



SPRINGFIELD
2017 SCHOOL REPORT

This statutory report is produced by St Peters Lutheran College
Springfield to meet its reporting obligations to the Queensland and
Australian Governments.

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College Information

St Peters Lutheran College (Springfield and Indooroopilly) are schools of the Lutheran Church of Australia (Queensland District) with St Peters Indooroopilly established in 1945 and now with approximately 1,986 students, being the largest Independent School in Queensland and the largest Lutheran School in Australia.

St Peters Ironbark, our Year 9 Outdoor Education Centre, was established in 1974.

St Peters Lutheran College Springfield, was established in 2008 and is one of the 86 Lutheran Schools in Australia. Established with 96 students from Prep to Year 8, St Peters Springfield will grow to 900 students. Ms Jill Lange-Mohr is the Principal at St Peters Springfield.

The St Peters Lutheran College Council and the Head of College oversee St Peters Indooroopilly, Ironbark and Springfield. In January 2012, the College relocated into its purpose-built campus within the Health City precinct. In 2013, the St Peters Kindergarten opened, thus allowing the school to offer a seamless K-12 education pathway for its students.



School Overview

School Sector	Independent
Address	St Peters Lutheran College Springfield 42 Wellness Way Springfield Central Qld 4300
Total Enrolments	523
Year Levels Offered	Preparatory–Year 12
Co-educational or Single Sex	Co-educational
Student Body Characteristics	53.54% girls 46.46% boys 2.29% Indigenous

Our Mission

Excellence in Christian Co-education.

Our Values

The College values:

God's love

We value God's love, our Lutheran heritage, and the traditions of St Peters Lutheran College.

Our curriculum

We value our curriculum which provides a broad and appropriate range of subjects and promotes innovation and excellence in teaching, learning and pastoral care.

Our partnerships

We value our partnerships with families and the community, and preparing students for further studies and careers.

A student-centred environment

We value a student-centred environment in which students feel safe and are encouraged to serve others and their community with confidence.

A holistic approach

We value a holistic approach focusing on equity, diversity, individuality and multiculturalism.

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 upside down, in preference to being crucified in a similar manner as his Lord.

The motto 'Plus Ultra' translates as 'Ever Higher' or 'More 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. More beyond refers to the spiritual aspect of our Christian co-education.

Distinctive Curriculum Offerings

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

In recognition of the distinct developmental stages of young people, St Peters Springfield is divided into four Sub-schools. They are:

Lower Primary

- Prep to Year 3

Upper Primary

- Years 4 to 6

Junior High

- Years 7 to 9

Senior School

- Years 10 to 12

Separating the Sub-Schools Programs

By using the structure of 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.

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

Primary School

The Primary School provides a safe and caring Christian environment where students are encouraged to reach their full potential across a range of learning areas. We provide quality education to ensure our students have the skills, values and knowledge for lifelong learning, future employment and to participate in our ever-changing society.

Lower Primary

The Prep–Year 3 curriculum engages young minds across a range of subjects, with a focus on the foundations in literacy and numeracy. Students are involved through collaborative, inquiring and hands on activities. Our Lower Primary teachers also place importance on the social and emotional learning that provides students with the required building blocks to be a responsible member of society.

Upper Primary

Years 4–6 build upon the solid foundations students have established in the Lower Primary years. Students are given increased responsibility for managing and organising their learning and continue to develop their work habits. They are encouraged to work collaboratively through planned and meaningful activities that require interaction and decision making. Students use iPads on a regular basis to develop their skills and awareness of technology as an effective learning tool. Their social and emotional skills are also nurtured and developed as they enter the preadolescent years.

Junior High

Junior High consolidates all Key Learning Areas (KLAs). Students have a wider variety of subjects within the KLAs. All students in Junior High study the same curriculum with specialisation being delayed until Year 10. Through this approach, students have continued broad exposure to all curriculum areas including the Arts (Art, Drama, Music), French, Technology, Physical Education in addition to Christian Studies, English, Humanities, Mathematics and Science.

Several Transdisciplinary Units are undertaken in Junior High including a Year 7 Water Scarcity and Sustainability unit, Year 8 Production and Year 8 Medieval Life unit. These units integrate several curriculum areas to provide rich learning experiences.

During Year 9, students undertake our five-week, residential, life-skills, signature program at the St Peters Outdoor Education Centre, Ironbark, located near Crows Nest. Ironbark is equipped and managed to enable students to learn and experience valuable life skills, including independence, tolerance, teamwork and leadership.

