

2016 Annual Report

Prince of Peace Lutheran College

The Australian Government and Queensland State Government require schools to report a range of school performance information to their school communities within six months of the end of the school year.

In combining the requirement for both Governments, this report has been prepared under the following areas;

- ✓ *School Details*
- ✓ *School Culture*
- ✓ *Professional Engagement*
- ✓ *Key Student Outcomes*
- ✓ *Satisfaction*

For further information regarding the 2016 Annual Report please contact Karen Osborne on 07 3872 5600.

PRINCE
of PEACE
LUTHERAN
COLLEGE



Section 1: School Details

School sector: Independent

School's address: Junior Campus K - 6
20 Rogers Parade West
Everton Hills QLD 4053

Senior Campus 7 - 12
25 Henderson Road
Everton Hills QLD 4053

Total enrolments: 721 (August Census)

Year levels offered in 2016: Prep to Year 12

Co-ed or single sex: Co-educational

Characteristics of Student Body: There were 381 male and 340 Female students.

Our Mission

Prince of Peace Lutheran College exists to:

- Nurture students through quality education, in a caring Christ-centred environment, enabling them to fulfil their potential and enrich their communities

Our Vision

We see graduates who are:

- Secure in Christ and informed and sustained by the Word of God
- Lifelong learners engaging in their communities with humility and grace and contributing confidently to society
- Not afraid to pursue excellence in all arenas of life

We see our college as deeply valued by others for:

- Modelling Christian values and community
- Nurturing young people to fulfil their potential



2016 Key Achievements

In brief, the major achievements for 2016 were as follows:

- Excellence in education. Congratulations to the Class of 2016 on their hard work in their Senior Studies and overall pleasing OP results. Here are some brief statistics:
- Number in Cohort: **46** OP Eligible: **42**
- **OP 1 – 5**: 29% (State: 24%)
- **OP 1 – 15**: 64%(State: 66%)
- Teaching staff collaborated together to develop a Teaching and Learning Framework to shape Teaching and Learning and sets the foundation for continuing development.
- A focus on students developing a growth mindset continued to be developed in 2016, with an emphasis on challenge not “success”, a sense of progress, and a focus on effort to allow students to stretch in order to provide opportunities for growth and mastery.
- A Data Wall was introduced to strengthen links between diagnostic information and responsive teaching.
- The volunteer groups raised over \$10,000 to support College programs.
- Our three levels of student leaders: Junior, Middle and Senior continued to lead our student bodies in service learning projects, sporting carnivals and social activities.
- Buddy programs continued with great success between Prep and Year 4 students, Year 12 and Year 7 students and the Meal for you Ministry with Year 5 and Year 10.
- The College outdoor education program, continued to be a high point for those students involved ranging from Year 3 to Year 11. In 2016, the Year 6 group visited Canberra. A Mount Binga family day was introduced in order for students to share their experience as the Year 9 camp is now 3 weeks.
- Our Year 12 students continued the tradition of presenting a gift to the College. This took the form of a wooden lectern constructed by a Year 12 student.

College Overview

Prince of Peace Lutheran College is a grace-based co-educational independent Christian educational community in Everton Hills in the north-west of Brisbane, Australia that seeks to honour, inspire and nurture the God-given potential of whole individuals. The College was established by the Prince of Peace Lutheran Congregation in 1984 to provide quality Christian education to the children of the community. Since then, we have prided ourselves on having a family, Christ-centred atmosphere and community that is open and inclusive.

The College exists to nurture students through quality education in a caring Christ-centered environment, enabling them to fulfil their potential and enrich their communities. Our motto, *Nurturing God-given potential*, guides our life here at Prince of Peace. Our College recognises that, in partnership with parents, it is important to prepare our students for their life for the future. We promote learning and growth in students as individuals, while also encouraging students, staff and families to be involved in our community.

