



# Annual Report 2025

**St Peter's College Gore**

# Presiding Members Report

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

E aku nui, e aku rahi aku whakateitei ki te whenua, nei ra aku mihi.

Ahakoā nga whakawhiu o te wā, ko te aronga tuatahi, ko te kaupapa e here nei i a tatou, ko te Tiriti o Waitangi. Ka pupuru tonu nei, ka whakahonoro tonu nei i a tatou i nga taura kua tuituia ki waenganui i a matou ko nga Katorika me nga hua o te ahurea Maori. Ko nga maataapono e titia ki nga whatumanawa ko te Aroha, ko te hāpori me te ngākau titikaha. Ka noho enei maataapono hei tuaapapa maa a tatou maataatahi, haere nei te waa.

We acknowledge Te Tiriti o Waitangi as an important part of our shared life as a school. We honour the connections between te ao Māori, the traditions of our Catholic faith, and the values we strive to live by at St Peter's College – compassion, community, and commitment. These shared foundations strengthen us as we celebrate the achievements of our young people.

2025 has been a year of renewal, celebration, and hope for St Peter's College. It has been a truly uplifting year – one marked by significant milestones and steady growth under the dedicated leadership of our new Principal, Mr Udy.

Mr Udy has brought incredible energy, warmth, and vision to St Peter's College. His innovative ideas and calm, faith-filled, collaborative leadership have strengthened relationships across our college and wider community. His energy is unmatched, in fact, I'm not convinced he sleeps! If he does, I'm pretty sure he's dreaming about new ideas to support teaching and learning. He has already achieved so much in just one year. I am deeply grateful for the strong partnership we share and for his unwavering commitment to our students, staff, and whānau. I look forward to the year ahead and to continuing our shared mission of supporting and challenging every student to reach their potential.

It's been a privilege to serve as Presiding Member of the Board during a year that has brought so much progress and promise for our college. I have had the pleasure of working with a dedicated team of trustees – all united by a shared passion for our students and our college. We are guided by a clear sense of purpose and responsibility and I am very grateful to each trustee for your time, energy, and commitment.

A defining moment for us came late this year with the lifting of the limited statutory intervention. This milestone marks a new chapter for St Peter's and stands as a testament to the perseverance, dedication, and faith of our entire community. My sincere thanks go to Nicola Hornsey, our Limited Statutory Manager, for her wisdom, guidance, and steady support throughout this journey. I also thank both past and present Board members for their time and commitment, and warmly welcome our newly elected and returning trustees.

2025 has indeed been a year to celebrate. We have seen outstanding academic success and an improvement in student attendance. We welcomed new staff who have each brought valuable skills and energy. We enjoyed a vibrant Eisteddfod, a triumphant production of Oliver!, and strong performances on the sports field.

Looking ahead, we are excited for the new building programme beginning in 2026. This development represents far more than bricks and mortar – it is an investment in the future of our students, ensuring they have spaces that inspire learning, creativity and growth.

As the 2025 school year draws to a close, I want to offer my sincere thanks to every member of our St Peter's College community, on behalf of the board.

To our departing staff, we wish you every success as you begin the next part of your journey. And to everyone returning – along with the new faces who will join us – we look forward to welcoming you back in 2026 for another wonderful year at St Peter's College.

To our departing year 13s, we wish you exciting and fulfilling lives as you prepare to leave our college and embark on new adventures. We send you our very best wishes, confident that you carry with you the values that make this community so special.

I wish you all a safe, peaceful, and refreshing break. Thank you for your continued commitment to our college. I am unconditionally proud of who we are and look forward to another year with the wellbeing and success of our students at the forefront of everything we do.

We look forward to seeing you again in the new year.

God bless, mā te wā.