In Junior High, students become aware of and are able to use their emotional intelligence appropriately and their communication skills are honed.

Critical thinking, problem-solving, and social skills development are characteristics of a Junior High education at St Peters.

Senior School

St Peters offers a number of pathways for students to complete their Senior Studies. Students are able to exercise flexibility and discretion in selecting a study program that is congruent with their interests, skills and abilities.

A wide range of Queensland Curriculum and Assessment Authority Subjects are available for students. Each contributes toward the Overall Position (OP) used for tertiary entrance. Additionally, students may select to study vocational subjects through TAFE 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 Senior School prides itself on a multi-focused curriculum which incorporates not only academic pathways but also spiritual, cultural, sporting and leadership offerings for students in Years 10–12. St Peters Senior School students are given every opportunity to become 'global and ethical' citizens once they complete their secondary education emulating the College motto 'Plus Ultra'.

Funding

A breakdown of school income by funding source is available from the My School website at 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.

Ironbark Experience at Year 9

All Year 9 students undertake a five-week, residential, agricultural, outdoor-education 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 towards adulthood. Leadership, teamwork, independence, inner confidence, spirituality, decision making, resilience, interdependence, social justice, and ethics are deftly managed through cohesive programs and activities.

Ironbark is often a watershed in young people's lives, as they gain valuable life-long skills and experiences. The combination of the agricultural and outdoor education is enhanced by the five-week boarding experience.

Extended Learning Program

The St Peters Extended Learning Program offers students the opportunity to engage in learning beyond the traditional KLAs within the classroom environment. A variety of compulsory, optional, hands-on and experiential activities, including public speaking, financial literacy, résumé preparation, and website development are included in this program.

Career preparation and counselling activities involve visits to tertiary institutions and work observations.

Exceptional Learners Department

The Exceptional Learners Department provides assistance to St Peters students with special needs, learning support and learning extension. Dedicated staff help students to experience success and growth in their school endeavours, thus maximising their personal and academic potential. The Exceptional Learners Department works closely with students, teachers and families.

Cocurricular Activities

Overview

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

Involvement in sport is actively encouraged, with all students invited to represent the school, either in a team-based or individual sport. The cocurricular sporting program provides opportunities for all students to be active participants in a variety of physical pursuits across a range of diverse sporting environments.

As a general overview, St Peters is involved in a number of formal sporting associations including QGSSSA, AIC, and Lutheran School Sport. Students from St Peters Springfield participate and compete alongside students from St Peters Indooroopilly. Students also compete in other local competitions. Through nomination, students also have the opportunity to be selected for District, Region and State representative teams.

Students have convenient access to facilities to train both on and off campus.

The Music program is available from the Preparatory Year, so it is truly an inclusive program – encompassing strings, voice, and performance – that caters for a range of interests and talent levels. A range of bands and ensembles cater for the progression of students through our P-12 school. The Music program is complemented by the Private Tuition Program which facilitates one-on-one private lessons during and/or after school in various musical specialisations as well as speech and drama.

Additional cocurricular opportunities include dance, debating, Duke of Edinburgh and Mooting and lunchtime clubs such as chess and games, science, French, public speaking, environmental club and much more.

Institutionally supported cocurricular activities round out the holistic education delivered at St Peters Lutheran College Springfield.

Year 8 Production

Each year, all Year 8 students participate in the Year 8 Production. Through the first semester students work in their Production groups to develop their own script and song leading up to a one-week intensive culminating in a performance on the Friday evening. Students receive professional coaching in script writing and production through industry experts and the Queensland Theatre Company.

Technology

How Computers Are Used

Computers were integrated into the St Peters curriculum in 1972, and now all students begin using them from the Preparatory Year.

St Peters Springfield is technologically advanced with wireless technology across the four Sub-schools. Each Primary classroom also either an interactive whiteboard or interactive data projector. Each Secondary classroom has a data projector as a minimum. St Peters' significant electronic assets and infrastructure are supported by a team of non-teaching Information Technology specialists.

Operational effectiveness, including software and hardware upgrades, is maintained at a consistently high level.

St Peters has a BYO iPad program in the Upper Primary and a BYO Laptop Program for Years 7 to 12. Secondary students are able to flexibly use a range of devices to facilitate and enhance their learning.

Every St Peters student has access to the internet and each has their own email address. Our fibre-optic link provides students and staff with state-of-the-art internet access.

