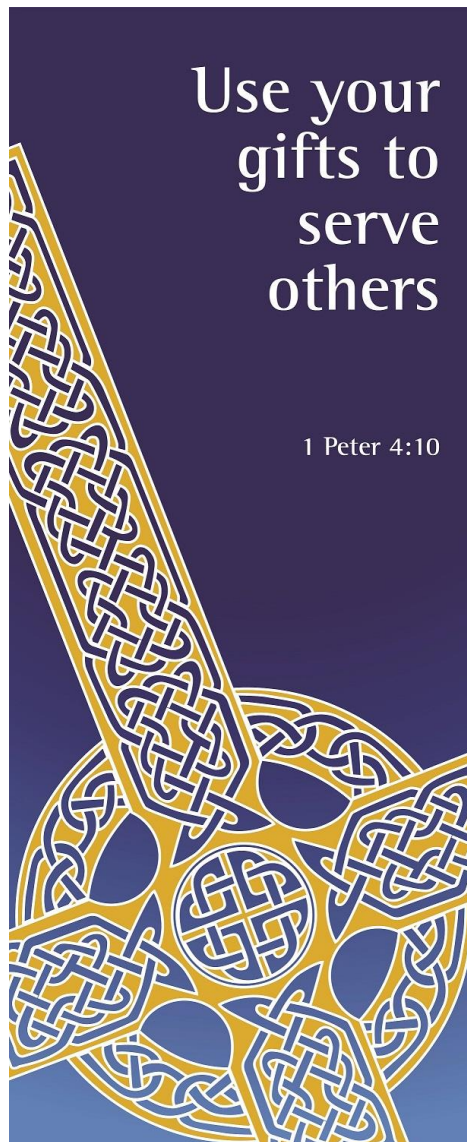


St Peter's College

86th Annual Report

2024



**Catholic School for Boys
in the Edmund Rice Tradition**

St Peter's College

Annual Report

For the Year Ended 31 December 2024

Draft subject to Audit

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	Nov-24
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
Leonardo Flores McAlpine	Student	Elected	Oct-23	Oct-24
Jacob Toa	Student	Elected	Oct-24	Sep-24

Accountant / Service Provider: Brigid Abley CA

St Peter's College

Annual Report

For the year ended 31 December 2024

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St Peter's College

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

The Group's 2024 consolidated financial statements are authorised for issue by the Board.

Full Name of Presiding Member

Full Name of Headmaster

Signature of Presiding Member

Signature of Headmaster

Date:

Date:

St Peter's College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	School 2024 Budget (Unaudited) \$	2023 Actual \$	2024 Actual \$	Group 2024 Budget (Unaudited) \$	2023 Actual \$
Revenue							
Government grants	2	11,026,887	10,747,029	10,979,174	11,026,887	10,747,029	10,979,174
Locally raised funds	3	5,632,488	5,475,992	5,989,902	7,827,631	7,299,631	8,114,996
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		301,257	290,728	259,626	620,871	502,228	452,809
		21,935,632	21,488,749	22,203,702	24,450,389	23,523,888	24,521,979
Expenditure							
Locally raised funds	3	2,576,998	2,504,238	3,138,137	2,617,738	2,539,238	3,170,070
Learning resources	4	11,392,773	11,250,905	11,171,309	11,421,773	11,275,905	11,190,165
Administration	5	1,163,187	1,187,451	1,098,045	1,198,781	1,221,951	1,132,004
Interest		6,921	6,200	6,734	6,921	6,200	6,734
Property management	6	6,243,000	6,079,620	6,225,611	6,243,000	6,079,620	6,225,611
Donations	7	-	-	-	-	-	1,000,000
Depreciation	12	484,080	424,300	386,754	484,080	424,300	386,754
Amortisation of equitable lease	21	37,429	37,429	37,429	37,429	37,429	37,429
		21,904,388	21,490,143	22,064,019	22,009,722	21,584,643	23,148,767
Net Surplus / (Deficit) for the year							
		31,244	(1,394)	139,683	2,440,667	1,939,245	1,373,212
Other Comprehensive Revenue and Expenses							
		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year							
		31,244	(1,394)	139,683	2,440,667	1,939,245	1,373,212

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

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024 Actual	School 2024 Budget (Unaudited)	2023 Actual		2024 Actual	Group 2024 Budget (Unaudited)	2023 Actual
	Notes	\$	\$	\$		\$	\$	\$
Equity at 1 January		5,046,396	5,046,396	4,633,293		8,871,815	8,871,815	7,225,183
Total comprehensive revenue and expense for the year		31,244	(1,394)	139,683		2,440,667	1,939,245	1,373,212
Capital contributions from the Ministry of Education:								
Contribution - furniture and equipment grant		221,658	178,000	273,420		221,658	178,000	273,420
Equity at 31 December		5,299,298	5,223,002	5,046,396		11,534,140	10,989,060	8,871,815
Accumulated comprehensive revenue and expense		5,299,298	5,223,002	5,046,396		10,591,582	10,056,599	7,587,781
Reserves:	25							
Teachers' Scholarship Fund		-	-	-		587,619	591,422	584,922
Events Scholarship Fund		-	-	-		-	-	372,073
Rugby Development Fund		-	-	-		86,880	86,391	80,891
Edmund Rice Student Scholarship Fund		-	-	-		268,059	254,648	246,148
Equity at 31 December 2024		5,299,298	5,223,002	5,046,396		11,534,140	10,989,060	8,871,815

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
Statement of Financial Position
As at 31 December 2024

		2024 Actual	School 2024 Budget (Unaudited)	2023 Actual	2024 Actual	Group 2024 Budget (Unaudited)	2023 Actual
	Notes	\$	\$	\$	\$	\$	\$
Current assets							
Cash and cash equivalents	8	1,864,932	1,207,798	1,816,473	2,452,785	1,516,680	1,946,148
Accounts receivable	9	919,451	863,500	948,848	1,113,939	963,500	1,042,012
GST Receivable		10,426	90,000	160,240	10,426	90,000	160,240
Prepayments		499,660	360,000	121,912	499,660	360,000	121,912
Inventory	10	324,196	350,000	424,924	324,196	350,000	424,924
Investments	11	3,476,230	3,665,000	3,475,487	8,115,001	8,446,676	7,086,163
		<u>7,094,895</u>	<u>6,536,298</u>	<u>6,947,884</u>	<u>12,516,007</u>	<u>11,726,856</u>	<u>10,781,399</u>
Current liabilities							
Accounts payable	13	1,604,904	1,620,000	2,322,148	1,623,752	1,638,500	2,340,996
Revenue received in advance	15	2,614,081	2,300,000	1,864,710	2,630,969	2,316,000	1,891,224
Provision for cyclical maintenance	16	414,820	241,046	241,046	414,820	241,046	241,046
Finance lease liability - current	17	58,517	55,000	46,195	58,517	55,000	46,195
Funds held in trust on behalf of 3rd parties	18	651,407	550,000	400,868	611,671	510,000	363,602
		<u>5,343,729</u>	<u>4,766,046</u>	<u>4,874,967</u>	<u>5,339,729</u>	<u>4,760,546</u>	<u>4,883,063</u>
Working capital surplus		1,751,166	1,770,252	2,072,917	7,176,278	6,966,310	5,898,336
Non-current assets							
Investments	11	992,882	503,666	503,666	1,802,612	1,073,666	503,666
Property, plant and equipment	12	2,544,640	2,795,134	2,278,434	2,544,640	2,795,134	2,278,434
Equitable Leasehold interest	21	543,604	543,604	581,033	543,604	543,604	581,033
		<u>4,081,126</u>	<u>3,842,404</u>	<u>3,363,133</u>	<u>4,890,856</u>	<u>4,412,404</u>	<u>3,363,133</u>
Non-current liabilities							
Provision for cyclical maintenance	16	385,428	371,983	371,983	385,428	371,983	371,983
Finance lease liability - term portion	17	147,566	17,671	17,671	147,566	17,671	17,671
		<u>532,994</u>	<u>389,654</u>	<u>389,654</u>	<u>532,994</u>	<u>389,654</u>	<u>389,654</u>
Net assets		<u>5,299,298</u>	<u>5,223,002</u>	<u>5,046,396</u>	<u>11,534,140</u>	<u>10,989,060</u>	<u>8,871,815</u>
Equity:							
Accumulated surplus		<u>5,299,298</u>	<u>5,223,002</u>	<u>5,046,396</u>	<u>11,534,140</u>	<u>10,989,060</u>	<u>8,871,815</u>

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

Statement of Cashflows

For the year ended 31 December 2024

		School			Group	
	Note	2024	2024	2023	2024	2023
		Actual	Budget	Actual	Actual	Actual
		(Unaudited)	(Unaudited)		(Unaudited)	
		\$	\$	\$	\$	\$
Cash flows from Operating Activities						
Government Grants		2,755,424	2,677,447	2,699,964	2,755,424	2,699,964
Locally Raised Funds		5,032,754	4,978,828	4,550,400	7,198,913	6,701,460
International Students		1,478,845	1,060,709	1,013,992	1,478,845	1,013,992
Goods and Services Tax (net)		149,814	70,240	(92,980)	149,814	(92,980)
Payments to Employees		(3,620,677)	(3,709,822)	(3,173,699)	(3,650,787)	(3,203,751)
Payments to Suppliers		(4,850,778)	(4,608,294)	(4,570,917)	(4,874,503)	(4,591,574)
Interest Received		296,875	301,971	202,589	515,165	345,126
Grants received		-	-	-	16,888	15,991
Donations made		-	-	-	(51,500)	(1,033,856)
Net cash from the Operating Activities		1,242,257	771,079	629,349	3,538,259	1,854,372
Cash flows from Investing Activities						
Proceeds from Sale of PPE		-	-	-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(1,135,706)	(1,475,553)	(566,595)	(1,135,706)	(566,595)
Purchase of Investments		(489,959)	(189,513)	(483,472)	(2,327,784)	(1,582,574)
Net cash to the Investing Activities		(1,625,665)	(1,665,066)	(1,050,067)	(3,463,490)	(2,149,169)
Cash flows from Financing Activities						
Furniture and Equipment Grant		221,658	178,000	273,420	221,658	273,420
Finance lease payments		(40,330)	(41,820)	(39,551)	(40,330)	(39,551)
Funds Administered on Behalf of Other Parties		250,539	149,132	66,960	250,539	66,960
Net cash from /(to) Financing Activities		431,867	285,312	300,829	431,867	300,829
Net increase / decrease in cash and cash equivalents		48,459	(608,675)	(119,889)	506,636	6,032
Cash and cash equivalents at the beginning of the year	9	1,816,473	1,816,473	1,936,362	1,946,148	1,940,116
Cash and cash equivalents at the end of the year	9	1,864,932	1,207,798	1,816,473	2,452,784	1,946,148

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 other notional items, including 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 2024

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 2024 to 31 December 2024 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 \$33 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 2024

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
2. Government grants						
Grants received from the Ministry of Education and other Government departments:						
Government Grants Ministry of Education	2,740,085	2,663,832	2,679,891	2,740,085	2,663,832	2,679,891
Teacher salaries grant	8,224,308	8,020,000	8,237,496	8,224,308	8,020,000	8,237,496
Other Government Grants	62,494	63,197	61,787	62,494	63,197	61,787
	11,026,887	10,747,029	10,979,174	11,026,887	10,747,029	10,979,174

3. Locally raised funds

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

Revenue

Donations	1,442,065	1,649,191	1,341,165	3,613,562	3,447,830	3,441,155
Fundraising & community grants	173,254	115,500	196,371	196,900	140,500	221,475
Curriculum related activities	794,274	748,340	836,686	794,274	748,340	836,686
Co-curricular and other activities	1,159,999	1,156,700	1,076,416	1,159,999	1,156,700	1,076,416
Overseas trips	53,688	56,000	811,564	53,688	56,000	811,564
Examination recoveries	262,027	230,466	217,131	262,027	230,466	217,131
Trading income	649,594	619,500	654,354	649,594	619,500	654,354
Hire of facilities	-	-	-	-	-	-
International student revenue	1,097,587	900,295	856,215	1,097,587	900,295	856,215
	5,632,488	5,475,992	5,989,902	7,827,631	7,299,631	8,114,996

Expenses

Fundraising & community grants costs	21,919	20,000	46,167	40,159	40,000	63,100
Co-curricular and other activities	1,361,389	1,336,300	1,252,033	1,383,889	1,351,300	1,267,033
Overseas trips	53,688	56,000	811,564	53,688	56,000	811,564
Examinations	219,645	188,766	175,224	219,645	188,766	175,224
Trading	461,159	468,070	457,769	461,159	468,070	457,769
Intl students - Employee Benefit - Salaries	226,610	236,300	212,304	226,610	236,300	212,304
International Student - Other Expenses	232,588	198,802	183,076	232,588	198,802	183,076
	2,576,998	2,504,238	3,138,137	2,617,738	2,539,238	3,170,070

Total surplus

	3,055,490	2,971,754	2,851,765	5,209,893	4,760,393	4,944,926
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Locally Raised Funds

During the year ended December 2024:

- 20 students and 2 staff members undertook a Languages tour to China at a cost of \$53,688 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.

International students

During the year ended December 2024, the Director of International Students travelled to Japan, Europe, Korea (twice), and China (three times), the School's Headmaster accompanied him on one of the China trips. Total cost incurred of \$63,312 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Learning resources

Learning resources covers these items:

Curricular	830,515	846,998	765,452	830,515	846,998	765,452
Information & communications technology	79,971	85,500	74,419	79,971	85,500	74,419
Employee benefits - salaries	10,291,229	10,149,607	10,202,215	10,291,229	10,149,607	10,202,215
Staff development	92,776	75,400	59,809	121,776	100,400	78,665
Other	98,282	93,400	69,414	98,282	93,400	69,414
	11,392,773	11,250,905	11,171,309	11,421,773	11,275,905	11,190,165

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2024

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
5. Administration						
Administration covers these items:						
Audit fees & expenses	18,802	19,500	18,344	24,286	24,000	22,251
Board of Trustees fees and expenses	4,615	6,200	5,480	4,615	6,200	5,480
Board of Trustees expenses	7,252	6,900	3,703	7,252	6,900	3,703
Operating lease cost	15,982	13,600	12,952	15,982	13,600	12,952
Legal fees	-	3,000	-	-	3,000	-
Other administration expenses	160,166	195,380	161,002	160,166	195,380	161,002
Employee benefits - salaries	779,290	768,871	710,100	809,400	798,871	740,152
Insurance	61,433	44,000	37,427	61,433	44,000	37,427
Service providers, contractors & consultancy	115,647	130,000	149,037	115,647	130,000	149,037
	1,163,187	1,187,451	1,098,045	1,198,781	1,221,951	1,132,004
6. Property						
Property maintenance covers these items:						
Consultancy & contract services	251,816	263,220	243,298	251,816	263,220	243,298
Cyclical maintenance	243,524	114,000	114,985	243,524	114,000	114,985
Heat, light & water	162,350	162,000	157,860	162,350	162,000	157,860
Repairs & maintenance	311,983	289,000	461,508	311,983	289,000	461,508
Employee benefits - salaries	218,714	202,100	207,674	218,714	202,100	207,674
Other property expenses	79,613	74,300	65,286	79,613	74,300	65,286
Use of land and buildings	4,975,000	4,975,000	4,975,000	4,975,000	4,975,000	4,975,000
	6,243,000	6,079,620	6,225,611	6,243,000	6,079,620	6,225,611
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.						
7. Donations made						
The Proprietor - RC Bishop of Auckland	-	-	-	-	-	1,000,000
	-	-	-	-	-	1,000,000
8. Cash and cash equivalents						
Cash and deposits include:						
Cash on hand	941	1,000	991	941	1,000	991
Bank current accounts	168,342	106,798	274,944	170,990	115,680	283,127
Bank call accounts	1,245,069	700,000	968,570	1,830,274	1,000,000	1,090,062
International student trust accounts	272,499	250,000	420,240	272,499	250,000	420,240
Activities accounts	178,081	150,000	151,728	178,081	150,000	151,728
Net cash and cash equivalents for Cash Flow Statement	1,864,932	1,207,798	1,816,473	2,452,785	1,516,680	1,946,148
9. Accounts receivable						
Receivables from the Ministry of Education	21,383	23,500	21,418	21,383	23,500	21,418
Teachers' salaries grant receivable	761,253	700,000	665,257	761,253	700,000	665,257
Accounts receivable - other	18,515	20,000	148,255	18,515	20,000	148,255
Accounts receivable - interest due	118,300	120,000	113,918	312,788	220,000	207,082
	919,451	863,500	948,848	1,113,939	963,500	1,042,012
Receivables from Exchange Transactions	118,300	120,000	113,918	312,788	220,000	207,082
Receivables from Non-Exchange Transactions	801,151	743,500	834,930	801,151	743,500	834,930
	919,451	863,500	948,848	1,113,939	963,500	1,042,012
10. Inventory						
Inventory consists of trading stock for:						
Stationery	31,377	30,000	32,527	31,377	30,000	32,527
Uniforms	292,819	320,000	392,397	292,819	320,000	392,397
	324,196	350,000	424,924	324,196	350,000	424,924

St Peter's College
Notes to the Group Financial Statements
For the year ended 31 December 2024

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
11. Investments						
The School's investment activities are classified as follows:						
Current Asset						
Short term deposits - International students	1,333,764	1,265,000	1,027,154	1,333,764	1,265,000	1,027,154
Short term deposits - BOT general funds	2,142,466	2,400,000	2,448,333	2,142,466	2,400,000	2,448,333
Short term deposits - Foundation general funds	-	-	-	4,162,845	4,057,552	2,357,552
Short term deposits - Foundation restricted equity funds	-	-	-	475,926	724,124	1,253,124
Non-current Asset						
Long-term bank deposits - International students	253,982	241,765	241,765	253,982	241,765	241,765
Long-term bank deposits - BOT general funds	738,900	261,901	261,901	738,900	261,901	261,901
Long-term bank deposits - Foundation restricted				809,730	570,000	-
TOTAL	4,469,112	4,168,666	3,979,153	9,917,613	9,520,342	7,589,829

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

2024	Opening Balance (NBV) \$	Additions \$	Disposals	Current Depreciation	Total (NBV)
Artificial turf	-	742,391	-	(74,239)	668,152
Audio visual	50,757	20,739	-	(20,105)	51,391
Computer equipment	40,262	14,968	-	(24,431)	30,799
Curricular furniture & fittings	392,892	50,769	-	(59,298)	384,363
Electronic equipment	96,013	440	-	(21,571)	74,882
Furniture and fittings	197,302	22,618	-	(36,481)	183,439
Library resources	18,999	12,606	-	(9,729)	21,876
Motor vehicles	21,473	127,994	-	(20,608)	128,859
Musical equipment	13,766	29,400	-	(9,336)	33,830
Plant and equipment	102,352	145,633	-	(52,070)	195,915
Sports equipment	544,641	123,686	-	(100,574)	567,753
Leased equipment	57,586	201,433	-	(55,638)	203,381
Work in Progress	742,391	(742,391)	-	-	-
	2,278,434	750,286	-	(484,080)	2,544,640

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Artificial turf	742,391	74,239	668,152	-	-	-
Audio visual	236,971	185,580	51,391	216,232	165,475	50,757
Computer equipment	688,842	658,043	30,799	673,874	633,612	40,262
Curricular furniture & fittings	1,033,378	649,015	384,363	982,609	589,717	392,892
Electronic equipment	156,669	81,787	74,882	156,229	60,216	96,013
Furniture and fittings	704,689	521,250	183,439	682,071	484,769	197,302
Library resources	48,644	26,768	21,876	47,691	28,692	18,999
Motor vehicles	373,938	245,079	128,859	245,944	224,471	21,473
Musical equipment	124,169	90,339	33,830	94,769	81,003	13,766
Plant and equipment	1,355,755	1,159,840	195,915	1,210,122	1,107,770	102,352
Sports equipment	1,200,692	632,939	567,753	1,077,006	532,365	544,641
Leased equipment	258,235	54,854	203,381	207,089	149,503	57,586
Work in Progress		-	-	742,391	-	742,391
	6,924,373	4,379,733	2,544,640	6,336,027	4,057,593	2,278,434

The net carrying value of equipment held under a finance lease is \$203,381 (2023: \$57,586).

