



**INDOOROOPILLY**  
**2017 SCHOOL REPORT**

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Lutheran College to meet its reporting  
obligations to the Queensland and  
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# College Information

St Peters Lutheran College, Indooroopilly is a school of the Lutheran Church of Australia (Queensland District). Together with St Peters Ironbark (Year 9 Outdoor Education Centre) and St Peters, Springfield, they form all that is St Peters Lutheran College, Queensland.

St Peters Lutheran College, Indooroopilly was established in 1945 and now, with 1986 students, is the largest Independent School in Queensland and the largest Lutheran School in Australia. St Peters Indooroopilly is a Prep to Year 12 day and boarding school located on 21.04 hectares of land.

The College has a strong academic record and is proud of its 72 year history. In 2016, more than 37% of eligible Year 12 students achieved an OP score of 1–5, or equivalent, and most students gained entry to their first choice of tertiary courses.

St Peters Ironbark commenced as an Outdoor Education Centre in 1974. All Year 9 students from Indooroopilly and Springfield experience a five-week personal development program at Ironbark in a rich, transformative rural setting on the Darling Downs.



# School Overview

<b>School sector</b>	Independent
<b>Address</b>	St Peters Lutheran College 66 Harts Road Indooroopilly Qld 4068
<b>Total enrolments</b>	1986
<b>Year levels offered</b>	Preparatory to Year 12
<b>Co-educational or single sex</b>	Co-educational
<b>Characteristics of the student body</b>	1029 boys    51.48% 957 girls    48.52% 2.80% of St Peters students identify as Indigenous

## Our Mission

Excellence in Christian Co-education.

## Our Values

The College values:

### God's Love

A Christ-centred community where all are treated with care, dignity and respect.

### Holistic Education

A focus on equity, diversity, individuality, inclusivity and multiculturalism.

### Curriculum

A broad and appropriate range of quality academic and cocurricular programs promoting innovation and excellence in teaching, learning and pastoral care.

### Relationships

Nurturing positive local and global connections with students, families, staff and the wider community.

### Service

God's love actively lived out with hope and confidence in service to others.

### Environment

An inclusive and safe environment where all are challenged to strive for excellence.

# Our Crest and Motto

The St Peters Lutheran College Crest is based upon the Martin Luther designed 'Luther Rose' which also formed his family's coat of arms.

Martin Luther originally designed the Luther Rose for a signet ring presented to him in 1530 by the Electoral Prince, Duke John Frederick. It was a symbol for his theology of the cross.

The cross is centred in a heart to remind us that it is faith in the crucified Christ that gives us eternal joy. This heart is centrally positioned in the white rose to show that faith gives joy, comfort and peace. This white rose is set against the shield of faith.

The shield bears the inverted cross of St Peter. The cross is inverted because early Church tradition informs us that St Peter was crucified up-side down in preference to being crucified in a similar manner as his Lord.

The motto '*Plus Ultra*' translates as 'Ever Higher' or 'Ever Beyond'. In serving out our mission statement, Excellence in Christian Co-education, all at St Peters are expected to strive 'Ever Higher' in all aspects of teaching, learning and life.

## Distinctive Curriculum Offerings

The St Peters curriculum is designed to provide a continuum of experience and knowledge acquisition from Preparatory to Year 12. Further opportunities for students at all levels to achieve their potential is available through innovative offerings and special programs.

In recognition of the distinct developmental stages of young people, St Peters is divided into three semiautonomous sub-schools, each with their own Head, staff and administration support. They are:

Primary Years

- Lower Primary Prep to Year 4;
- Upper Primary Years 5 to 6.

Junior High School

- Years 7 to 9.

Senior School

- Years 10 to 12.

### Separating the Preparatory to Year 12 Program

By physically separating and resourcing the sub-schools, St Peters is able to:

- enhance and develop curriculum structures appropriate to the students' developmental and intellectual needs;
- provide appropriate pastoral care for the needs of each individual student; and
- expand specialist facilities, tuition and support services to complement the child's growth and development.