Ceri Macleod

## List of all school board members

<b>Board members names</b>	<b>Role</b>	<b>Date that the board member's term finishes</b>
Ceri Macleod	Parent Rep (Presiding Member)	September 2028
Catherine Sayer	Proprietors Rep (Deputy Presiding Member)	September 2028
Aaron Stevenson	Proprietors Rep	September 2028
Fr Sani Lam	Proprietors Rep	September 2028
Sr Leona Garchow RSM	Proprietors Rep	September 2028
Jane Matthews	Parent Rep	September 2028
Cathy Puna	Parent Rep	September 2028
Morgan Green	Parent Rep	September 2028
Beth Gray	Parent Rep	September 2028
Julie Burrows	Staff Rep	September 2028
Millie McFadzien	Student Rep	September 2026
Kieran Udy	Principal	

## Statement of variance: progress against targets

<p><b>Strategic Goal:</b> <i>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.</i></p>				
<p><b>Annual Target/Goal:</b> <i>Support staff and students to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church.</i></p>				
Actions	What did we achieve?	Evidence	Reasons for any difference (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1: Provide Special Character PLD to staff	All staff attended a staff retreat. One staff member undertook several papers through Te Kupenga	Staff attendance  Staff members enrolment		We will have an annual staff retreat
Action 2: Provide students with learning opportunities around the Rosminian and Mercy charisms	RE classes covered the life of both founders. Students attended the jubilee of Fr Aidan Cunningham IC	RE Planning  Newsletter article and Facebook post	We could have done more for across school to embed the charisms	This is being looked at by the newly formed Special Character Committee of staff
Action 3: Ongoing evaluation of Religious Education through student voice and teacher evaluation	Students were surveyed during units	Student surveys		Ongoing

**Strategic Goal:** *Ākonga/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.*

**Annual Target/Goal:** *St Peter's will provide a high-quality education for all students ensuring that they can all experience success*

Actions	What did we achieve?	Evidence	Reasons for any difference (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1: Structured mathematics will be implemented in Yr 7 - 8	Staff used Maths No Problem at Year 7 & 8 with two dedicated staff undertaking PLD and attending various hui around this	Maths Planning Student Workbooks Attendance at PLD		We will continue to use Maths No Problem and an additional staff member is undertaking PLD in this
Action 2: Increased tracking of Yr 12 and 13 NCEA Progress and additional credits offered for students needing them	A tracking wall was introduced to the staffroom which tracked the NCEA progress of all Year 12 and 13 students	Wall was up all of 2025 and is continuing to be used in 2026		Continued use of the tracking wall
Action 3: An Effective Teacher Profile (ETP) is developed with staff and community consultation	We consulted students, whānau and staff of what they believe good teaching is. As a staff we co-constructed an Effective Teacher Profile	Effective Teacher Profile is in final form, and all staff have a copy as well as displayed in all classrooms and public spaces		To embed the ETP through PGC and PLD.

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

**Annual Target/Goal:** Provide students with pathway planning tools and supports that are appropriate.

Actions	What did we achieve?	Evidence	Reasons for any difference (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1: Provide all students with access to My Mahi and guidance around careers and pathways planning within My Mahi	All students could access the platform MyMahi along with staff	Students all had logins and did access this	It was not as widely used by staff and students. This is part due to other foci as well as not allowing enough PLD for staff	To consider other opportunities to develop careers education etc
Action 2: Students to be provided with appropriate information re Careers and Tertiary pathways	Junior students completed either ARA or Kia Tu careers programmes. Senior students had various tertiary visits, gateway, trades academy etc	Students completed booklets, staff planning.  School calendar, attendance rolls		Continue to use and embed Kia Tu and ARA in Junior School.  Ongoing visits to tertiary providers, gateway etc options available.
Action 3: Regular monitoring of attendance data and agencies engaging with chronic attendance issues	Termly attendance reports used. Letters sent out to students with below 90% attendance each term. Deans tracking attendance of students. Attendance awards term four	Letters sent on Kamar  BOT provided with attendance data every term  Attendance certificates given to students	More regular tracking could be completed once we had our second DP on staff. We were down an SLT member for 3 terms.	Stepped Attendance Plan is implemented and published on website.  Continue monitoring attendance. Letters still sent out, attendance certificates etc.