Notes to the Group Financial Statements

For the year ended 31 December 2024

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
13. Accounts payable						
Operating Creditors	159,479	250,000	327,218	159,479	250,000	327,218
Accruals	202,447	220,000	290,336	221,295	238,500	309,184
Accruals for PPE items	-	-	586,853	-	-	586,853
Employee entitlements - salaries	925,121	850,000	820,969	925,121	850,000	820,969
Employee entitlements - leave accrual	317,857	300,000	296,772	317,857	300,000	296,772
	1,604,904	1,620,000	2,322,148	1,623,752	1,638,500	2,340,996
Payables for Exchange Transactions	1,595,275	1,611,000	2,314,579	1,614,123	1,629,500	2,333,427
Payables for Non-exchange Transactions -						
Taxes payable - PAYE and rates	9,629	9,000	7,569	9,629	9,000	7,569
	1,604,904	1,620,000	2,322,148	1,623,752	1,638,500	2,340,996

14. Borrowings

As at 31 December 2024 the College had loans of \$Nil (31 December 2023 \$Nil)

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
15. Revenue received in advance						
International student fees	1,220,844	1,000,000	839,586	1,220,844	1,000,000	839,586
Student trips & other activities	704,577	600,000	256,759	704,577	600,000	256,759
Rugby Development and other funds	62,425	60,000	65,880	62,425	60,000	65,880
Deposits received in advance	626,235	640,000	652,485	626,235	640,000	652,485
Grants and donations received in advance	-	-	50,000	16,888	16,000	76,514
	2,614,081	2,300,000	1,864,710	2,630,969	2,316,000	1,891,224

16. Provision for cyclical maintenance (School and Group)

	School and Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the start of year	613,029	613,029	540,654
Increase to the provision during the year	243,742	114,000	111,010
Use of the provision during the year	(56,523)	(114,000)	(38,635)
Provision at the end of the year	800,248	613,029	613,029
Current portion	414,820	241,046	241,046
Term portion	385,428	371,983	371,983
	800,248	613,029	613,029

17. Finance Lease Liability

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

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
No Later than One Year	70,022	70,000	49,557	70,022	70,000	49,557
Later than One Year and no Later than Five Years	162,600	160,000	18,803	162,600	160,000	18,803
Future Finance Charges	(26,539)	(26,000)	(4,494)	(26,539)	(26,000)	(4,494)
	206,083	204,000	63,866	206,083	204,000	63,866

St Peter's College
Notes to the Group Financial Statements
For the year ended 31 December 2024

18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
Funds held in trust on behalf of third parties - current						
Homestay funds international students	540,579	450,000	307,849	540,579	450,000	307,849
Attendance dues payable to Proprietor	71,092	60,000	53,060	71,092	60,000	53,060
Building funds payable to Proprietor	-	-	2,693	-	-	2,693
Contributions payable to Foundation	39,736	40,000	37,266	-	-	-
	651,407	550,000	400,868	611,671	510,000	363,602

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.

19. 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

In 2024 the St Peter's College Foundation Trust made no donations to the Proprietor towards planned building projects. (2023:\$1,000,000)

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 2024 were \$1,147,905 (2023: \$1,064,427. 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 2024 are \$71,092 (2023: \$53,060).

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 2024 is included in the Statement of Comprehensive Revenue & Expense as "Use of land and buildings".

The School received no donations in advance during the year for the St Peter's College Foundation (2023: \$10,524). 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 \$1,265,991 to the School. (2023 \$1,234,398)

20. 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.

	2024 Actual	2023 Actual
	\$	\$
Board members and Foundation trustees		
Board members remuneration	4,615	5,480
Full-time equivalent members	0.70	0.70
St Peter's College Foundation trustees remuneration	30,000	30,000
Full-time equivalent members	0.12	0.12
	34,615	35,480
Leadership team		
Remuneration	2,101,357	2,136,860
Full-time equivalent members	16.0	16.0
Total key management personnel remuneration	2,135,972	2,172,340
Total full-time equivalent personnel	16.82	16.82

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2024

There are fourteen members of the Board excluding the Headmaster. The Board held seven full meetings of the Board in the 2024 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.

Headmaster

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230-240	230-240
Benefits and Other Emoluments	5-6	5-6
Termination Benefits	-	-

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
150 - 160	2	2
140 - 150	1	4
130 - 140	2	1
120 - 130	8	7
110 - 120	21	13
100 - 110	16	25
	50	52

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

21. 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 31/12/23	Amortisation 2024 \$	Remaining Economic Life (years)
L Block classrooms	29,265	33,444	4,179	7
B Block laboratories	121,326	131,437	10,111	12
Sports Pavilion	106,344	113,434	7,090	15
Middle School	266,393	280,414	14,021	19
Shade area	20,276	22,304	2,028	10
TOTAL	543,604	581,033	37,429	

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

22. Contingencies (School and Group)

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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.

St Peter's College
Notes to the Group Financial Statements
For the year ended 31 December 2024

23. Commitments (School and Group)

(a) Capital Commitments

As at 31 December 2024 the Board had no capital commitments (2023:\$157,342)

(b) Operating Commitments (School and Group)

As at 31 December 2024 the Board had entered into the following contracts:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Operating Leases for Motor Vehicles	\$	\$	\$
No later than one year	16,314	16,314	12,346
Later than one year and no more than 5 years	16,413	16,413	6,466
	32,727	32,727	18,812

24. Financial Instruments

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

Financial assets measured at amortised cost

	School			Group		
	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
Cash and Cash Equivalents	1,864,932	1,207,798	1,936,362	2,452,785	1,516,680	1,946,148
Receivables	919,451	863,500	690,327	1,113,939	963,500	1,042,012
Investments - Term Deposits	4,469,112	4,168,666	3,495,681	9,917,613	9,520,342	7,589,829
Total Financial Assets Measured at Amortised Cost	7,253,495	6,239,964	6,122,370	13,484,337	12,000,522	10,577,989

Financial liabilities measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$	\$	\$	\$
Payables	1,604,904	1,620,000	2,322,148	1,623,752	1,638,500	2,340,996
Finance leases	206,083	204,000	63,866	206,083	204,000	63,866
Total Financial Liabilities Measured at Amortised Cost	1,810,987	1,824,000	2,386,014	1,829,835	1,842,500	2,404,862

25. Reserved equity

Teachers' Scholarship fund

Opening balance 1 January	-	-	-	584,922	584,922	575,926
Plus interest received	-	-	-	31,697	31,500	27,852
Less payments made	-	-	-	(29,000)	(25,000)	(18,856)
Closing balance 31 December	-	-	-	587,619	591,422	584,922

Events Scholarship Fund

Opening balance 1 January	-	-	-	372,073	372,073	354,141
Plus interest received	-	-	-	22,539	20,500	17,932
Less transferred to general funds	-	-	-	(394,612)	(392,573)	-
Closing balance 31 December	-	-	-	-	-	372,073

Rugby Development Fund

Opening balance 1 January	-	-	-	80,891	80,891	76,133
Plus interest received	-	-	-	5,989	5,500	4,758
Less payments made	-	-	-	-	-	-
Closing balance 31 December	-	-	-	86,880	86,391	80,891

Turf Replacement Fund

Opening balance 1 January	-	-	-	-	-	627,377
Plus interest received	-	-	-	-	-	27,599
Less transferred to general funds	-	-	-	-	-	(654,976)
Closing balance 31 December	-	-	-	-	-	-

Edmund Rice Student Scholarship Fund

Opening balance 1 January	-	-	-	246,148	246,148	233,512
Plus interest received	-	-	-	13,354	13,000	11,065
Plus fundraising income	-	-	-	5,407	5,000	8,171
Plus donated to fund	-	-	-	25,650	5,500	8,400
Less payments made	-	-	-	(22,500)	(15,000)	(15,000)
Closing balance 31 December	-	-	-	268,059	254,648	246,148

St Peter's College

Notes to the Group Financial Statements

For the year ended 31 December 2024

26. Events After Balance Date

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

27. Investment in Subsidiaries

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

Name of Subsidiary	Prinicpal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group	
			2024	2023
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.

28. Comparatives

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

St Peter's College

Statement of Compliance with Employment Policy

For the year ended 31 December 2024

As at 31 December 2024 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.

Headmaster's Report 2024

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 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".

Roll 2024

1st March 2024 Roll	1287
1st July 2024 Roll	1285
1st September 2024 Roll	1293

Ethnicity 1 as Percentage of Current Roll (1298) as at 1 November 2024	
Ethnic Group	%
Māori	12.50
NZ European	47.70
Samoan	10.50
Chinese	7.03
Indian	5.48
Tongan	5.20
Filipino	3.78
Korean	1.08
Other Asian	1.00
Latin American	1.00
Other European	0.92
Fijian	0.77
Cook Islands Māori	0.69
Japanese	0.61
Sri Lankan	0.61
Niuean	0.54
African	0.30
Other Pacific	0.06
Middle Eastern	0.23

College Staff 2024

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	Keegan	Allen	BA (Auckland) Dip T	Year 7 Teacher	Middle School
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	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
Mrs	Stacey-Lee	Berkeley	BA (South Africa)	Sports Administrator	Admin
Mr	Matt	Bindon	MA (UCL) BSc (Auck) Dip T	HOF Mathematics	Mathematics
Mrs	Stephanie	Bishop	BASc (Auck)	Laboratory Assistant	Admin
Ms	Kyla	Bourne	BA (Auck) Dip T	Junior SENCO	Learning Support
Mrs	Clare	Bradley	BA (Hons) (Manchester) PGCE	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	Nicole	Cairns	BCom (Otago) LLB (Otago) Dip T	Middle School Teacher	Middle School
Miss	Karen	Chen	BSC (Auck) Dip T	Science Teacher	Science
Mrs	Gillian	Chisholm	DipNurs (Carrington)	Teacher Aide	Learning Support

Mrs	Isobel	Coleman	BMus (Cant) Dip T Dip Career Guidance (NMIT)	Careers Advisor	Careers
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	Head of Junior Science / Science Teacher	Science
Miss	Lynne	Dell	BSc (Hons) (Rhodes) Dip T	Year 12 Academic Dean / Science Teacher	Science
Mr	Shawn	Dickens		Property Manager (Started April 2024)	Admin
Mrs	Lisa	Duffy		Enrolments Administrator	Admin
Mr	George	Dumitrache	MEd (Auck) BEd (Romania) Dip T	Humanities Teacher	Humanities
Mrs	Loryn	Erskine-Shaw	BSocSci (Waikato) Dip T	Teacher Aide	Learning Support
Mr	Neil	Finnigan	BSc (Leicester) PGCE	Head of Year 8 Year 8 Teacher	Middle School
Dr	Matthew	Flannagan	PhD (Otago) MSocSci (Hons) BSocSci Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Mrs	Veronica	Fouhy Mullin	BA (Auck) BTheo (Auck) Dip T MRE (ACU) MEL (ACU)	Theology & Philosophy Teacher Director of Catholic Character & Mission (From Term 3)	Theology & Philosophy
Mr	Mitchell	Freestone- Leong	BSc (Auck) Dip T	Year 13 Academic Dean Mathematics Teacher (Left July 2024)	Mathematics
Mr	Brett	Fricker	BA (Auck) Dip T	Head of Year 13 Leadership Acting Deputy Headmaster Pastoral – Term 4	Leadership
Mr	John	Gayfer	LLB, BCom (Auck) Dip T	Year 7 Teacher	Middle School
Mrs	Marina	Gonsalves		Music Administrator	Admin
Mrs	Maree	Grant		Learning Support Administrator (Left September 2024)	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	Grant	Hansen	BPEd (Otago) Dip T	Deputy Headmaster Pastoral Care Acting	Senior Leadership
Miss	Mei-Lin	Hansen	PhD (Auck)	Teacher Aide	Learning Support
Miss	Bethany	Hardie	BSc (Cant) BEd (Hons) (Auck) Dip Te Reo (TWoA) Dip T	Māori Teacher (Left June 2024)	Languages
Mr	Peter	Harris	BSc (Witts) Dip T	Head of Physics / Year 13 Academic Dean (from Term 3) / Science Teacher	Science
Mrs	Carolyn	Herbert	Dip LM	Literacy	Middle School
Mr	James	Hogg		Property Manager (Left April 2024)	Admin
Mr	Stuart	Hogg	BPhEd (Auck)	Director of Football / Physical Education Teacher	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 (Left April 2024)	Art
Mr	Stacy	Humpage	BA (Auck) Dip T	HOF English	English
Mr	Jeffrey	Ierome		Director of Rugby	Sport
Ms	Vanessa	Inskeep	LLB (Otago) Dip T	English Teacher	English
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 (Left March 2024)	Middle School
Mr	Jakub	Kalinowski	MEL (ACU) BA (Auck) Dip T PgD AP	HOF Humanities	Humanities
Ms	Da-Hae	Kim	BMus (Auck) Dip T (Auck) Dip Bus (AUT)	Music Teacher	Music
Mr	Hayden	Kingdon	MSSL (Victoria) BA (Massey) Dip T	Associate Headmaster (Left September 2024)	Senior Leadership
Mr	Brett	Kingstone	BA (Auck) Dip T Dip C	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

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
Mrs	Natasha	Lytkina	BSc (Herzen) Dip T	Mathematics Teacher	Mathematics
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	Facundo	Massochi	LLB (UoBA)	Student Teacher	Middle School
Ms	Catherine	McKeever	BMLS (Otago)	Lab Technician	Admin
Mr	Brett	McKenzie	MEL (AUT) Dip T	Year 8 Teacher	Middle School
Mr	Maurice	McKinley	TTC Dip T	Year 8 Teacher	Middle School
Mr	James	McLauchlan	BSE (AUT)	HOF Physical Education	Physical Education
Miss	Rebecca	McMurray	BA (Auck) BSc (Auck) Dip T	Theology & Philosophy Teacher	Theology & Philosophy
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	BAGCom(Massey) Dip T	Head of Year 9 Commerce Teacher	Commerce
Mr	Michael	Mullin	MEL (ACU) BCom (Cant) Dip T	Deputy Headmaster Curriculum	Senior Leadership
Mrs	Rosita	Murray		Library Manager	Admin
Mr	Tim	Neighbours	BPhEd (Auck) Dip T	Year 8 Teacher (LTR From March 2024)	Middle School
Mr	Roden	Nicosia	MA (Bohol) BA (BISU)	ESOL Teacher	English
Mr	James	Pepping	LLB, BA (Auck) PGDip Theo Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Mr	Samuel	Phillips	BA (Auck) Dip T	Commerce Teacher	Commerce
Mr	Ben	Plummer	MEL (AUT)BA (Hons) (Brighton)	Science Teacher (Left May 2024)	Science
Mr	Blake	Plummer	BA (Otago) Dip T	Head of Year 7 / Year 7 Teacher	Middle School

