Welcome to Prince of Peace

Nurturing their God-given potential
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QR CODES

Throughout the prospectus, there are a number of QR codes. Scan these codes on your smartphone or tablet using a free, downloadable viewer to learn more about specific aspects of Prince of Peace Lutheran College.
Trust the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge him, and he shall direct your path.

Proverbs 3:5–6 (NKJV)

At Prince of Peace, schooling is about much more than teaching. It is about nurturing growth, encouraging development, supporting effort, recognising achievement, broadening horizons, challenging viewpoints, guiding progress, instilling values and fostering ideals.

We encourage our students to develop their God-given talents in all areas of life so that they may shape and enrich their world. As a College, it is our calling to give students the opportunity to discover and develop their talents. As part of that process we ensure we never lose sight of the fact that education is our core business.

Our mission is to provide an environment that nurtures our students into achieving individual excellence.

Throughout the course of their school journey, we work to develop graduates who are equipped for success beyond school as confident, compassionate and caring individuals.

We see education as a partnership between the family, the College and the wider community.

Our College models Christian values, instills a sense of community and nurtures young people. Prince of Peace graduates are lifelong learners, who have the ability and grace to contribute to their communities, while at the same time not being afraid to pursue excellence in all areas of life.

Our highly skilled, committed and dedicated staff supports and encourages students to be the best they can be. Each and every one of our teachers is committed to the holistic development of the students in their care.

We offer an innovative, dynamic and progressive curriculum underpinned by the values and traditions of excellence of Lutheran schooling across Australia.

Prince of Peace Lutheran College offers your child a quality education, in a caring, Christ-centred environment, enabling students to fulfill their potential and enrich their communities.

I invite you to read through our prospectus and learn more about Prince of Peace Lutheran College. Your enquiries about our College are always welcome.

Mr Philip Hulland, Head of College
Education is not preparation for life; education is life itself.

John Dewey
CREATING LIFELONG LEARNERS
Learning is our central purpose; we set high expectations and have a deep belief that all students can fulfill their potential.

Our students are at the centre of all learning, and we take them on a journey where they are engaged in a varied curriculum with relevant experiences and diverse tools that cater for individual learning styles.

Our learning programs from Kindergarten to Year 12 aim to develop and open minds. We believe strongly in a ‘growth mindset’, where potential – like a muscle – is something that can be trained and developed.

WELLBEING

Your child will be well understood, well cared for, safe, secure and supported. We believe the bedrock for a successful and enjoyable school career is to ensure the children in our care are supported in ways relevant to their needs.

The concept of honouring relationships is central to our pastoral care program. Right from Kindergarten, we encourage our students to understand that building good relationships with fellow students and the staff creates a happy school community, lived out daily through the application of Four Rs – Respect, Relationships, Responsibility and Restoration.

Our Middle School program (Y7-9) has been designed to support social, emotional and spiritual development throughout the challenging adolescent years, to ensure students are prepared for the rigours of senior schooling in Years 10-12.

We recognise the importance of powerful partnerships in guiding students through their learning journeys.

A SUPPORTIVE COMMUNITY

When a child joins Prince of Peace we do more than enrol a student – we enrol a family. We commit to walking alongside each individual on his or her learning journey, and to working with students and parents to nurture student potential. We provide open communication and opportunities to develop connections with staff and other parents.

We believe lifelong learning is nurtured and inspired by powerful partnerships between teachers, students, parents and the community, and we encourage parents to play an active role in their children’s education.

BUILDING CONFIDENCE AND BELONGING
A successful graduate is nurtured not just in the classroom, but also on the sports field, in the music room, when providing service to others, and away from school at camps. Co-curricular activities and our outdoor education program provide lessons in teamwork and determination, as well as opportunities to make friends and create memories.

We provide a range of co-curricular and extra-curricular opportunities, to further engage students in their school journey and help them discover their passions outside the classroom. Students can participate in sports, music (including singing, instrumental music and musicals), community service groups, and student-led clubs and activities.

WE VALUE AND RESPECT EACH OTHER

For over 30 years, we have continued to develop an exceptional learning environment that provides our students with the best possible education and sends them into tomorrow as confident, committed and compassionate community members. Our diverse learning community flourishes inside and outside of school grounds.

Values of acceptance, respect and inclusion are our primary focus, and cultural and religious differences are welcomed and celebrated. Every student has the ability to explore his or her faith in a Christian environment.

NUXTURING GOD-GIVEN POTENTIAL
Our teachers have in-depth knowledge of their teaching areas and a wide understanding of the students in their care. They know their students’ learning styles, interests, family environments and what makes them tick. They encourage students to accept responsibility for their own learning and teach them how to become lifelong learners, setting them on the path for success after school has finished.

OUR GROUNDS AND FACILITIES
We are proud of our well-equipped facilities, green environment and ample space for play and sport. Located in Northern Brisbane, our landscaping and buildings make the most of the rolling topography to provide two distinct campuses, tucked away from public view and the hustle and bustle of everyday life.
Develop a passion for learning. If you do, you will never cease to grow.

Anthony J D’Angelo
Our Kindergarten program is designed to stimulate young minds to think independently and promote their own learning. It fosters creativity, challenges thought processes and supports cooperative learning. The program addresses the needs, interests and abilities of each child, recognising that each child is unique.

After the Kindergarten year, the learning journey moves to Prep. Our Prep classes and play area are set slightly away from the main school to provide space for our youngest students to make the transition to school life. During the Prep year, foundations are laid for the development of literacy and numeracy skills, with children supported to develop these skills at a rate appropriate for each child. Each of our Prep classes is supported by a fulltime aide.