The seamless curriculum construct centres on a model of development that facilitates the acquisition of basic cognitive skills in the early years; the development of meta-cognitive skills and knowledge in the middle years; and cognitive maturity and self-directed learning in the senior years. In 2015, St Peters was accredited as an International Baccalaureate Primary Years Program World School.

St Peters has dedicated teaching staff that seek out and respond to opportunities for the enhancement of learning for students.

## Primary Years

The Primary Years provides a safe and nurturing Christian environment for the founding of children's academic, spiritual, social and emotional learning in a student-centred environment. It is St Peters' belief that child instigated explorations and investigations trigger wonderful learning experiences, so students feel safe to invent, imagine and creatively solve problems.

The International Baccalaureate Primary Years Program (PYP) has been adopted as the framework of choice for our Primary aged students. The school became an authorised school during 2016, meaning that St Peters is fully accredited to teach PYP in our context. This is a globally recognised learning framework that places the student at the centre of learning and will assist to prepare our students for their place in the global community. This framework has determined how the Australian Curriculum is taught within each year level.

In the Primary Years, there are also opportunities for explicit teaching. This is focused on developing high level literacy and numeracy skills supported by cooperative learning strategies that engage, excite and challenge learners.

Empowering students with the skills to learn purposefully is a key goal for all students, and this commences right from the earliest experiences. Enhancement of students' education is through participation in a wide variety of enriching activities with appropriate technology supporting their stage of learning. A wide variety of specialist lessons also enhance the core curriculum components of school life.

The curriculum ensures intellectually challenging learning opportunities, with students emerging from their early years as articulate, confident and independent learners who increasingly take responsibility for their own learning.

The PYP framework then extends to the Upper Primary years, where students are supported in their preadolescent years by further opportunities to work with authentic and meaningful curriculum offerings. A broader range of lessons by specialist teachers are

encountered by the students at this stage, with the growth of independence being a key priority.

Students are supported at all levels of development by class teachers and the teachers in the Exceptional Learners' Department as appropriate. Open ended inquiry supports both individual learning collaboration and teamwork. Action through caring for themselves, others and the environment is a goal, as these students progress through the Primary Years at St Peters.

## Junior High School

Students entering Junior High (Years 7–9) are recognised as young adolescents who need to be supported to develop greater independence and responsibility for their own learning journey. To this end, the Junior High curriculum consolidates all Key Learning Areas (KLAs) within the academic program, exposing students to a broad range of subjects within the Arts and Technology areas, in addition to the core curriculum subjects. The focus is on delayed specialisation and Junior High students are not required to make subject choices that may be seen as locking them into a particular course of study before they have had an opportunity to experience and explore a range of different options. To this end, specialisation through the subject selection process is essentially delayed until Senior School.

Students entering Year 7 in St Peters Junior High embark on a program of supported transition, whereby the curriculum and pastoral care programs are closely aligned. In addition to the core and compulsory subjects (English, Mathematics, Science, History, Geography, Christian Studies and Health and Physical Education) students are able to engage in a range of practical and vocational subjects, including: Digital Technology, Food Technology, Graphics, Information Technology and Design Technology. Visual and Performing Arts electives – Art, Media, Drama and Music – are available within the Arts curriculum, including the option of Music Extension in Year 9. Studying a foreign language is required for students in Years 7 and 8 and four Language options are offered (Chinese, French, German and Japanese).

In Junior High School, through the 'Academic Care and Wellbeing Program', students develop an understanding of the key aspects of positive psychology and the importance of a 'growth mindset'. This enables them to become aware of their individual character

strengths, how best to utilise these in their relationships and interactions with others, how to develop their individual skills and how to achieve positive outcomes in their lives.

## Senior School

St Peters offers a number of pathways for students to complete their Senior Studies. Students are able to exercise considerable flexibility in selecting a study program that complements their interests, skills and abilities. Over 30 Queensland Curriculum and Assessment Authority (QCAA) subjects are available for students. Each subject contributes toward the

Overall Position (OP) used for tertiary entrance. Additionally, students may select to study QCAA Registered Subjects or vocational subjects that lead to the awarding of nationally recognised industry qualifications. It is also possible for students to undertake a school-based traineeship or apprenticeship.

