



PACIFIC
LUTHERAN
COLLEGE

Together we grow for a better tomorrow.



PEOPLE, THE FOCUS
LEARNING, THE PURPOSE
CHRIST, THE WAY

pacificlutheran.qld.edu.au

WELCOME TO THE LEARNING JOURNEY AT PACIFIC

Welcome to the learning journey at Pacific. You are joining a community proud of what we have achieved together. As with any journey, before we embark we need to be clear on where we are going, the things that we will be working on together to get us there and the route we will take. For Pacific we encapsulate this in three phrases:

**PEOPLE, THE FOCUS
LEARNING, THE PURPOSE
CHRIST, THE WAY.**

We believe that these phrases not only stand as valuable sign posts for the years of schooling but also for life as a whole.





PACIFIC LUTHERAN COLLEGE:

MAKING A DIFFERENCE TODAY AND TOMORROW

Established in 2001, Pacific Lutheran College is a P-12 school that strives to be innovative, dynamic and progressive, yet firmly anchored in the values and traditions of excellence of Lutheran Education Australia. As a Christ-centred community, Pacific has a strong focus on relationships and values. Pacific challenges members of its community to be compassionate, tolerant, deep thinking, socially just individuals who have the confidence, knowledge, courage, flexibility and deep understandings to make a difference, both today and tomorrow, in their families and the wider community.

To equip students to thrive in the highly complex world of today and tomorrow, Pacific has drawn on best practices from international educational research in its curriculum design and structure.

Our focus is not just on what children will become but who they are today. State of the art facilities have been designed to allow flexible use of space and the integration of information technology resources. Three hectares of natural bushland enhances the warm, peaceful, ambience of the community.

Most importantly, highly skilled, committed and dedicated teachers support and encourage students to be the best they can be. Pacific's enthusiastic and capable teaching team in partnership with parents supports the development of the whole person through programs designed to allow each child to grow in the intellectual, sporting, cultural, social and spiritual dimensions of life.

A strong differentiated academic program with an integrated use of information and communication technology aims to develop deep understandings and relevant skills that enable each child to reach their academic potential. Excellent co-curricular opportunities in the sporting and cultural areas and outstanding outdoor education and pastoral care programs support an enriching whole of life education.

As a community, parents, staff and students are challenged to be dreamers, architects, builders and celebrators: to dream what is possible, to imagine and create a better way forward, to be resilient, persistent and flexible in the making and to be celebrators of life.

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LEARNING THE PURPOSE:

LAYING A STRONG FOUNDATION

The Four Pillars: Promoting Whole of Life

Personal Excellence

In building a culture where learning is valued, four basic assumptions have guided the development of the curriculum:

- people learn at different rates and by different means;
- all people naturally enjoy learning;
- decision-making, risk taking, creativity, imagination and the development of deep understandings are critical to the learning process;
- learning occurs best in the context of close relationships.

Further to this, learning is based on rich experiences across all dimensions of life and includes experiences at home, in the community and at school. Pacific aims to support parents in their role as they assist young people to grow

to take a meaningful and fulfilling role within the workplace, family, church and community.

Through the provision of a supportive, nurturing environment, children are encouraged to pursue and celebrate personal excellence. One of the fundamental aims of the curriculum at Pacific is to instill a desire for and enjoyment of learning and to equip students as confident life-long learners in all dimensions of life. We want learning to be one of the defining characteristics of all members of the Pacific community.

Four Pillars underpin the student experience at Pacific and inform all aspects of the curriculum. They are:

LEARNING TO BE -

confident in themselves as intellectual, moral, ethical and spiritual beings;

LEARNING TOGETHER -

skilled at living and working with others;

LEARNING TO LEARN -

possessing attributes and skills of an effective independent life-long learner;

LEARNING TO KNOW AND DO -

becoming a highly skilled knowledgeable person who makes high quality contributions to the community.



One of the fundamental aims of the curriculum is to instill a desire and enjoyment of learning.



THE LEARNING SPECTRUM: A SEAMLESS JOURNEY

Academic Program: Fostering A Habit of Personal Excellence

The curriculum is designed to support a seamless transition from Prep to Year 12 and then to life beyond school. To best cater for different rates and styles of learning, students are given the opportunity to engage in a range of activities. Recognising that learning is most effective in the context of close relationships, the college is divided into four subgroups: Foundation College (Prep to Year 2), Junior College (Years 3 to 5), Middle College (Years 6 to 9), Senior College (Years 10 to 12).

Each of the subgroups is served by a team of teaching and support staff who provide age appropriate experiences that promote the highest standards of

learning. These staff will usually work with each student over a number of years and will maintain a particular focus on the needs of those students. Teachers across subgroups plan together to ensure continuity of student experience.

Learning experiences using a variety of approaches are planned to take into account prior learning and individual student development. Student development is monitored and reported to students and parents regularly. On a developmental basis, students are expected to become increasingly self reliant in their learning.