A feature of our Prep year is the STAR Reading Program, which gives our Prep students access to independent readers, and ensures they have plenty of time throughout the Prep year to master literacy behaviours by practising at home with family and friends. Gradually, children become more independent readers, learning to monitor, problem solve, self correct and confirm as they work with familiar and novel texts.

Learning becomes more structured as the Prep year progresses, ensuring a smooth transition into Year 1. The Year 1–6 learning program supports children as they shift from ‘learning to read’ to ‘reading to learn’. Learning experiences take account of the increased importance of peers and higher levels of cognitive skills, including the ability to become both self reflective and outward looking. Students are challenged to extend themselves, achieve their full potential across all dimensions of life and be increasingly independent in their learning.

The College provides a differentiated curriculum that caters for individual needs and supports children to continue their development in the key areas of English, Mathematics and Christian Studies. We deliver all subjects of the Australian Curriculum as they are released. From Prep to Year 6, students spend the majority of the day with their class teacher, but enjoy specialist teaching in the areas of Health and Physical Education, Music and Library.

Indonesian language study is introduced in Prep and continues to Year 9 as a continuous language experience, with the option of studying Indonesian through to Year 12.

Our year-group teaching teams take pride in bringing the curriculum to life through creative and engaging methods, such as the Year 1 Toy Shop, Year 2 Travel Expo and Year 6 POP Parliament.

Information and Communication Technology (ICT) skills are formally incorporated across all learning areas, underpinned by a clearly articulated Prep to Year 12 Agile Digital Learning Strategy. Each class and year group makes use of a wide range of devices that support and enhance learning, and a carefully thought-out Bring Your Own Device program has commenced and will be fully implemented by 2017.

Students at the Junior Campus participate in our holistic outdoor education program, which commences in Year 2 and continues until Year 11.

GIFTED AND TALENTED PROGRAM
For those requiring a level of challenge beyond that already provided for in the classroom, the College has a Gifted and Talented Program catering for Year 3–6 students. Students who demonstrate understanding and skills above their peer level are provided with opportunities to apply and develop those skills in different settings, through activities developed from within and outside the College.

OUTSIDE SCHOOL HOURS CARE
Prince of Peace Outside School Hours Care (OSHC) offers before school, after school, pupil-free day and vacation care from Prep through to Year 7.

Our OSHC programs aim to extend and enrich children’s wellbeing and development through varied and exciting programs that allow children to play and explore in a stimulating environment. OSHC caters to the varying ages, skills, interests and abilities of the children in care, and includes a range of challenging recreational activities.

Our service also offers the Active After-school Communities program, a national initiative of the Australian Sports Commission that provides primary school-aged children with access to structured physical activity programs.

OSHC is based at the Junior Campus and run on behalf of the College by Queensland Lutheran Early Childhood Services.
BOOKED FOR LIFE
Our Booked for Life program aims to develop lifelong reading habits in our younger students, focusing on helping our Year 2–4 students to become confident and well read as they transition from learning to read to ‘reading to learn’. The program aims to cultivate a genuine love of reading and builds strong partnerships between school and parents.

Booked for Life started in 2015, and teachers noted immediate interest and excitement amongst students around selecting books and sharing book experiences with classmates. Allowing students to make choices about reading material is acknowledged as a key way of increasing task learning and enhancing interest in reading. And it’s just flat out more fun to be able to choose your own book from an exciting selection!

Students have a recommended level of support based on their reading status. Some children will benefit most from being read to by parents, with conversations along the way about the book or issues raised by the text. Some students will get the most out of reading by being read with – parents might read the first few chapters of a book, or read the first page at each night’s session. Taking turns reading a page or a paragraph will work best for some young readers. More advanced readers will usually manage the whole text independently, with occasional support from a parent, or discussions about the text.

For some, their Booked for Life book might be the focus of their home reading, or it might supplement other reading if students are well advanced and choose to read other books from the library.

Over the program, there is a gradual and managed transfer of ‘reading responsibility’ from adult to child, and the program has the added advantage of promoting student voice around texts, thus ensuring the library is well stocked with appealing books.

Teachers schedule time in class to read and share Booked for Life books, and students are encouraged to bookmark passages they have enjoyed and share them with the class.

Students review books, and present their views to classmates at book tastings. They also participate in literature circles, to spark their interest in new books, and encourage them to try books outside their ‘usual’ genre or author. No book a teacher or parent can suggest will be quite as well received as a recommendation from a friend!

As a result of the Booked for Life program, a new generation is discovering some of the world’s most famous and best-loved authors, from Roald Dahl and Enid Blyton to Dav Pilkey and Jeff Kinney, and sharing their enthusiasm for reading with friends, classmates, teachers and parents.
The Year 6 civics and citizenship curriculum studies the key institutions of Australia’s democratic government. Students learn how laws are made in a parliamentary system, examine citizenship and reflect on the rights and responsibilities of being a citizen.

The Year 6 POP Parliament puts learning into action by developing students’ understanding of the privileges and responsibilities of leadership. Our Junior Campus leaders gain a practical understanding of Australia’s system of government and its challenges.

Parliament officially opens at the start of the school year, and each student is sworn into one of a number of parliamentary committees. Each committee develops and proposes ‘bills’ for their area of responsibility (such as praise and honour, the environment and nature, sports and recreation, and technology), which are considered by the POP Parliament during its regular sittings.

During sittings, students fulfill parliamentary offices, and bills are debated as they would be in the Australian House of Representatives. If passed by the Parliament, bills are put to the School Senate (made up of campus teaching staff) for approval.

Over the years, the actions of our Year 6 parliamentarians have been felt across the Junior Campus. Initiatives have included free-dress days in support of charities, fun lunchtime events to build relationships across year levels and gardening groups to enhance the school environment.