In 2016 Prince of Peace offers classes on two sites from Kindergarten to Year 12. The Junior Campus, on Rogers Parade West, is home to students in Prep to Year 6 as well as our Kindergarten facility. The Kindergarten and Outside School Hours Care (OSHC) centres are run in partnership with the College by Queensland Lutheran Early Childhood Services

(QLECS). The Senior Campus (Y7-12) on Henderson Road, was opened in July 2009. In 2012 we celebrated our first graduating Year 12 class.



We aspire to provide a quality education for all students that supports them to develop to their full potential by recognising and catering for the whole individual. We aim to graduate students who leave school as people with a deep sense of worth and purpose, overflowing with compassion and strong in their faith, and open-minded, resilient, self-confident risk takers with a fearless vitality.

We seek to build a warm and supportive community that enables open communication between families and the college. We strive to foster a professional, supportive and learning staff whose views are respected by the community. We endeavour to provide worship, classroom and playground environments that enhance learning and growing.

Prince of Peace provides a rich and varied curriculum and a growing range of co-curricular offerings in Music and Sport for students at all year levels. We endeavour to ensure that each student is challenged through a curriculum that is both vibrant and comprehensive. The curriculum is designed to support a seamless transition from Prep to Year 12, and life beyond school.

Prince of Peace integrates curriculum, pedagogy, welfare and administration to provide our students with an education for the whole child that equips them with tools for incremental improvement of the philosophical, social, emotional, physical, spiritual components of their individuality and also their relationships with others to allow them to become the best people that they can be. This education is characterised by:

- Excellence through honour
- Learning with purpose
- Growth through challenge

We strive to lead our school to provide a personal education for all students that is characterized by a shared journey, a commitment to growth and a preparation for a life of learning. We aspire towards excellence, we believe in the shared servanthood and agency of all members of our community, we seek to model an appropriate growth mindset, and celebrate the successes of all. To this end we wish to promote the following underpinning principles which form the basis of the College Teaching and Learning Framework:

1. High expectations
2. Positive relationships
3. Lifelong learning
4. Responsive teaching
5. Powerful partnerships



The Teaching and Learning Framework will shape all teaching and learning as we move forward and was developed collaboratively with the teaching staff late in 2016 in a series of workshops.

Prince of Peace is about more than just education. It is about nurturing growth, broadening horizons, supporting effort, recognising achievement, guiding progress, instilling values, fostering ideas, developing partnerships and encouraging student voice. Some features include:

- Worship is a central tenet of College programs at all levels. We seek to be a Christian community in which staff, students and parents alike can give expression to their Christian faith with love and concern, both in their relationships with each other, and in corporate worship.
- Through our in-College and community program, our leadership development program provides an exciting range of personal growth and leadership development experiences designed for every year level.
- Restorative Practices are used to manage relationships between students and other members of our community.
- We are supported by a number of dynamic and supportive Parent groups. We pride ourselves on having a family, Christ-centered atmosphere and community, and in the skills and dedication of our staff. The partnership of our College, its families, the Prince of Peace Congregation, and the wider community, make us a strong, dynamic organisation.

Distinctive Curriculum Offerings

At Prince of Peace we take pride in an innovative and dynamic curriculum which aims to nurture the individual potential of every student in the College. Across both campuses we have exceptional programs in the following areas:

- A Learning enrichment program P-12 supports students to perform to their potential that includes providing intensive literacy and numeracy assistance through small groups or individual support, and enrichment activities to assist them to stretch and develop mastery.

- A Personal Development Program P-12 that encompasses the You Can Do It program across Prep to Year 5 and Ubuntu Program at Year 9.
- Dedicated Leadership Program including Yr 6 Parliament and 11 Leadership Preparation.
- An extensive developmental Outdoor Education Program across Years 3 to 12 that links with the Personal Development Program and curriculum as appropriate.
- Flexible senior pathways that include partnerships with TAFE, training organisations and employers.
- Extensive career education and advice: Years 10 to 12.
- We strongly believe that the teaching of the Christian belief is a core component of the P-12 College curriculum. The program taught is based on the CSCF (Christian Studies Curriculum Framework) developed by Lutheran Education Australia and engages students in an academic study of Christianity, other world religions, ethics and decision-making.
- A challenging and supportive middle years program that supports the growth of students as they progress through early adolescence (Year 7-9).
- Students had the opportunity to grow through challenge through their participation in the Year 8 curriculum musical – Johnny and the Bomb
- Students had the opportunity to participate in the wider local, national and global community and integrating this with the curriculum through Service-Learning.