The International Baccalaureate Diploma Program (IBDP) is an alternative pathway offered by St Peters. It is a leading, internationally recognised and rigorous pre-university qualification and is a symbol of academic excellence worldwide.

# Funding

A breakdown of school income by funding source is available from the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

# Special Programs

St Peters offers a rich selection of special programs and services to support the educational and life experiences of its students.

## Outdoor Education

The value of Outdoor Education programs has long been recognised in Lutheran schools. During their time in Junior High, students participate in three compulsory camping programs: Year 7 'Fun & Friendship' (three days); Year 8 'GREAT Lies Within' (five days) and Year 9 Ironbark (five weeks).

**Year 7 'Fun and Friendship' Camp (three days)**  
The Year 7 Camp is a deliberately held in the first few weeks of school. As the name suggests, it is a wonderful opportunity to form friendships and have some fun at a time when many are feeling the pressure of starting high school.

**Year 8 'GREAT Lies Within' (one week)**

The Year 8 Camp is held and at the half-way point of a student's time in Junior High. This camp gives students the opportunity to focus on their ability to work within a team and to make a positive difference in the world.

**Ironbark Experience at Year 9 (five weeks)**

All Year 9 students undertake a five-week residential program at our Outdoor Education Centre, *Ironbark*, situated on the outskirts of Crows Nest near Toowoomba, Queensland.

Ironbark forms a key element of St Peters' strategy to support young adolescents in their journey into adulthood.

The Ironbark program is designed to enable students to learn and experience valuable life skills and develop personal attributes including: leadership, teamwork,

independence, self-confidence, decision-making, resilience and interdependence. This goal is facilitated through students' participation and contribution to running the farm property, as well as engaging in a range of physical, emotional and social challenges during their stay at Ironbark.

Ironbark is often a watershed in young people's lives, as they gain valuable life-long skills and experiences.

## Exceptional Learners Department

The Exceptional Learners department works to identify and ameliorate the barriers that prevent some students from participating in our educational setting, and achieving their potential. The department works to facilitate the provisions and programming required to support the educational needs of identified students; Exceptional Learners.

Exceptional Learners may include:

- specific diagnosed learning difficulties, disorders and impairments such as visual impairment, hearing impairment, physical impairment, intellectual impairment, autistic spectrum disorder, speech language impairment, social emotional disorder and processing disorders;
- students with learning difficulties; literacy, numeracy and or metacognition;
- gifted and talented students;
- English as an Additional Language (EAL) students;
- Indigenous students with gaps in their learning.

These students are supported through an inclusive, tier based model that aims to work collaboratively with enrolments, sub schools, chaplains, counselling, boarding, vocational education and indigenous education.

## Overseas Tours

St Peters believes that the unique personal growth, cultural awareness and educational value inherent in overseas experiences are highly beneficial to the development of young people. St Peters is able to offer varied overseas experiences through its many cocurricular offerings. In recent years the College has toured New Zealand for Football, Japan for Rugby Union and the USA, UK and Europe for Music.

## International Baccalaureate Diploma Program (IBDP)

The IBDP is a senior school pathway that was established at St Peters over 10 years ago. To date, more than 1.2 million students worldwide have graduated from the DP. IB students reflect diverse experiences and perspectives and attend IB World Schools in 153 countries, representing an even broader range of nationalities.

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The Diploma Program prepares students to succeed in higher education and beyond in the global community. Students are encouraged to develop breadth and depth of knowledge and to flourish physically, emotionally, intellectually and ethically. The program requires the study of six Academic subjects and three Core elements. Theory of Knowledge, Extended Essay and Creativity Activity Service which promote interdisciplinary study and thought. Students must study a first and second language as well as humanities, sciences and maths which culminate in external examinations after two years of study.

The IBDP encourages students to:

- ask challenging questions
- foster critical thinking skills
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

Schools offering IB Programs around the world are increasing exponentially and the pathway continues to foster positive learning experiences and outcomes here at St Peters.

## Vocational Education and Training (VET)

In the Senior years, there are opportunities for students to pursue vocational education programs which utilise nationally accredited training packages.