The POP Parliament Learning and Growing Committee, for example, organises Book Week and ensures all students from Kindy to Year 6 are involved in book-related activities during the week. Activities include colouring and bookmark design competitions, volunteer reading to younger students and a ‘Golden Ticket’ search based on Roald Dahl’s Charlie and the Chocolate Factory.

While Book Week activities are great fun for all involved, the objective for the Learning and Growing Committee members is both to foster a love of books and reading across the Junior Campus and to develop as young leaders in the College.

POP Parliament is supported by a weeklong trip to Canberra, where students visit the Australian Parliament and experience democracy in action. Students also visit the Australian Electoral Commission to learn about the electoral process.

The Canberra trip further supports and reinforces areas of the Year 6 curriculum, with visits to other institutions in our national capital, such as the Australian War Memorial, the National Science and Technology Centre (Questacon), the Australian Mint and the Australian Institute of Sport.

The combination of classroom learning, the POP Parliament experience and the Canberra trip brings learning to life for our students in a unique and effective way.
Education is all a matter of building bridges.

Ralph Ellison
MIDDLE SCHOOL

Our purpose-designed Middle School program provides a stimulating and supportive environment for students as they move through the challenging adolescent years.

The curriculum supports and engages students in learning, promotes acceptance and belonging and encourages personal development.

Middle School students are challenged to work independently and collaboratively. The curriculum is responsive to the needs of adolescent learners, providing a range of learning experiences.

An important element of our learning culture is the acknowledgement that everyone learns in different ways and at different rates. We provide a differentiated curriculum and a wide variety of learning experiences. We also encourage students to take responsibility for their own learning by teaching them learning and thinking strategies. Our on-campus specialist education support team is there to support those in need of additional assistance, whether short or longer term.

Prince of Peace is committed to providing a challenging and rigorous program that offers exciting and authentic learning experiences connecting students to the real world. These experiences include:

- participation in a musical production as part of the Year 8 Arts program. All Year 8 students are involved in this ten-week project, whether as cast members, part of the crew or in other supporting roles.
- the Year 8 GR8 Race (see the case study on the following page)
- setting up and running a small business as part of the Year 9 Enterprise Education program
- the culmination of the Year 8 study of medieval history, Medieval Day, where students and teaching staff engage with history in a meaningful way spending the day dressed in medieval clothing and participating in activities such as jousting, juggling and archery.

One of the highlights of Middle School is the yearlong Ubuntu journey in Year 9 (see the case study on the following pages). Through a range of activities combining the disciplines of Christian Studies and Health and Physical Education and a challenging three-week outdoor experience, students prepare mentally and emotionally to tackle their senior schooling years.

In Semester 2 of Year 9, students start their first elective subject. We have made a conscious choice to delay selection choices until this time, to allow all students to make an informed decision based on their experiences and evolving interests. Our intent is for your child to get a solid grounding in a wide range of subjects so they are ready for effective engagement in senior schooling.

Our carefully thought-out approach to Years 7–9 gives our students a strong foundation for selecting a senior schooling pathway that suits their ambitions and talents.

THINKING SKILLS (Y7–8)

Year 7 and 8 students engage in a Thinking Skills program to complement their core studies and develop skills in reasoning, logic, reflection and problem solving. The ability to recognise and develop an argument, use evidence to support an argument, draw reasoned conclusions and use information to solve problems is a key skill that supports ongoing studies and life beyond school.

TORANA

Torana, an Aboriginal word meaning ‘to fly’, is based on our belief that all students deserve learning experiences that challenge and extend. The Torana program provides a platform for learning enrichment, based on a the principle that students must grow from where they are.

Torana seeks to maintain the enthusiasm of students and enhance their learning potential with curriculum modifications, ability grouping in Mathematics and English, and specific lessons dealing with intelligence, thinking and creativity and extension beyond the classroom.

Torana builds on the College’s commitment to put students at the centre of learning, develop lifelong learners and provide opportunities to pursue personal excellence. Students are provided with opportunities to grow through challenge, develop higher order and creative thinking abilities, provide diverse learning experiences and develop their unique gifts and talents.
THE GR8 RACE

The Prince of Peace GR8 Race combines mathematical, geographical and navigational skills and knowledge, leadership development and teamwork into a unique, enjoyable and challenging experience for our Year 8 students.

Working in teams, students navigate their way around inner-city Brisbane using public transport. Teams can win the race by earning points for visiting specified destinations, staying within their travel budget and demonstrating strong teamwork.

Each team of nine or ten students works under the supervision and guidance of a teacher. Groups are given a list of destinations of cultural, educational and/or religious significance, which they need to find and photograph.

They travel by foot, bus, train and ferry to the destinations, working out the most efficient and economical way to complete the challenge – and maybe win the race.

The GR8 Race format enables the Year 8 students to work together in teams, expand their horizons and knowledge about a world outside school, and show leadership, initiative and problem-solving skills. Making decisions as a group helps them to develop the skill of listening to others, and practise the art of compromise to ensure they reach their destinations.

Teams prepare for the day of the GR8 Race by researching and interpreting transport timetables and maps. Team members investigate the descriptions and locations of the places they have to visit.

They work out how they can use a go card (public transport card) with a preset amount loaded onto it to transport the team around. They have to consider possibilities, identify risks and develop strategies to overcome potential challenges.

Students apply and expand their mathematical skills through reading and interpreting timetables, developing budgets and calculating distance and time. They also apply geographic and navigational skills through reading and interpreting maps and developing an effective route for the day.

For many students, it is also an opportunity to learn about the public transport system outside their local suburbs, and to use it for the first time.

The Gr8 Race builds the skills necessary for planning, prioritising, managing budgets and mapping journeys, as well as teamwork and cooperation. It enables our Year 8 students to extend themselves within a secure environment – and at the end of the day, it’s also a whole lot of fun.
A person is a person through other people.