Co-curricular Offerings

- Enrichment: Optiminds, Debating, Chess, Gaythorne RSL Writing, Premier's ANZAC Prize, visiting authors and artists, Mathematics, ICAS competitions,
- Leadership: QUT Future Leaders, Student Environment Leadership Network, Lord Mayor's Youth Advisory Council, UQ Science Ambassadors
- Swimming, Cross Country, Athletics.
- Sport - Soccer, Netball, Rugby Union, Basketball, Touch Football, Volleyball, Tennis, Hockey, AFL
- Community Sport: Netball, Soccer, Rugby Union, Touch Football, Futsal.
- State Sport Representation in Futsal, Gymnastics, Baseball, Athletics, Hockey, Tennis,
- Music Groups: Concert Band, Senior Choir, Wind Quintet, Contemporary Ensemble, Worship Band, Senior Strings, Junior School Senior Choir, Junior School Junior Choir, Chapel Band, Percussion Ensemble, Strings Ensemble, Recorder Band.
- Major Productions at Years 7-12 on a bi-annual rotation of a musical
- Junior Campus Choir Musical



School Income broken down by funding source

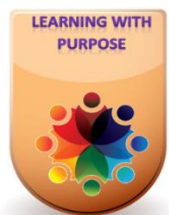
Please access this data from the *My School* website at <http://www.myschool.edu.au/>

Section 2: School Culture

At Prince of Peace we firmly believe that the successful education of a child comes through a close and effective partnership between the College, the family, our congregation and the wider community. We are especially proud of our supportive and active parent community and of the difference that they, along with our dedicated and professional teaching body, make to the everyday life of our students.

We believe each student's educational experience should be characterised by three guiding principles:

- *Excellence through honour* - we want every student to pursue personal excellence; to honour each other, their God given potential and to give of their best.
- *Learning with purpose* - We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communicators; who are multi-skilled, adaptable and innovative.
- *Growth through challenge* - we believe that it is important that students are provided with opportunities to push themselves, to be challenged to develop mastery in a supportive environment.



Pastoral Work

At Prince of Peace pastoral care is influenced by our Christian beliefs and values. Pastoral and Chaplaincy care occurs on a number of levels:

Firstly, each child comes under the care of their class (P-6) or pastoral care (7-12) teacher who shows care and concern for the child, noting family situations, friendship patterns, achievement levels and the confidence of the child in social situations. The teacher is then able to work with the student within a classroom setting.

Secondly, where necessary, a child is able to speak with either our College Pastor, Chaplain, or Head of Pastoral Care for their Campus. At the Senior Campus there is an additional layer of support provided by the Year Level Coordinators and House Leaders. In 2016 we were fortunate to receive funding from the Commonwealth Government Chaplaincy program to support the employment of our College Chaplain. In addition a psychologist is available on campus for a fee for service basis to assist families where appropriate.

Programs such as the Junior and Senior Campus Buddy Systems, and House events and competitions, foster a sense of belonging by creating social connections and affirming each student's identity as a valued member at Prince of Peace.

The link between the College and the Church is strong. For example, during 2016 the members of the Church forged new connections with the students by providing lunch for Year 12 students during their QCS exams. The Meals 4 You Ministry is a joint program run by the College parents and the Church to support community families at times of need.

Worship

All students at Prince of Peace participate in daily worship either in their class or House groups. A whole campus chapel service is held once a week at each campus and is open for parents and friends to attend. Students and staff had opportunity to contribute to and lead in weekly worship, through music, drama and message. 2016 saw a whole school approach to worship, with common themes used across both campuses based on LEA Core Values.