# Cocurricular Activities

## Overview

Cocurricular activities form an integral part of the St Peters education experience. Students are able to become involved in many sports and cultural activities that often are pursued throughout later life.

Students have convenient access to sophisticated facilities on-campus, as well as being able to train and compete with other schools and organisations, both on and off campus.

Through student cocurricular achievements, St Peters has gained widespread respect and recognition as a school of excellence and opportunity.

The St Peters music program provides tuition and performance opportunities for musicians from Prep to Year 12 with nearly 800 instrumental and vocal lessons being taught weekly by staff and visiting instrumental specialists. St Peters boasts over 40 ensembles with approximately 1000 members, including choirs, string ensembles, concert bands, stage bands, rock bands and percussion ensembles. Senior choral, band and string ensembles participate in national and international tours as regular calendar events.

Symphonic Winds and Drumline shared their talents with the community by performing in the Brisbane City ANZAC Day Parade. Local upper primary choirs joined St Peters choirs for the Sing Together Festival and sister Lutheran Colleges combined musical forces to celebrate *Reformation 500*. Individual performers had the opportunity to shine in studio performances, lunchtime concerts, St Peters Performer of the Year and the St Peters Solo Festival. Numerous ensembles received awards from competitions including the Queensland Youth Music Awards and the Brisbane Bands Festival.

In 2017, St Peters music students were privileged to work and perform with distinguished artists such as Leo Sayer, Katie Noonan, The Australian String Quartet, Andy Firth, Ingrid James, Trichotomy, The US Navy Pacific Fleet Quintet, The Brisbane

Contemporary Jazz Orchestra and Grant Collins as well as masterclasses and workshops with professional clinicians from the University of Queensland, and Queensland Conservatorium. St Peters Chorale and St Peters Soloists completed a tour of western Queensland and St Peters Symphonic Winds successfully toured Hawaii and the West Coast of the USA towards the end of 2017.

Students may also participate in arts extension programs, VAPar (the St Peters arts festival), chess, debating, drama, theatre, film and television showcases, public speaking and much more.

In recent years, Robotics has become a growing feature of the College's cocurricular program with the College representing Australia at the First Robotics Tournament in Washington DC.

Involvement in sport is actively encouraged, with all students invited to represent the school, either in a team-based or individual sport.

Boys in Years 5–12 compete in the Associated Independent Colleges (AIC) competition, and the girls in Years 7–12 compete in the Queensland Girls Secondary School Sports Association (QGSSSA). Girls in Years 4–6 are involved in the Andrews Cup Association Metro Meets. Years 5–6 students are also involved in local sporting and Inter-Lutheran Schools Competitions.

On-campus facilities include a gymnasium, a weights room, a 25m heated pool and a 50m heated pool (home of St Peters Western Swimming Club), six tennis courts, eight multi-purpose courts, a state-of-the-art cricket practice facility and three ovals.

The St Peters Performing Arts Centre opened in 2013. This state-of-the-art facility provides a home for our music and drama programs and is often used as an exhibition space for our visual arts students. Institutionally supported cocurricular activities round out the holistic education delivered at St Peters Lutheran College.

# Social Climate

## Pastoral Care

St Peters Lutheran College's pastoral care program is founded on the interpersonal relationships between people within and beyond the College.

Our pastoral care approach stems from our core values, therefore everyone, from teachers, support staff, students, parents and volunteers, all have a role to play.

At St Peters, care, dignity and respect is demonstrated and expected.

## Anti-harassment Policy

Harassment affects a person's work, self-confidence, general wellbeing and relationships with others. Harassment in any form is incongruent with St Peters Christian values and is unlawful. The St Peters Anti-Harassment and Anti-Bullying Policy applies to, and is communicated to, all members of the College community, whether they be students, teachers, staff, volunteers or parents.

## Valuing Safe Communities/ Child Protection

As part of its commitment to providing a safe environment all staff are expected to undertake relevant training in Child Protection and the LCA's Valuing Safe Communities Program.

## Counselling Services

St Peters was one of Queensland's first schools to appoint professional Counsellors for the psychoeducational and socio-emotional needs of students. The College Counselling Department, comprising four Counsellors and an Administration Assistant, provides full counselling services across the College.