Michael Onyebuchi Eze

UBUNTU: A YEARLONG JOURNEY OF GROWTH

The groundbreaking Ubuntu program is unique to Prince of Peace and is an opportunity for students to know, understand and value themselves and their peers.

Ubuntu represents a rite of passage as students leave behind the years of primary and middle schooling in readiness to become senior students. It seeks to provide experiences that help students to navigate the challenges of adolescence and encourages them to take on greater independence and responsibility.

Ubuntu takes Year 9 students on a yearlong journey of social, emotional and spiritual growth, combining Heath and Physical Education and Christian Studies subjects.

The year commences with a Calling Ceremony where students, supported by their families, are called to join the program. Each student places a small stick into a bundle with that of others in their class, symbolising their commitment to one another and their strength in unity.

There are a number of facets to Ubuntu, including:

**Drumbeat**

Drumbeat is a popular part of the Ubuntu journey. Groups learn that music can be made through listening and cooperation. United by a common beat, participants gain understanding that different rhythms can be harmonious – if they listen, work together and persevere.

**Rock and Water**

This program is run separately for boys and girls. Through physical activities, students learn mastery over their bodies and develop self awareness, intuition, self confidence, self respect and awareness of others’ boundaries.

The College's Home Economics program ensures students are prepared for their three-week stay at Mt Binga, guiding them through basic cooking to creating a meal – and cleaning up afterwards!

**Mt Binga experience**

The three-week Mt Binga experience is, for many, the highlight of Year 9, and enables personal and spiritual growth. Students attend the Mt Binga outdoor education centre in their class group, to live and work as a community for the duration of their stay.

Activities such as bush walking, horse riding and orienteering fill their days and stretch them physically, mentally and emotionally as they learn to work with each other in new ways, and the seemingly simple tasks of everyday living, such as cooking, cleaning, washing and tending animals provide both lessons and challenges for the students.

By experiencing a lifestyle reliant on community effort – and without the technologies and devices our teenagers rely on in their day-to-day lives – individual strengths and gifts are brought to the fore, allowing each person to build confidence and self esteem.

Mt Binga also provides an opportunity for students to experience spiritual growth and expression, learning and living together in ‘God’s great outdoors’, and also spending time in quiet, individual reflection.

Families join the students for the last day of their stay, and students give their families an insight into their experience and enjoy a meal together.

Ubuntu concludes during Term 4 with a challenging bush walk followed by the Return Ceremony. During this ceremony, students present their parents with a letter acknowledging how far they have come and thanking those who have supported them through their lives.

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**SCAN TO LEARN MORE ABOUT OUR UNIQUE UBUNTU PROGRAM**
All of life is a constant education.

Eleanor Roosevelt
**SENIOR SCHOOL**

We pride ourselves on providing a flexible curriculum that offers senior students a wide range of course options, delivered in a small class environment by committed caring teaching staff.

At the end of Year 9, students choose six elective subjects to study in conjunction with the Year 10 core subjects. The elective subjects have been designed to lay foundations and build students’ capabilities for Year 11 and 12 studies. This approach, which lets students try a subject for a semester before committing to it for the remainder of their senior schooling, helps students identify particular interests and strengths, and to narrow down their choices.

An important part of the Year 10 curriculum is our Careers Development program, where students plan and map their career options. Careers Development takes a holistic approach to helping students recognise that to be successful and happy, they need to be proactive, enterprising, enterprising managers who take an interest in lifelong learning and construct their future careers with intent and purpose.

Towards the end of Year 10 and having had a taste of a range of elective subjects, students finalise their subject choices for their final two years of school.

Senior students at Prince of Peace can undertake subjects that contribute to university entry, vocational education and training (VET) options, or school-based traineeships and apprenticeships.

Years 11 and 12 can be daunting for students and their parents. There are rules and requirements for each pathway of study, and the range of subjects available can seem overwhelming. We take the time to get to know our students well, and we provide a high level of support and advice in relation to the choices and decisions leading to the final years of schooling.

**SENIOR SCHOOLING PATHWAYS**

**Queensland Certificate of Education (QCE)**

The QCE is Queensland’s senior school-based qualification, awarded to eligible students when they complete their senior phase of learning (usually at the end of Year 12). It is an internationally recognised qualification that allows students to tailor their senior pathways to suit their interests and support their future goals.

The QCE recognises a broad range of learning, including senior school subjects, VET, workplace and community learning, and university subjects undertaken while at school.

To be awarded a QCE, students demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

QCE planning starts in Year 10, when students develop a Senior Education and Training Plan that helps students structure their learning around their abilities, interests and ambitions, and is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning.

All subjects offered by the College, with the exception of Christian Studies and Sport and Recreation, contribute towards the QCE.

**University entry**

Students wishing to go on to tertiary studies after school will need to obtain an Overall Position (OP). Depending on the course of study, they may also require a Field Position (FP). OPs and FPs are used only to rank students for tertiary entrance.

Following a 2014 review of senior assessment and tertiary processes, Queensland will introduce a new senior assessment and tertiary entrance system for students entering Year 11 in 2018. This system is being developed throughout 2015 and 2016.
EDUCATION
Senior School (Y10–12)

University early entry
High-achieving Year 12 students may extend the knowledge, skills and abilities in their final year of high school by completing university subjects.

The program prepares students for university study, and enables them to trial areas of interest before committing to further studies.

Students gain university credit for successfully completed studies and also gain credit towards their QCE. They may also receive bonus Queensland Tertiary Admissions Centre entry ranks.

Vocational Education and Training
As part of the QCE, students can complete courses that also give them an industry-recognised qualification.

