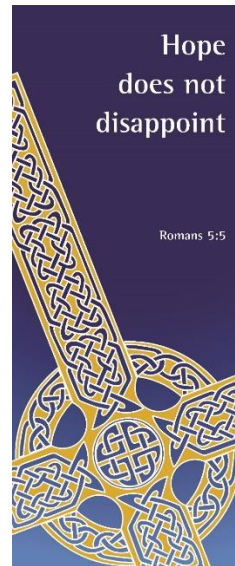


St Peter's College
87th Annual Report
2025



Catholic School for Boys
in the Edmund Rice Tradition

Board Chair/Presiding Member Report

Once again, in 2025, St Peter's College continued to excel in delivery of its purpose of developing Outstanding Young Men.

As a Board of Trustees, we are focused on ensuring that at St Peter's, no student is ever left behind on the path to becoming an Outstanding Young Man.

At the heart of St Peter's is its catholic character, where love and service reign supreme. Throughout the year, every young man will have embodied service by completing their service hours. Many will have also served charities such as St Vincent de Paul and 2025's charity of choice, Edmund Rice Camps

In 2025, the academic achievements of our students continued to be extremely impressive with a 96% UE pass rate, 91 scholarships awarded, 3 NZQA Outstanding Scholars and 8 Cambridge subject awards. These results were achieved by significant hard work by the young men, their teachers and their support network.

Our young men also achieved many successes in 2025 in the local, national and international sporting arena and the commitment of our cultural groups to represent St Peter's and their cultures with such passion and perfection in technique was inspiring.

Our musicians and performers were again superb achieving many accolades in competition and with impressive performances in the production.

However, developing Outstanding Young Men would not be possible without the incredible expertise and unwavering commitment and service of the Headmaster, the Senior Leadership Team, the teachers and the support staff. The Board thanks each of these persons for all they do for the young men of St Peter's

Mrs Courtenay Kilpatrick as Deputy Headmaster Curriculum and Mrs Veronica Fouhy Mullin as Head of Catholic Character and Mission were welcomed in early 2025. St Peter's is blessed to have such experienced and professional women educators and Catholic role models taking such leading roles in the development of our young men.

The Government announced a number of changes to New Zealand's education system in 2025. Te Tiriti o Waitangi will continue to be given effect to at St Peter's as an essential part of its special character responsibilities. There will be no change to St Peter's commitment to a partnership with Maori whereby te reo, tikanga and the success of St Peter's Maori students are all integral to the existence of St Peter's.

As a community, we were excited in late 2025 when Mr James Bentley was awarded a Woolf Fisher Fellowship. This fellowship is awarded for excellence in education and is well deserved recognition of Mr Bentley's leadership, expertise and commitment to St Peter's.

Developing Outstanding Young Men requires teamwork. St Peter's is privileged to have an extremely strong partnership with the St Peter's community and the Board is determined that this partnership will never be taken for granted. It has not been an easy year for many in our community, given the economic conditions in New Zealand. However, the community has continued to support St Peter's financially and to 'be there' for the young men. On behalf of the Board, thank you.

Thank you to our Board of Trustees for your service. Your expertise, focus and hard work are key to the achievements of St Peter's.

A special thank you to those Board members who retired at the time of the elections in September - Mr Craig Mulholland (Presiding Member), Ms Emily Coffey Baron (Deputy Chair), Mr Matt Srhoj and Mr Tawera Williams. As a community we are very grateful for your many years of service to St Peter's. We have been blessed to welcome four new members to the Board, Mr Jono Bucheler, Mrs Katie Ieriko, Mr Amos Kamo and Mr Paul Tupou – Vea.

At the prizegiving in early December 2025, we farewelled our Year 13 Outstanding Young men and congratulated them on their achievements. We also celebrated all our other Outstanding Young Men for their endeavours in 2025 and welcomed our 2026 Head Boy, Liam Ireland and Deputy Head Boys, Mateo Baice, Noah Lazayres and Aiden Park.

The Board is honoured to be chosen to guide St Peter's over the next three years and we look forward to serving St Peter's and its community.

Katrina Gardiner
Presiding Member

College Governance 2025

Name	BOT Position	Started	Finished
Michael Alofa	Parent Representative Deputy Chair (from July 2025)	September 2022	
James Bentley	Headmaster	January 2016	
Emily Coffey Baron	Parent Representative Deputy Chair (from October 2022 – July 2025)	May 2019	September 2025
Jono Bucheler	Parent Representative	September 2025	
Nigel De Frere	Parent Representative	May 2019	
Katrina Gardiner	Proprietor's Representative Chair/Presiding Member (from July 2025)	September 2022	
Katie Ieriko	Proprietor's Representative	September 2025	
Amos Kamo	Proprietor's Representative	September 2025	
Shelley Kopu	Parent Representative	September 2022	
Noah Lazayres	Student Representative	September 2025	

David Lynch	Parent Representative	September 2022	
Rebecca MacPherson	Parent Representative	September 2022	
Craig Mulholland	Parent Representative	June 2016	September 2022
	Board Chair/Presiding Member	January 2021	July 2025
	Proprietor's Representative	September 2022	September 2025
Craig Nicholson	Parent Representative	May 2013	September 2022
	Parent Representative (Co-opted)	September 2022	November 2024
Blake Plummer	Staff Representative	September 2022	
Matt Srhoj	Parent Representative	May 2019	September 2025
Jacob Toa	Student Representative	September 2024	September 2025
Paul Tupou-Vea	Parent Representative	September 2025	
Kerry van Alphen	BOT Secretary	December 2019	
Tarewa Williams	Proprietor's Representative	March 2022	September 2025
Marieke Zieleman	Proprietor's Representative	March 2022	

