



# Annual Report 2024

St Peter's College, Gore

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## Presiding member report

I want to begin by acknowledging each and every one of you. Thank you for being here tonight. It is an important occasion for these young people and the College. especially. Grandparents, parents, caregivers, staff, trustees, students, Ex pupils, PTFA members, wider whanau, and friends of the college. Thank you again.

I know that this has been a difficult year for many of you in Provincial Southland. An incredibly wet year, economic headwinds, environmental challenges, ongoing cuts to some important NGO's and Social Agencies. All this to go with the uncertainty and challenging year for many at St Peter's.

So again, I say, Thanks to you all for supporting your community College.

St Peter's has three core values – Community. Commitment and Compassion. The three Cs

Compassion I believe is about action. It is more than kindness, it is about attending to, and helping to, alleviate many of the needs, injustices, and challenges in our communities. How we treat people, along with poverty, loneliness, refugees, inequity, legacies of historical injustice, mental health, the list goes on. Compassion I believe it is about living and committing to the gospel as a community within our faith tradition

The 3 Cs were set up 10 years ago and they are still relevant. I would like to suggest a fourth – Connectedness

At this time, I believe as we look to the future, connectedness is what this community of St Peter's should prioritise. We all know what the College is about, what it stands for, what its proud history and traditions are about. In the connectedness I encourage you to listen and ask questions. Even though these may create tensions. What I believe comes with these discussions is progress, better relationships, new understandings and reaffirming what we are about.

When people start to think about the future it reminds me of that well-known and ageless philosopher Bart Simpson. His aphorism: The only thing you get looking back is a sore neck! Sure, use the revision mirror, but connect as a community and be part of living in that tension by acting compassionately – the 4 Cs!

Please stay connected as you look to the future with compassion.

John Hogue

Presiding Member

## List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
John Hogue	October 2025
Ruth Mitchell	October 2025
Ceri Macleod	October 2025
Adele McGarry	October 2025
Catherine Sayer	October 2025
Cathy Puna	October 2025
Aaron Stevenson	October 2025
Vince Sharp	October 2025
Millie McFadzien	October 2025
Fr Sani Lam	October 2025
Sam Sanson	Resigned Jan 2025



## Statement of variance: progress against targets

<b>Strategic Goal 1:</b> <i>Akonga/Students will experience high quality education through effective teaching and leadership that enables them to strive to achieve their own personal excellence based on the principles of Te Mātaiaho/The NZ Curriculum, Te Tiriti o Waitangi and the Roman Catholic Faith.</i>					
<b>Annual Target/Goal:</b> Reconfigure the year 7 – 11 timetable and curriculum in order to allow for greater ākonga/student agency, choice, engagement and success. Planning for this will use Te Mātaiaho, Te Tiriti o Waitangi and Tō Tātou Whakapono, Our Faith as the framework.					
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>	
<b>Action 1</b> Formative assessment at all year levels	A range of assessment tools were used in 2024 for formative assessment including PAT, Arbs and STAR	Assessment data held by teachers, HELA's and reported to the BOT. Kamar Markbooks	Target was met	Further embed the use of formative as well as summative assessment tools	
<b>Action 2</b> Structured literacy implemented in Years 7 -9	Relevant staff engaged with PLD around structured literacy and iDeal used by staff	Staff attended PLD and iDeal was used by the teachers of 7-9 English	Target was met	Continue use of iDeal and ensure that staff engage with ongoing PLD around structured literacy	
<b>Action 3</b> School wide literacy matrix developed	Literacy matrix was developed	Literacy matrix exists and was used by the relevant staff in 2024	Target was met	Continued use of the literacy matrix and embedding of literacy practices	



## Strategic Goal 2:

To find innovative or bespoke options to better support ākonga /students in their personalised pathways, especially in the senior school, and effectively communicating pathway options to ākonga/students and parents /whānau from an early stage.

## Annual Target/Goal:

To implement the use of My Mahi to support ākonga/students to chart their pathway planning.

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1 My Mahi will be used from years 10 – 12 to develop bespoke career plans.	Students were all signed up to My Mahi. Staff were provided with PLD. Careers teacher went into classes and gave students advice and guidance.	All students have access to My Mahi and used the various tools for career planning.	Target was met	N/A
Action 2 Making choices – their voices are the leading voices in choosing programmes.	Deans and SLT met with students to make subject selections. Careers advisor also met with range of students. Students were able to make more informed decisions around options	Less subject changes during the course of 2025. School calendar	Target was met and is ongoing	Deans and SLT will continue to work with students and whānau to make subject selections.
Action 3 Inquiry unit implemented at years 7 – 9.	MOE and Murihiku Regeneration staff worked with teachers on Kia Tu programme to support students to	Student feedback from the programme. Planning documents from Kia Tu.	Target was met and is ongoing	Kia Tu programme will continue into the future.



	identify pathways and future careers		
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**Strategic Goal 3:**  
*The Special Character of St Peter's College will be understood and lived through the Gospel values of Commitment, Compassion and Community guided by the example of Jesus Christ.*