These vocational courses can be studied through TAFE or other recognised training institutions. The courses are part of the Australian Qualifications Framework, the national standard of training recognised anywhere in Australia, and are competency based, meaning students set the pace for their own learning.

School-based apprenticeships and traineeships
Students can complete an apprenticeship or traineeship while still at school. In a school-based apprenticeship or traineeship, an apprenticeship or traineeship is completed part time, in conjunction with the QCE. A school-based apprentice trainee will ultimately complete the same number of work and training hours as a full-time trainee, but over a longer period of time. Students normally work and train about one day per week with their host employer, and spend time with their employer in school holidays.

The advantages of remaining at school while completing an apprenticeship or traineeship include ongoing receiving ongoing advice and support through school, and potentially completing the QCE, thus broadening options for future further education.

Learning in action

*Mathematics has beauty and romance.*

Marcus du Sautoy

I³

Year 10 is an important transition year to Year 11 and 12 mathematics, when students choose between studying Maths A or Maths B, and possibly Maths C.

But by Year 10, many students have developed biases about maths, seeing it as too hard or boring, and have disengaged from the subject. This can lead to students thinking they ‘can’t do’ Maths B or C.

One reason some students don’t enjoy maths, is that it traditionally doesn’t provide students with opportunities to work collaboratively, which teenagers often prefer. Collaboration has the added benefit that many students think and work harder to justify their work and decisions to their peer group.

To engage or re-engage students in maths before they enter those crucial, final two years of school, the College has developed a cutting-edge Year 10 maths program, tentatively called I³: I choose, I challenge, I collaborate. I³ encourages and supports students to make choices, and to understand and appreciate that challenge and choice go together.

Traditional maths requires students to solve problems in which there are a number of ‘knowns’ and one ‘unknown’. Students use the knowns, and apply mathematical concepts and principles, to solve the unknown.

I³ turns this approach on its head and gives students choice and potential challenges within the problem itself. An example: how long does it take to fill a fish tank? Initially, this seems like a nonsense question. How big is this fish tank? What shape is it? How is it to be filled?

In an I³ problem, students decide the variables. They can choose a cube, a cylinder or even a series of linked geometric shapes. They can fill the tank from a jug, a bucket or a hose. In short, students choose the variables according to the level of challenge they want, and work out the unknowns based on these variables. Additional levels of challenge can be added, for example, is there a difference in how long it takes to fill the tank from the bottom, rather than from the top?

I³ also enables students to make choices around how they work by incorporating principles and strategies that encourage self help, collaboration and a problem-solving mindset.
AGILE DIGITAL LEARNING

Through innovation in teaching and the use of information and communication technology (ICT) tools, we ensure our students engage in purposeful learning and have the knowledge, attributes and abilities to be global citizens of character who are responsive to the demands of an ICT-rich future.

The most meaningful learning experiences occur when we are pursuing excellence and engaged in the world around us. In the 21st century, digital learning is pivotal to this experience.

The College has developed a Prep to Year 12 Agile Digital Learning Strategy, which outlines our commitment to developing ICT capabilities that support effective transformation of learning. Central to the strategy is recognition of the power ICT has in shaping the learning environment, and the need for seamlessness between learning at school, home and play.

As a College, we want to be responsive to the nature of the 21st century learner, and invest in the empowerment of students to promote increased collaboration, flexibility and interactivity in learning, teaching and communication.

Our Agile Digital Learning Strategy ensures the learner remains at the centre of teaching. It personalises teaching and learning processes and provides opportunities for anywhere, anytime learning.

The intent is to develop a culture in which students feel masterful and purposeful in utilising ICT resources as an integral part of learning. ICT is actively used in teaching and learning processes across the College, utilising a range of devices to meet student needs. The College’s Bring Your Own Device program will be fully implemented by 2017.

The use of technology to enhance our curriculum is continually reviewed to reflect the rapidly changing technological world. Our modern architecture and up-to-date wireless networks support the flexible use of devices in indoor and outdoor learning spaces.
Intelligence plus character — that is the goal of true education.

Martin Luther King
We are committed to enabling each child to develop to his or her God-given potential by maximising inclusiveness in learning and catering for students' learning styles and academic needs.

SUPPORTING DIVERSE LEARNING NEEDS
The College offers intervention for students experiencing short-term problems with literacy, numeracy or learning, and long-term support and program options for students with identified learning difficulties and/or disabilities.

At the Junior Campus
Individual and small group support is provided by our specialist support team. From Prep to Year 2, this support focuses on building students' oral language and the skills required for reading and writing. Specific intervention is offered as needed.

From Year 3, learning enrichment programs are provided through small group and individual support. Support is also provided to develop classroom learning tasks for students with specific needs.

Those students who require challenges beyond those already provided in the classroom are given specific learning engagement tasks in class and opportunities to take part in workshops and activities focused on their interests, skills and needs.

At the Senior Campus
We aim to include students with learning challenges in general education classrooms as much as possible to ensure they receive learning opportunities to match those of their peers. Programs are designed around the needs of each student involved, and balance time in small-group work with assistance in class and the support required for students to reach their potential.

Specialist support is tailored to individual needs and also includes assignment support and homework and/or test preparation. It may include partnering with College and external resources to ensure an holistic approach to career and employment options.

Early intervention
Early intervention is a primary goal. Prep students undergo screening in Term 1 by a speech pathologist and occupational therapist in relation to speech, language, fine and gross motor skills and visual perception, allowing us to identify and better cater for students' educational needs.

Ability tests and other standardised and diagnostic tools are administered as required to aid appropriate intervention and referrals.

PARENT/TEACHER CONTACT
We run a structured program of reporting to and communicating with parents about students' academic progress and social and emotional development.