College Staff 2025

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
Miss	Rosalina	Autagavaia	MEdLd (Auck) BSport (Unitec) Dip T	Year 7 Teach (Started July 2025)	Middle School
Mrs	Marion	Avila	BA (Auck) BFA (Auck) Dip T	Theology & Philosophy Teacher	Theology & Philosophy
Mr	Kevin	Barker	BSc (Canterbury) Dip T	Science Teacher	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
Mr	Brad	Bridges	BTec (Massey) Dip T	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
Mr	Johnson	Choi	MCom (Auck) BCom (Auck)	TTI	Mathematics
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	Lynne	Dell	BSc (Hons) (Rhodes) Dip T	HOF Biology /Year 12 Academic Dean / Science Teacher	Science
Mr	Shawn	Dickins		Property Manager	Admin
Mrs	Lisa	Duffy		Enrolments Administrator	Admin
Mr	George	Dumitrache	MEd (Auck) BCom (Romania) Dip T	Humanities Teacher	Humanities
Mr	Brian	Finnegan	MEd (Dublin) BSc (Dublin)	Teacher Aide	Learning Support
Mr	Neil	Finnigan	BSc (Leicester) PGCE	Head of Year 8 Year 8 Teacher	Middle School

Dr	Matthew	Flanagan	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
Mrs	Jessica	Fredericksen	PhD (Auck) BSc (Hons) (Auck)	TTI	Science
Mr	Brett	Fricker	BA (Auck) Dip T	Head of Year 13 Leadership	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	Admin
Mr	Patrick	Griffith	BA (Otago) Dip T	English Teacher	English
Mr	Cristian	Gutierrez	MPS (Auck) BEd (Chile) Dip T	Spanish Teacher	Languages
Miss	Kate	Haddock	BTchg (Otago)	Year 7 Teacher	Middle School
Mrs	Michelle	Hall		Receptionist	Admin
Mrs	Jayne	Hallam	BSc (Hertfordshire) PGCE	Mathematics Teacher	Mathematics
Mr	Grant	Hansen	BPEd (Otago) Dip T	Deputy Headmaster Pastoral Care	Senior Leadership
Miss	Mei-Lin	Hansen	PhD (Auck) Dip Drama (Auck)	TTI	English
Mr	Andrew	Harman	BVA (AUT) Dip T	Art Teacher	Art
Mr	Peter	Harris	BSc (Witts) Dip T	Head of Physics / Year 13 Academic Dean / Science Teacher	Science
Mr	Richie	Harris	BSc (Waikato) BSocSc (Waikato) Dip T (Auck)	Teacher	General

Mrs	Carolyn	Herbert	Dip LM	Literacy	Middle School
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	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 (Left end of Term 1)	Admin
Mrs	Sani	Jacob	BCom (NUS) Grad Bus (AUT)	Accounts	Admin
Mr	Jakub	Kalinowski	MEL (ACU) BA (Auck) Dip T Pgd AP	HOF Humanities	Humanities
Mr	Nathan	Kemp	BPE DipT	Commerce Teacher / Head of Athletic Performance (Left October 2025)	Commerce
Mrs	Courtenay	Kilpatrick	BA (Auck) Dip T	Deputy Headmaster – Curriculum	Senior Leadership
Ms	Da-Hae	Kim	BMus (Auck) Dip T (Auck) Dip Bus (AUT)	Music Teacher	Music
Mr	Brett	Kingstone	BA (Auck) Dip T Dip C	Head of Year 10/ English Teacher	English
Mrs	Amanda	Kohlhase		Facilities Manager/ Fees Administrator	Admin
Mrs	Christina	Lee		Teacher Aide	Learning Support
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	Kieran	Machin	BA (Edgehill) PGCE (Edgehill)	HOF Physical Education	Physical Education
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
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
Miss	Kate	Mora	BAGCom (Massey) Dip T	Head of Year 9 / Commerce Teacher	Commerce
Mr	Michael	Mullin	MEL (ACU) BCom (Cant) Dip T	Associate Headmaster	Senior Leadership
Mrs	Rosita	Murray		Library Manager	Admin
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	Year 11 Academic Dean / Commerce Teacher	Commerce
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 & Academic Music	Music
Ms	Nuala	Power	MA (Winchester) BTh (Southampton) PGCE (Southampton)	Theology & Philosophy Teacher	Theology & Philosophy
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
Mrs	Annie	Sadlier	Dip AET Dip HR	Director of Sport	Sport
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	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 (Left at end of Term 2)	Middle School
Mr	Mike	Synott		Groundsman	Property
Mrs	Sandra	Tangata-Toa	BEd (Charles Sturt) BCom (Sydney)	Humanities Teacher	Humanities
Mrs	Patricia	Tauariki	BEd (Auck)	TIC Te Reo	Languages
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 (Left at end of Term 1)	English
Mr	Nicholas	Van Oldenborgh	BA (Hons) (AUT) BBS (AUT) Dip T	Year 9 & 10 Academic Dean / Technology Teacher	Technology
Miss	Olivia	Watson	BCom (Massey) Dip Arts (Massey) Dip T	English Teacher	English
Mr	Alex	Wells	BE (Cardiff) PGCE	Assistant HOF Mathematics	Mathematics
Mr	Harry	Williams	BSR (AUT) Dip T	Physical Education Teacher / Head of Rowing	Physical Education

Miss	Keri	Willis	MEd (Cork) MSc (Anglia Ruskin University) BSc (Galway)	Science Teacher	Science
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
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
Mr	Chaopin	Zhou	BSc (Beijing) MTchgLn (Waikato)	Mathematics Teacher	Mathematics

Strategic Goal: Academic Success for all students within a distinctly Catholic environment that reflects and lives out the Edmund Rice Charism