**Annual Target/Goal:**  
 To continue to give effect to the special catholic character of St Peter's College.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> That the human dignity of all ākonga at St Peter's is valued.	Arohanui recognitions happened and a range of vouchers etc. Wide range of students and staff recognised for their involvement and achievement	Arohanui awards wall was functioning in staffroom.	Target was met	In 2025 we have begun the process of reinvigorating the House competition and school spirit
<b>Action 2</b> Begin implementation of the new Bishops' Curriculum for Religious Education: Tō Tātou Whakapono - Our Faith.	Teachers attended PLD and RE staff begun planning for new curriculum. New Curriculum is being taught in 2025	Planning docs, attendance of staff at various PLD. Feedback from Secondary RE Advisor	Target was met	New curriculum being taught as per the NCRS roll out schedule. RE staff continue to engage with PLD.
<b>Action 3</b> Enhance understanding of Special Character	Staff engaged with a range of Special Character PLD. Founding orders	Attendance of Mercy and Rosminians at events. Staff PLD records.	Target was met	Continue to strengthen connections with founding orders. Staff provided with a range

amongst ākonga, staff and whānau	attending events/masses.			of Special Character PLD.
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## Evaluation and analysis of the school's students' progress and achievement (required)

### NCEA Pass Rates

St Peter's College did not enrol students to complete NCEA Level One in 2024. The figures reported below are enrolment based which means all students who were on the school roll for more than 100 days in the given year group count towards these data sets.

Our NCEA pass rates (percentages) for 2024 were as follows:

	NCEA Level Two	NCEA Level Three	University Entrance
St Peter's College	94.0	83.3	76.7
National Pass Rates	73.0	68.7	49.0
Equity Index Pass Rates	79.7	74.9	55.7

Students continue to perform well in NCEA and UE, well above both the national average and our EQI index average. This is pleasing to see and shows that senior students are achieving in a rich curriculum. The school continue to strive to provide students with a wide curriculum for the size of the school. This includes students having access to tertiary study, gateway and STP courses.

### Year 7 – 10

In Year 7 – 10 students undertook a range of assessments both summative (end of unit) and formative (during units of learning) that teachers have then used to make judgements on students progress and achievement. Teachers have used a range of assessment tools including PAT's, e-asTTle, assessment tasks and mini tests. Below are the overall teacher judgement using the various assessment tools

#### Reading

	Working towards standard	At standard	Above standard
Year 7	2	37	10
Year 8	22	35	5
Year 9	11	49	0
Year 10	53	19	0

#### Writing

	Working towards standard	At standard	Above standard
Year 7	5	39	5
Year 8	22	35	5
Year 9	21	37	2
Year 10	39	33	0

#### Mathematics (Numeracy)

	Working towards standard	At standard	Above standard
Year 7	17	20	13
Year 8	31	17	14
Year 9	27	33	7
Year 10	14	46	12

### Attendance

Below are our attendance rates (percentages) for 2024 using the school student management system (Kamar):

	90% + Attendance	80 – 90% Attendance	70-80% Attendance	70% or less
Term One	59%	24%	11%	5%
Term Two	45%	32%	11%	11%
Term Three	52%	29%	12%	7%
Term Four	55%	28%	10%	6%

The school attendance rates are well above the national average as well as statistics for the Gore area. While we would like to see more students at 90% + compared to most other schools St Peter's College has done well in this area.



## How we have given effect to Te Tiriti o Waitangi (required)

- All staff have engaged in some PLD around Te Reo Māori and Culturally Responsive pedagogy in 2024.
- As a College we have a Te Ao Haka class running which is facilitated by an outside provider with a teacher having oversight.
- In 2024 a SPC student won the Manu Korero regional competition and participated in the Manu Korero nationals. This was supported by the College.
- Some consultation was undertaken with whanau, and this is something that the College intends to build on in 2025 in the process of developing a Te Ao Māori strategic plan

## Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes we have. We operate a health and safety committee that meets regularly to ensure that SPC is a safe working environment
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Staff are provided with PLD around this from time to time
How do you practise impartial selection of suitably qualified persons for appointment?	We have an appointments panel who all review applications and interview candidates. Questions are designed to ensure there is no opportunity for discrimination etc
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	The BOT is committed to developing along with whanau a Te Ao Māori strategic plan.  Our Māori staff members are supported in fulfilling cultural expectations such as attending tangihanga.
How have you enhanced the abilities of individual employees?	We provide PLD opportunities for all staff including individual PLD where appropriate
How are you recognising the employment requirements of women?	We currently have a staff member on parental leave. Majority of staff are women.
How are you recognising the employment requirements of persons with disabilities?	We provide additional assistance where needed. One current staff member has a significant physical disability and timetabling is done so that they remain on the bottom floor and in the same classroom.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?		
Has this policy or programme been made available to staff?		
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		



Does your EEO programme/policy set priorities and objectives?

## Financial statements (required)

The College financial statements are currently with the auditors and will be published separately from the Annual Report once the College receives these back.

## **Report on other special and contestable funding (required)**

We did not receive any contestable funds in 2024.

## **Kiwisport funding (required)**

Kiwisport funding has been used to enable students experiencing hardship to participate in sport, by writing off sports fees as hardship. It has also been used to ensure that Sports trips can go ahead by subsidising the cost of staff attending especially the sports coordinator.