On the Junior Campus, parents can have a formal feedback session with classroom and specialist teachers at the end of Term 1 to assess their child's progress before receiving their first formal report at the end of Term 2.

On both campuses, students receive a formal report at the end of each semester.

We also offer open, two-way communication and encourage parents to communicate directly with class and subject teachers as required.

QUALITY TEACHING
Each of our teachers holds professional qualifications and is registered with the Queensland College of Teachers.

Our teachers have high professional standards and engage in ongoing professional developments each year. They seek to use their God-given talents to the best of their ability at all times. Our staff is a friendly and open one, which seeks to include and work with students, parents and community members.

SUPPORT SERVICES
The College offers support services that may be accessed by College students and families and children who have applied to attend the College in future years.

Psychology, occupational therapy and speech pathology services are provided on a fee-for-service basis on site at the College or at our providers' private practices. Our support service providers are all experienced and highly qualified.

TUTORING AND HOMEWORK CLUB (Y7–12)
Opened in 2009, the Senior Campus been designed to achieve maximum benefit from the shape of the site, providing bright, airy learning spaces. The balance of specialist spaces and general classrooms ensures the campus is able to provide a wide range of subjects in a small-class environment. Campus facilities continue to expand to meet the needs of increasing student numbers.
All things were created by Christ. He is before all things, and in him all things hold together.

Colossians 1:16–17
Christian Life at Prince of Peace

At Prince of Peace we integrate the Christian biblical faith of Jesus as our Saviour and Lord into all aspects of learning and life. We provide daily worship and work to foster an understanding of how God has shown his love to the world in Jesus Christ.

As a Christian learning community, and like all Lutheran Education Australia (LEA) schools, Prince of Peace aspires to provide a culture and ethos permeated by the LEA core values. The Lutheran perspective is expressed through worship and daily devotions. The emphasis is not about morality, but about God’s love.

As a Lutheran College we warmly welcome families of all denominations and also those with no set faith, but who share an appreciation of the College’s purpose and mission.

Christian Studies is a central curriculum component from Prep to Year 12, and Christian values and ethos are embedded and lived out in our daily activities.

Christian Studies provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals. They do this on the basis of their study of Christianity and their increasing awareness of how the Christian faith relates to all aspects of lived reality.

The Junior Campus enjoys the use of the Prince of Peace Church for its worship services and both campuses enjoy connections with the church congregation.

The College is blessed to have a School Pastor who works across both campuses. The Pastor regularly leads worship services and also plays a pastoral care role in supporting and counselling students.

As students journey through their school years, they are provided with a wide range of faith-based activities as part of the school routine, including daily devotion, which provides an enjoyable start to the day throughout the College, and worship, which takes place twice a week at each campus.

Lutheran Education Australia Core Values

As central to their mission and ministry, Lutheran schools seek to nurture individuals, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview, while living in community and reflecting characteristics of God through ten core values:

- love
- justice
- compassion
- forgiveness
- service
- humility
- courage
- hope
- quality
- appreciation.

Lutheran Education in Australia

The Lutheran Church of Australia has a rich history in education. Since the first Lutheran schools opened in 1839, Lutheran schools have grown considerably and reflect the church’s commitment to serving its members and the broader Australian community.

Today, nearly 40,000 students are educated in more than 85 Lutheran schools and 56 early childhood centres throughout Australia, with enrolments in Australian Lutheran schools growing strongly.

Prince of Peace is part of an active network of Lutheran Schools who work in support of each other under the umbrella and guidance of Lutheran Education Australia and Lutheran Education Queensland.

Lutheran schools offer quality teaching and learning experiences for each child to reflect his or her uniqueness. They are also a community where caring and respectful relationships are developed and become the essential element binding the school community together to live out the school’s ethos and values.

As part of the Lutheran school system, Prince of Peace is making a difference by respecting the past, operating in the present and looking boldly to the future.

Martin Luther emphasised the importance of education, stressing that God works through every aspect of life.

Spiritual Development

A Christian education
one man cannot make a team.

Kareem Abdul-Jabbar
SPORT
Sporting programs form an important part of a balanced education at the College. We encourage students to be physically active and healthy, and offer Health and Physical Education (HPE) subjects from Prep onwards.

All students participate in annual interhouse sports events, including cross country, athletics and swimming. Events are inclusive and encompass all abilities. Participants can qualify to represent the College at inter-Lutheran and district competitions and beyond.

The College runs a developmental HPE curriculum from Prep to Year 12. Basic skills are developed year on year, leading towards individual and team sports participation.

Training for interschool athletics commences in Year 4. Students learn key field and track disciplines, and prepare for and participate in interschool competition.

From Year 4 to the end of Year 9, students participate in a two-tiered competitive sports program. Students compete in summer and winter teams in interschool competitions, and can participate in the same sports each year, or explore various sports.

During Years 10–12, students participate in a Sports and Recreation Program that provides opportunities to participate in team sports including futsal, indoor cricket, volleyball, softball, tennis and soccer.

Running Club
Running Club is offered on both campuses, and focuses on training and preparation for distance and cross-country running and athletics track and field events and competitions.

Sporting teams
Club sports play an important role in the lives of many of our students. The College provides a sporting program that complements this through skills development, and gives students the opportunity to represent the College in selected competitions.

There are various avenues for students to get involved in sports, including competing in the Brisbane Christian Schools Sport Competition in touch football, soccer and netball, and the Brisbane Outer School Sporting League in netball, basketball, volleyball and futsal. The College also has Year 7–9 development squads for selected sports.

EXTRACURRICULAR OPPORTUNITIES
All students can participate in extracurricular enrichment and extension options at breaks or after school. Options offered change from year to year, depending on student interests, but can include:

Chess Club (Y2–6)
Chess is engaging and helps develop students’ critical thinking, problem solving and decision-making skills. Students can participate in lunchtime chess club and house competitions.