Goals	What did we achieve	Evidence	Reasons
<p>Endorsement Levels Raise the percentage of Endorsement levels through teaching programmes that are tailored to the needs of individual students.</p>	<ul style="list-style-type: none"> • Significant increase at L3, A and AS Level. • Drop at Level 2. 	<ul style="list-style-type: none"> • 60% endorsement at Level 3 up from 34% in 2024. • 50% endorsement at Level 2 down from 66% in 2024. • AS 80% plus grades 31% from 19% in 2024. • A 80% plus grades 35% up from 21% in 2024. 	<ul style="list-style-type: none"> • Academic Dean tracking. • Academic Tracking student and parent evening. • SMART study programme from Years 9 and 10 paying dividends.
<p>Priority Learners Develop systems and structures that motivate and support all students to achieve their academic potential, with a focus on Māori, Pasifika, those from underprivileged backgrounds and students with learning needs.</p>	<ul style="list-style-type: none"> • All priority groups achieved strongly in external qualifications from Year 11. • NCEA Co-requisite data identified that Maori and Pasifika are not achieving at expected level in Y10. 	<ul style="list-style-type: none"> • Level 1 95% pass rate even with reduced course • Level 2 99% • Level 3 99% • IGCSE 89% • AS Level 93% • A Level 99% • UE 96% • UE Maori 90% • UE Pasifika 96% 	
<p>Scholarships Build upon and design new programmes across all subjects to lift performance at Scholarship as a reflection of the academic focus and culture of the school.</p>	<ul style="list-style-type: none"> • Scholarship results were: <ul style="list-style-type: none"> ➢ 91 Scholarships ➢ 13 Outstanding Scholarships ➢ NZQA Top Scholar in New Zealand for Religious Studies. ➢ 2 students - -NZQA Outstanding Scholar Award 		<ul style="list-style-type: none"> • Large cohort sign up to scholarship classes. • Key events for scholarship students such as events with guest speakers. • High turnout at Scholarship preliminary exams. • High level teachers assigned to scholarship classes.
<p>Service Programmes Provide a range of service programmes to raise student awareness of contemporary social issues and provide practical opportunities for them to live out the Gospel.</p>	<ul style="list-style-type: none"> • Growth in range of student led service initiatives. 	<ul style="list-style-type: none"> • Young Vinnies grew in numbers • Edmund Rice Camps Tag Fundraiser – number of students participating in the event. • House service run at Pt Chevalier beach. • Service hours being completed by all year levels. 	<ul style="list-style-type: none"> • High engagement from student leaders. • Willingness of staff to be involved on weekend events. • Strong leadership from Director of Catholic Character & TIC Service.

		<ul style="list-style-type: none">• 66 Year 12 students involved in year 9 retreat – Quest.	
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Strategic Goal: Exceptional People and Community: A safe, inclusive teaching and learning environment within a culture of respect, transparency, accountability and ethical leadership where each person is motivated to do their very best.

Goals	What did we achieve	Evidence	Reasons
<p>Whanau Connections Collaborate with and support Whānau in initiating and implementing projects to promote Te Ao Maori and Tikanga, which underpins our bi-cultural responsibilities.</p>	<ul style="list-style-type: none"> • More Te Reo spoken across the College • High engagement from Whanau community in College and College events. • KapaHaka had high numbers, despite tutor availability challenges. 	<ul style="list-style-type: none"> • High engagement across community in events eg Whānau dinner, Te Wiki Te Reo Māori, House Haka contest, new student/staff Powhiri. 	<ul style="list-style-type: none"> • Extensive Staff pd on Te Ao Maori and Tikanga. • Strong leadership in Whanau committee which assist school to drive initiatives.
<p>Future leaders Programme Identify staff and grow leadership capacity through appropriate programmes to enhance leadership within the school and across the Catholic education sector.</p>	<ul style="list-style-type: none"> • Established programmes that identified potential leaders to enhance their leadership attributes. 	<ul style="list-style-type: none"> • Staff sent to external leadership PD. • High number of internal applicants for College leadership roles. 	<ul style="list-style-type: none"> • Future leaders identified and encouraged to consider upskilling • Greater interest in staff wanting to make the move into leadership. • College providing new leadership roles despite Kahui Ako funding removal.

Strategic Goal: Quality Resources: Provision of resources, technology and facilities aligned with expectations held of a preeminent Catholic boys' school and aligned with our strategic direction.

Goals	What did we achieve	Evidence	Reasons
<p>Property Strategy Research, assess options and develop a Property Master plan aligned to the school aspirations.</p>	<ul style="list-style-type: none"> • Master plan created by Stevens Lawson Architects which provides a 20-30 year plan for College. 	<ul style="list-style-type: none"> • Stevens Lawsons consulted community groups to prioritise future building projects on need. 	<ul style="list-style-type: none"> • Comprehensive plan put in place to guide future BOT's and Diocese.
<p>Technology Strategy Future proof the College by designing a Technology Plan, with focus on the impacts of Artificial Intelligence.</p>	<ul style="list-style-type: none"> • New website built which meets needs of community • Moved to SchoolBridge – as an effective online interface with College and community. • AI policy underway, but more work required. • New BOT Technology Policy implemented. 	<ul style="list-style-type: none"> • Website and School Bridge live. • Policy created. • More work required on AI policy. 	<ul style="list-style-type: none"> • Leadership and expertise of IT Director. • Leadership and expertise from BOT Technology subcommittee. • BOT Budget allocation.
<p>International Students Continue to grow and attract students.</p>	<ul style="list-style-type: none"> • 83 International students, primarily from China, South Korea and Taiwan. 	<ul style="list-style-type: none"> • A significant increase of enrolments from 2023 (54 students). 	<ul style="list-style-type: none"> • Leadership and expertise of Director of International Students. • Strong linkage and relationships with market in Asia. • Retention of students as College attractive environment for our international boys. • Excellent academic results from International students.