Information Communications Technology (ICT) teaching and learning is a cross-curricular priority for students at St Peters. ICT supports student-centred inquiry learning that is collaborative, challenging and empowering for the development of critical and creative thinking skills.

Students learn about ethical and safe ICT practices and are encouraged throughout their schooling to further develop their skills and knowledge.

In 2017 Firefly was adopted as a College wide platform to enhance the teaching and learning process, to enhance communication and to facilitate increased parental participation.



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, ergo everyone, from teachers, support staff, and students to parents and volunteers, has a role to play.

On enrolment, all St Peters make a commitment to treat others with care, dignity and respect. This is a key strategy in providing a safe environment for all students and staff in which teaching and learning can take place with optimal outcomes.

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 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 Springfield employs a part-time professional Counsellor for the psycho-educational and socio-emotional needs of students. This Counsellor is supported by the, Indooroopilly-based, College Counselling Department. Our College Chaplain also assists with counselling.

Parental Involvement

Parents are encouraged and supported to contribute to College life in a variety of ways, including volunteering, attending, and supporting functions.

Parent volunteers are active in all areas of the College, including the Library, Tuckshop, reading groups and lunchtime interest groups.

In July 2011, the College established the Parents and Friends Committee, who meet twice a term.

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

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

** Note that all reference to 'parents' is inclusive of parents, guardians and caregivers.*

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 Project Appeal and Capital Appeal. All gifts to the Project and Capital appeals 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 or contact our College Reception on:

+61 7 3470 3888 (outside Australia) or
or 07 3470 3888 (within Australia)

Please direct all enrolment enquiries for Preparatory to Year 12 to the Enrolment Registrar:

Ph: +61 7 3470 3888 (outside Australia) or
Ph: 07 3470 3888 (within Australia)
Email: springfield@stpeters.qld.edu.au

The Enrolment Office is open from 7:45am to 3:45pm, Monday to Friday, including school holidays.

Staffing Information

Staff Composition and Qualifications

St Peters Lutheran College Springfield employed 36 highly-skilled teaching staff in 2017.

Staffing composition				
	Australian	Other	Unknown	Aboriginal/ Torres Strait Islanders
Teachers	36	3	–	0
Non-Teachers	17	5	2	0
TOTAL	53	8	2	0

Below is a synopsis of the qualifications of St Peters Lutheran College Teaching Staff and school leaders expressed as a percentage of the total workforce:

Teachers' qualifications	
Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification (%)
Doctorate or higher	2.56
Masters	23.07
Bachelor Degree	133.3
Diploma	53.84
Certificate	30.77

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.

Expenditure on, and Teacher Participation in, Professional Development (PD)

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

Description of PD activity	Number of teachers participating in activity
Various activities are available to our staff – both internal and external due to the 20 hours of programmed training required in order for teachers to renew their Teacher Registration	39
Total number of teachers participating in at least one activity in the program year	39

Expenditure on Professional Development

Total number of teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
39	\$48,000.00	\$1,230.00
The total funds expended on teacher professional development in 2017	\$48,000.00	
The proportion of the teaching staff involved in professional development activities during 2017	100%	

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 97.38% in 2017.

Number of staff	63
Number of school days	185
Total days staff absences	305
Average staff attendance rate	97.38%

Teaching Staff Retention Rate from 2015

Number of permanent teaching staff in 2015	39
Number of these staff retained	37
Retention rate	94.8%

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. 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

Reading, Writing and Numeracy

NAPLAN 2017

St Peters achieved very pleasing results, being above the state average in most areas.

Reading			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	436	431	100
Year 3 (2016)	434	426	91.4
Year 5 (2017)	546	505	100
Year 5 (2016)	511	502	100
Year 7 (2017)	571	544	100
Year 7 (2016)	554	541	97.3
Year 9 (2017)	628	580	100
Year 9 (2016)	605	581	100

Writing			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	438	413	100
Year 3 (2016)	435	421	100
Year 5 (2017)	495	472	97.1
Year 5 (2016)	480	475	97.6
Year 7 (2017)	551	512	100
Year 7 (2016)	517	515	100
Year 9 (2017)	594	552	94.7
Year 9 (2016)	541	548	88.9

Spelling			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	423	416	100
Year 3 (2016)	420	420	97.1
Year 5 (2017)	528	500	97.1
Year 5 (2016)	514	493	97.6
Year 7 (2017)	578	549	100
Year 7 (2016)	557	543	100
Year 9 (2017)	639	581	100
Year 9 (2016)	589	580	89.4