Mr	Antun	Poljanich	MC (St Petersburg) BA (Hons) (Sarajevo)	HOF Performance Music	Music
Ms	Nuala	Power	MA (Winchester) BTh (Southampton) PGCE (Southampton)	Theology & Philosophy Teacher	Theology & Philosophy
Mrs	Helen	Prangnell	MCom (Auck) BSc (Auck) BCom (Auck) Dip T	Mathematics Teacher	Mathematics
Mrs	Mareta	Pye	BBus (Unitec) Dip T (Waikato)	Commerce Teacher	Commerce
Mr	Joshua	Reeves	Dip AE (SAE)	Director of Basketball	Sport / Support Staff
Mr	Stephen	Rewcastle	BCom (Auck) Dip T	HOF Commerce	Commerce
Mr	Michael	Riley	BSc (Manchester) PGCE	Mathematics Teacher	Mathematics
Dr	Andrew	Rogers	PhD (Otago) BSc (Hons) (Otago) MBA (La Trobe) Dip T	Head of Chemistry / Science Teacher	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
Mr	Matthew	Standley	BSc (Otago) Dip T	Science Teacher	Science
Mr	Ryan	Stevens	BSc (Cape Town) Dip T	Science Teacher/ Exam Co-Ordinator	Science
Miss	Tahlia	Strachan	BPhEd (Otago) MTL (AUT) PG Dip AppSc (Otago)	Middle School Teacher	Middle School
Mr	Mike	Synott		Groundsman	Property
Mrs	Sandra	Tangata-Toa	BEd (Charles Sturt) BCom (Sydney)	Humanities Teacher	Humanities
Ms	Zyia-Li	Teh	BMus (Auck) Dip T (Auck)	Music Teacher	Music

Mr	Colin	Treacy	Dip S & C	Head of High-Performance Centre and Strength & Conditioning Coach	Admin
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 / Technology Teacher	Technology
Mr	Alex	Wells	BE (Cardiff) PGCE	Assistant HOF Mathematics	Mathematics
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
Ms	Vivienne	Wu	BBus (Massey)	International Administrator	Admin
Mr	Bear	Xiong	BSc (Cant) Dip T	Mathematics Teacher	Mathematics
Dr	John	Yang	PhD (AUT) BSc (Changchun) MSc (Changchun) Dip T	Science Teacher	Science
Ms	Bingmei	Zhang	MA (Auck) BA (Zheng Zhou) MPS (Auck) Dip English (Auck) Dip Media (Auck) Dip T	HOF Languages / Mandarin Teacher	Languages
Mr	John	Zhang	BA (Hebei) Dip Ed	International Director	Languages

College Governance 2024

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	October 2024
Katrina Gardiner	Proprietor’s Representative	September 2022	
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 November 2024
Blake Plummer	Staff Representative	September 2022	
Matt Srhoj	Parent Representative	May 2019	
Jacob Toa	Student Representative	September 2024	
Kerry van Alphen	BOT Secretary	Dec 2019	
Tarewa Williams	Proprietor’s Representative	March 2022	
Marieke Zieleman	Proprietor’s Representative	March 2022	

Student Prefects 2024

Name	Position
Leonardo Flores-McAlpine	Head Boy
Joseph Robinson	Deputy, Catholic Character
Charlie Sadgrove	Deputy, College Life
Dylan Winstanley	Deputy, Student Welfare & Bodkin
Franklin Baron	Prefect – Bodkin
Harry Bentley	Prefect – Academics
Logan Cairns	Prefect – College Communications
Harry Dasent	Prefect – Wellbeing
Brayden Dissmeyer	Prefect – Mission
Roman D'Ambros-Smith	Prefect – O'Driscoll
Matthew Fasavalu	Prefect – Cultural Groups
Cohen Freeman	Prefect – Middle School
Adam Friedericksen	Prefect – Community
Mohokoi Funaki	Prefect – Special Character
Louis Galpin	Prefect – Service
Reuben Golds-Uili	Prefect – Sport
Daehan Hwang	Prefect – Music
Sam Innes	Prefect – Nolan
Brian Kim	Prefect – International Students
Jackson Larner	Prefect – Year 9 & 10
Max Maggs	Prefect – Edmund Rice
Henry Mulholland	Prefect – Rice
Max Parkinson	Prefect – Treacy
Riley Sella	Prefect – Lynch
Theo Wagg	Prefect – Sustainability

Catholic Character

(Director of Catholic Character & Mission: Mrs Veronica Fouhy Mullin)

2024 Highlights and Successes

- Special Character group has grown from 6 students at the beginning of Term 1 to 30 students by the end of the year. Dedicated commitment by Mr Keegan Allen to have weekly Chapel meetings based on Lectio Divina (Scripture). The original Special Character badge from 2018 has been re-introduced to Year 13 members.
- Weekly Eucharist was held in the Chapel of St Peter. Special Character group have been trained up to run this themselves as Year 13's. Two classes per week were rostered on to provide encounters with God and to support the Theology programme.
- Stations of the Cross and the Rosary were introduced at lunchtimes in the appropriate Church seasons to provide students with a range of Catholic traditions.
- Twenty Year 12 and Year 13 students were commissioned as Eucharistic Ministers. These students served at all the major College Masses including St Peter's Day Mass, Leavers Mass, Grandparents Mass and the cultural Masses. They were formally commissioned with their parents and family invited to attend at the Samoan Mass in Samoan language week.
- 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.
- Grandparents Mass at Year 7. A wonderful occasion.
- Grandparents Mass at Year 13 introduced.
- Te Miha Māori (Māori Mass) was celebrated this year at Christ the King in full immersion te reo, and ably led by Year 12 student Tane Wikaire.
- Praise and Pizza Mass was introduced for 250 Year 13 student leaders from 14 of the 16 Catholic Colleges in Auckland attending.
- 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.
- Service involved Houses targeting environmental needs throughout the Auckland region.
- Prefects ran daily prayer on the Top Yard each morning at Assembly.
- The Edmund Rice group took part in service outreach, playing music in rest homes.
- Twilight evenings held for Special Character group each term. Brother Paul Roberston comes back to support and run one of these; St Mary's College joins us for one, ex Kairosians join for one.
- Brother Damien Price, a Christian Brother from Brisbane, provided full staff PD and spoke with select groups of students.

2025 Directions and Initiatives

- To encourage greater service opportunities for students under a newly re-established "Edmund Rice Group". These students will work on one service project a term on a Saturday, and students from any year level may be a part of this group. The projects for 2025 will be helping out at local Catholic primary schools, visiting retirement homes and growing seed potatoes to grow potatoes for Yung Vinnies to cook into meals.
- Re-establishing a Year 13 street retreat from 2016 at St Peter's College, and working with City Mission to take Year 13 students to feed the homeless once per term (Terms 1, 2, 3).
- Assumption Day Mass will occur on 15th August 2025.

- All Saints Day Mass will be offered in the Chapel at lunchtime on 1st November.
- Te Miha Māori (Māori Mass) for the St Peter's College Community to be offered in our College Chapel.
- Year 8 Retreat will move to be run by NET team to replace LOGOS.
- Year 11 Retreat will begin with a Mother / Son breakfast for all Year 11 students before their retreat run by Logos begins.
- Midday Two Minutes Silence (Ignatian examen) needs a revamp for all staff and students around the background to this practice and how to do it.
- Year 7 and 8 to have their own Special Character group run by current year 12 and Year 13 students.
- Shared prayer brought back to St Peter's when a group is on Kairos.
- A joint effort with Liston College to run a fundraiser for Edmund Rice camps.
- Revamp the Year 7 retreat run by old boys to have a stronger focus on Edmund Rice.



Pastoral Care

(Deputy Headmaster: Mr Grant Hansen)

2024 Highlights and Successes:

- The role of the Academic Dean continues to grow from strength to strength. Mr Nicholas Van Oldenborgh has done a wonderful job as Year 9 and 10 Academic Dean. The implementation of the Smart Study Skills has been very well received by both the students and their families.
- Mr. Gerhard Moerdyk continues in his role of Teacher in Charge of Secondary Transition. Gerhard has done an exceptional job again this year and feedback from parents of students who are new to St Peter's College in 2024 has been overwhelmingly positive. He works closely with the Year 9 HOY and Deputy Headmaster Pastoral Care to facilitate a smooth transition into life at St Peter's College.
- Due to clear communication and constant reinforcement at assembly, there have been few social media / cyber bullying incidents. Clear expectations and constant upskilling of teachers have been the key to this success.
- Teachers have been upskilled to ensure **consistent** and **corporate** expectations from 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 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 students carry themselves in public reflects very positively on the School.
- 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.
- Prefect initiatives in 2024 – I have worked closely with the Prefect team, guiding their presentations delivered at School assemblies. Whilst the Senior Leadership Team are highly effective at delivering key messages that align to the School's values, messages from the Prefects to their peers are equally successful. This year the Prefect group has presented on:
 - The effects of vaping.
 - Respect towards females.
 - Mental health awareness.
 - Bullying.
- These presentations have been very well received by the students.

2025 Key Directions and Initiatives:

- Increased tracking of students' co-curricular commitments (minimum 2 co-curricular activities).
 - 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 focus on a detailed follow-up process with students who have a low attendance record.
 - 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 and establish positive intervention to reduce reoccurrence (90% attendance is above the expectations of other schools).
- Regular grooming and uniform checks at Yard Assembly. Parents should be 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.
- 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 2025.

Middle School

(Deputy Headmaster: Mr Matt Skeen)

2023/2024 Key Achievements and Successes:

- We have had four new teachers successfully join the Middle School in 2024, adding value to the faculty. Three have come to us with immediate and primary experiences across a range of years.
- Our Year 7 mean in Mathematics and English had risen in comparison to 2022
- At the end of 2023 Year 7 had a stanine average of 6.0 in numeracy, 5.2 in comprehension and 5.3 in vocabulary.
- Our Year 8 mean in Mathematics and English had risen in comparison to 2022
- At the end of 2023 Year 8 had a stanine average of 6.1 in numeracy, 4.9 in comprehension and 5.8 in vocabulary.
- Our Māori mean in Mathematics had risen in comparison to 2022 and our Literacy has slightly dropped.
- Our Pasifika mean in Mathematics had risen in comparison to 2022 and our Literacy has slightly dropped.
- To create and produce a Middle School maintenance book that will be given to each Middle School student at the start of 2025. It is 3 terms work: focusing on basic number knowledge: Times tables, place value and the 4 basic operations. These will be given out at the meet the teacher parent meeting at the start of the year, with parents sent an answer booklet also.
- To research how we can best help support literacy from a home point of view similar to the imitative above.
- SPC Man programme added to the Year 7 rotation list.
- Having a quality Sacramental programme in place where students feel welcomed and guided through this process will encourage more students to take up the opportunity to join the Catholic faith or carry on with the next step of their faith journey.
- Multiple successes in the sporting arena across the year in both summer and winter codes, and across exchanges, Central Zone and Auckland Championships and the AIMS Games.
- Establishing a good connection at Mt Albert Aquatic Centre – which allowed our Wednesday Waterloo development group to use the pool.
- The logistics for the start of the year was much better for music companies bringing the students instruments to school. It allowed the Music programme to start straight away ensuring routines and expectations could be set immediately.

2025 Key Directions and Initiatives:

- Continue to look and encourage potential candidates to apply for the Waikato Grad/TT diploma programme.
- To create and produce a Middle School maintenance book that will be given to each Middle School student at the start of 2025. It is 3 terms work: focusing on basic number knowledge: Times tables, place value and the 4 basic operations. These will be given out at the meet the teacher parent meeting at the start of the year, with parents sent an answer booklet also.
- To research how we can best help support literacy from a home point of view similar to the imitative above.
- Our strike system will be adapting the school wide B.O.A. – students behaviour will be reported on under three headings: Behaviour, Ownership and Attitude. The strike system already currently running will remain in place.
- SPC Man programme will be added into the Yr 8 rotation programme.

- The transfer of all profile cards to digital to then be stored on KAMAR to be done for 2025. This allows for more accurate class makeup to reduce hot spots of negative behaviour in certain classes.
- Decrease the size of classes participating in the Sacramental programme, by having 3 staff lead the programme.
- Modify the Sacramental Programme for parents by presenting some basic principles of the Sacraments and their progression within the Church faith tradition.
- To ensure we continue to have a well organised sporting calendar that allows both games and quality practices to aid player development. All summer sport exchanges occur in Terms 1 and 4, and all winter sport exchanges occur in Term 2.
- We have developed a new relationship with the Mt Albert Aquatic Centre this year, this has allowed us to use that facility on Wednesdays for our water polo development squad trainings. We are looking into the possibility of extending our use of the pool into the mid-afternoon and taking all water polo players to these trainings to streamline team practices.
- To increase the Middle School Choir to at least 30 students.



Academic Faculties

Academic Music (Head of Faculty: Antun Poljanich)

2024 Highlights and Successes

- 54% of A's in IGCSE music as a Year 10 cohort.
- 60% of A's in AS Music
- 100% of passing rate in A Music.
- One student achieved NZQA Scholarship Music.
- 60% Merit endorsement in NCEA Level 1.
- 100% Merit endorsement in NCEA Level 2.
- 17 students achieved Merit or Distinction in Trinity School Music Examination -Performance Music.

2025 Key Directions and Initiatives

- To further develop music academic appreciation by integrating and promoting music through the tradition of performance excellence.
- Discover and follow young talented musicians that will become key carriers of performance excellence and successful academic music in future years.

Careers (Head of Careers: Mrs Isobel Coleman)

2024 Highlights and Successes

- 435 individual appointments to students (mostly Year 13, but all years)
- Careers Expo; 38 exhibitors and good attendance from students and whānau
- Lunchtime talks and visitors:
 - Seeing growth in the gap programmes market, with a lot more advertising the working holiday programmes post Covid.
 - Trades talks.
 - CV workshops.
 - Scholarship and accommodation application workshops (ran multiple times over a period of 6 weeks, many drop-in sessions and presentations).
 - Ran individual sessions for Māori students and Pacific students as per feedback and reflection last year.
 - Held a holiday session for students to help with applications before Term 3 started. Small numbers but great to do for students who felt the need for more support before the term started.
 - All Universities and some Polytech's came to speak – all unis came twice once for intro and once for course planning, and PTEs (Private Training Establishments/Institutes) like Media Design School and Whitecliffe also came.

- The university talks remain the most well attended. Everything is advertised in Yard notices.
- Careers talk from Old-Boy Shannon D'Souza about being a Radiation Therapist – specific training at University of Otago in Wellington, good job opportunities, travel, reasonable pay. Little known career because of the nature of the work (working with cancer patients isn't very appealing to most young people). They need a bigger workforce in NZ.
- Attended Y13 Signposting, Subject Info evening and Leavers' Dinner.
- University scholarship offers: 27 offers of scholarships from universities.
- University of Canterbury student accommodation process has had some challenges. Overwhelming demand meant some boys were waitlisted.
- Whakapiki Ake event advertised and students attended with whānau. Run by University of Auckland, Whakapiki Ake is a funded programme for Māori students wanting to go into health careers (medicine and allied health) that provides support to students as they pathway and progress through the programme. Approx 3-4 parents got in touch with me about this opportunity which shows that the interest in Māori students wanting to study medicine is reasonable.
- Young Free and Pacific event for year 13 Pacific leaders (leadership style conference).
- Hosted first Year 13 parents, caregivers and students careers information session in Feb in the hall. Well attended and some good feedback afterwards. I thought it was worthwhile and would like to continue running this. Grateful to have support of Brett Fricker as HOY for this evening.

Destination of 2024 Year 13 Cohort	Number	%
University/Polytech	131	78
Trade/Apprenticeship	19	12
Defence Force Applications (Army, Navy, Airforce)	4	2
Work/Gap year	13	8
TOTAL	167 cohort	100

2025 Directions and Initiatives

- Research and proposal to collaborate with 3 other catholic schools and run the careers expo together in conjunction with the Auckland Business Chamber to create a more sustainable careers expo model (in alignment with North, South, East and West careers collaborations in Auckland).
- AUT and Unitec trips, and include more diverse careers opportunities for students so students can experience and learn about career opportunities that are less traditional. Continuing with 2023 directions and initiatives too.
- Streamline scholarship process so the workload is more manageable.

Commerce

(Head of Faculty: Mr Stephen Rewcastle)

2024 Highlights and Successes

- In terms of the results coming from the 2023 academic year, we were very pleased with what our students managed to accomplish. 73% of all NCEA Commerce students gained University Entrance in their individual Commerce subject as well as 100% of Cambridge Commerce students.
- We had a student (Liam Wilson) finish in the top 15 of the University of Auckland NZ Economics competition taking out a cash prize.
- We had one of our business groups (Treadbed) take out the top excellence award at the central Auckland Young Enterprise Scheme awards this year.

2025 Directions and Initiatives

- We are introducing new subjects into our year 10 program. Instead of 10 Business Studies which was a mixture of Economics, Accounting and Business Studies, we will now offer 10 Economics and 10 Accounting. This will allow for more time to learn the essential basics of these two Commerce subjects and prepare them for pathways for those subjects in both the Cambridge and NCEA syllabus.
- Our NCEA Business Studies course will expand so that the year 12 program includes the use of Young Enterprise Scheme for 2 of the standards on offer. This aligns with the year 13 program in integrating the YES program as part of their assessment.
- We will continue to offer year 11 Economics and 11 Accounting in the NCEA program in 2025. 2024 was the first year of doing this under the recent changes to NCEA where level 1 Commerce is on offer. We have chosen to split that course and have seen success with the students learning and development under this system.

English

(Head of Faculty: Mr Stacy Humpage)

2024 Highlights and Successes

- Successful implementation of teaching for Literacy Co-Requisites (in class; tutorials; targeting of seniors who needed to pass). Pass-rates in each presently far above national averages.
- Successful implementation of new Level One course – good results with a fairly trying cohort.
- Decent results in AS re-sit examinations, allowing current Year 13s to potentially target higher grades in A2 examinations.

2025 Directions and Initiatives

- Continued consolidation of teaching & learning vis-à-vis the Literacy Co-Requisites.
- Continued consolidation of teaching & learning in the Level One course.