2025 Academic Report

**Presented by
Courtenay Kilpatrick
Deputy Headmaster Curriculum**

Executive Summary

Overall Significant Achievements:

- 96%* University Entrance (Overall NZ 44.3%)
- 90%* Maori University Entrance (Overall Maori in NZ 33.7%)
- 96%* Pasifika University Entrance (Pasifika in NZ 34.3%)
- 91 scholarships, including 13 outstanding scholarships
- 14 Students gained NZQA Scholarship Award (\$6,000 over 3 years)
- 1 Student gained NZQA Top Scholar Religious Studies
- 3 Students gained NZQA Outstanding Scholar Award (\$15,000 over 3 years)
- 7 Top of New Zealand in Cambridge subject awards
- 1 Top of World in Cambridge subject awards

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

Cambridge Significant Achievements:

- 100% of A2 Level students gained UE
- 54 grades achieved at A* or A A2 subjects
- A rate of 31% across all AS subjects
- 171 grades achieved at A* or A in IGCSE
- 7 Top of New Zealand in Cambridge subject awards
- 1 Top of World in Cambridge subject award

NCEA Significant Achievements:

- NCEA University Entrance rate of 94%
- NCEA Overall pass rates in Level 1: 95%, Level 2: 99%, Level 3: 99%
- Maori pass rates in Level 1: 100%, Level 2: 100%, Level 3: 100%, University Entrance: 90%
- Pasifika pass rates in Level 1: 89%, Level 2: 96%, Level 3: 100%, University Entrance: 96%
- Comparison to New Zealand Data shows that St Peter's College is above the NZ average by: L1: 23%, L2: 26%, L3: 29%, UE: 44%
- 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 91 Scholarships, including 13 Outstanding Scholarships.
- 3 Scholarships gained by students in Year 11
- 28 Scholarships gained by students in Year 12
- 12 Students gained NZQA Scholarship Award (\$6,000 over 3 years)
- 3 Students gained NZQA Outstanding Scholar Award (\$15,000 over 3 years)
- Overall University Entrance rate of 96%

Scholarship

Outstanding Scholar Award

\$5,000 each year for three years

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

Christian Domilles Scholarships in Art History, Classics and Media
Outstanding Scholarships in History and Religious Studies

Anthony Tubberry Scholarships in Calculus, Chemistry and Statistics
Outstanding Scholarships in Biology and Physics

Riley Watson Scholarships in Calculus, Classical Studies, Religious Studies and Statistics
Outstanding Scholarships in Chemistry and Physics

NZQA Top Subject Scholar Award

Jericho Tuburan NZQA Top Subject Scholar – Religious Studies

Jericho will be presented with his award by the Prime Minister at a ceremony at Parliament in April.

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.

Student Names	Number of Scholarships
Hamish Bell	4 including x1 Outstanding
Jasper Carran	4 including x1 Outstanding
Aaron Dlima	5
Keegan Fong	5
Joseph Hassan*	3
Frederick Klischer	3 including x1 Outstanding
Noah Lazayres*	3
Zachary Leach*	3
Junhyeong (Aidan) Park	3
Fintan Qualye	3
Noah Sutton	3
Adam Tansell-Murrow	4 including x1 Outstanding

First Name	Last Name	Subject	Teacher	Scholarship
Christian	Domilies	Art History	Mrs Marion Avila and Mr Andrew Harman	S
Hamish	Bell	Biology	Mr Conor Shea	S
Benjamin	Davison	Biology	Mr Conor Shea	S
Aaron	Dlima	Biology	Mr Conor Shea	S
Joseph	Hassan	Biology	Mr Conor Shea	S
Anthony	Tubberty	Biology	Mr Conor Shea	O
Hamish	Bell	Calculus	Mr Alex Wells	S
Jasper	Carran	Calculus	Mr Alex Wells	O
Anthony	Tubberty	Calculus	Mr Alex Wells	S
Riley	Watson	Calculus	Mr Alex Wells	S
Jasper	Carran	Chemistry	Dr Andrew Rogers	S
Aaron	Dlima	Chemistry	Dr Andrew Rogers	S
Keegan	Fong	Chemistry	Dr Andrew Rogers	S
Anthony	Tubberty	Chemistry	Dr Andrew Rogers	S
Riley	Watson	Chemistry	Dr Andrew Rogers	O
Sebastian	Baudinet	Classical Studies	Mr Cameron Sitters	S
Aaron	Dlima	Classical Studies	Mr Cameron Sitters	S
Christian	Domilies	Classical Studies	Mr Cameron Sitters	S
Albert	Dooley	Classical Studies	Mr Cameron Sitters	S
Frederick	Klitscher	Classical Studies	Mr Cameron Sitters	S
Jonathan	Luxford	Classical Studies	Mr Cameron Sitters	S
Matthew	Rowe	Classical Studies	Mr Cameron Sitters	S
Adam	Tansell-Murrow	Classical Studies	Mr Cameron Sitters	S
Jericho	Tuburan	Classical Studies	Mr Cameron Sitters	S
Canaan	Va'aelua	Classical Studies	Mr Cameron Sitters	O
Riley	Watson	Classical Studies	Mr Cameron Sitters	S
Gibeom	Gwon	Economics	Mr Steve Rewcastle	S
Zachary	Leach	Economics	Mr Steve Rewcastle	S
Xavier	Bowring	English	Mr Stacy Humpage	S
Noah	Lazayres	English	Mr Stacy Humpage	S
Jonathan	Luxford	English	Mr Stacy Humpage	S