Parent Involvement

At Prince of Peace Lutheran College we work in partnership with our parents to enhance the learning, growth and development of our students. We are very proud of our strong and supportive parent community and the time, energy and expertise that is donated to support both learning and fundraising activities.

Parents are seen as genuine partners in the learning process and in the building of community. Ways in which parents contribute to community include:

- Regular discussions with staff about the progress of their children.
- Membership of Parents and Friends Association
- Year level community representatives.
- Members of the College Council.
- Coaching sport teams.
- Attending Working Bees
- Volunteering to assist at the College Fete
- Attendance at Meet the Teacher's Evening
- Attendance at the College Fete, Market Night, Fashion Parade, and Trivia Night
- Assisting with the staging of major productions.
- Support A Reader, Support A Writer.
- Assist with Special Lunch Days, and Mother's and Father's Day Stalls.
- Supporting and encouraging children by attending culminating presentations, sport, cultural and community events.
- Affirming and encouraging staff.



Section 3: Professional Engagement

Staffing Composition

	Head count	FTE
Teachers P – 12	62 (includes 22 P/T)	52.65
Non-Teaching	52 (includes 33 P/T)	35.40
Total	79 female employees 35 male employees	58.39 29.66

Currently there are no Indigenous employees.

Teacher Qualifications (classroom teachers and school leaders)

Qualification	Number of Qualifications	Percentage of teachers and school leaders at the school who hold this qualification
Doctoral / Post-Doctoral	0	0%
Masters	14	22%
Bachelor degree	63	100%
P-G Diploma or Diploma	39	62%
P-G Certificate or Certificate	22	35%

Note: Many teachers and school leaders hold multiple qualifications.



Staff professional learning priorities:

All employees are given opportunity to attend Professional Learning seminars in areas of professional interest throughout the year, as well as being required to attend professional learning days held on campus.

All employees participated in mandatory training such as First Aid, CPR, Valuing Safe Communities and Child Protection updates.

Description of Professional Learning Activity	No. of Teachers Participating
Christian Studies	11
Lutheran Accreditation	4
Curriculum/Pedagogy	62
Learning Support / Special Needs	32
Leadership	6
Service Learning	6
Bible Study	62
Agile Learning/IT Integration	62
Epipen Training	62
First Aid & CPR	62
Subject Specific Training	35
Pastoral Care	62

College expenditure of staff professional learning:

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
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	(as recorded in Financial Questionnaire)	
52.65	\$38,883	\$738.51
The total funds expended on teacher professional development in 2016		\$38,883
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: <ul style="list-style-type: none"> • Literacy • Agile Learning • Using Data • Honouring Relationships 		

Staff Attendance (permanent and temporary classroom teachers and school leaders):

Number of Teachers	Number of Programmed Days	Total Days of Teacher Absences	Average Teacher Attendance Rate
62 (53 FTE)	199	411	97%

For permanent and temporary staff, and school leaders, the average attendance rate was 97% in 2016

Staff Retention (permanent teaching staff – including those on leave)

Number of Permanent Teaching Staff at End of 2016 (Head Count)	Number of These Staff Retained in the Following Year	Percentage Retention Rate
62	58	94%

From the end of 2016, 94% of staff were retained for the entire 2016 school year. During 2016, 2 teachers commenced maternity leave.



Section 4: Key Student Outcomes

Student Attendance

Number of possible attendance days	Total Number of Student	Total number of days absent	Total Attendance
141732	762	7999	133 733

The average attendance rate in 2016 was 94.3%

Average student attendance rate per year level

Year Level	Ave attendance rate for 2016
P	96%
1	95%
2	96%
3	96%
4	97%
5	96%
6	95%

Year Level	Ave attendance rate for 2016
7	96%
8	96%
9	93%
10	94%
11	93%
12	94%

Attendance rolls are completed each morning. Families of students who are absent without notice are then contacted to confirm non-attendance.

The College would expect to be notified and its approval obtained prior to the expected absence for all other circumstances (except for illnesses and accidents).

Students with unexplained absences, or a high absenteeism rate, are contacted by the relevant Home Class Teacher (Years P-6), Year Level Co-coordinator (Years 7-9) or Head of House (Years 10-12).