Humanities

(Head of Faculty: Mr Jakub Kalinowski)

2024 – Highlights and Successes

- 14 Scholarships gained from the Humanities Faculty; 11 in Classical Studies, 2 in History and 1 in Geography.
- High pass rates for several Cambridge courses – namely 100% A-C range in A2 Classical Studies, 100% A-C range in IGCSE Geography and the only 2 A* grades (90%+) in A2 subjects across all subjects in 2023 were in Geography and History.
- A marked rise in UE pass rate for Level 3 Geography and History courses. Level 3 Geography improved from 44% (2022) to 76% (2023) and Level 3 History increased from 69% to 91%.
- A successful implementation of IGCSE Geography (Population & Migration) and IGCSE History (Treaty of Versailles) topics into the Year 10 Humanities curriculum.
- The purchasing and usage of fieldwork equipment for senior Geography programmes and the installation of a weather station on the rooftop of Outhwaite Block.
- The successful implementation of the new Level 1 NCEA Geography and History standards into the Year 11 NCEA programmes.
- A cross-curricular delivery of Scholarship Art History during Terms 1-3 with Ms Breinhorst (Theology) working with support from Mr Sitters (Humanities)

2025 – Directions and Initiatives

- An overseas Classical Studies trip in the April 2025 school holiday break.
- Further rejuvenation of the junior Humanities programme with updated digital textbooks and better alignment to our senior programmes.
- An increase in field trips in senior Geography to utilise the fieldwork equipment.
- Further work on adapting to continual changes in Level 1 NCEA courses into 2025 and beyond – work with respective subject associations, NCEA and other schools to share best practice and ideas.

Languages

(Head of Faculty: Mrs Bingmei Zhang)

2024 Highlights and Successes

Spanish:

- Continue good numbers in Year 10 classes (50+, 2 classes)
- Continue diversity of cultural activities: annual trip to Mexican restaurant for senior students and “Churros Day” for junior students
- Organizing the school trip to Spain in April 2025.
- Spanish Assistant provides good support (2 days per week at SPC)

Māori:

- Kapa haka performed at Polyfest.
- Te Reo taught at all levels

Chinese:

- Successfully organized the China trip.
- Sean Lee (10BOD) won the 1st place (for Junior category) in the Auckland regional Chinese Speech competition
- Diversity of cultural activities to increase learning motivation: "Dumplings Day" for more than 600 students from Year 7 to 13; Chopsticks competition for Junior classes Yr 7-10, senior students' annual trip to Chinese restaurants; Marital arts team won the 2nd for the national Kungfu competition and provided amazing Chinese drum performances at the Eisteddfod Nights.
- Yr 10 class number doubled from 15 to 30 in 2024. Senior students number also increased: 90% of Year 10 Chinese class students continued Year 11 Chinese learning in 2024
- Confucius Institute MLA (assistant) provided good support (full-time)
- Ms Bingmei Zhang won the Prime Minister's Teaching award for Mandarin

2025 Directions and Initiatives

Spanish:

- SPC trip to Spain in April 2025
- Continually keep the good numbers for Spanish classes, especially for Year 11 in 2025 (from 9 Yr 11 students in 2024 to 30 in 2025)
- Continually organize some cultural activities to attract learning
- Continually host an assistant to support learning (2 days per week)
- Continue VUW Star program for Year 12/13 students (20 credits for a bachelor's degree in the future)

Māori:

- The new Māori teacher Ms Patricia Tauriki will start to teach from Term 1
- Polyfest participation
- Introduce annual trips to cultural shows, heritage sites and marae to increase students cultural understanding
- Will participate in manu korero (Speech competition)

Chinese:

- Will start to organize the China trip for 2026 in Term 3
- Continue participating the speech competition
- Continue VUW Star program for Year 12/13 Chinese class students (20 credits for a bachelor's degree in the future)
- Continue using cultural activities to encourage learning
- Continue increasing the senior students' number (Year 12 Chinese class number has increased from 4 in 2024 to 18 in 2025)
- Continue to host an MLA (Mandarin Language Assistant, full-time) from the Confucius Institute to support learning

Learning Support

(Head of Faculty: Ms Viv Howard)

2024 Highlights and Successes

- Having the Junior SENCO working with Year 7, 8 and 9 students, teachers and whanau.
- The success of having Teacher Aides working with targeted classes in conjunction with the one-on-one student assistance.
- Specifically supporting Māori and Pasifika students in classes
- Early identification of students who need Learning Support and providing the relevant assistance.

2025 Directions and Initiatives

- To improve systems within the Faculty
- Timetabling
- Looking at Structured Literacy
- Upskilling staff to better assist the low-level learners within the school so they are able to access the curriculum.

Library

(Library Manager: Mrs Rosita Murray)

2024 Highlights and Successes

- A great beginning to the year with 110 Books donated to our library on Grandparents Day.
- Boys are continuing to read as per moto "Boys Who Read Achieve".
- Continuing to update and supply new books, which hopefully will catch the eye of a reluctant reader.
- Study Group Students used 36 out of 37 periods a week as well as class time students.
- Library very active during exam times and including reader/writers. A library full of activity.
- Library continues to be used by many boys, before school, morning interval and lunch time and after school.

2025 Key Directions and Initiatives

- To promote and encourage more reading in students – "Boys Who Read Achieve"
- Continue to up-grade relevant recreational reading books, study guides and resources.
- Maintain the library as a welcome, safe environment to study and read.
- To continue what is best for staff and students.

Mathematics

(Head of Faculty: Mr Matt Bindon)

2024 Highlights and Successes

- Great results from IGCSE pupils in May exams. 94% A* to C grades.
- Splitting the IGCSE exam entry appears to have had positive effect. Two year 11 classes sat in May, the other two classes sat exam in October. The extra time has been good for the less capable pupils. One year 11 IG class will sit the October exam in 2025.
- Hamish Bell Year 11: placed in the top 30 for in his year group in the Otago Junior Maths Competition.
- Donacha Aitcheson & Noah Lazayres. (Year 11) Awarded High Distinction and joint Best in the school in the Australian Maths Competition.
- Excellent results in the Level 3 Statistics Internal assessments.
- Scholarship Calculus and Statistics good numbers of pupils.

2025 Directions and Initiatives

- Problem Solving program implemented term 4 year 9 and 10.
- The new IGCSE course includes calculator and Non calculator exam. New textbooks ordered for year 11. Textbooks also purchased for A level, Pure 3 and Mechanics.
- CIE exam analysis shows the Number and geometry ability of SPC pupils are above average. Identified Algebra as below average. This is a target for us to improve and we are working with Middle school for a year 8 Algebra program.
- We are now using myimaths.com for all Cambridge classes. It's an electronic learning platform, similar to Education Perfect but better aligned to CIE courses. It can be used as a teaching resource, assessments and for homework tasks.

Physical Education

(Head of Faculty: Mr James McLauchlan)

2024 Highlights and Successes

Junior Physical Education/SSC/Health

- A big drive on character education through a PE context in our Junior Physical Education courses – in particular focusing on the following; self-management, personal and social responsibility, interpersonal skills and development of leadership traits.
- A new and improved 10SSC course to further guide and foster students' learning into a new NCEA Level One course or IGCSE PE in Year 11.
- A continuation of 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 2 Physical Education in comparison to 2022, including a larger percentage of students achieving merit and excellence credits across all 5 internal achievement standards
- A new NCEA Level One course that provides an opportunity for all learners to succeed. Strong pass rates across the level one cohort have been pleasing to see.
- Some significantly stronger marks in the practical element of IGCSE PE.
- The successful rollout of a new AS Sport and Physical Education course that has replaced the AS PE course.

2025 Directions and Initiatives

- 2nd year of the new NCEA Level One course, with a few slight changes from its first year to ensure continued success.
- Planning for the changes occurring to NCEA Level 2 in 2026 will commence. These plans will look to develop the key learnings from the standards in the new Level One course.
- Tactical selection of practical activities for IGCSE PE and the new AS course to ensure student success.
- Use of the new fitness centre in some Senior PE classes and 10SSC to enhance learning through an improved practical aspect.
- Scaffolded activities aimed to improve critical thinking to guide our NCEA students to achieve higher grades in their submission of literacy-heavy standards

Science **(Head of Faculty: Mr Kevin Barker)**

2024 Highlights and Successes

- 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.
- Soane Funaki won the St-Peters College Science Fair.
- CIE IGCSE A*-E pass rates 98%, 88% and 96% for Biology, Chemistry and Physics.
- CIE AS A-E pass rates 89%, 90% 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.
- 6 students in 2nd round of the Biology Olympiad
- Year 7 students all visit Tiri-Tiri Matangi Island for a field trip.
- Year 8 students complete SPC Science Fair.
- 12 Biology complete a Rocky Shore field trip.
- 13 Biology complete conservation field trips to Meola Creek, Little Huia and Auckland Zoo.
- 13 Biology completed field trip to Kelly Tarlton's
- 1060 native trees grown and planted by Trees for Survival group in 2024.
- 10 St Peters Students attend Green Jam, the NZ Secondary School Sustainability Summit.
- All houses completed House Environmental Service in 2024.
- 7 students into 2nd round of NZ Brain Bee.
- Implemented new Level 1 standards.
- 180 kgs of rubbish collected from the Grafton rail corridor in a joint event with EGGS and the Link Alliance.
- For the fourth successive year student made cheeses win awards in Air NZ Cheese Awards. Mountain Road Blue gains a silver medal and Baby Blue gains a gold.

- **STEM** group for year 9&10 with a program of activities including cheese making, pasta making, finishing a model aeroplane, microscopy, Robotics, E-Pro 8 and programming. SPC staff and STEM students continue to work on "One Foot In the Clouds Human Sustained Flight Project".
- One student made the final 2024 Chemistry Olympiad whilst 1 student also made the 2024 Biology Olympiad camp. 4 have made the 2025 Biology Olympiad camp.
- **Sustainability** group made 7 blankets donated to chip packet project for Auckland's homeless.

2025 Key Directions and Initiatives

- Continue to develop STEM Group focus.
- Refine the implementation of NCEA Level 1 Science in 2025.
- Embed Education Perfect into NCEA Level 1 Science in 2025.
- Fully incorporate sustainability into the year 7&8 Curriculum.
- Trial further sustainability initiatives around the school.
- Realign Year 10 NCEA Science Curriculum with changes in Level 1 NCEA 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.

2024 Highlights and Successes

- Laser Cutter has been a great success so far this year with all senior across Hard Materials and DVC getting to use it. We have also started to create our year 7 & 8 DVC and Hard Materials project using it as well.
- 100% pass rate in Senior Hard Materials for boys finishing 2024. In total this is 95 boys across 3 classes all credits available. This is a first for Hard Materials.
- 95% pass rate of senior boys in DVC & DVCC.
- Numbers across all technology subjects continue to grow. With continued discussions around adding new classes for both year 10 and 11 hard materials.
- 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 well.

2025 Directions and Initiatives

- The Development of Technology junior curriculum from Years 7 – 10 across all Tech subjects.
- Continued use and development of the laser cutter into our programs.
- Growth in Year 10 Hard Materials with 69 boys interested and only 60 spots available.
- Growth in Year 11 Hard Materials with 55 boys interested and only 30 spots available, so we are looking to introduce a second year 11 class for the first time.

Theology and Philosophy

(Head of Faculty: Mr Tim MacKenzie)

2024 Highlights and Successes

- **IG World Religions:** Christian Domilies came top of the world. A-A* grades increased from 2% last year to 15% this year. Pass rate increased from 61% to 91%.
- **Religious Studies Scholarships:** Archie Lamont-Bowden came top of New Zealand.
- **13 University of Waikato Ethics Course:** 70% of students earned a B or higher grade.
- **13 NCEA:** 95% of students gained 18 or more NCEA credits (up 5% from last year)
- **12 NCEA:** 100% of students gained 18 or more NCEA credits (up 5% from last year).
- **11 NCEA:** New Level 1 standards implemented (results pending external assessment).

2025 Directions and Initiatives

- **New Level 1 NCEA Standards:** Two new units were developed and taught this year for RS 1.1 and RS 1.4, the latter being the department's first ever external NCEA standard. The new textbooks written come to over 45,000 words.
- **New CIE course:** AS Biblical Studies to be introduced in 2025 for all Year 12 Cambridge students.
- **More curriculum integration:** from 2025, changes implemented to the Year 10 course to focus on skills for IG, AS, and Scholarship Religious Studies. This includes changes to the curriculum and assessment with a special focus on anticipating Set B (explanation) and Set C (evaluation) questions in the IG exams.

Visual Arts

(Head of Faculty: Ms Nichola Barnden)

2024 Highlights and Successes:

- Mini EOY art exhibition.
- Large resolved paintings from Level 2 were exhibited.
- Old boy Matt Griffin came in to talk to students.
- Good participation from students for Art club.
- Two digital submissions from Year 13 for externals.

2025 Key Directions and Initiatives:

- Refine the Level 1 ArtP and ArtD programme.
- Look at different design approaches to increase interest in the subject, including more moving image.

Cultural

Whanau Group and Kapa Haka Chair: Mr Tama Davis

- Whanau delighted with partnership of school in strong academic results for our Māori boys.
- Kapa Haka performed at Polyfest, Masses and many other key events throughout the year.
- Powhiri for new students and staff a highlight.



Samoan Group

Chair: Mrs Katie Ieriko

- Tautua Programme held during Terms 2 & 3 and provided an opportunity for students to immerse themselves in traditional Samoan practices and enhance their cultural understanding.
- Awa Ceremony.
- Umu Workshop.
- Large numbers of boys trialled to join Samoan Cultural Group.
- Third overall at Polyfest.
- Our thanks to Mr Lemalu and all our families for all your support this year.



Tongan Group

Chair: Mr Vavai Kailahi

- 1st Place at Polyfest for the Me'etu'upaki' category.
- Our gratitude to our families and Ms Mora & Mrs Coleman for your support of the group.
- Tongan Dinner held in November where we farewelled our leavers.



College Production

Mr Brett Fricker

"Priscilla, Queen of The Desert" – St. Peter's Production for 2024

At St. Peter's the production has, for at least the last 25 or so years, been a major focal point on the College calendar. When former staff member John Hellyer revived these productions way back in 1998, he began the modern era tradition that paved the way for our boys to push their boundaries, show their thespian talents and grow hugely in personal confidence.

John produced "Jesus Christ Superstar" as that 'first' show, and it was re-done in 2018 by his successor, Stephen Dallow. An appropriate way to begin his production tenure. Like John he has continued to lift the status of our productions, pushing boundaries and further challenging our students. Therefore, it came as little surprise when Stephen announced the 2024 show would be "Priscilla, Queen of the Desert."

The show was again directed by Stephen Dallow with musical direction from Ziya-li Teh. This year the talented Da-Hae Kim stepped up into the vocal director role. As always everyone worked together in true Marist/St.Peter's spirit that resulted, yet again, in a well received, most enjoyed production. Most shows were sold out and lots of praise was received by all involved.

As always, the production band was outstanding – Sean Collins-Stewart, Justin Gao, Justin Liu (all Yr 13); Siahn Sung & Justin Wong (Yr 9) and Francis Wong, who was only Yr 7, performed at a level well beyond their years.

Production stalwarts Callum Finnigan, Oliver Reinsfield, Tane Wikaire, Christian Domillies and Flynn Russell gave their normal high level of performance, energy and behind the scenes leadership. But this year the likes of Paddy Russell, Thomas Malone, Matua Elbourne-Fleming and Finn Judd really stepped up with all embracing the challenge that this particular script posed. All of these boys should be proud of how they conducted themselves especially in those moments where they were dressed in drag!!

The 2025 show will be "Sister Act". It promises to be another superb show, again with Marist, another superb band and cast, all again lead by Stephen Dallow and his trusted production team and being staged again at the fantastic Glen Eden Playhouse. Keep early Term 2 free to come along and have a great night out!

Performance Music

Director of Music - Mr Antun Poljanich

Senior Concert Band, Combined Symphony Orchestra and Jazz Band

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

Senior Concert Band

- Also received a Special Award for the Best Performance of the soloist (Alex Wu -oboe).

Combined Orchestra

- Won a Best Performance for the Best Performance of the soloist (Dimitrios Koulianos-trumpet).

Jazz Band

- Won a Best Performance of a work in another style.

Wind Band

- Won a Silver Award at the KBB Festival.

The Junior Band

- Won a Bronze Award the KBB Festival.

Stage Band

- Won a Bronze Award at the KBB Festival.

The Senior Choir

- Won a commendation award at the Big Sing.

The Junior Choir

- Won a Bronze Award at the Kids Sing.

Chamber Music New Zealand Contest

- **St Peter's Brass Quintet Auckland District Finalist** (Dimitrios Koulianos, Killian Casey, Paul Kassir, Aaron D'Lima).
- **Chamber Music Group "Milhaud a Rio"** (Alex Wu and Keegan Fong).
- **National KBB Music Award** for the best **Wind Group** in New Zealand and the **3rd Place in overall Chamber Music Contest National Finals**.

Individual Achievement

- Archie Lamont-Bowden won **NZQA Music Scholarship**

Conclusion

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

College Student Leadership

Leadership Mr Brett Fricker

2024 Highlights and Successes

- Increased ongoing promotion of service program resulting in more involvement in a wider range of service opportunities. The Service Prefect, Louis Galpin, must take a great deal of the credit for this.
- An increased number of applications received (88) for the 2025 Prefect team.
- Leadership and role-modelling now promoted to Year 7 through the Outstanding Man Project (OMP).
- A range of guest speakers who addressed issues that will help our boys become outstanding men.

2025 Directions and Initiatives

- OMP introduced into Year 8 as a rotation – new program to be created.
- Consolidation of OMP at Year 9.
- Looking at an effective road safety program for Yr 12 as part of OMP.
- Continue to create a closer link between leadership and formation. This will also connect to the OMP.
- Continue to challenge the Prefect team to operate in a high-performance manner in their respective roles.