Junhyeong	Park	English	Mr Stacy Humpage	S
Adam	Tansell-Murrow	English	Mr Stacy Humpage	O
Samuel	Tiplady	English	Mr Stacy Humpage	S
Aaron	Dlima	Health and Physical Education	Mr Kieran Machin	S
Christian	Domilies	History	Mr Jakub Kalinowski	O
Jesse	Hanley	History	Mr Jakub Kalinowski	S
Adam	Tansell-Murrow	History	Mr Jakub Kalinowski	S
Christian	Domilies	Media Studies	Mr David Win and Mr Patrick Griffith	S
Frederick	Klitscher	Media Studies	Mr David Win and Mr Patrick Griffith	S
Adam	Tansell-Murrow	Media Studies	Mr David Win and Mr Patrick Griffith	S
Kilian	Casey	Music	Mr Antun Poljanich	S
Keegan	Fong	Music	Mr Antun Poljanich	S
Elliot	Hamill	Music	Mr Antun Poljanich	S
Paul	Kassir	Music	Mr Antun Poljanich	S
Corbyn	Kenworthy	Photography	Ms Nichola Barnden	S
Hamish	Bell	Physics	Mr Peter Harris	S
Jasper	Carran	Physics	Mr Peter Harris	S
Keegan	Fong	Physics	Mr Peter Harris	S
Paul	Kassir	Physics	Mr Peter Harris	S
Noah	Lazayres	Physics	Mr Peter Harris	S
Fintan	Quayle	Physics	Mr Peter Harris	S
Noah	Sutton	Physics	Mr Peter Harris	S
Anthony	Tubberty	Physics	Mr Peter Harris	O
Riley	Watson	Physics	Mr Peter Harris	O
Aaron	Dlima	Religious Studies	Mr James Pepping	S
Christian	Domilies	Religious Studies	Mr James Pepping	O
Keegan	Fong	Religious Studies	Dr Matthew Flannagan	S
Henry	Gardiner	Religious Studies	Mr James Pepping	S
Joseph	Hassan	Religious Studies	Mr Tim MacKenzie	S
Joshua	Hill	Religious Studies	Mr James Pepping	S
Frederick	Klitscher	Religious Studies	Dr Matthew Flannagan	O
Zachary	Leach	Religious Studies	Mr Tim MacKenzie	S
Junhyeong	Park	Religious Studies	Mr Tim MacKenzie	S

Ethan	Pillai	Religious Studies	Mr Tim MacKenzie	O
Louis	Prichard	Religious Studies	Mr Tim MacKenzie	S
Fintan	Quayle	Religious Studies	Mr James Pepping	S
Matthew	Rowe	Religious Studies	Mr James Pepping	S
Henry	Russell	Religious Studies	Mr Tim MacKenzie	S
Adam	Tansell-Murrow	Religious Studies	Mr James Pepping	S
Samuel	Tiplady	Religious Studies	Mr Tim MacKenzie	S
Jericho	Tuburan	Religious Studies	Mr Tim MacKenzie	O
Canaan	Va'aelua	Religious Studies	Mr Tim MacKenzie	S
Riley	Watson	Religious Studies	Dr Matthew Flannagan	S
Noah	Sutton	Spanish	Mr Cristian Gutierrez	S
Hamish	Bell	Statistics	Mr Matt Bindon	O
Jasper	Carran	Statistics	Mr Matt Bindon	S
Aaron	Dlima	Statistics	Mr Matt Bindon	S
Keegan	Fong	Statistics	Mr Matt Bindon	S
Joseph	Hassan	Statistics	Mr Matt Bindon	S
Martell	Herrera	Statistics	Mr Matt Bindon	S
Harrison	Latimer	Statistics	Mr Matt Bindon	S
Noah	Lazayres	Statistics	Mr Matt Bindon	S
Zachary	Leach	Statistics	Mr Matt Bindon	S
Junhyeong	Park	Statistics	Mr Matt Bindon	S
Fintan	Quayle	Statistics	Mr Matt Bindon	S
Joash	Sajan	Statistics	Mr Matt Bindon	S
Noah	Sutton	Statistics	Mr Matt Bindon	S
Nile	Tauti	Statistics	Mr Matt Bindon	S
Anthony	Tubberty	Statistics	Mr Matt Bindon	S
Riley	Watson	Statistics	Mr Matt Bindon	S

Cambridge International Exam Analysis 2025

the following results are what was achieved in the November 2025 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 2025

ST PETER'S COLLEGE A LEVEL RESULTS 2025																
	COHORT	A*	A	B	C	D	E	U - FAIL	X - Absent	A* - E 2025	A* - E 2024	VARIANCE		A* - A 2025	A* - A 2024	VARIANCE
ACCOUNTING	3		2	1						100%	100%	0%		67%	50%	17%
BIOLOGY	6	2	1		3					100%	100%	0%		50%	38%	13%
CHEMISTRY	18	5	1	5	6	1				100%	100%	0%		33%	31%	2%
CLASSICS	21	3	5	9	4					100%	100%	0%		38%	13%	26%
DVC	4			2	2					100%	100%	0%		0%	0%	0%
ECONOMICS	6		3		3					100%	100%	0%		50%	0%	50%
ENGLISH	11		2	2	1	5			1	91%	100%	-9%		18%	4%	14%
GEOGRAPHY	3			1	1	1				100%	100%	0%		0%	30%	-30%
HISTORY	9		1	2	6					100%	100%	0%		11%	0%	11%
MATHEMATICS	35	7	9	7	6	4	1		1	97%	100%	-3%		46%	38%	7%
MUSIC*	3			1	2					100%	100%	0%		0%	75%	-75%
PHYSICS	31	4	5	10	7	5				100%	100%	0%		29%	25%	4%
SPANISH	1		1							100%	100%	NA		100%	0%	NA
CHINESE	3	1	2							100%	NA	NA		100%	NA	
TOTAL	154	22	32	40	41	16	1	-	2	99%	100.0%	-1.3%		35%	21%	14%