## Parental Involvement

Parents are encouraged and supported to contribute to College life in a variety of ways, including volunteering, attending and supporting functions, being active members of the Parents & Friends' (P&F) and Parent Support Groups – Cocurricular and Sub-school.

The P&F fosters an active interest in College activities and organises a range of community-wide social and fundraising activities.

Parent Volunteers are active in all areas of the College, including libraries, tuck shops, curriculum support, reading groups, lunchtime interest groups and cocurricular activities.

Opportunities for parents to meet with their child's teacher/s and discuss their child's progress are provided through either parent-teacher interviews or three way conferences at various stages during the year.

The College regularly provides parent education/ interest seminars, with leading guest speakers.

## Future Foundation

St Peters Lutheran College Future Foundation was established in 2015 to continue the work of the previous St Peters Lutheran College Foundation and represent the charitable and philanthropic interests of the College. The primary goal of the Future Foundation is to ensure the financial security of the College by developing a commitment to philanthropy and a spirit of generosity within the College community.

The Future Foundation is governed by a Board of Directors and is involved in a number of programs, including the annual Appeal and scholarships program. All gifts to the Future Foundations Building Fund, Scholarship Fund, Helping Hands Fund and Future Fund are tax-deductible.

The Ross Roy Society recognises persons who have included St Peters as a beneficiary in their Will. Gifts can include cash, shares and debentures, assets, art work and property.

## Further Information

For more information on St Peters Lutheran College please visit [www.stpeters.qld.edu.au](http://www.stpeters.qld.edu.au) or

Contact our College Reception on:  
+61 7 3377 6222 (outside Australia)  
or 07 3377 6222 (within Australia)

Please direct all enrolment enquiries or Preparatory to Year 12 to the Enrolment Registrar:  
Ph: +61 7 3377 6236 (outside Australia)  
or 07 3377 6236 (within Australia)

Email: [enrolments@stpeters.qld.edu.au](mailto:enrolments@stpeters.qld.edu.au).

The Enrolment Office is open from 8:00am to 4:30pm, Monday to Friday, including school holidays.

# Staffing Information

St Peters Lutheran College Indooroopilly employed 183 dedicated and highly-skilled teaching staff throughout 2017.

Below is a synopsis of the composition and qualifications of St Peters Lutheran College Teaching Staff and school leaders.

Staffing composition				
	Australian	Other	Unknown	Aboriginal/ Torres Strait Islanders
<b>Teachers</b>	120	12	51	0
<b>Non-Teachers</b>	109	24	49	0
<b>TOTAL</b>	229	36	100	0

Teachers' qualifications	
Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification (%)
Doctorate or higher	0.55
Masters	21.31
Bachelor Degree	104.37
Diploma	71.03
Certificate	27.86

## Professional Development (PD)

St Peters provides extensive professional development (PD) opportunities and teachers are expected to maintain peak knowledge and skills in a range of domains relevant to their roles.

PD programs are formal activities that improve the knowledge and skills of teachers and staff. All teachers undertook a variety of PD programs in 2017.

Expenditure on, and teacher participation in, Professional Development (PD)

A significant amount of PD undertaken by St Peters staff is through ISQ, QCAA and Lutheran Education Queensland (LEQ), which are free. Further, in-house professional learning takes place regularly throughout the year. Costs associated with relief teachers is not calculated as a PD expense.

Total number of teachers	183
Total expenditure on teacher PD	\$219,000
Average expenditure per teacher	\$1,196

## Average Staff Attendance Rate

Average staff attendance for the school is based upon unplanned absences, sick and emergency leave periods of up to five days.

For permanent and temporary staff and school leaders, the staff attendance rate was 97.20% in 2017.

Number of staff	356
Number of school days	185
Total days staff absences	1854
Average staff attendance rate	97.20%

## Teaching staff retention rate from 2016

2016 teaching staff	183
Number of these staff retained in 2017	174
Retention rate	95.08%

These rates reflect routine teacher movements from year to year, including staff on various types of leave – especially parenting leave, maternity leave, carer's leave, and long service leave. It is healthy and reasonable to expect some movement of staff. From the end of 2016, 95.08% of teaching staff were retained for the entire 2017 school year.