Years 3, 5 and 7 National Assessment Program Results

Prince of Peace Lutheran College should be very pleased with the overall performance of Years 3, 5, 7 and 9 in the 2016 NAPLAN.

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	460	426	100
Year 5 (2016)	528	502	98
Year 7 (2016)	573	540	100
Year 9 (2016)	597	581	100
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	433	421	100
Year 5 (2016)	498	476	98
Year 7 (2016)	541	515	98
Year 9 (2016)	553	549	83
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	427	420	100
Year 5 (2016)	510	493	98
Year 7 (2016)	555	543	100
Year 9 (2016)	573	580	93
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	454	436	100
Year 5 (2016)	525	505	100
Year 7 (2016)	570	540	97
Year 9 (2016)	587	569	97
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	446	402	100
Year 5 (2016)	522	493	100
Year 7 (2016)	573	550	100
Year 9 (2016)	579	589	100

Class of 2016 Senior Secondary (Year 12) Outcomes Summary

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	46
Number of students awarded a Queensland Certificate of Individual Achievement	40
Number of students who received an Overall Position (OP)	42
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	40
Number of students awarded an International Baccalaureate Diploma (IBD)	n/a
Percentage of Year 12 students who received an OP1-15 or an IBD	83%
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	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Apparent Retention Rate

	Year 10 Base (2012 August Census)	Year 12	Apparent Retention Rate percentage
Number of Students	47	46	98%

Post-Year 12 Destinations

The 2016 data is due to be released in September 2017 and this document will be updated then.

Section 5: Value Adding and Satisfaction

Value Adding

- Focusing on learning as a journey, maintaining the challenge and celebrating success for all, delivering a differentiated curriculum that extends and supports students to continue their learning.
- The Career's Advisors and Pastoral team have been highly successful in supporting both OP eligible and OP ineligible students in pursuing personal goals. Our SET plan interview process has empowered both students and parents to be informed and aware.
- Participation in our Outdoor Education Program from Years 3 to 11 that is increasingly challenging and builds students' resilience, self-esteem, leadership skills and an enjoyment of leisure and life in the outdoors. This developmental program aims to develop in students capacities they might not develop in a classroom environment.
- Involvement in a broad range of sporting opportunities, and program that supports student's participation in club sports. There are opportunities to develop their sporting skills and fitness levels whether they are wanting to expand their leisure pursuits or progress to an elite level. The College is always exploring ways to expand our sporting offerings.
- A wide range of music ensembles and groups also supports the development of students' love of music. The first band camp was held, and students participated in a instrumental development program with other local schools.
- Nurturing the personal growth of students through involvement in an integrated curriculum program.
- Strong commitment to pastoral care and wellbeing to enhance student academic achievement and the development of healthy, well rounded global citizens
- Provision of an extensive Inter-house Competition to develop school culture
- Regular excursions and incursions to provide curriculum support experiences for students in Years P to 12
- Leadership development opportunities in Years 6, 9 and 11/12
- Service Learning was a tool to develop students empathy and understanding of what it means to be part of a global community
- Spiritual development as encouraged by an active and meaningful worship life is an important part of what we do.

Satisfaction

In 2016 data was collected from the whole school community through the engagement of the Quality Schools organisation. This data was used to shape the strategic vision of the college and the main results were as follows:

- 95% strongly agreed or agreed that the College supported and encouraged students to learn.
- 87% strongly agreed or agreed that their child in engaged in their learning.
- 92% strongly agreed or agreed that their teacher's assessment of learning was accurate.
- 95% felt that well-being was important to the school.

- 97% strongly agreed or agreed that staff cared for the students.
- 96% strongly agreed or agreed that students enjoyed being part of the POP community.
- 89% strongly agreed that students were shaped by the values of the school.
- 92% strongly agreed that students were given the opportunity to participate in extracurricular music programs.
- 85% strongly agreed or agreed that communication between school and home was suitable.
- 98% strongly agreed or agreed that the school treats families with respect.