St Peter's College AS Level Results 2025

ST PETER'S COLLEGE AS LEVEL RESULTS 2025															
	COHORT	A	B	C	D	E	U - FAIL	X - Absent	A - E 2025	A - E 2024	VARIANCE		A 2025	A 2024	VARIANCE
ACCOUNTING	8	2	1		2		3		63%	100%	-38%		25%	0%	25%
ART	3					1	1	1	67%	75%	-8%		0%	0%	0%
BIBLICAL STUDIES	71	29	12	12	9	6	3		96%	N/A	N/A		41%		
BIOLOGY	21	6	5	2	3	2	3		86%	76%	9%		29%	18%	11%
CHEMISTRY	38	17	7	4	6	2	1	1	95%	91%	3%		45%	26%	19%
CHINESE	1					1			100%	25%	75%		0%	0%	0%
CLASSICS	16	12	1	2	1				100%	100%	0%		75%	57%	18%
DVC	6		2	3	1				100%	100%	0%		0%	0%	0%
ECONOMICS	34	8	10	10	3	2	1		97%	100%	-3%		24%	14%	9%
ENGLISH	71	17	22	15	5	7	5		93%	95%	-2%		24%	10%	14%
GEOGRAPHY	15	1	4	5	3	1	1		93%	86%	8%		7%	0%	7%
HISTORY	15	6	6	2	1				100%	100%	0%		40%	8%	32%
MATHEMATICS	52	11	7	16	8	6	4		92%	97%	-5%		21%	15%	6%
MUSIC*	1		1						100%	100%	0%		0%	0%	0%
PE	4			1	3				100%	100%	0%		0%	0%	0%
PHYSICS	53	18	11	12	6	3	2	1	94%	98%	-3%		34%	34%	0%
SPANISH	2		1		1				100%	50%	50%		0%	50%	-50%
TOTAL	411	127	90	84	53	31	24	2	94%	94%	0%		31%	19%	12%

St Peter's College IGCSE Results 2025

ST PETER'S COLLEGE IG RESULTS 2025																		
	COHORT	A*	A	B	C	D	E	F - FAIL	G- FAIL	U - FAIL	X-Absent	A* - E 2025	A* - E 2024	A* - E 2023	VARIANCE	A*/A 2025	A*/A 2024	
ACCOUNTING	17	1	4	2	3	6	1	0	0	0	0	100%	90%	85%	10%	29%	8%	
ART AND DESIGN	7	0	0	0	1	0	4	1	0	1	0	71%	88%	90%	-16%	0%	0%	
BIOLOGY	32	1	7	4	3	7	3	5	2	0	0	78%	83%	98%	-5%	25%	23%	
CHEMISTRY	49	10	13	6	7	2	2	1	2	3	3	82%	92%	88%	-10%	47%	48%	
CHINESE (June only)	5	3	1								1	80%	100%	80%	-20%	80%	20%	
DESIGN AND TECHNOLOGY	23	0	3	4	5	4	2	1	3	0	1	78%	88%	100%	-10%	13%	4%	
ECONOMICS	62	4	11	23	13	5	3	2	1	0	0	95%	95%	100%	0%	24%	24%	
ENGLISH - LITERATURE	95	2	18	36	23	6	7	1	1	0	1	97%	97%	100%	-1%	21%	33%	
GEOGRAPHY	14	0	1	7	2	2	2	0	0	0	0	100%	100%	100%	0%	7%	20%	
HISTORY	32	2	4	10	6	6	1	1	0	2	0	91%	87%	100%	4%	19%	20%	
MATHEMATICS (June and Nov)	105	13	21	32	17	7	5			9	1	90%	94%	100%	-3%	32%	37%	
MUSIC*	16	1	1	10	4	0	0	0	0	0	0	100%	100%	92%	0%	13%	54%	
PE	25	0	0	7	4	7	6	1	0	0	0	96%	87%	100%	9%	0%	8%	
PHYSICS	76	13	8	20	16	7	1	4	3	2	2	86%	91%	96%	-6%	28%	42%	
RELIGIOUS EDUCATION	95	7	13	6	25	12	8	9	7	7	1	75%	81%	91%	-6%	21%	15%	
SPANISH	11	4	1	2	3	0	1	0	0	0	0	100%	83%	88%	17%	45%	13%	
TOTAL	664	61	106	169	132	71	46	26	19	24	10	88%	91%	96%	-8%	25%	26%	

Mathematics data includes June and November 2025 examination series

Outstanding results in the 2025 Cambridge International Examinations

Award	Qualification	Syllabus	Series	Student	Teacher
Top in New Zealand	Cambridge IGCSE	Mathematics	June 2025	Ryan Cyril Sebastian	Alex Wells
Top in New Zealand	Cambridge IGCSE	Mathematics	June 2025	Tadhg Norman	Alex Wells
High Achievement	Cambridge International AS Level	History	June 2025	Christian Domilies	Jakub Kalinowski
Top in New Zealand	Cambridge IGCSE	Accounting	November 2025	Joshua Pipe	Viv Howard
Top in New Zealand	Cambridge IGCSE	Religious Studies	November 2025	Joshua Pipe	Marion Avila
Top in New Zealand	Cambridge International AS Level	Classical Studies	November 2025	Sebastian Baudinet	Cameron Sitters
Top in World	Cambridge International AS Level	Biblical Studies	November 2025	Joseph Hassan	Matthew Flannagan