Grammar and punctuation			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	472	439	96.1
Year 3 (2016)	454	436	97.1
Year 5 (2017)	550	499	100
Year 5 (2016)	530	505	100
Year 7 (2017)	576	541	95.9
Year 7 (2016)	551	540	97.3
Year 9 (2017)	617	573	100
Year 9 (2016)	592	570	97.4

Numeracy			
Year	Average Score (School)	Average Score (National)	% At or above National Minimum standard
Year 3 (2017)	434	409	92
Year 3 (2016)	398	402	94.4
Year 5 (2017)	546	493	100
Year 5 (2016)	523	493	100
Year 7 (2017)	590	553	100
Year 7 (2016)	560	550	100
Year 9 (2017)	628	591	100
Year 9 (2016)	581	589	89.4

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 %
173	523	2545	97.12



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 %
173	P – 44	303	96.02
	1 – 47	162	98.01
	2 – 48	240	97.10
	3 – 27	133	97.15
	4 – 44	148	98.06
	5 – 36	159	97.45
	6 – 48	233	97.19
	7 – 38	279	96.56
	8 – 48	202	97.57
	9 – 38	155	97.64
	10 – 22	130	96.58
	11 – 41	259	96.35
	12 – 27	142	96.85

Apparent Retention Rate Years 10–12

The Years 10–12 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 2017 Year 10 cohort is 93.1%. 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	29	27	93.1%

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	27
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	26
Number of students awarded one or more Vocational Education and Training (VET) qualifications	1
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students who received an Overall Position (OP)	25
Percentage of Year 12 students who received an OP 1–15 or IBD (whole cohort)	67
Percentage of Year 12 students who received an OP 1–15	67
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, VET qualification	96
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	96

Year 12 2017 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 2017. 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 2017	Number of responses received from students	Percentage response rate (%) (b/a × 100)
27	14	51.9

Summary of main destinations of students		
School Year 2016	Number of Students in each Category	Percentage of students in each category (%)
University (degree)	10	71.4
VET total (Cert IV + III, I–II, apprenticeship, traineeship)	1	7.1
Working full-time	1	7.1
Working part-time/casual	1	7.1
Seeking work	1	7.1
Not studying or in the labour force	–	–
Total Year 12 students	14	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. State and national testing results are consistently above the state and national averages.

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 academic and cocurricular domains.

Care and Faith Development

The College takes its commitment to Lifelong Learning and its system of core values for living in the community quite seriously. Specialist pastoral care leaders, including a dedicated chaplain 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.

St Peters enjoys a close partnership with Arise Lutheran Church based at St Peters Springfield where faith and the spiritual life are further explored, and life in a Christian community is celebrated. Arise is a preaching place of the St Peters Lutheran Church, Indooroopilly.

Parent, Student and Teacher Satisfaction

Lutheran schools today are 'a place alive with the voices of the young, full of excitement and joy, energy and enthusiasm. There is chatter and laughter, the shrill pipes of children's voices mixed with the deeper tones of mature adolescents and they merge into the working hum of the busy classroom. They swell into the excited barracking at a sports carnival. They join together in the prayer and singing that resonate through the chapel. These voices are as familiar to me as my own breathing, and the life blood that flows to and from my heart, for I am a teacher in a Lutheran school.'

(R J Hauser. Keynote Paper presented at the Australian Lutheran Conference on Education, September 1999.)

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.

St Peters Springfield continues to grow and accordingly expand its resources and facilities to deliver high quality Christian education.

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 students and families and implement changes corroboratively.

Caring for Our People

St Peters staff retention rates illustrate strong employee loyalty and satisfaction.

Commitment

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

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

Testimonials

Many testimonials from families were received in 2017. The content of these testimonials is wide and varied, representative of the number of rich offerings and the College's commitment to continue to value add.

'Our journey over the past 10 years has been exceptional and I cannot speak highly enough of all under your leadership. Without exception, you and your staff go way beyond the call of duty and we thank the dedicated St Peters staff for their ongoing care, dedication, expert guidance and commitment to mentoring and teaching our sons and daughters. (Our son) has flourished under your expert guidance and has become a young man of whom we are all very proud.'

'I am extremely grateful and blessed for all that the school offers to the students which has positively impacted the kids setting them up for a great start in their lives.'

S^tPETERS

LUTHERAN COLLEGE