# Evaluation and analysis of the school's students' progress and achievement

## **NCEA Pass Rates**

	<b>NCEA Level Two</b>	<b>NCEA Level Three</b>	<b>University Entrance</b>
St Peter's College	88.9%	79.5%	61.4%
National Pass Rates	73.2%	71.2%	51.0%
Equity Index Pass Rates	80.3%	77.2%	58.7%

Our NCEA pass rates continue to be above the national average as well as our equity band group. Our pass rates for UE and NCEA Level Two place us as the number one school in the local area and for Level Three we were narrowly placed in second. We continue to be overall the top performer when combining all three levels across the Southland region which is pleasing.

## **Year 7 – 10**

### **Reading**

	<b>Working towards standard</b>	<b>At standard</b>	<b>Above standard</b>
Year 7	9	32	5
Year 8	8	42	4
Year 9	1	45	3
Year 10	5	27	22

### **Writing**

	<b>Working towards standard</b>	<b>At standard</b>	<b>Above standard</b>
Year 7	7	36	3
Year 8	4	49	1
Year 9	10	39	0
Year 10	5	26	20

The levels of achievement in Reading and Writing across the Junior School are at a reasonable standard. Overall the results are pleasing and demonstrate some improvement. This was impacted at Year 9 and 10 by having a long term reliever who was teaching out of subject. This situation has been remedied in 2026 along with additional time for English in Year 7 & 8.

### Maths

	<b>Working towards standard</b>	<b>At standard</b>	<b>Above standard</b>
Year 7	10	27	9
Year 8	10	33	11
Year 9	21	29	7
Year 10	22	23	4

Maths results in the Junior School were impacted with staff challenges including teachers off for significant health issues and teachers having to teach outside their subject area. This is most evident in Year 9 and 10. This has been remedied for 2026 and we expect to see greater improvement in these results. In Year 7 and 8 the use of the Maths No Problem resources has been beneficial and results indicate that this has had a positive impact on student learning.

### Attendance

	<b>90% + Attendance</b>	<b>80 – 90% Attendance</b>	<b>70 – 80% Attendance</b>	<b>70% or less</b>
Term One	40%	46%	10%	4%
Term Two	56%	29%	11%	5%
Term Three	58%	29%	8%	5%
Term Four	56%	30%	7%	7%

Attendance continues to be a focus to ensure that more students are attending 90%+. 2025 did see an improvement in attendance data compared to 2024 which we believe is in part due to the ongoing messaging around attendance and changes made to some of the follow up processes. In 2026 additional steps and processes have been added as part of our stepped attendance plan to improve regular attendance.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We have a health and safety committee that meets regularly to review hazards, risks, accidents and also to ensure work place safety. In 2025 all staff had their first aid training updated also.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We have a policy for this and apply the principles of this to all employment processes.
How do you practise impartial selection of suitably qualified persons for appointment?	We judge applications based on their experience, qualifications, referees and also best fit for the College.
How are you recognising, <ul style="list-style-type: none"> <li>• The aims and aspirations of Māori,</li> <li>• The employment requirements of Māori, and</li> <li>• Greater involvement of Māori in the Education service?</li> </ul>	We are in the process of developing a Te Aō Māori strategic plan and currently employ several Māori staff. We support our Māori staff to engage with PLD to develop their knowledge of Te Reo and Tikanga Māori.
How have you enhanced the abilities of individual employees?	All staff have access to PLD and can apply to attend courses etc. We also provide whole staff PLD for a range of different topics etc. All staff are invited to apply for additional responsibilities when they come up such as fixed term roles.
How are you recognising the employment requirements of women?	All our staff are treated the same. Both genders are provided with the same supports and facilities.
How are you recognising the employment requirements of persons with disabilities?	We support our staff who have disabilities whether they are temporary or permanent. We have had several staff on return-to-work plans to post accidents.

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?		

## Kiwisport funding

Our school has used these funds to allow students to access team sport. This has meant that students who were not in a financial position to pay sports fees had these either paid for them or reduced, so that they could access school sport. These funds were also applied to students attending tournaments to represent the school, such as Netball and Basketball regionals.

## Report on other special and contestable funding

We did not receive any additional contestable funding in the 2025 academic year.

## Financial statements

We are currently awaiting audited reports for 2025 and are significantly behind due to delays with the previous Hostel Charitable Trusts accounts as well as delays with the auditors. The financial statements will be published separately once they are available.