Sports 2024

Yr 7-13 Sports Participation 2024

SPORT	PARTICIPATION			
	Teams 2023	Teams 2024	Participants 2023	Participants 2024
Archery	1	1	32	30
Athletics		1	38	44
Badminton			67	77
Basketball	21	25	221	246
Bowls - Lawn	1	1	14	8
Cricket	14	12	181	177
Distance Running	1	1	18	42
Cycling	3	2	13	8
Mountain Bike	1	1	21	12
Golf	0	1	0	4
Hockey	3	4	45	48
Rowing			42	35
Rugby Union	14	12	305	300
Football	27	28	380	406
Snowsports			14	10
Softball	0	2	0	24
Swimming			18	19
Table Tennis			72	47
Tennis	6	9	39	68
Touch**	1	3	14	45
Triathlon	1		5	15
Volleyball**	2	3	29	32
Waka ama**	2	3	23	36
Water Polo**	7	8	74	82
TOTALS:	123	117	1738	1815

Senior Sportsman of the Year: Gus Dallow – Basketball

Individual Sportsman of the Year: Max Magg – Archery

SPC Team of the Year: 18 Coxed Quad - Rowing

Junior Sportsman of the Year: William Moulder – Athletics/Multi Sport/Distance Running

Middle School Sportsman of the Year: Errol Townsend – Athletics/Swimming/Cross Country

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$29,259 (excluding GST). The funding was used for supporting various sports programmes.

Total 2024 sports expenditure, net of recoveries from parents and Kiwisport funding: \$442,847.

ATHLETICS – Code Captain Jack Sneddon	
Sporting Excellence – Senior Athletic Champion (Moodabe Cup)	Jack Sneddon
St Peter’s Athletics Day Champions:	<u>Senior Champion:</u> Jack Sneddon <u>Intermediate Champion:</u> Jackson Pinique <u>Junior Champion:</u> Finn Molloy <u>Year 8 Champion:</u> Monty Caesar <u>Year 7 Champion:</u> Samuel Luxford
College Sport Auckland Champs	Brayden Dissmeyer 1 st senior 400m William Moulder 1 st Junior 3000m Christian Roache, VJ Roache, Josh Peteru & Stipe Ukich – 2 nd Senior 4 x 100m Relay
Auckland Cross Country	William Moulder – 1 st place Junior Jack Snedden – 2 nd place Senior Junior 3-man team – 1 st place Junior 6-man team – 3 rd place
NZSS Cross Country	William Moulder – 3 rd place Year 9 Division Year 9 6-man team – 2 nd place
AIMS Cross Country	2 nd 3 man team 3 rd 6 man team



ARCHERY – Code Captain Maximilian Maggs	
Teacher In Charge:-n/a Number of Staff involved:-n/a Number of Parents involved: 5 Manager: Fleur Maggs Code Captain: Maximilian Maggs	
The 2024 archery squad was composed of 30 archers ranging from Year 7 to Year 13. There were 5 Compound, 5 Barebow and 20 Recurve archers.	
Auckland Based Tournament Achievements	
College Sport ASS League – Team Results	<u>Recurve</u> Division 1: Recurve 1st - SPC Team "Le Saints": Louis Park, Jonathan Luxford, Sean Lee, Jessten Yee Division 1: Compound 3rd - SPC Team "Black Hawk"" Maximilian Maggs, Noah Craig-Menzies
College Sport ASS League – Individual Results	<u>Recurve</u> 5th - Louis Park 8th= - Jessten Yee 8th= - Jonathan Luxford 10th - Sean Lee 11th - Ethan Wong <u>Barebow</u> 17th - Izaiah Benitez <u>Compound</u> 2nd - Maximilian Maggs 8th - Blake Lunejevich 9th - Liam Payne
College Sport ASS Matchplay – Team Results	<u>Recurve</u> 2nd - SPC Tigers: Jessten Yee, Ethan Wong, Louis Park, Sean Lee <u>Compound</u> 1st - Maximilian Maggs, Blake Lunjevich
College Sport ASS Matchplay Individual Results	<u>Recurve</u> 3rd - Louis Park <u>Compound</u> 1st - Maximilian Maggs



Archery Team

SPC Invitational Cup - Team Results	<u>Team = Top 7 archers from Compound / Recurve / Barebow</u> 1st - Maximilian Maggs, Jessten Yee, William Harding, Louis Park, Sean Lee, Joshua Seo, Canaan Va'aelua
SPC Invitational Cup - Individual Results	<u>Compound</u> 1st - Maximilian Maggs 3rd - Liam Payne <u>Recurve</u> 3rd - Louis Park
Winter AIM Tournament – Individual Results	<u>Compound</u> U16 Individual: 2nd - Blake Lunjevich U19 Individual: 3rd - Maximilian Maggs
Winter AIM Tournament – Team Results	<u>Recurve</u> U19 Team: 2nd - Ethan Wong, Jonathan Luxford, Canaan Va'aelua, Jesteen Yee U16 Team: 1st - Sean Lee, Jason Seo, Ollie Recordon, Josh Seo <u>Compound</u> Combined age Team: 2nd - Maximilian Maggs, Blake Lunjevich
Winter AIM Tournament - CUP	SPC - Winner of the overall cup for combined result from U19 & U16 Recurve Team, Compound Team

National Achievements	
Archery NZ National Schools Competition Term 1	<p><u>Secondary Schools Competition Recurve Teams:</u> 1st: Louis park, Jessten Yee, Ethan Wong, Sean Lee 3rd: Jonathan Luxford, William Harding, Jason Seo, Ollie Recordon</p> <p><u>Secondary Schools Competition Recurve Individual:</u> 3rd - Louis Park</p> <p><u>Secondary Schools Competition Compound Teams:</u> 1st: Maximilian Maggs, Blake Lunjevich</p> <p><u>Secondary Schools Competition Compound Individual:</u> 1st: Maximilian Maggs 3rd: Blake Lunjevich</p>
Archery NZ National Schools Competition Term 2	<p><u>Secondary Schools Competition Recurve Teams:</u> 3rd: Louis park, Jessten Yee, Canaan Va'aelva, William Harding</p> <p><u>Secondary Schools Competition Compound Teams:</u> 2nd - Maximilian Maggs, Blake Lunjevich</p> <p><u>Secondary Schools Open Compound Individual:</u> 2nd - Maximilian Maggs</p>
Archery NZ National Schools Competition Term 3	<p><u>Secondary Schools Competition Recurve Teams:</u> 1st: Jesteen Yee, Louis Park, Sean Lee, Jonathan Luxford 3rd: Canaan Va'aelua, Jason Seo, Ethan Wong, William Harding</p> <p><u>Secondary Schools Competition Compound Teams:</u> 1st -Maximilian Maggs, Liam Payne 3rd-Blake Lunjevich, Lochlan Silvester</p> <p><u>Secondary Schools Open Compound Individual:</u> 2nd - Maximilian Maggs</p>
Archery NZ National Schools Competition Term 4	<i>Results not available yet</i>
North Island Youth Championships 2024	<p><u>Individual:</u> U14 Recurve: 1st - Joshua Seo 2nd - Connor Pinique U16 Recurve: 1st - Jonathan Luxford 2nd - Louis Park U16 Compound: 1st - Blake Lunjevich U16 Barebow: 2nd - Isaiah Benitez U21 Compound:</p>

	<p>1st - Max Maggs</p> <p><u>Matchplay:</u> U14 Recurve 3rd - Joshua Seo U16 Recurve Individual: 1st - Louis Park 2nd - Jonathan Luxford 3rd - Jason Seo U16 Barebow Individual: 2nd - Isaiah Benitez U16 Compound Individual: 2nd - Blake Lunjevich U21 Compound: 2nd - Max Maggs Mixed Team: 2nd - Noah Craig-Menzies & Joshua Seo 3rd - Blake Lunjevich 3rd - Max Maggs</p>
Outdoor Nationals 2024	<p><u>Individual:</u> 3rd - U21 Compound - Clout: Maximilian Maggs 3rd - U21 Compound - 720: Maximilian Maggs 1st - U21 Compound - Field: Maximilian Maggs</p> <p>2nd - U16 Barebow - 720: Izaiah Benitez</p> <p>1st - U16 Recurve - Field: Jonathan Luxford 1st - U16 Recurve - 720: Sean Lee 2nd - U16 Recurve - 720: Louis Park</p> <p>2nd - U14 Recurve - 720: Joshua Seo</p> <p>1st Place: Youth Recurve - Individual Matchplay: Sean Lee 3rd Place: Youth Recurve - Individual Matchplay: Louis Park</p> <p><u>Team:</u> 2nd - Youth Recurve - Team Matchplay: Jonathan Luxford, Louis Park, Sean Lee</p> <p>2nd - U16 Mixed Matchplay - Field: Jonathan Luxford</p>
Indoor Nationals 2024	<p><u>Individual:</u> 1st-U18 Recurve-Louis Park 1st-U14 Recurve-Joshua Seo</p> <p>2nd-U16 Recurve-Jonathan Luxford 2nd-U16 Barebow-Izaiah Benitez</p> <p>3rd-U16 Compound-Blake Lunjevich</p>

Archery	Year	Bow	Achievement
Maximilian Mags	13	C	<p><u>ASS College Sport League</u> 3rd- Division 1 Compound Team "Black Hawks" 2nd - Compound Individual</p> <p><u>ASS College Sport Matchplay</u> 1st - Compound Team SPC Wolverine 1st - Compound Individual</p> <p><u>Archery In Schools: Secondary</u> 1st: Competition Compound Teams - AIS Term 1 2nd: Competition Compound Teams - AIS Term 2 1st: Competition Compound Teams - AIS Term 3</p> <p>1st: Competition Compound Individual - AIS Term 1 2nd: Competition Compound Individual - AIS Term 2 2nd: Competition Compound Individual - AIS Term 3</p> <p><u>SPC Invitational Cup</u> 1st - Team 1st - Compound Individual</p> <p><u>Winter AIM Tournament</u> 3rd: U19 Compound Individual 2nd: Combined age Compound Team - SPC Zen Archers</p> <p><u>Outdoor Nationals</u> 3rd - U21 Compound - Clout 3rd - U21 Compound - Target 720 1st - U21 Compound - Field</p> <p><u>North Island Youth Championships</u> 1st - U21 Compound 2nd - Open Compound Individual Matchplay 3rd - Mixed Teams Matchplay</p> <p><u>New Zealand Field Archery Association</u> Marked Pro Animal HC YAMFU - record holder 2024 2nd - NZFAA Marked animal round @ Whitford 2nd - NZFAA Marked animal & Hunter rounds @ Field Natio</p> <p><u>Dave Henshaw Classic</u> 1st - Overall U21 Male <i>Compound</i> 1st - Matchplay Open Mens <i>Compound</i></p> <p><u>Don Finnegan Memorial Classic</u> 1st - Youth Male Compound Unlimited</p> <p><u>NZ Rep: World Archery Field Championships Canada</u> U21-17th Individual Male Compound in the World</p>

Ethan Wong	13	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> 2nd - 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 3</p> <p><u>Winter AIMS Tournament</u> 2nd: U19 Recurve Team - SPC Bow Maters</p>
Wallace Kailahi	12	R	
Liam Payne	12	R	<p><u>SPC Invitational Cup</u> 3rd - Compound Individual</p> <p><u>Archery In Schools: Secondary</u> 1st Competition Compound Teams - AIS Term 3</p>
Jonathan Luxford	11	R	<p><u>ASS College Sport League</u> 1st- Division 1 Recurve Team "Le Saints" 8th= - Recurve Individual</p> <p><u>Archery In Schools: Secondary</u> 3rd Competition Recurve Teams - AIS Term 1 1st Competition Recurve Teams - AIS Term 3</p> <p><u>Winter AIM Tournament</u> 1st: U16 Recurve Team - SPC Leopards</p> <p><u>North Island Youth Championships</u> 1st - U16 Recurve 2nd - U16 Recurve Individual Matchplay</p> <p><u>Outdoor Nationals</u> 2nd - Youth Recurve - Team Matchplay: Jonathan Luxford, Louis Park, Sean Lee 1st - U16 Recurve: Field 2nd - Mixed Matchplay Team: Field</p> <p><u>License to Aim</u> 2nd-Target 720 U18 Recurve</p> <p><u>Bulls Eye Royal</u> 2nd - Target 720 U18 Recurve</p> <p><u>Winter AIMS Tournament</u> 2nd- U19 Recurve Team - SPC Bow Maters</p> <p><u>ADAA Season Opening</u> 1st- Canadian 900 U18 Recurve</p>

			<u>Indoor Nationals</u> 2nd-U16 Recurve-Jonathan Luxford
Canaan Va'aelua	11	R	<u>SPC Invitational Cup</u> 1st - Team <u>Archery In Schools: Secondary</u> 3rd Competition Recurve Teams - AIS Term 2 3rd Competition Recurve Teams - AIS Term 3 <u>Winter AIMS Tournament</u> 2nd: U19 Recurve Team - SPC Bow Maters
Hamish Bell	11	R	
Lochlan Silvester	11	C	<u>Archery In Schools: Secondary</u> 3rd Competition Compound Teams - AIS Term 3
Louis Park	11	R	<u>ASS College Sport League</u> 1st- Division 1 Recurve Team "Le Saints" 5th - Recurve Individual <u>ASS College Sport Matchplay</u> 2nd - Recurve Team SPC Tigers 3rd - Recurve Individual <u>Archery In Schools: Secondary</u> 1st Competition Recurve Teams - AIS Term 1 3rd Competition Recurve Teams - AIS Term 2 1st - Competition Recurve Individual - AIS Term 3 <u>SPC Invitational Cup</u> 1st - Team 3rd - Recurve Individual <u>North Island Youth Championships</u> 2nd - U16 Recurve 1st - U16 Recurve Individual Matchplay <u>Outdoor Nationals</u> 2nd: U16 Recurve - Target 720 3rd: Youth Recurve - Individual Matchplay 2nd: Youth Recurve - Team Matchplay: Jonathan Luxford, Louis Park, Sean Lee <u>License to Aim</u> 1st-Target 720 U18 Recurve <u>Indoor Nationals</u>

			1st-U18 Recurve-Louis Park
Noah Craig-Menzies	11	R	<u>ASS College Sport League</u> 3rd- Division 1 Compound Team "Black Hawks" <u>North Island Youth Championships</u> 2nd - Mixed Team Matchplay
Rhys Lewis	11	B	
Blake Lunjevich	10	C	<u>Archery In Schools: Secondary</u> 1st: Competition Compound Teams - AIS Term 1 2nd: Competition Compound Teams - AIS Term 2 3rd Competition Compound Teams - AIS Term 3 3rd: Competition Compound Individual - AIS Term 1 <u>ASS College Sport Matchplay</u> 1st - Compound Team SPC Wolverine <u>Winter AIMS Tournament</u> 2nd: U16 Compound Individual - SPC Zen Archers 3rd: Combined team - SPC Zen Archers <u>North Island Youth Championships</u> 1st - U16 Compound 1st - U16 Compound Individual Matchplay 3rd - Mixed Team Matchplay <u>Indoor Nationals</u> 3rd-U16 Compound-Blake Lunjevich
Jessten Yee	10	R	<u>ASS College Sport League</u> 1st- Division 1 Recurve Team "Le Saints" 8th= - Recurve Individual <u>ASS College Sport Matchplay</u> 2nd - Recurve Team SPC Tigers <u>Archery In Schools: Secondary</u> 1st: Competition Recurve Teams - AIS Term 1 3rd: Competition Recurve Teams - AIS Term 2 1st: Competition Recurve Teams - AIS Term 3 <u>SPC Invitational Cup</u> 1st - Team <u>Winter AIMS Tournament</u> 2nd: U19 Recurve Team - SPC Bow Maters

Izaiah Benitez	10	B	<p><u>North Island Youth Championships</u> 2nd - U16 Barebow 2nd - U16 Barebow Individual Matchplay</p> <p><u>Outdoor Nationals</u> U16 Barebow - 720: 2nd - Izaiah Benitez</p> <p><u>Indoor Nationals</u> 2nd-U16 Barebow-Izaiah Benitez</p>
Sean Lee	10	R	<p><u>ASS College Sport League</u> 1st- Division 1 Recurve Team "Le Saints" 10th - Recurve Individual</p> <p><u>ASS College Sport Matchplay</u> 2nd - Recurve Team SPC Tigers</p> <p><u>SPC Invitational Cup</u> 1st - Team</p> <p><u>Outdoor Nationals</u> U16 Recurve - 720:1st Place Youth Recurve - Individual Matchplay: 1st Place Youth Recurve - Team Matchplay: 2nd Place: Jonathan Luxford, Louis Park, Sean Lee</p> <p><u>Archery In Schools: Secondary</u> 1st: Competition Recurve Teams - AIS Term 1 1st: Competition Recurve Teams - AIS Term 3</p> <p><u>License to Aim</u> 1st-Target 720 U16 Recurve</p> <p><u>Bulls Eye Royal</u> 2nd - Target 720 U16 Recurve</p> <p><u>Winter AIMS Tournament</u> 1st :U16 Recurve Team - High Flyers</p> <p><u>ADAA Season Opening</u> 3rd- Canadian 900 U16 Recurve</p> <p><u>Indoor Nationals</u> 4th-U16 Recurve</p>
William Harding	10	R	<p><u>SPC Invitational Cup</u> 2nd - Team</p> <p><u>Archery In Schools: Secondary</u> 3rd: Competition Recurve Teams - AIS Term 1 3rd: Competition Recurve Teams - AIS Term 2 3rd Competition Recurve Teams - AIS Term 3</p> <p><u>SPC Invitational Cup</u> 1st - Team</p>

Gabriel Cross	10	B	
Jason Seo	9	R	<p><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</p> <p><u>North Island Youth Championships</u> 3rd - U16 Recurve Individual Matchplay</p> <p><u>Archery In Schools: Secondary</u> 3rd: Competition Recurve Teams - AIS Term 1 3rd Competition Recurve Teams - AIS Term 3</p> <p><u>Winter AIMS Tournament</u> 1st :U16 Recurve Team - High Flyers</p> <p><u>License to Aim</u> 2nd-Target 720 U16 Recurve</p> <p><u>ADAA Season Opening</u> 2nd- Canadian 900 U16 Recurve</p> <p><u>Indoor Nationals</u> 6th-U16 Recurve</p>
Ollie Recordon	9	R	<p><u>Archery In School: Intermediate</u> 3rd: Competition Recurve Teams - AIS Term 1 : Competition Recurve Teams - AIS Term</p> <p><u>Winter AIMS Tournament</u> 1st :U16 Recurve Team - High Flyers</p>
Samuel Wong	9	R	<p><u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2</p>
Fred Fry	9	B	
Miguel Biado	9	B	
Arlo Pickering	8	B	
Gavin Lin	8	R	<p><u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2</p>
Anthony Choi	8	R	<p><u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2 1st: Competition Recurve Teams - AIS Term 3</p>
Connor Pinique	8	R	<p><u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2</p> <p><u>North Island Youth Championships</u> 2nd - U14 Recurve</p> <p><u>Indoor Nationals</u> 5th-U14 Recurve</p>

Richie Harding	8	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2
Joshua Seo	7	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2 1st: Competition Recurve Teams - AIS Term 3 1st: Competition Recurve Individual - AIS Term 3 <u>North Island Youth Championships</u> 1st - U14 Recurve 3rd - U14 Recurve Individual Matchplay 2nd - Mixed Team Matchplay <u>Outdoor Nationals</u> 2nd - Target 720 U14 Recurve <u>SPC Invitational Cup</u> 1st - Team <u>License to Aim</u> 1st-Target 720 U14 Recurve <u>Bulls Eye Royal</u> 1st - Target 720 U16 Recurve <u>Winter AIMS Tournament</u> 1st :U16 Recurve Team - High Flyers <u>ADAA Season Opening</u> 1st- Canadian 900 U14 Recurve <u>Indoor Nationals</u> 1st-U14 Recurve
Errol Townsend	7	R	<u>Archery In School: Intermediate</u> 1st: Competition Recurve Teams - AIS Term 2



BASKETBALL – Code Captain Louis Galpin

1st V- Finished 5th in Premier Grade and 7^h in Qualifying Zones 14th at Nationals
Junior Prens – 3rd at Regionals
 Year 7 & 8 35th – AIMS

Gus Dallow

U17 NZ Team



1st V Basketball

CRICKET – Code Captain Austin Sood

1st XI – 1st after round robin. Runners up in final

Colts – Season not complete but have consolidated their position in the Colts 1.

