%	1%	0%	99%	99%	6%	0%	43%
MUSIC*	13	23%	31%	15%	23%	0%	0%	8%	0%	0%	0%	92%	100%	-3%	54%	63%
PE	13	0%	8%	46%	23%	23%	0%	0%	0%	0%	0%	100%	100%	0%	8%	21%
PHYSICS	69	19%	23%	23%	19%	6%	6%	1%	3%	0%	0%	96%	96%	-1%	42%	39%
RELIGIOUS EDUCATION	92	4%	11%	16%	33%	20%	8%	7%	2%	0%	0%	91%	61%	31%	15%	2%
SPANISH	8	13%	0%	13%	13%	38%	13%	13%	0%	0%	0%	88%	92%	-5%	13%	8%
TOTAL	626	12%	17%	25%	24%	12%	6%	3%	1%	0%	0%	96%	90%	6%	29%	28%

Mathematics data includes June and November 2023 examination series

Outstanding results in the 2023 Cambridge International Examinations

Student Name	Qualification	Syllabus	Cambridge Award	Series	Teacher
Martell Herrera	Cambridge IGCSE	Mathematics	Top in New Zealand	June	Mr Alex Wells
Christian Domillies	Cambridge IGCSE	Religious Studies	Top in the World	November	Ms Natalie Matulovic

A2 Level

- Students being placed in A Level have high prospects of success with 99% of subjects passed.
- 23% of cohort achieved A* or A.
- Mathematics, Geography and History had 28% or 29% of students in the A* - A ratio.
- Accounting, Biology and Classics have 30% or higher of students in the A* - A ratio.

AS Level

- The overall pass rate of A – E grade is at 85%.
- 14% of cohort achieved an A.
- Biology and Physics had 29% of students in the A ratio.
- Accounting, Chemistry and Music have 30% or higher of students in the A ratio.
- Music had 60% of students gaining an A.
- Accounting had 50% of students gaining an A.

IGCSE

- The overall pass rate of A – E grade is at 96%.
- 29% of grades across all subjects were A* or A.
- Chemistry, English, Mathematics, Music and Physics had 30% or higher of their cohort achieve A*-A.
- Music had 54% of students gaining an A* or A.
- Top in the World for Religious Education for Christian Domillies, taught by Natalie Matulovic.
- Top in New Zealand for Mathematics for Martell Herrera, taught by Alex Wells.

NCEA Results Analysis

2023

more detailed breakdown of results will follow with Faculty analyses

Cambridge students are not included in this analysis

The following statistics are domestic students only and include students who left part way through the year.

NCEA OVERALL PASS RATE 2012-2023

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Level One	66%	81%	82%	88%	98%	97%	98%	100%	100%	99%	99%	94%
Level Two	84%	82%	93%	96%	93%	98%	97%	99%	100%	100%	98%	95%
Level Three	59%	73%	67%	83%	97%	97%	99%	100%	97%	97%	99%	97%

NCEA ATTAINMENT %

SPC NCEA Level One Results	Excellence	Merit	Achieved	Not Achieved
2019	4%	43%	53%	0%
2020	5%	47%	48%	0%
2021	10%	52%	37%	1%
2022	12%	33%	54%	1%
2023	10%	20%	64%	6%

SPC NCEA Level Two Results	Excellence	Merit	Achieved	Not Achieved
2019	9%	41%	49%	1%
2020	17%	42%	41%	0%
2021	22%	40%	38%	0%
2022	20%	39%	39%	2%
2023	8%	27%	60%	5%

SPC NCEA Level Three Results	Excellence	Merit	Achieved	Not Achieved
2019	13%	27%	60%	0%
2020	19%	42%	36%	3%
2021	13%	39%	45%	3%
2022	13%	31%	55%	1%
2023	10%	24%	63%	3%

NCEA ETHNICITY BREAKDOWN

SPC NCEA Level One Results	Maori	Overall Pasifika	Samoan	Tongan	International
2019	100%	100%	100%	100%	27%
2020	100%	100%	100%	100%	67%
2021	100%	97%	95%	100%	89%
2022	100%	97%	100%	86%	50%
2023	94%	91%	100%	75%	33%

SPC NCEA Level Two Results	Maori	Overall Pasifika	Samoan	Tongan	International
2019	100%	100%	100%	100%	86%
2020	100%	100%	100%	100%	93%
2021	100%	100%	100%	100%	92%
2022	100%	97%	95%	100%	89%
2023	86%	92%	95%	85%	42%

SPC NCEA Level Three Results	Maori	Overall Pasifika	Samoan	Tongan	International
2019	100%	100%	100%	100%	82%
2020	94%	97%	100%	100%	100%
2021	100%	88%	93%	78%	93%
2022	92%	100%	100%	100%	90%
2023	94%	95%	96%	92%	82%

NCEA NATIONAL COMPARISON

when comparing SPC Nationally it is important to remember that a large % of the SPC cohort are not included due to them taking Cambridge