Opti-MINDS (Y5 upwards)
Opti-MINDS is a team-based, Queensland-wide, creative problem-solving program. Students are required to solve demanding, open-ended challenges from categories including Language, Literature, Science, Engineering and Social Sciences. The College has a rich tradition of involvement in this competition.

Debating (Y5 upwards)
Debating is a structured method of presenting a point of view, and develops lifelong skills including effective teamwork, focused research, critical analysis, case structuring, purposeful rebutting and public speaking ability. It encourages intellectual exchange and allows students to develop confidence and creativity. Students have the opportunity to be involved in debating teams.

Lunchtime clubs (Y7–12)
Lunchtime clubs are driven and led by the senior students and currently include the IT Crowd, Chapel Chat and Book Club.

Musical groups
Students can participate in musical groups including choirs, bands and ensembles. The College produces a musical every second year, and all Year 6–11 students can audition for roles or act as backstage support.

Speech and Drama co-curricular program
Students can participate in Speech and Drama tutoring, and as part of this program can perform for the community, compete in local and regional eisteddfods and complete Trinity Guildhall speech and drama exams.
Try not to have a good time... this is supposed to be educational.

Charles M Schulz
OUTDOOR EDUCATION

Outdoor education is a key component of our curriculum at Prince of Peace and our varied, challenging program is central to holistic student development.

We believe that the outdoor education opportunities provided to our students, from their very first ‘sleep over’ experience in Year 2 right through to the Year 11 Leadership Camp, support the development of confidence, self-sufficiency, initiative, teamwork and leadership skills. All students are expected to participate as part of their educational journey.

Our outdoor education program is as follows:

Year 2 students enjoy their first ‘sleep over’ at the College’s Senior Campus after an excursion or learning activities throughout the day.

Year 3 students enjoy their first off-site experience with a one-night stay at a camping venue on the northern outskirts of Brisbane. Students enjoy two days of excursion, teamwork and camping activities.

Year 4 students enjoy a three-day, two-night stay at Luther Heights, Coolum. At this scenic hilltop and beachside location the children experience a wide range of outdoor challenges including a ropes course, teamwork activities and beach-based tasks.

Year 5 students head to Maranatha Recreational Educational Camp at Yandina on the Sunshine Coast in Term 2 for four days of fun and personal development. Their camp is full of outdoor challenges including a ropes course, team-building activities and beach-based tasks.

Year 6 students spend five days in Canberra to complement and enhance their studies into the Australian parliamentary system. Highlights of the trip include visits to Parliament House, the National Library, the Australian War Memorial, the Australian Institute of Sport and Questacon.

Year 7 students commence the school year with a three-day outdoor education program at Camp Warawee, Joyner. Heading off together on the first day of secondary school provides the perfect opportunity for building positive relationships and powerful partnerships between new and existing students.

Camp activities challenge our new Middle School members to create connections, build a sense of unity and ensure all students are welcomed into the Senior Campus community.

Year 8 students develop their leadership skills at a camp at Luther Heights, Coolum. Students undertake a number of physical activities and challenges that build teamwork, confidence and trust.

Year 9 students participate mid year in an extended outdoor education experience at Mt Binga, near Blackbutt, as part of their yearlong Ubuntu program. The students attend in class groups and work with the Mt Binga camp staff during their stay.

The three-week camp is a significant milestone in the social, emotional and spiritual development of our Middle School students and includes community living, horse riding, farm work, abseiling, hiking, overnight outdoor camping and team challenges. At the end of Year 9, students participate in a day hike as part of their Ubuntu closing activities.

Year 10 students spend three days camping at Comboyuro near Bulwer on Moreton Island, undertaking a range of water-based and land-based physical activities and challenges to further develop their teamwork and confidence.

Year 11 students attend a Leadership Camp at Emu Gully that, in the words of one student, ‘sorts the men from the boys’ – regardless of gender! Over two days, the cohort faces a range of ANZAC-themed physical and mental challenges, designed to test the group’s resilience, teamwork and tenacity.
Educating the mind without educating the heart is no education at all.

Aristotle
MUSIC AND THE ARTS

All students participate in classroom Music lessons from Prep until the middle of Year 9, when Music becomes an elective subject.

Junior School students learn to play the recorder and the ukelale as part of the curriculum, and can participate in a recorder band and ‘recorder karate’, where they earn ribbons for levels of achievement in the same way karate students earn ‘belts’.

As part of their Music studies, Year 8 students produce a musical in a ten-week time frame, with each year’s musical selected to showcase the skills and talents of the particular cohort. All students participate in some capacity, whether as cast, crew or in other support roles.

The College also has a number of choirs that cater for the musical interests of particular ages, including the Year 2–3, Year 4–6 and Year 7–12 choirs and the Year 5–6 honours choir (entry is by audition).

In addition to classroom lessons, students can learn a wide range of instruments through our co-curricular music program. Our instrumental tutors offer weekly group or individual lessons for woodwind, brass, percussion, strings, voice, piano and guitar.

Those taking part in the co-curricular music program enhance their musical learning by participating in the College Ensemble program. Students can also audition to be part of the worship bands that provide musical support to the worship services on each campus.

Every second year, Years 6–11 students can audition for the College musical. This coming together of musical and dramatic talent creates a wonderful end result, with many life lessons learnt and friendships created.

CO-CURRICULAR MUSIC PROGRAM

Lessons are provided on a fee-for-service basis and are held weekly during school hours. Lesson times are organised between the children’s instrumental tutors and school staff. Lessons are offered in two categories, private and small group.

Students involved in our tuition program have regular opportunities to perform at College and community functions and at dedicated music nights.