Chanvir Singh

Northern Districts U19 Development

Austin Sood

Manukau Districts U19

Aaron Virdi

Manukau Districts U19

MOUNTAIN BIKING – Code Captain – Jack Maskell

1st In AKSS Mountain Biking Team Series
 Scout Lawson U15 Cross Country National Champion
 U16 Relay – 2nd

HOCKEY – Code Captain Joseph Robinson

1st XI – College Sport Premier Competition – 8th
 Mayhill Cup - 19th
 U15 College Sport B/C Grade 1st
 Year 7 & 8 – 1st in Kwik Stick Grade
 Scout Lawson U15 Cross Country National Champion
 U16 Relay – 2nd

FOOTBALL – Code Captain Areya Prasad

1st XI – 5th Auckland Premier League

2nd XI - 2nd Auckland Premier Reserve

14A – 2nd Auckland Premier

13A – 1st Premier Champions

SPC Middle School – 28TH NZ AIMS GAMES

Luka Vicelich	SPC Footballer of the Year and NZ U16
Stipe Ukich	NZ U17 and NZ U19
Isikeli Brown	NZSS U16 and Samoa U16 and U19
Richard Swami	Fiji U19
Pat Borich	NZ U16



1st XI Football



Junior Futsal

ROWING – Code Captain Toby Shanahan and Franklin Baron

New Zealand Secondary School Championships (Maadi Cup)

BU18 4x+ - 1st

Franklin Baron (stroke), Toby Shanahan, Harry Bentley, Daniel Hyde + Theo Wagg

BU18 8+ - 3rd

Flynn Russell (stroke), Franklin Baron, Benjamin Davison, Arthur Yeoward, Harry Bentley, Toby Shanahan, Daniel Hyde, Reuben Golds-Uili + Theo Wagg (cox)

BU17 8+ - 3rd

Flynn Russell (stroke), Ethan Barker, Benjamin Davison, Arthur Yeoward, Lachie Williams, James Mowat, Otis Twose, Reuben Golds-Uili + Oscar Molloy (cox)

North Island Secondary School Championships

BU18 4x+ - 1st

Franklin Baron (stroke), Toby Shanahan, Harry Bentley, Daniel Hyde + Theo Wagg

BU17 8+ - 1st

Benjamin Rudsits (stroke), Ethan Barker, Benjamin Davison, Arthur Yeoward, Lachie Williams, James Mowat, Otis Twose, Reuben Golds-Uili + Oscar Molloy (cox)

BU18 8+ - 2nd

Flynn Russell (stroke), Franklin Baron, Benjamin Davison, Arthur Yeoward, Harry Bentley, Toby Shanahan, Daniel Hyde, Reuben Golds-Uili + Theo Wagg (cox)

BU15 8x+ - 3rd

Paddy Russell (stroke), William Sinclair, Matias Donnianni, Torin Bidois-Treacy, Finn Judd, Vicente Topp Ugarte, Enzo Nola, Thomas Malone + Charlie Neal (cox)



U18 Quad – National Champions

BU18 4x+ - 1st

Franklin Baron (stroke), Toby Shanahan, Harry Bentley, Daniel Hyde + Theo Wagg

BU16 1x – 1st

Christian Norton

BU18 8+ - 2nd

Flynn Russell (stroke), Reuben Golds-Uili, Benjamin Davison, Franklin Baron, Arthur Yeoward, Harry Bentley, Toby Shanahan, Daniel Hyde + Theo Wagg (cox)

BU18 1x – 2nd

Billy Simpkins

BU18 2x – 2nd

Max Parkinson (stroke), Samuel Innes

NU18 4x+ - 2nd

Vicente Topp Ugarte (stroke), William Sinclair, Harrison Luke, Aidan Howard + Monty Caesar (cox)

BU17 8+ - 2nd

Flynn Russell (stroke), Reuben Golds-Uili, Benjamin Davison, Arthur Yeoward, Lachie Williams, James Mowat, Benjamin Rudsits, Ethan Barker + Oscar Molloy (cox)

BU15 2x – 2nd

Paddy Russell (stroke), Matias Donnianni

BU15 x+ - 3rd

Spencer Roskvist (stroke), Paddy Russell, Matias Donnianni, Thomas Malone + Charlie Neal (cox)



Harry Bentley

SPC Rower of the Year

U18 Coxed Quad

SPC Crew of the Year

RUGBY – Code Captain Louie Kishimoto	
1st XV – 5th Place	
Tevita Tatafu	NZ Secondary Schools
Tevita Tatafu, Louie Kishimoto, Jacob Paea, Matt Harris, Malakai Hafoka	Blues U18s
Tevita Tatafu, Longani Fakateli, Mahokoi Funaki	Auckland Under 18s
Aziel Hau, Jacob Paea, Louie Kishimoto, Malakai Tuivaiti	Auckland U18 Gulls (B Team)
Matt Harris, Tommy Wright, Malachai Tuivati, Tua Tapunai-Soti, Bailey Tupu-Tuia, Sean Burgess, Samarana Sope, Logan John Sao	Auckland Under 16s



SOFTBALL – Code Captain Casey Hutchinson

NZSS – Third in New Zealand

NZSS Team

Raiwiri Amai
Casey Hutchnson
Boston Allan
Elijah Blackall
Oliver Reinsfield

TENNIS – Code Captain Ben Coles

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

Francis Wong	SPC U12 Champion
Nate Hedgepeth	SPC U13 Champion
Matthew Coles	SPC U14 Champion
Joshua Pipe	SPC U15 Champion
Isaac Craig Rivera	SPC U16 Champion
Ben Coles	Senior Champion

TOUCH – Code Captain Louis Kishimoto

1st XIV – 6th Auckland Premier Competition
Auckland Championships – 2nd



VOLLEYBALL – Code Captain Franklin Momoivalu

St Peters – 1st in Central Blue Boys St Peters Gold – 4th in Central Boys Pool 1 St Peters Blue – 5th in Central Boys Pool 2
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WATERPOLO – Code Captain Cohen Freeman

Premier – 6th College Sport Senior A Grade Senior Blue – 5th Senior C Boys mixed

Jared and Cohen Freeman

SPC Most Valuable Player



Premier Waterpolo Team

2024 Prizegiving Awards and Scholarships

Dux of the College – Ryan Tolley

Proxime Accessit – Jamieson Bojan

Dux Ludorum – Gus Dallow

Dux Cantorum – Daehan Hwang

Captain of the College – Leonardo Flores McAlpine

Rowan Hanif Memorial Award – Joseph Robinson

Stephen Batterton Trophy, Personal Courage & Hope Award – Joseph Mapusua

Br Shepherd Award – Louis Galpin

Monsignor Paul Farmer, Catholic Character Leadership Award – Mohokoi Funaki

Year 7 General Excellence – Boston Recordon

Year 7 First Overall – Savio Somu Victor

Year 8 General Excellence – Gavin Lin

Year 8 First Overall – Liam Joyce

Year 9 General Excellence – Aaron Lo

Year 9 First Overall – Aaron Lo

Year 10 General Excellence – Jackson Pinique

Year 10 First Overall – Johann Jomy

Year 11 General Excellence – Noah Lazayres

Year 11 First Overall – Hamish Bell

Year 12 General Excellence – Flynn Russell

Year 12 First Overall – Riley Watson

Year 13 General Excellence – Mohokoi Funaki

Petrus Award – Eddie & Amanda Kohlhase

Head Boy 2025 – Riley Watson

Deputy Head Boys 2025 – Jacob Toa, Gus Dallow, Tane Wikaire

Edmund Rice Teaching and Learning Scholarship – Blake Plummer

IBSC Scholarship – Brett Kingstone

New York Scholarship – Lynne Dell

SPC Teachers' Scholarship – Andrew Rogers

Support Staff Scholarship – Anna Turnbull

2024 Dux of the College



2024 Leavers Receiving Awards for 2024 Academic Year

Tenth ARA Lodge 348 IC Visual Arts Award

Francisco Garcia Pavihi

HSK International Chinese University Scholarship

Daniel Hyde

Peter Lyons Business Studies Scholarship

Joshua Fernandez

Robert Ned Covich Scholarship

Joseph Robinson

The Peter Goddard Memorial Scholarship

Liam Wilson

Edmund Rice-Old Boys Tertiary Scholarship

Angus McLeod

Aaron Dsilva

SPC Rise Up Scholarship

Bradley Caulfield

SPC Old Boy Scholarships

Max Parkinson

Samuel Innes

Lincoln University – The Lincoln University Rugby Scholarship

Louis Kishimoto

Victoria University – International Experience Grant 2025

Jacob Brown

University of Otago – Leaders of Tomorrow Scholarship

Harry Dasent

Henry Mulholland

Lachlan Koot

Louis Galpin

University of Otago – The Vice-Chancellor's Scholarship

Harry Pacey

George Mulholland

University of Otago – Pacific People's Entrance Scholarship

Charlie Percival

University of Otago – Māori Entrance Scholarship

Charlie Sadgrove

Cohen Freeman

University of Otago – 150th Entrance Scholarship

Riley Sella

Michael Hutton

University of Waikato – Pacific Excellence Scholarship

Aziel Hau

University of Canterbury – Business School First Year Scholarship for Excellence

Joshua Godinet

University of Canterbury – Haupatu Scholarship

Dylan Winstanley

University of Canterbury – Kaitoko Māori Scholarship

Brayden Dissmeyer

Max Parkinson

University of Canterbury – Engineering Top Achievers Scholarship

Harry Bentley

University of Canterbury – Go Waitaha Canterbury Scholarships

Leo Flores McAlpine

University of Auckland – Auckland Academic Potential Scholarship

Sebastian Luke

University of Auckland – Vaka Moana Scholarship

Mokokoi Funaki

University of Auckland – Pacific Academic Excellence Scholarship

Corban Aseta

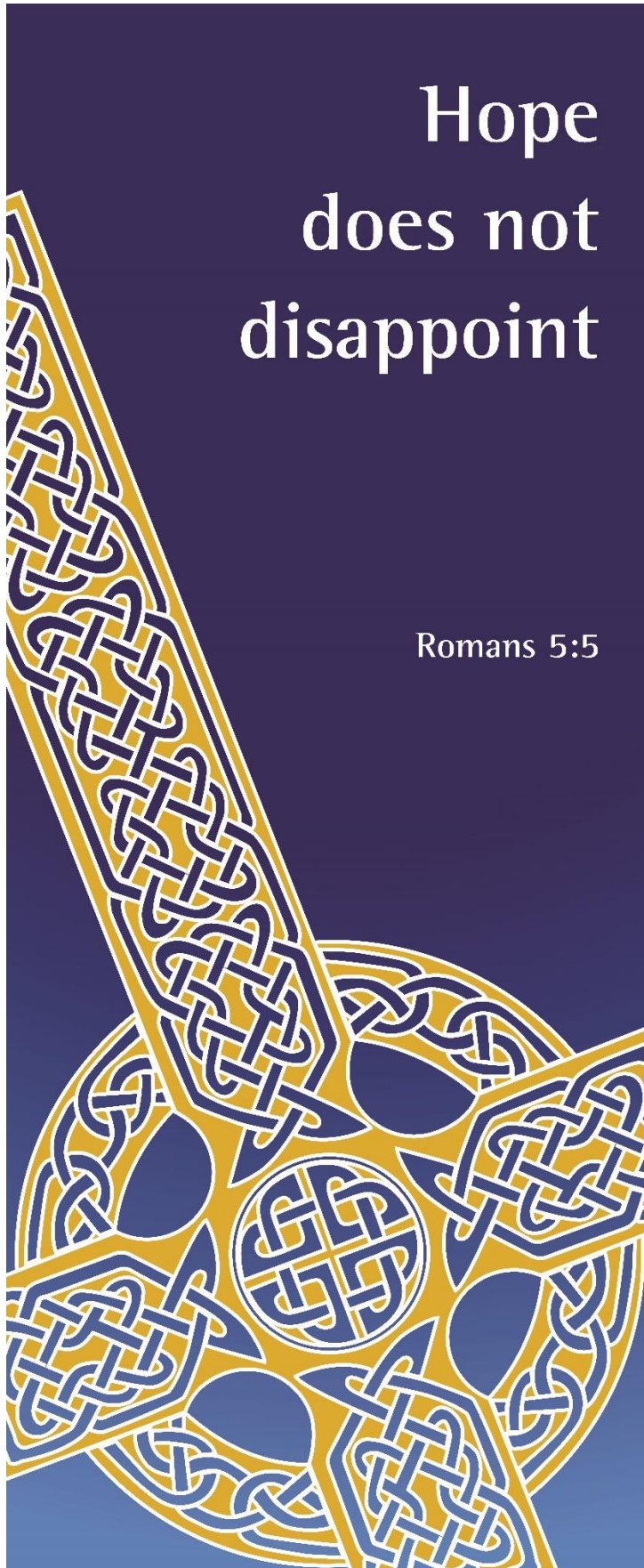
College Property

- Liaise with CDA for scope of works for C Block and L Block.
- New bleachers at Cage.
- LED upgrade in pavilion lower level.
- Pavilion cladding repairs.
- Pavilion changing room ceiling repair & paint.
- Installation of new scissor gate.
- Upgrade of security cameras.
- Fume cupboard services B block roofs.
- Stage 1 and stage 2 cleaning exterior/gutters.
- Complete all Health & Safety repairs.
- Painting touch ups to various areas of the school.
- All emergency lighting maintained.
- Plumbing backflow valves serviced.
- Mechanical vents and air conditioning upgrades.
- Lift maintenance & repairs.
- Approve and finalise asphalt resurface and line marking.
- Science block call back maintenance.
- Drone spray roof treatment.
- Fire risers maintenance.

2025 Scripture

Hope
does not
disappoint

Romans 5:5



College Goals 2025

Academic:

"To enhance the study skills of all students"

Catholic Character:

"To see God in the ordinary and in everything"

Pastoral Care:

"To empower students to be the best version of an outstanding St Peter's man"

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 2024 and making this year so special.

James Bentley
Headmaster

Analysis of Variance and Evaluation of Student Progress and Achievement

St Peter's College 2021-2025

Strategic Intentions

Vision	"St Peter's College builds outstanding men"	
Mission Statement	"St Peter's College educates the whole person in an environment of Christian love and service" <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>
	Notes on Value Statement: <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. 	

	<ul style="list-style-type: none"> ✓ 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

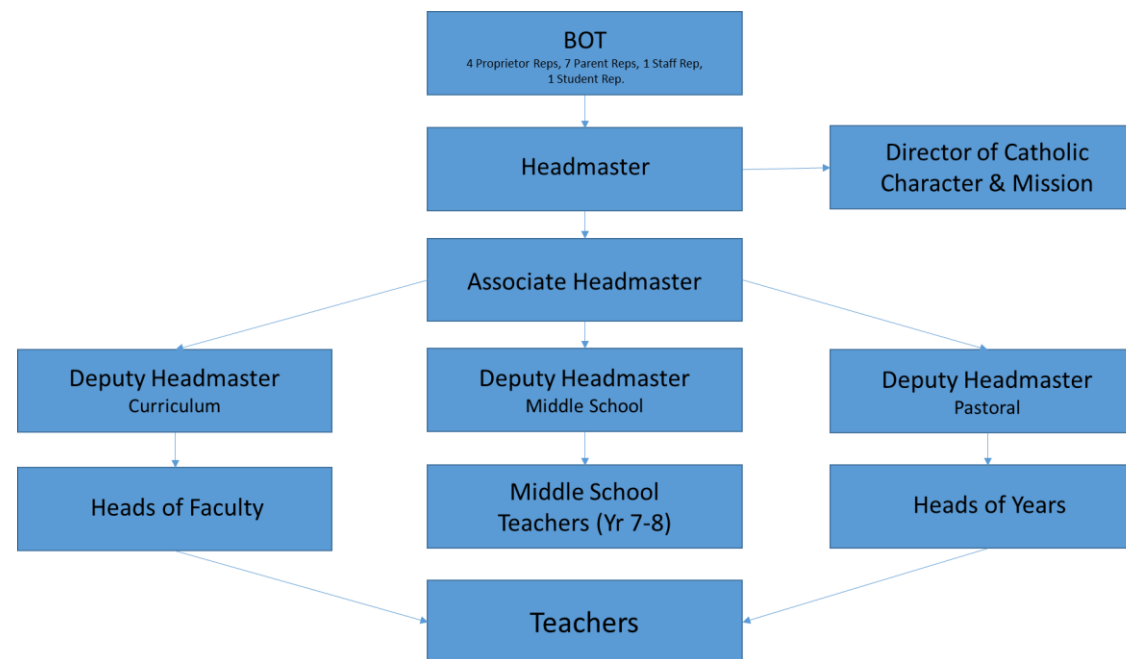
Students' Learning	<p>The College embraces the dual methods of assessment CIE and NCEA.</p> <p>The quantitative data for CIE for 2024 is enclosed (also overview data 2020, 2021, 2022, 2023).</p> <p>The quantitative data for NCEA for 2024 is enclosed (also overview data 2020, 2021, 2022, 2023).</p>
Student Engagement	<p>a) Attendance data 2024: 91.0% 2023: 88.6% 2022: 92.4% 2021: 95.8%</p> <p>b) Weekly engagement report data for all boys was completed in 2021 2022, 2023 & 2024.</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 Māori 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 2020 – 2025	Core Strategies for Achieving Goals 2020 – 2025
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	<ul style="list-style-type: none"> a) Data and systems which promote involvement. b) Sporting programmes which promote excellence.