A2 Level

- Students being placed in A Level have high prospects of success with 99% of exams passed.
*Note 100% of exams sat were passed, we had one student who refused to sit EOY exams
- 35% (54) grades achieved at A* or A
- Subjects with over 30% A and A* - Accounting, Biology, Chemistry, Classics, Economics, Mathematics, Spanish, Chinese

AS Level

- The overall pass rate of A – E grade is at 94%
- 127 grades achieved at A
- 31% of cohort achieved an A – a massive increase largely due to the introduction of Biblical Studies where 41% of students received A grades
- Subjects with over 30% A grades - Chemistry, Classics, History, Physics, Biblical Studies

IGCSE

- The overall pass rate of A – E grade is at 88%
- 167 grades achieved at A* or A, down considerably from 258 in 2024
- 25% of grades across all subjects were A* or A
- Subjects with over 30% A and A* - Chemistry, Chinese, Mathematics, Spanish

NCEA Results Analysis 2025

more detailed breakdown of results will follow with Faculty analyses

Cambridge students are not included in this analysis

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

NCEA OVERALL PASS RATE 2013-2025

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Level One	81%	82%	88%	98%	97%	98%	100%	100%	99%	99%	94%	88%	95%
Level Two	82%	93%	96%	93%	98%	97%	99%	100%	100%	98%	95%	97%	99%
Level Three	73%	67%	83%	97%	97%	99%	100%	97%	97%	99%	97%	96%	99%

NCEA ATTAINMENT %

SPC NCEA Level One Results		Excellence	Merit	Achieved	Not Achieved
2024		0%	10%	78%	12%
2025		2%	18%	75%	5%
SPC NCEA Level Two Results		Excellence	Merit	Achieved	Not Achieved
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%
2025		8%	34%	57%	1%
SPC NCEA Level Three Results		Excellence	Merit	Achieved	Not Achieved
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%
2025		22%	38%	39%	1%

NCEA ETHNICITY BREAKDOWN

SPC NCEA Level One Results	Maori	Overall Pasifika	Samoan	Tongan	International
2024	88%	80%	77%	100%	0%
2025	100%	89%	100%	70%	29%

SPC NCEA Level Two Results	Maori	Overall Pasifika	Samoan	Tongan	International
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%
2025	100%	96%	93%	100%	75%

SPC NCEA Level Three Results	Maori	Overall Pasifika	Samoan	Tongan	International
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%
2025	100%	100%	100%	100%	67%

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

	2020		2021		2022		2023		2024		2025	
	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ	SPC	NZ
Level One	100%	71%	94%	60%	100%	71%	94%	60%	88%	45%	95%	72%
Level Two	100%	81%	95%	72%	99%	78%	95%	72%	97%	73%	99%	73%
Level Three	97%	73%	97%	66%	100%	68%	97%	66%	96%	68%	99%	70%
NCEA University Entrance	97%	53%	94%	47%	97%	48%	94%	47%	88%	48%	94%	50%

UNIVERSITY ENTRANCE – NCEA

NCEA Cohort gaining University Entrance	2020	2021	2022	2023	2024	2025
Overall	97%	97%	99%	94%	88%	94%
Maori	94%	100%	92%	94%	86%	90%
Overall Pasifika	97%	88%	100%	85%	79%	96%
Samoan	100%	93%	100%	87%	84%	100%
Tongan	100%	78%	100%	77%	75%	100%
International	57%	43%	90%	64%	80%	33%

UNIVERSITY ENTRANCE – OVERALL

University Entrance	2020	2021	2022	2023	2024	2025
Cambridge	100%	98%	98%	98%	98%	100%
NCEA	97%	97%	99%	94%	88%	94%
TOTAL	98%	98%	99%	95%	91%	96%

Level One

- Increased pass rate of 95%
- Maori pass rate of 100%
- Pasifika pass rate of 89%
- students failed Level One out of a cohort of 98
- 18 students received Merit endorsement and 2 students received an Excellence endorsement
- 2/7 International students gained Level 1. The low pass rate is 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 99%
- Maori pass rate of 100%
- Pasifika pass rate of 96%
- 1 student failed Level Two out of a cohort of 103
- 35 students received Merit endorsement and 8 students received Excellence endorsement
- 12/16 International students gained Level 2, including 2 students with Merit endorsements. The Literacy and Numeracy co-requisites are going to be an ongoing issue for International student pass rates.

Level Three

- Pass rate of 99%
- All students who completed a full year of school gained NCEA Level 3, the only student not to gain the qualification left half way through the year
- Maori pass rate of 100%
- Pasifika pass rate of 100%
- 40 students received Merit endorsement and 23 students received Excellence endorsement
- 2/3 International students passed with an International Pass rate of 67%

University Entrance

- NCEA University Entrance rate of 94%
- NCEA Maori pass rate of 90%
- NCEA Pasifika pass rate of 96%.
- 6 students did not gain University Entrance out of an NCEA cohort of 106
- 1 of these students left school half way through the year
- Only 1/3 International students in NCEA gained UE, with a pass rate of 33%

Conclusion

The 2025 academic year was one of exceptional achievement for St Peter's College. Across both Cambridge and NCEA pathways, our young men demonstrated perseverance, rising expectations, and a commitment to personal excellence. Although the year remained academically demanding, particularly with the full implementation of the Literacy and Numeracy co-requisites, the outcomes reflect a strengthened culture of learning and high expectations across the school.

Cambridge results were outstanding across Years 11–13. With an A Level pass rate of 99% and high-grade attainment of 35% A*–A, our senior Cambridge cohort performed at an elite level. AS results showed similar strength, with 31% of grades at A, reflecting a growing depth of academic capability. At IGCSE, 88% of grades were A–E and 25% were at A*–A, continuing the legacy of strong performance in the middle school and ensuring a robust foundation for senior study. These results place St Peter's students among the most successful Cambridge learners nationally as reflected in the high number of students who will receive recognition at the Cambridge awards.