St Peters celebrates the expertise, talent and commitment that all staff members bring to the College community. It values the contributions made by staff members leaving our community and embraces the gifts and enthusiasm brought to this community by staff members new to the College.



# Key Student Outcomes

## Student attendance

Average student attendance rate (%)			
Number of school days in program year	Total number of all students	Total number of all student absences	Average attendance rate %
175	1999	7,065	98.01%

Average student attendance rate for each year level			
Number of days in school program year	Total number of students	Total number of student absences	Average attendance rate %
175	P- 63	229	97.92
	1- 53	196	97.87
	2- 61	175	98.36
	3- 79	249	97.94
	4- 85	305	97.95
	5- 106	285	98.46
	6- 122	402	98.12
	7- 221	678	98.25
	8- 240	753	98.21
	9- 223	695	98.22
	10- 170	631	97.88
	11- 279	1192	97.55
	12- 297	1275	97.44

## Management of student attendance

Parents communicate to the school via telephone message, email, note or telephone conversation to the Student Attendance Officer of each sub-school in the event of a student's known absence. Absences are then recorded into the school's data base and an absence is sent via email to all faculty members.

Unexplained absences, which are detected when comparing daily parent communication with roll marking which takes place in form groups, is dealt with through communication by the Student Attendance Officer with the parents or guardian of the absent student via a SMS message and or telephone call to the default mobile number held on the database. If no response to this SMS is received it remains as an unexplained absence.

If students are absent for more than three days, form teachers will contact the student's parents or guardians by email or telephone.

## Reading, Writing, and Numeracy

NAPLAN Results for Years 3, 5, 7 and 9 in 2016 and 2017

Reading			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	483	432	97.37
Year 3 (2016)	482	426	100
Year 5 (2017)	554	506	100
Year 5 (2016)	567	502	98.95
Year 7 (2017)	597	545	99.55
Year 7 (2016)	600	541	99.53
Year 9 (2017)	629	581	99.04
Year 9 (2016)	643	581	93.37

Writing			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	439	414	100
Year 3 (2016)	462	421	100
Year 5 (2017)	508	473	98.04
Year 5 (2016)	514	475	100
Year 7 (2017)	570	513	99.54
Year 7 (2016)	560	515	99.05
Year 9 (2017)	598	552	96.15
Year 9 (2016)	589	548	96.2

Spelling			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	449	416	98.67
Year 3 (2016)	463	420	100
Year 5 (2017)	531	501	99.02
Year 5 (2016)	544	493	100
Year 7 (2017)	590	550	99.55
Year 7 (2016)	590	543	98.58
Year 9 (2017)	619	582	98.08
Year 9 (2016)	637	580	98.73

Grammar and punctuation			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	487	439	98.67
Year 3 (2016)	488	436	100
Year 5 (2017)	550	499	98.04
Year 5 (2016)	590	505	100
Year 7 (2017)	604	542	99.55
Year 7 (2016)	611	540	100
Year 9 (2017)	633	574	96.15
Year 9 (2016)	643	570	98.73

Numeracy			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	448	409	100
Year 3 (2016)	449	402	100
Year 5 (2017)	543	494	99.02
Year 5 (2016)	574	493	100
Year 7 (2017)	618	554	100
Year 7 (2016)	610	550	99.52
Year 9 (2017)	641	592	100
Year 9 (2016)	650	589	100

## Apparent Retention Rate – Years 10–12

The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Year 12 student enrolment as a percentage of the 2015 Year 10 cohort is 103.13%. This figure indicates parental preference for St Peters Lutheran College to educate their children.

Apparent retention rate			
Year	Year 10 Base	Year 12	Retention
2017	288	297	103.13%



Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	295
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who awarded a Queensland Certificate of Education at the end of Year 12	274
Number of students awarded an International Baccalaureate Diploma (IBD)	33
Number of students awarded one or more Vocational Education and Training (VET) qualifications	60
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students who received an Overall Position (OP)	235
Percentage of Year 12 students who received an OP 1–15 or IBD (whole cohort)	84.4%
Percentage of Year 12 students who received an OP 1–15 or IBD (OP and IB eligible)	91.54%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95.9%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	97.2%

## Year 12 2016 Student Destinations

### Background Information

These results are based on the findings of the Queensland Government Next Steps survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2016. The survey was conducted approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

It is not possible to ascertain how representative the student responses are of all students at the College.