	College sporting programme with our top sportsmen competitive at highest level.	<ul style="list-style-type: none"> 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 Māori 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	2021 Target	2021 Review	2022 Target	2022 Review	2023 Target	2023 Review	2024 Target	2024 Review	2025 Target
Teaching	No 1	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.	7 sessions on study skills held for Year 9 and 10. Study skills booklet developed for Year 7 & 8.	Enhance study skills for all students.
Learning	No 2	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.	Full time SENCO appointed Year 7-9.	Greater implementation of UE ⁺ .
Identity	No 3	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.	Service Programme grown. House service more targeted.	Service Initiatives in conjunction with Kahui Ako schools.
St Peter's Man	No 4	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.	Several internal & external guest seminars. Workshops across Year 7-13.	Grow leadership program in Year 9.
Sport	No 5	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.	Number of participants in all sports increased. Operated internal competitions to	Appointment of Head of High Performance.

									attract greater interest.	
Community	No 6	Creation of "Friends of SPC".	Covid lockdowns impacted.	Creation of "Friends of SPC".	Incomplete. Needs further investigation if practical.	Organise and hold a community wide Fair.	Held successfully.	'Friends of SPC' implemented.	Wider community (non Old Boys) elected to committee. 'Friends of SPC' bedded in.	Establish more Parent committees in different codes.
International	No 7	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.	Overseas trips to USA & China.	Careers focus on overseas pathways for tertiary study.
Arts	No 8	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.	Successfully staged the musical "Priscilla, Queen of Desert" in partnership with Marist College.	Successful staging of "Sister Act" in partnership with Marist College.
Environment of Continuous improvement	No 9	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.	30-Year Property Plan implemented.	Prioritise projects for 30 Year Property Plan.
Pastoral Care	No 10	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.	Major decrease in discipline issues. Prefect initiatives on anti-vaping programme.	Prefect led implementation of St Peter's Man Award.

Annual Plan – 2021-2025

Strategic Goal No 1: To Ensure Quality Teaching is Paramount

Target 2025: Enhance study skills for all students.

Baseline Data For This Strategic Goal

2024: To increase study skill capabilities.

2023: To deepen students' engagement in learning.

2022: To foster student perseverance in their studies.

2021: To enrich academic outcomes for all students.

What Do We Need To Do?

Goal Strategy

- SMART study plan given to all students – Year 7-13.
- Seminars at assemblies.
- Information tutorials.
- Information evenings for parents.
- 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 2025: Greater implementation of UE⁺

Baseline Data For This Strategic Goal

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

What Do We Need To Do?

Goal Strategy

- Socialised across senior school.
- Distribute Auckland University data.
- Professional Development for staff.

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 2025: Service initiative in conjunction with Kahui Ako schools.

Baseline Date For This Strategic Goal

2024: To broaden student understanding and experience of service.

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.

What Do We Need To Do?

Goal Strategy

- Work alongside Kahui Ako schools.
- Identify service opportunities.

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 2025: Leadership in Year 7-9

Baseline Data For This Strategic Goal

- 2024: Expand Outstanding Man project.
- 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.

What Do We Need To Do?

Goal Strategy

- Head of Leadership to develop programme.
- Teacher in Charge of Outstanding Man Programme to assist.
- Delivered in Year 9 classes.
- External providers will provide seminars to Year 9 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 2025: Appointment of Head of High Performance.

Baseline Data For This Strategic Goal

2024: Improve experiences for students in major codes.

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.

What Do We Need To Do?

Goal Strategy

- Head of High Performance to identify and work with targeted group.
- Provide advice on pathways.
- Seminars for students & parents.

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 2025: Establish more Parent Committees in different codes.

Baseline Data For This Strategic Goal

2024: 'Friends of SPC' implemented.

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.

What Do We Need To Do?

Goal Strategy

- Socialise the need for greater parental involvement in range of sports.
- Establish code parent committees with a Chair and set targets to support the sporting code.

Monitoring of this Goal

- Headmaster.
- Director of Sport.

Resourcing

- PTFA
- Sport

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

Target 2025: Careers focus on overseas pathways for tertiary study.

Baseline Data For This Strategic Goal

2024: Overseas Trips for Students.

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.

What Do We Need To Do?

Goal Strategy

- Seminars with guest speakers on studying overseas.
- Upskilling of Head of Careers.
- Liaison with overseas tertiary advisors.

Monitoring of this Goal

- Headmaster

Resourcing

- Careers

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

Target 2025: Successful staging of 'Sister Act' in partnership with Marist College.

Baseline Data For This Strategic Goal

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

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.

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 2025: Prioritise projects for 30-Year Property Plan

Baseline Data For This Strategic Goal

2024: 30-Year Property Plan Created.
2023: Implementation of new 2023-2026 Strategic Plan.
2022: Continuous implementation of 2020-2023 Strategic Plan.
2021: Continuous implementation of 2020-2023 Strategic Plan.

What Do We Need To do?

Goal Strategy

- Liaise with Auckland Catholic Diocese.
- Cost analysis of prioritised projects.

Monitoring of this Goal

- BOT

Resourcing

- Funding.

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

Target 2025: Prefect led implementation of SPC Man award

Baseline Data For This Strategic Goal

2024: Reinforcement of expectations on students.

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.

What Do We Need To Do?

Goal Strategy

- Prefects develop criteria.
- Prefects led process with some staff assistance.

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 2025: Focus on Edmund Rice Camps

Baseline Data For This Strategic Goal

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

What Do We Need To Do?

Goal Strategy

- Promote awareness of Edmund Rice Camps.
- Funds raised through House service activity.
- Prefect led initiatives.

Monitoring of this Goal

- Director of Catholic Character & Mission

Other 2025 Key Improvement Strategies to Achieve Strategic Vision

Property	Evaluation	Finance	Evaluation
1. Building of Maintenance Shed	✓ Planning underway.	1. To maintain International student numbers of 60.	✓ Successful. Retained current students and enrolled further students.
2. Bleacher Seating for Sports Field	✓ Completed.	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. 2 were appointed in 2024.		

St Peter's College

Year 9 and 10 Data 2024

YEAR 9 ST PETER'S COLLEGE EXAMINATIONS

SUBJECTS	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025 TARGET
ENGLISH	60%	61%	62%	59%	59%	64%	57%	64%	60%	61%	60%
MATHEMATICS	59%	66%	60%	57%	59%	57%	57%	59%	57%	50%	60%
SCIENCE	55%	68%	64%	63%	52%	57%	57%	61%	54%	61%	60%

YEAR 10 ST PETER'S COLLEGE EXAMINATIONS

SUBJECTS	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025 TARGET
ENGLISH	59%	58%	63%	62%	65%	74%	69%	72%	72%	66%	65%
MATHEMATICS	53%	51%	57%	52%	53%	56%	55%	50%	59%	42%	60%
SCIENCE	55%	54%	64%	54%	55%	50%	50%	57%	58%	52%	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 Mathematics it must be noted that 30 students are taking Mathematics a year ahead and this will impact their marks. Even with this, the concerning figure in the data was Year 10 Math average of 42% and year 9 of 50% which is lower than the average of the other subjects. A review of the reasons for this will take place in 2025 with the plan to see improvements by the end of the year.

With most subjects having an average around the 52 - 66% 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 two of the Year 9 subjects, with Year 9 Science going up by 7% and English 1% respectively.

St Peter's College Middle School

Year 7 and Year 8 Data 2024

NAG2A (b)(i) Areas Of Strength
Subject: Mathematics
Discussion: 86% of our students last year ended the year at the expected standard. Our goal this year is to maintain an 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 higher than our Literacy results when comparing percentage of stanines, although our means from the end of year examinations remain the same. The improvement in the numeracy can be put down to a number of new initiatives and changes of our scheme of work.
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 for two classes and then a priority group for one. With the top 3 Year 8 classes being streamed with the top class completing a Year 9 course.

2025 will see a Maths maintenance book shared with all Middle School students, whereby they will be practising core maths on a weekly basis at home. Furthermore, our bottom set of Yr 8 students will be completing a separate programme – this is aimed at upskilling their basic number for 6 months and then integrating that across other strands of Maths in the second half of the year.

Furthermore, the school has signed up to use the new Cambridge resources for the next two years. This is a free trial and aligns to the Government's standards being brought into numeracy.

Continued up skilling is being undertaken to use resources that lead to higher engagement for students. For example, the use of the new Oxford book and online platform.

Furthermore, a common mathematical language and strategies are being shared amongst students and 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. A video of how to for each topic taught, we host a SPC Middle School page on YouTube.

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)
2021	N/A	N/A	N/A	N/A
2022	65%	59%	62%	62%
2023	68%	67%	74%	68%
2024	71%	65%	59%	68%

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

**Please note the below percentages are based off stanines for one standardised test: Stanine 5 and above*

Year	Yr. 7	Yr. 8	Combined
2021	84%	87%	85%
2022	86%	83%	85%
2023	78%	81%	80%
2024	88%	83%	86%
2025	85% Target		

NAG2A (b)(i) Areas Of Strength
Subject: English: Reading and Writing
<p>Discussion: 70% of our students are meeting and/or exceeding the expected standard. This was similar in comparison to the last year. Furthermore, our End of Year mean was up slightly on previous years at a combined 68%. Our goal this year is to increase that to 75% 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.</p> <p>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.</p> <p>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.</p>
NAG2A (b)(i) Areas For Improvement
Subject: English: Reading and Writing
<p>Discussion: 70% of our students are at or above our expected standard based on the standardised tests completed and their respective stanine scores. 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.</p>
NAG2A (b)(ii) Basis For Identifying Areas For Improvement
<p>Discussion: Students are tested using PATS, MIDYIS and School Exams and students writing samples.</p>

NAG2A (b)(iii) Planned Actions For Lifting Achievement	
Subject: English: Reading and Writing	
<p>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.</p> <p>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.</p> <p>Continued use of the phonics programme for high priority students to learn a new way to decode the information.</p> <p>Continue to develop our teaching strategies for Pasifika students who currently have a higher proportion below the standard.</p> <p>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.</p> <p>2025 will see a more varied writing programme being brought into Year 8. This will widen the breadth of genre being covered. There will also be more group based oral experiences offered, similar to what happened in Year 7 last year – which we believe had a positive impact on student engagement and achievement.</p> <p>Furthermore, we will 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.</p>	
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 75% 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 75%.

English End of Year Examination Mean

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

Year	Yr. 7	Yr. 8	Combined
2021	N/A	N/A	N/A
2022	60%	66%	63%
2023	63%	69%	66%
2024	66%	69%	68%

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. Stanine 5 and above.*

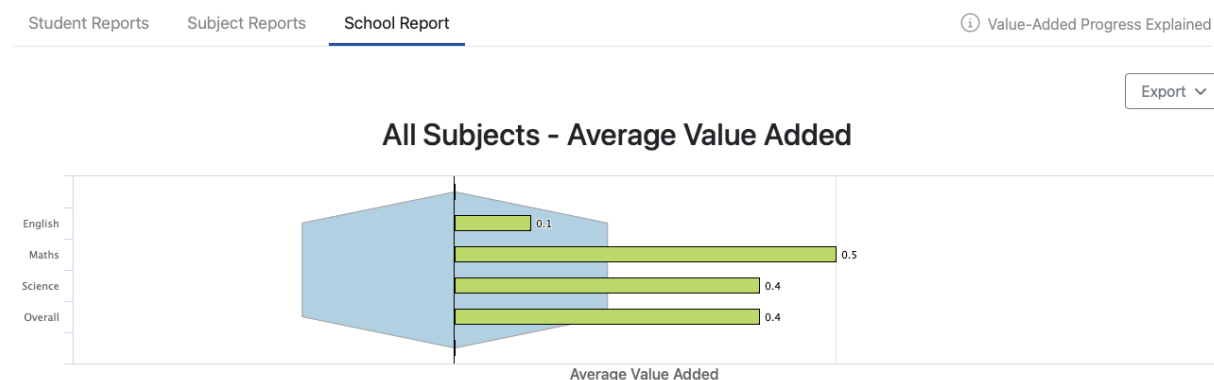
Year	Yr. 7	Yr. 8	Combined
2021	N/A	N/A	N/A
2022	78%	71%	75%
2023	70%	67%	69%
2024	72%	67%	70%
2025	80% Target		

MIDDLE SCHOOL MIDYIS DATA YEAR 7 INTAKE 2023

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 2023 intakes progression across the two years in the Middle School.

VA-8 (Base7) · 2024 · Progress in Yr8



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 2024 Mathematics Data

Analysis of all the Middle School students in 2024 identified that 86% 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. 	<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. 2025 will see a Maths maintenance book shared with all Middle School students, whereby they will be practising core maths on a weekly basis at home. Furthermore, our bottom set of Yr 8 students will be completing a separate programme – this is aimed at upskilling their basic number for 6 months and then integrating that across other strands of Maths in the second half of the year. Furthermore, the school has signed up to use the new Cambridge resources for the next two years. This is a free trial and aligns to the Government's standards being brought into numeracy. Continued up skilling is being undertaken to use resources that lead to higher engagement for students. For example, the use of the new Oxford book and online platform.

<ul style="list-style-type: none"> • 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"> • Furthermore, a common mathematical language and strategies are being shared amongst students and 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. A video of how to for each topic taught, we host a SPC Middle School page on YouTube. 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. • 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 2 mixed abilities and the bottom 20% 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 75% 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 2024 English: Reading and Writing Data

Analysis of all the Middle School students in 2024 identified that 70% 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. • 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"> • 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. • 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. • 2025 will see a more varied writing programme being brought into Year 8. This will widen the breadth of genre being covered. There will also be more group based oral experiences offered, similar to what happened in Year 7 last year – which we believe had a positive impact on student engagement and achievement. • 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.

2024

Senior Academic Results

Executive Summary

Overall Significant Achievements

- 91%* University Entrance (Overall NZ 48%) (FSB# 69%)
- 83%* Māori University Entrance (Overall Māori in NZ 30%) (Māori in FSB# Schools 65%)
- 81%* Pasifika University Entrance (Pasifika in NZ 30%) (Pasifika in FSB# Schools 60%)
- 3 Top of New Zealand in Cambridge subject awards.
- 51 scholarships, including 5 outstanding scholarships.
- 6 Student gained NZQA Scholarship Award (\$6,000 over 3 years).
- 1 Student gained NZQA Outstanding Scholar Award (\$15,000 over 3 years).

** 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.
- 33 grades achieved at A* or A A2 subjects.
- A rate of 19% across all AS subjects.
- 258 grades achieved at A* or A in IGCSE.
- 1 Top in New Zealand Cambridge result in the June Examinations.
- 2 Top in New Zealand Cambridge result in the November Examinations.

NCEA Significant Achievements

- NCEA University Entrance rate of 88%
- NCEA Overall pass rates in Level 1: 88%, Level 2: 97%, Level 3: 96%.
- Merit and Excellence endorsements in Years 12 – 13 between 30 – 50%.
- Māori pass rates in Level 1: 88%, Level 2: 95%, Level 3: 100%, University Entrance: 86%.
- Pasifika pass rates in Level 1: 80%, Level 2: 96%, Level 3: 91%, University Entrance: 79%.
- Comparison to New Zealand Data shows that St Peter's College is above the NZ average by: Level 1 (L1): 43%, L2: 24%, L3: 28%, UE: 40%.
- 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 51 Scholarships, including 5 Outstanding Scholarships.
- 6 Scholarships gained by students in Year 11.
- 27 Scholarships gained by students in Year 12.
- 6 Student gained NZQA Scholarship Award (\$6,000 over 3 years).
- 1 Student gained NZQA Outstanding Scholar Award (\$15,000 over 3 years).
- Overall University Entrance rate of 91%.

Scholarship

Outstanding Scholar Award

\$5,000 each year for three years

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

Riley Watson Year 12 Scholarships in Art History, Calculus, Physics and Statistics
Outstanding Scholarship in Classical Studies and 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.