In NCEA, the gains made in 2025 were significant. Pass rates reached 95% at Level 1, 99% at Level 2, and 99% at Level 3, well above national figures. Endorsement rates at Level 3 continued to rise, demonstrating not only achievement but quality learning. However, the dip at Levels 2 is noted and this is something we will be looking to lift in 2026. The second year of a reduced-credit Level 1 programme again proved effective, ensuring depth over breadth and positioning students strongly for Level 2. Challenges around Literacy and Numeracy co-requisites, particularly for international students, remain an area of active focus; however, the determined work of staff and students during the year resulted in excellent gains.

The success of our Māori and Pasifika learners is notable and a continued source of pride. Māori pass rates reached 100% across all NCEA levels, with a University Entrance rate of 90%. Pasifika achievement was similarly strong, with 96% gaining University Entrance through NCEA. These results far surpass national comparison data and reflect deliberate, targeted support and high expectations. These will be the best in New Zealand.

The combined University Entrance rate of 96% (94% NCEA and 100% Cambridge) reinforces St Peter's College as one of the top-performing schools in New Zealand. More importantly, students are not simply reaching the UE benchmark: they are being deliberately prepared for success beyond school. The introduction of our *UE+ initiative*, requiring both UE and passes in three external standards, anchors our belief that qualifications matter most when they translate into sustainable success in tertiary education. With an increase from 57% to 67% of all Year 13s achieving UE+ from 2024 to 2025, we are well positioned to lift this further in 2026.

A significant factor in this year's success has been the outstanding work of our Academic Deans. **Sam Phillips (Year 11), Lynne Dell (Year 12), and Peter Harris (Year 13)** have led with clarity, compassion, and relentless attention to detail. Their tracking systems, targeted mentoring, and close communication with families ensured that no student was left to drift. This was particularly apparent during study leave, where students who had not yet met Literacy or Numeracy requirements were actively supported. The work Sam Phillips undertook with Year 11 and 12 students during this period was transformational, lifting Level 1 attainment from the 80s to the mid-90s. Their collective leadership has had a profound impact on student outcomes and on strengthening our schoolwide academic culture.

St Peter's students achieved outstanding success in the 2025 New Zealand **Scholarship** examinations, gaining **a record 91 Scholarships, including 13 at Outstanding level**. These results place our top scholars among the highest-performing students nationwide, with Outstanding Scholarships recognising performance in roughly the top 0.3–0.5% of candidates. Twelve students earned Scholarship Awards (\$2,000 per year for three years), with an exceptional five of these awarded to Year 12 students. We additionally received three Outstanding Scholar Award (\$5,000 per year for three years), these were achieved by our 2025 Dux, Riley Watson (who gained six Scholarships, two at Outstanding level), Christian Domilles (who gained five Scholarships, two at Outstanding) and Anthony Tubberty (who gained five Scholarships, two at Outstanding) placing them among the top 70 scholars in New Zealand. Jericho Tuburan, Year 11, was also named the **2025 Top Subject Scholar for Religious Studies** – this is an impressive achievement, particularly given his age. These outcomes reflect both the depth of academic talent within the College and the high-quality teaching that supports our most able learners.

Overall, the 2025 results reflect a year of strong, upward academic momentum. We are proud of our young men, their whānau support, and our dedicated teaching staff. While we recognise areas requiring continued attention, particularly the Literacy and Numeracy co-requisites and increasing endorsements, we move into 2026 with confidence, clarity, and a renewed commitment to ensuring all students at St Peter's College are supported to achieve personal excellence. Our vision remains unchanged: to be one of the highest-performing schools in the country, and to prepare our young men not only to succeed, but to thrive, in the years beyond school.

Courtenay Kilpatrick
Deputy Headmaster Curriculum

Statement Of Compliance With Employment Policy

In accordance with the Education and Training Act 2020 section 597 (1)

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<ul style="list-style-type: none"> • Our EEO programme promotes fairness, equity and inclusion in all aspects of employment. • The EEO programme is fulfilled through equitable recruitment and selection practices, access to appropriate professional development, and ongoing support for staff, ensuring that all employees are treated fairly and without discrimination.
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> • The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer. • Appointment committees are established with expertise relevant to the position being advertised. This committee carries out appropriate appointment procedures to ensure consistency, transparency and equity in decision making.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<ul style="list-style-type: none"> • The College continues to recruit Māori staff where possible and provides increased Professional development opportunities to enable career development. A dedicated position of Head of Māori Initiatives is in place to support Maori staff, students and whanau.
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> • The College maintains a Professional development programme that offers every staff member an opportunity to work towards their professional goals. Each staff member is supported by their manager (SLT, HOF) to identify and pursue relevant development opportunities.
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • Approximately 45% of our employees are women. Women are represented in all our senior roles (SLT, HOF, HOY, DOS).
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> • The College has in place an inclusive approach that enables people with disabilities to access and perform roles effectively. This includes consideration of timetabling, room allocation and ongoing improvements to physical access and workplace arrangements.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy**YES****NO****Do you operate an EEO programme/policy?**

Y

Has this policy or programme been made available to staff?

Y

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?

Y

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?

Y

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?

Y

Does your EEO programme/policy set priorities and objectives?

Y

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total KiwiSport funding of \$29,989 (excluding GST). The funding was used for supporting various sports coaching programmes.

Total 2025 sports expenditure, net of recoveries from parents and KiwiSport funding: \$465,634.

Financial Statements

We are unable to include the 2025 financial statements and the signed independent auditor's report as the auditor is still working on the 2025 financial statements. The Auditor General is aware that this is the case.