Response rate		
Number of Year 12 students in 2016	Number of responses received from students	Percentage response rate (b/a × 100)
289	227	78.5%

Summary of main destinations of students		
School Year 2016	Number of Students in each category	Percentage of students in each category
University (degree)	163	71.8%
VET total (Cert IV, III, I–II, apprenticeship, traineeship)	15	6.6%
Working full-time	16	7.0%
Working part-time/casual	18	7.9%
Seeking work	8	3.5%
Not studying or in the labour force	7	3.1%
Total Year 12 students	227	100%

# Value Added

St Peters employs people who are able to positively contribute to the ideals of a Christian co-education. All efforts must be relevant and 'speak' to the people of today's world and prepare them for the future.

## Continuous Improvement

New programs, technologies and initiatives continue to be implemented, revised and reflected upon to ensure the highest standards are maintained in an ever-changing world.

## Exceptional Learners

The Exceptional Learners Department offerings add significant value to the overall service delivered to students and families.

## Impressive Outcomes

The opportunities and choices afforded by Overall Position (OP) rankings at St Peters demonstrates commitment to measurable and relevant teaching.

One of our 2017 Year 12 students received a Queensland Curriculum and Assessment Authority (QCAA) award for being ranked in the top 25 OP students for the year.

Our Year 12 2017 QCAA and International Baccalaureate (IB) students achieved some very pleasing OP results. Some highlights include:

- 15 (5.1%) of our Year 12 students achieved an OP1 or equivalent in 2017;
- 13.5% of IB students received an IB Diploma score of 39-45, which is equivalent to an OP1-2;
- 37.87% achieved an OP or Diploma Score equivalent to between 1 and 5 (best result since 2011); and
- 73.16% achieved an OP or Diploma Score Equivalent of between 1 and 10, (best result since 2010).

Ninety-seven per cent of the students who submitted a QTAC preference received a tertiary offer.

## Vocational Opportunities

In the Senior years, there are opportunities for students to pursue Vocational Education Training (VET) programs which utilise nationally accredited training packages.

## Diverse Cocurricular Opportunities

St Peters deftly balances its expertise and reputation in the arts, music, and sport without detriment to its wide recognition in academia. Every student is encouraged to develop their talents in both the academic and cocurricular domains.

## Academic Competitions

Students are able to participate in a number of academic competitions, including, but not limited to, literacy, mathematics, computing, and science.

## Care and Faith Development

The College takes its commitment to life-long learning and its system of core values for living in the community quite seriously. Specialist pastoral care leaders, including a dedicated Chaplaincy Team and qualified counsellors are the backbone of the Care and Faith program.

The St Peters Pastoral Care and Faith Development programs are comprehensive, accessible and valuable.

## The Future is Clear

St Peters Lutheran College has a clear sense of identity and purpose for the future. The values and traditions that shaped the St Peters culture will remain as the College evolves, commensurate with society as a whole. The overall direction for the College is articulated in its Strategic Vision document 2016–2020, which can be found on the College website.

## Working Together

The College's reputation is borne of quality service, and commitment. However, for St Peters to remain relevant and valued, it must continue to seek out and respond to needs of the market and implement changes collaboratively.

## Caring for our People

St Peters staff retention rates illustrate strong employee loyalty and satisfaction. Long-term employees are stabilisers' who enable projects and innovations to continue smoothly over extended periods of time; they also add to a sense of 'community'.

## Commitment

Strong retention rates of students across the three sub-schools are indicative of parent satisfaction and the ability for the school to provide a safe and nurturing Christian environment. They also demonstrate that the College's response to the needs and wants of its client base is appropriate.

St Peters Lutheran College chooses to identify, accept, and create a vision within this dynamic climate of change.





LUTHERAN COLLEGE