Anthony Tubberty	Year 12	4 Scholarships	Jasper Curran	Year 12	3 Scholarships
Maximus Parkinson	Year 13	4 Scholarships	Aaron D'Lima	Year 12	3 Scholarships
Harry Bentley	Year 13	3 Scholarships	Christian Domilies	Year 12	3 Scholarships (incl 1 Outstanding)

First Name	Last Name	Year	Subject	Scholarship	Teacher
Riley	Watson	12	Art History	S	Mrs Marion Avila and Mr Cameron Sitters
Hamish	Bell	11	Calculus	S	Mr Alex Wells
Jasper	Carran	12	Calculus	S	Mr Alex Wells
Anthony	Tubberty	12	Calculus	S	Mr Alex Wells
Riley	Watson	12	Calculus	S	Mr Alex Wells

Jamieson	Bojan	13	Chemistry	S	Mr Andrew Rogers
Bo Nan	Pang	13	Chemistry	S	Mr Andrew Rogers
Donacha	Aitcheson	11	Classical Studies	S	Mr Cameron Sitters
Jonathan	Luxford	11	Classical Studies	S	Mr Cameron Sitters
Canaan	Va'aelua	11	Classical Studies	S	Mr Cameron Sitters
Jasper	Carran	12	Classical Studies	S	Mr Cameron Sitters
Aaron	Dlima	12	Classical Studies	S	Mr Cameron Sitters
Christian	Domilies	12	Classical Studies	S	Mr Cameron Sitters
Fintan	Quayle	12	Classical Studies	S	Mr Cameron Sitters
Anthony	Tubberty	12	Classical Studies	S	Mr Cameron Sitters
Roman	D'Ambros-Smith	13	Classical Studies	S	Mr Cameron Sitters
Ryan	Tolley	13	Classical Studies	S	Mr Cameron Sitters
Riley	Watson	12	Classical Studies	O	Mr Cameron Sitters
Angus	McLeod	13	English	S	Mr Stacy Humpage
Maximus	Parkinson	13	English	S	Mr Stacy Humpage
Christian	Domilies	12	History	S	Mr Jakub Kalinowski
Harry	Bentley	13	History	S	Mr Jakub Kalinowski
Maximus	Parkinson	13	History	S	Mr Jakub Kalinowski
Maximus	Parkinson	13	Media Studies	S	Mr Patrick Griffith
Dimitrios	Koulianos	12	Music	S	Mr Antun Poljanich
Anthony	Tubberty	12	Physics	S	Mr Peter Harris
Riley	Watson	12	Physics	S	Mr Peter Harris
Harry	Bentley	13	Physics	S	Mr Kevin Barker
Aaron	Dlima	12	Religious Studies	S	Mr Tim MacKenzie

Keegan	Fong	12	Religious Studies	S	Mr Tim MacKenzie
Paul	Kassir	12	Religious Studies	S	Mr Tim MacKenzie
Frederick	Klitscher	12	Religious Studies	S	Mr Tim MacKenzie
Adam	Tansell-Murrow	12	Religious Studies	S	Mr Tim MacKenzie
Christian	Domilies	12	Religious Studies	O	Mr Tim MacKenzie
Riley	Watson	12	Religious Studies	O	Mr Tim MacKenzie
Otis	Twose	12	Religious Studies	S	Mr James Pepping
Harry	Bentley	13	Religious Studies	S	Mr Matt Flannagan and Mr Hayden Kingdon
Maximus	Parkinson	13	Religious Studies	S	Mr Matt Flannagan and Mr Hayden Kingdon
Joseph	Robinson	13	Religious Studies	S	Mr Matt Flannagan and Mr Hayden Kingdon
Liam	Wilson	13	Religious Studies	S	Mr Matt Flannagan and Mr Hayden Kingdon
Dylan	Winstanley	13	Religious Studies	S	Mr Matt Flannagan and Mr Hayden Kingdon
Nathaniel	Datson	13	Religious Studies	O	Mr Matt Flannagan and Mr Hayden Kingdon
Ryan	Tolley	13	Religious Studies	O	Mr Matt Flannagan and Mr Hayden Kingdon
Sebastian	Maya	13	Spanish	S	Mr Cristian Gutierrez
Joseph	Hassan	11	Statistics	S	Mr Matt Bindon
Junhyeong	Park	11	Statistics	S	Mr Matt Bindon
Jasper	Carran	12	Statistics	S	Mr Matt Bindon
Aaron	Dlima	12	Statistics	S	Mr Matt Bindon
Fintan	Quayle	12	Statistics	S	Mr Matt Bindon
Anthony	Tubberty	12	Statistics	S	Mr Matt Bindon
Riley	Watson	12	Statistics	S	Mr Matt Bindon

Cambridge International Exam Analysis 2024

the following results are what was achieved in the November 2024 series of exams.

The only subjects used from the June 2024 series are IGCSE Mathematics and Chinese

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

St Peter's College A2 Level Results 2024

	COHORT	A*	A	B	C	D	E	U - FAIL	X - Absent	A* - E 2024	A* - E 2023	VARIANCE
ACCOUNTING	2		1		1					100%	100%	0%
BIOLOGY	8	1	2	3	2					100%	83%	17%
CHEMISTRY	16	3	2	5	4	2				100%	100%	0%
CLASSICS	16		2	7	6	1				100%	100%	0%
DVC	5			3		1	1			100%	100%	0%
ECONOMICS	16			6	7	3				100%	100%	0%
ENGLISH	23		1	5	11	6				100%	100%	0%
GEOGRAPHY	10		3	2	3	2				100%	100%	0%
HISTORY	12			3	5	4				100%	100%	0%
MATHEMATICS	26	2	8	7	8	1				100%	100%	0%
MUSIC*	4		3	1						100%	100%	0%
PHYSICS	20	1	4	7	7		1			100%	100%	0%
SPANISH	1						1			100%	NA	NA
TOTAL	159	7	26	49	54	21	2	-	-	100%	99.2%	0.8%

A* - A 2024	A* - A 2023	VARIANCE
50%	33%	17%
38%	33%	4%
31%	20%	11%
13%	38%	-25%
0%	0%	0%
0%	25%	-25%
4%	7%	-3%
30%	29%	1%
0%	29%	-29%
38%	28%	10%
75%	0%	75%
25%	6%	19%
0%	NA	NA
21%	23%	-2%

St Peter's College

AS Level Results 2024

	COHORT	A	B	C	D	E	U - FAIL	X - Absent	A - E 2024	A - E 2023	VARIANCE
ACCOUNTING	4		3	1					100%	100%	0%
ART	8		1	1		4	1	1	75%	73%	2%
BIOLOGY	17	3	-	5	3	2	4		76%	94%	-18%
CHEMISTRY	23	6	6	7	-	2	2		91%	89%	2%
CHINESE	4				1		3		25%	NA	NA
CLASSICS	23	13	4	6					100%	100%	0%
DVC	12		3	6	3				100%	89%	11%
ECONOMICS	14	2	4	1	5	2			100%	84%	16%
ENGLISH	59	6	10	21	11	8	3		95%	82%	13%
GEOGRAPHY	7		5			1	1		86%	88%	-2%
HISTORY	13	1	5	6		1			100%	80%	20%
MATHEMATICS	71	11	11	18	19	10	2		97%	78%	19%
MUSIC*	5			4		1			100%	100%	0%
PE	3			1	2				100%	81%	19%
PHYSICS	41	14	11	8	7		1		98%	100%	-2%
SPANISH	2	1					1		50%	50%	0%
TOTAL	306	57	63	85	51	31	18	1	94%	85%	9%

A 2024	A 2023	VARIANCE
0%	50%	-50%
0%	0%	0%
18%	29%	-12%
26%	32%	-5%
0%	NA	NA
57%	13%	43%
0%	0%	0%
14%	6%	8%
10%	2%	9%
0%	8%	-8%
8%	5%	3%
15%	17%	-2%
0%	60%	-60%
0%	19%	-19%
34%	29%	6%
50%	0%	50%
19%	14%	5%

IGCSE Results 2024

Mathematics data includes June and November 2024 examination series

	COHORT	A*	A	B	C	D	E	F - FAIL	G- FAIL	U - FAIL	X- Absent	A* - E 2024	A* - E 2023	VARIANCE	A*/A 2024	A*/A 2023
ACCOUNTING	20	1	3	0	7	4	3	2	0	0	0	90%	85%	5%	20%	8%
ART AND DESIGN	8	0	0	0	2	2	3	1	0	0	0	88%	90%	-3%	0%	0%
BIOLOGY	52	10	5	4	7	4	13	5	0	3	1	83%	98%	-16%	29%	23%
CHEMISTRY	62	23	10	12	7	3	2	1	1	3	0	92%	88%	4%	53%	48%
CHINESE (June only)	7	5	2									100%	80%	20%	100%	20%
DESIGN AND TECHNOLOGY	17	0	3	6	3	1	2	1	0	1	0	88%	100%	-12%	18%	4%
ECONOMICS	76	5	18	19	19	9	2	1	0	1	2	95%	100%	-5%	30%	24%
ENGLISH - LITERATURE	118	9	20	38	29	16	3	0	0	1	2	97%	100%	-3%	25%	33%
GEOGRAPHY	21	1	5	7	4	1	3	0	0	0	0	100%	100%	0%	29%	20%
HISTORY	52	9	8	10	11	4	3	2	1	3	1	87%	100%	-13%	33%	20%
MATHEMATICS (June and Nov)	126	17	33	28	22	13	5			7	1	94%	100%	-6%	40%	37%
MUSIC*	9	1	1	1	6	0	0	0	0	0	0	100%	92%	8%	22%	54%
PE	15	0	2	3	4	3	1	0	0	0	2	87%	100%	-13%	13%	8%
PHYSICS	91	27	16	18	11	7	4	5	2	1	0	91%	96%	-4%	47%	42%
RELIGIOUS EDUCATION	115	9	14	22	16	24	8	7	7	7	1	81%	91%	-10%	20%	15%
SPANISH	6	0	1	1	1	1	1	1	0	0	0	83%	88%	-4%	17%	13%
TOTAL	795	117	141	169	149	92	53	26	11	27	10	91%	96%	-6%	32%	26%

Outstanding results in the 2024 Cambridge International Examinations

Student Name	Qualification	Syllabus	Cambridge Award	Series	Teacher
Yanxu Hu	Cambridge IGCSE	Chinese	Top in New Zealand	June	Mrs Bingmei Zhang
Yanxu Hu	Cambridge IGCSE	Mathematics	Top in New Zealand	November	Mr Alex Wells
Zachary Leach	Cambridge IGCSE	Religious Studies	Top in New Zealand	November	Mrs Jenny Lou Guansing

A2 Level

- Students being placed in A Level have high prospects of success with 100% of subjects passed.
- 33 grades achieved at A* or A.
- 21% of cohort achieved an A* or A.
- Accounting, Biology, Chemistry, Geography and Mathematics have 30% or higher of students in the A* - A ratio.

AS Level

- The overall pass rate of A – E grade is at 94%.
- 57 grades achieved at A.
- 19% of cohort achieved an A.
- Classics, Physics and Spanish have 30% or higher of students in the A ratio.

IGCSE

- The overall pass rate of A – E grade is at 91%.
- 258 grades achieved at A* or A.
- 32% of grades across all subjects were A* or A.
- Biology and Geography had 29% of their cohort achieve A*-A.
- Chemistry, Chinese (June), Economics, History, Mathematics, Music and Physics had 30% or higher of their cohort achieve A*-A.
- Top in New Zealand for Chinese for Yanxu Hu, taught by Bingmei Zhang.
- Top in New Zealand for Mathematics for Yanxu Hu, taught by Alex Wells.
- Top in New Zealand for Religious Education for Zachary Leach, taught by Jenny Lou Guansing.

NCEA Results Analysis

2024

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 2012-2024

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Level One	66%	81%	82%	88%	98%	97%	98%	100%	100%	99%	99%	94%	88%
Level Two	84%	82%	93%	96%	93%	98%	97%	99%	100%	100%	98%	95%	97%
Level Three	59%	73%	67%	83%	97%	97%	99%	100%	97%	97%	99%	97%	96%

NCEA ATTAINMENT %

in 2024 SPC only offered Level 1 in a reduced capacity.

SPC NCEA Level One Results	Excellence	Merit	Achieved	Not Achieved
2024	0%	10%	78%	12%
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%
2024	18%	30%	49%	3%
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%
2024	7%	27%	62%	4%

NCEA ETHNICITY BREAKDOWN

SPC NCEA Level One Results	Māori	Overall Pasifika	Samoan	Tongan	International
2024	88%	80%	77%	100%	0%

SPC NCEA Level Two Results	Māori	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%
2024	95%	96%	100%	89%	67%

SPC NCEA Level Three Results	Māori	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%
2024	100%	91%	89%	89%	100%

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

in 2024 SPC only offered Level 1 in a reduced capacity.

	2019		2020		2021		2022		2023		2024	
	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ
Level One	100%	71%	100%	71%	94%	60%	100%	71%	94%	60%	88%	45%
Level Two	99%	78%	100%	81%	95%	72%	99%	78%	95%	72%	97%	73%
Level Three	100%	68%	97%	73%	97%	66%	100%	68%	97%	66%	96%	68%
NCEA University Entrance	97%	48%	97%	53%	94%	47%	97%	48%	94%	47%	88%	48%

UNIVERSITY ENTRANCE – NCEA

NCEA Cohort gaining University Entrance	2019	2020	2021	2022	2023	2024
Overall	97%	97%	97%	99%	94%	88%
Māori	94%	94%	100%	92%	94%	86%
Overall Pasifika	100%	97%	88%	100%	85%	79%
Samoan	100%	100%	93%	100%	87%	84%
Tongan	100%	100%	78%	100%	77%	75%
International	73%	57%	43%	90%	64%	80%

UNIVERSITY ENTRANCE – OVERALL

University Entrance	2019	2020	2021	2022	2023	2024
Cambridge	99%	100%	98%	98%	98%	98%
NCEA	97%	97%	97%	99%	94%	88%
TOTAL	98%	98%	98%	99%	95%	91%

Level One

- In 2024 SPC offered Level 1 in a reduced capacity with all subjects offering less standards.
- Despite this pass rate of 88% was achieved.
- Māori pass rate of 88%.
- Pasifika pass rate of 80%.
- 7 students failed Level One out of a cohort of 60.
- 6 students received Merit endorsement.
- All International students failed due to the new literacy requirement that all students must pass to gain Level 1. The expectation is that all of these students will meet the requirements in Year 12.

Level Two

- Pass rate of 97%.
- Māori pass rate of 95%.
- Pasifika pass rate of 96%.
- 3 students failed Level Two out of a cohort of 115.
- 34 students received Merit endorsement and 21 students received Excellence endorsement.
- 1 International student failed with an International Pass rate of 67%.

Level Three

- Pass rate of 96%.
- Māori pass rate of 100%.
- Pasifika pass rate of 91%.
- 5 students failed Level Three out of a cohort of 112.
- 30 students received Merit endorsement and 8 students received Excellence endorsement.
- 0 International students failed with an International Pass rate of 100%.

University Entrance

- NCEA University Entrance rate of 88%
- NCEA Māori pass rate of 86%
- NCEA Pasifika pass rate of 79%.
- 13 students did not gain University Entrance out of an NCEA cohort of 112
- 2 of these students left school in the first term
- 2 International students in NCEA failed with an International Pass rate of 80%
- These are impressive results for our International Students as 80% are gaining 60 credits in Level 3 and gaining the 3 x 14 in UE approved subjects. A struggle in the past for our international students has been gaining the UE Literacy requirements of at least 5 Reading and 5 Writing credits in Level 2 English Language, though this year 80% have passed this.

Conclusion

A highlight from last year were that the Scholarship results have increased back up to 51. It was impressive to see Year 11 and 12 students doing so well with 6 Scholarships earned by year 11 students and 27 Scholarships earned by year 12 students. This bodes well for the future as well as these students continue to develop over the coming years. Scholarship continues to be a key focus academically here at St Peter's College as it is the highest pinnacle for our students to test 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.

It was great to have a year with less disruptions of lock downs for 2 years, students being given credits to assist gaining qualifications, inflated marks in Cambridge, extreme weather events, student and teacher absence due to covid restrictions about being onsite. This was a welcome relief to students, teachers and parents. While St Peter's College has fared well throughout the previous years, there was always going to be implications due to the interruptions that we all faced. In 2024 this came to the fore with a lower than usual University Entrance rate of 91%.

Even though the University Entrance rate at St Peter's College last year went down, it is still a real stand out of excellence compared to the rest of New Zealand. Having 91% 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.

In the year 13 cohort last year it was disappointing that 7 students struggled to stay motivated to gain University Entrance. These students decided that level 3 was the only qualification that they needed to pursue the next stage of life after St Peter's College. Even with constant messaging from

senior staff members, these students did not want to put the extra work in which was disappointing. Along with this, 3 students left school before the end of the year giving them no chance of gaining the qualification and another 3 were only 1 standard away from gaining University Entrance.

The students that left and half the students that decided that Level 3 was all they were aiming for were Pasifika. This has not been the case previously and while we must be extremely proud of our Māori and Pasifika rates when we see what is occurring across the country, the decline last year in both rates, makes them a target area for 2025 as our expectations are that both of these should be above 90% as well.

In Cambridge we saw quality results across Years 11 -13. The number of A and A* grades in IGCSE of 258 is remarkable. This was higher than all the covid years when marks were higher than usual. It is the highest number we have had in IGCSE over the last 10 years. The pass rate in A Level being 100% shows that students that are capable of doing well in AS level, then have the capabilities to continue on their success in A level. In AS level it was pleasing to note the number of A grades increasing from last year which bodes well for 2025.

In NCEA there was a large change in level 1, with the school deciding to continue with the qualification, whereas several other schools decided to abandon this qualification. The key change made at St Peter's was to limit the number of credits/standards sat in each subject. Previously students could take between 20-24 credits in a subject, though in 2024 we limited this to 3 standards, being 15 credits only. Thus, reducing the number of credits available to students to gain Level 1. For students to gain level 1, they now required 60 credits and complete the 20 credits Numeracy and Literacy requirement. This new requirement meant that some students gained the 60 credits, but without the Literacy or Numeracy, they did not gain level 1. The pass rate of 88% was very impressive compared to the national average, showing that the work done here at St Peter's has set the students up to succeed. This Literacy requirement was the major factor for why no International Student gained Level 1. The belief is that in level 2 these students will gain the Literacy requirement and gain both level 1 and 2.

Overall, we have had very good academic success in 2024. 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.