The College has a number of ensembles, and we strongly encourage students who are learning an instrument to be involved in at least one school ensemble as an opportunity to use their talents in a social, team setting and contribute to the College in a positive way.

Tuition is offered for the following instruments:

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<thead>
<tr>
<th>JUNIOR CAMPUS</th>
<th>SENIOR CAMPUS</th>
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<tr>
<td><strong>Years 1–6</strong></td>
<td>woodwind</td>
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<td>cello</td>
<td>brass</td>
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<td>violin</td>
<td>piano</td>
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<tr>
<td><strong>Years 2–6</strong></td>
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<td>guitar</td>
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<td><strong>Years 4–6 only</strong></td>
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<td>clarinet</td>
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<td>euphonium/baritone</td>
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<td>trombone</td>
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SPEECH AND DRAMA CO-CURRICULAR PROGRAM

The College offers a Speech and Drama co-curricular program, and students can participate in group classes after school one afternoon a week, or one-on-one tutoring during school hours. As part of the Speech and Drama program, students can perform for the community, compete in local and regional esteddfods and complete Trinity Guildhall speech and drama exams.
Leadership and learning are indispensable to each other.

John F Kennedy
LEADERSHIP DEVELOPMENT

At Prince of Peace, leadership development is based on nurturing creativity, inspiration and service. Leadership is based on a model of 'servant leadership', where students are encouraged to identify their strengths, exercise their talents, serve the community and realise their dreams.

Our leadership program is based on the belief that every student has leadership potential and that leadership skills can be practised and developed. Leadership development aims to help students recognise and develop leadership skills through service-based opportunities support the College and broader community.

Key leadership opportunities occur at the following points of a student's school career:

• Junior School and House captains (Y6)
• Music captains (Junior)
• Library monitors (Y6)
• the Year 6 Parliament
• the Enzyme Project (Y6)
• Middle School and House captains (Y9)
• Senior School and House captains (mid Y11–mid Y12)
• Student Representative Council (Y7–12)
• various ‘buddy’ programs where older students support and mentor younger students
• the Year 11 Emu Gully Leadership Camp.

The College is deliberate in providing opportunities for leadership learning as part of the formal curriculum. It is our hope that all students develop their leadership skills, demonstrate service and feel that they have a voice. We believe all students are called to use their gifts to serve God and their communities and that all students are leaders, regardless of whether they hold a formal leadership position.

SERVICE LEARNING (Y7–12)

Service Learning is a method that combines learning in the classroom with meaningful community service. Opportunities are created to make connections and develop partnerships, extend the boundaries of the classroom, foster civic responsibility and provide opportunities for students to develop their God-given talents so they may shape and enrich their world.

COMMUNITY SERVICE

At Prince of Peace we encourage our students to be involved with and give to the community, through a service-based leadership model.

Over recent years the College, through the work of student-led groups, such as the Student Representative Council and the Year 6 Parliament, has supported many good causes, including:

• raising awareness about homeless youth
• fundraising for causes and charities including Colours for Cancer Day, World Vision 40 Hour Famine, National Day of Awareness against Bullying, Day for Daniel and Feeding Dreams (Cambodia)
• supporting the work of the Meals 4 You Ministry, a combined initiative of the College and the Prince of Peace Lutheran Church to provide meals to those in need in the local community
• raising awareness about the work of the Australian Lutheran Welfare Service (ALWS) and fundraising for the ALWS Gifts of Grace program.

A small number of Year 11 students have the opportunity to participate in an overseas ALWS student study tour to gain real insight into the important work of the service.

THINKING SKILLS (Y7–8)

Year 7 and 8 students engage in a Thinking Skills program to complement their core studies and develop skills in reasoning, logic, reflection and problem solving. The ability to recognise and develop an argument, use evidence to support an argument, draw reasoned conclusions and use information to solve problems are key skills that support ongoing studies and life beyond school.
Our landscaping and buildings make the most of the leafy, rolling hills of Everton Hills on Brisbane’s north side, to provide two distinct campuses, just a kilometre apart and tucked away from main roads, public view and the busy world of everyday life.

Kindergarten to Year 6 (including Outside School Hours Care) is based at the Junior Campus on Rogers Parade West, with Year 7–12 located at the Senior Campus on Henderson Road.

**JUNIOR CAMPUS**

At the Junior Campus, students enjoy spacious, air-conditioned classrooms equipped with interactive white boards and hearing systems that allow the teacher’s voice to be heard from anywhere in the room.

The campus has an exceptional Resource Centre with a library space, media room and computer lab. Additionally, there are well-equipped music and instrumental practice rooms.

There are two outdoor play areas, one for Year 1–3 and one for the older students. With the large oval, upper oval and hard court areas, there is plenty of space and lots of activities for all.

Our youngest students enjoy their own spaces at Prince of Peace. The Kindergarten and the three Prep classrooms are each set in their own areas with separate play spaces, allowing our youngest students their own areas to learn and grow, and to make a smooth and gradual transition to school.

Students enjoy the privilege of using the Prince of Peace Lutheran Church, which is co-located on the campus, for worship and other events.
SENIOR CAMPUS

Opened in 2009, the Senior Campus been designed to achieve maximum benefit from the shape of the site, providing bright, airy learning spaces.

The Senior Campus houses the College’s Middle School and Senior School students in a well-planned, modern educational environment.

Great care has been taken in developing the outdoor environment at the Senior Campus. The plantings, the development of seating and shade areas, the Worship Walk and the peaceful outdoor worship area all give the campus a very special feel.

BUS SERVICES

The College owns four buses, which are used before and after school for student pick up and drop off, and during the day for excursions and College events. In addition, students can catch a between-campus bus that runs before and after school, to assist parents who have students at both campuses.
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