	2019		2020		2021		2022		2023	
	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ
Level One	100%	71%	100%	71%	100%	71%	100%	71%	94%	60%
Level Two	99%	78%	100%	81%	99%	78%	100%	81%	95%	72%
Level Three	100%	68%	97%	73%	100%	68%	97%	73%	97%	66%
NCEA University Entrance	97%	48%	97%	53%	97%	48%	97%	53%	94%	47%

UNIVERSITY ENTRANCE – NCEA

NCEA Cohort Gaining University Entrance	2019	2020	2021	2022	2023
Overall	97%	97%	97%	99%	94%
Māori	94%	94%	100%	92%	94%
Overall Pasifika	100%	97%	88%	100%	85%
Samoan	100%	100%	93%	100%	87%
Tongan	100%	100%	78%	100%	77%
International	73%	57%	43%	90%	64%

UNIVERSITY ENTRANCE – OVERALL

University Entrance	2018	2019	2020	2021	2022	2023
Cambridge	100%	99%	100%	98%	98%	98%
NCEA	98%	97%	97%	97%	99%	94%
TOTAL	99%	98%	98%	98%	99%	95%

Level One

- Pass rate of 94%.
- Maori pass rate of 94%.
- Pasifika pass rate of 91%.
- 5 students failed Level One out of a cohort of 88.
- 18 students received Merit endorsement and 9 students received Excellence endorsement.
- 2 International students failed with an International Pass rate of 33%.

Level Two

- Pass rate of 95%.
- **Māori pass rate of 86%.**
- Pasifika pass rate of 92%.
- 6 students failed Level Two out of a cohort of 116.
- 31 students received Merit endorsement and 9 students received Excellence endorsement.
- 7 International students failed with an International Pass rate of 42%.

Level Three

- Pass rate of 97%.
- Maori pass rate of 94%.
- Pasifika pass rate of 95%.
- 4 students failed Level Three out of a cohort of 126.
- 30 students received Merit endorsement and 13 students received Excellence endorsement.
- 2 International students failed with an International Pass rate of 82%.

University Entrance

- NCEA University Entrance rate of 94%.
- **NCEA Māori pass rate of 94%.**
- NCEA Pasifika pass rate of 85%.
- 8 students did not gain University Entrance out of an NCEA cohort of 126.
- 2 of these students left school before the end of the year.
- 4 International students failed with an International Pass rate of 64%.
- These are good results for our International Students as 64% are gaining 80 credits in Level 3 and gaining the 3 x 14 in UE approved subjects. A struggle for our international students has been gaining the UE Literacy requirements of at least 5 Reading and 5 Writing credits in Level 2 English, though this year 64% have passed this.

Conclusion

2023 was a difficult year with the issues of a disrupted start to the year due to extreme weather events. Along with this were the ongoing teacher strikes that meant some teachers were not in front of their classes at all times. While St Peter's College stayed open during this time, students were not always working with their subject teacher. Even through all of this, St Peter's College did well academically as shown by the overall results in NCEA and Cambridge.

The Scholarship results last year were disappointing, with a total number of 37, which is down from previous years. The school is already reviewing what happened last year and implementing ways to increase the number of Scholarships gained in 2024. Scholarships will always be a major focus here at St Peter's. The school sees this as a chance for students to match themselves against the very best in the country. Staff and students are striving to gain Scholarship to ensure that students will master their respective subjects and grow as young men along the way.

In Cambridge we saw quality results across Years 11 -13. It must be noted that the grade thresholds that students needed to gain a certain grade have increased back up to 2019 levels, so it is difficult to compare to the last 3 years. To give an example, in 2020 a student may only have needed a raw score of 120 out of 180 to gain an A grade, though in 2023 a student would need a raw score of 145 to gain an A grade.

In NCEA the covid weightings were removed that had been in place in previous years, even with this, the overall pass rates for St Peter's College are all around 95% which is an outstanding achievement. The endorsement rates in NCEA have gone down and this is an issue. Last year they were between 30 – 35% and the school believes that this should be in the 40s. The constant messaging from SLT to staff and students is about the importance of performing well in externals. Along with this, is recognising students that do gain success with Subject Endorsements that will hopefully increase the drive from students to strive for these higher marks in their Internal and External assessments.

The University Entrance rates at St Peter's College continue to be a real stand out of excellence. Having 95% of our Year 13 cohort gain this qualification is a testament to the continued drive of our staff and students, it shows that students are getting a quality education and qualifications that will open doors to them as they leave the school. It must be noted that the rates across New Zealand do not come close to the success here at the school and we must be extremely proud of our Maori and Pasifika rates when we see what is occurring across the country.

Overall, we have had variable academic success of 2023. SLT and the teaching staff can see the areas that need focus and there are clear points of action that need to be done to see the high-quality results that we expect of ourselves. In all aspects of academic life, St Peter's College endeavours to put itself as the very best in the country and we will continue to strive to be there and push our students to be their very best.