As well as developing traditional skills, a particular emphasis is placed on the incorporation of information and communication technology to support high quality learning. Classrooms are designed to allow all students simultaneous access to network services through the use of laptops and personal devices. Additional access to information technology is provided through PC labs across the school. Modern architecture supports the flexible use of indoor and outdoor spaces.

OUR FOUNDATION COLLEGE
(PREP-YEAR 2):

NURTURING A STRONG FOUNDATION

Prep: Nurturing and Stimulating Inquiry

Prep is an important foundational year and builds on learning that has already occurred at home, in the community and at early learning centres. The five day program aims to assist each child to make a smooth transition from home to school in a nurturing, stimulating and supportive environment. In recognition of maturity and other developmental factors, children will need to turn five in their year of entry at the time designated by government regulation.

The child-centred program caters for individual needs and interests, through a carefully planned learning environment where the child feels accepted, secure and comfortable. The innovative program aims to stimulate each child's development across all dimensions of their lives. Prep children are incorporated into all of the activities of the college including chapels, assemblies and sporting carnivals to nurture their sense of belonging to a community.

Foundations are laid for the development of literacy and numeracy skills at a rate that is appropriate for each child. Children are enriched by specialist teaching in the areas of Japanese, Health and Physical Education, and Music.

Involvement in specialist programs which assist in gross and fine motor skills as well as the development of left and right brain linkages bring benefits that will support a higher level of performance for the present and the future. Learning becomes more formalised and structured as the year unfolds to enable a smooth transition into Year 1.

The welcoming, warm environment enables children and parents to develop life-long friendships as they come together from a variety of life experiences and backgrounds to begin their journey of learning at Pacific.





Years 1 and 2: Opening Exciting New Worlds Together

Years 1 and 2 are characterised by rapid development. Building on learning already attained in Prep, the Years 1 and 2 experience is one of a warm, nurturing and stimulating environment.

Because they are curious and enthusiastic about learning, new worlds open for children as they begin to explore and develop the foundational skills of human learning. Along with a strong focus on English and Mathematics, children develop knowledge, skills and understanding of Science, Health, Humanities and the Arts. The nationally developed Christian Studies program commenced in Prep develops understandings of Christianity as well as laying the foundation for knowledge of other world religions. It, in conjunction with the personal development program and in partnership with parents, supports the moral, ethical, emotional, social and spiritual development of each child. From Prep, student learning is enhanced through the incorporation of information and communication technologies.

Partnerships with parents in the learning process are particularly critical at this foundational stage. Once formally trained, parents are welcome to assist teachers in the classroom on a rostered basis. Through guidance from teachers, parents are expected to support their child's development of literacy and numeracy skills through individualised practice at home. To assist in this, parents have the opportunity to be trained to support their children's development of literacy and numeracy skills through formal courses offered by the college. Regular and detailed reporting to parents also enables parents to monitor and support the child in their learning.

Specialist staff in Health and Physical Education, Japanese and Music enrich each child's learning. Involvement in activities such as sporting carnivals, concerts, excursions, and co-curricular activities further expand the child's learning opportunities. Linkage with older students and specialist staff in the Middle and Senior Colleges provides opportunities for exploration not often encountered in the Foundation Years.



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OUR JUNIOR COLLEGE (YEARS 3-5):

ENCOURAGING AND ENHANCING INDEPENDENT ACTION



Years 3-5: Building Young Leaders

The Junior College supports children as they mature from early childhood.

Academically Years 3-5 children shift from 'learning to read' to a process of 'reading to learn'. Learning experiences take account of the increased importance of peers and higher levels of cognitive skills including the ability to become increasingly self-reflective and outward looking. Children are challenged to extend themselves to achieve their full potential across all dimensions of life and to be increasingly independent in their learning.

A differentiated curriculum that caters for individual needs, supports the children's continued development in English, Mathematics, Christian Studies, Science, Humanities and the Arts. Specialist teaching in the areas of Japanese, Health and Physical

Education, and Music is continued. From Year 4 students can participate in the YACHTS extension program.

Involvement in a unique, high quality integrated program of personal development, pastoral care and outdoor education provides important opportunities for growth. Participation in formal roles of leadership commences in Year 5 and provides further opportunities for the development of personal skills. Connection with senior student leaders provides opportunity for informal modelling on older students.

The broad ranging benefits that come through involvement in team sport are gained through participation in the Sunshine Coast Independent Schools Sports Association (SCISSA) winter



and summer team sport competitions. As well as bringing significant health benefits, team sports build character, a strong sense of belonging, enjoyment and the ability to work in groups. Student participation in this competition begins at Year 4. Students at this age can also participate in club based sporting activities as well as the college's kayaking program.

To support the development of well rounded individuals Junior College students are strongly encouraged to participate in cultural activities which include various music groups, ensembles, school productions, musicals and special events such as Eisteddfods. Children across Years 3-5 participate in the string and concert band programs of the college.

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OUR MIDDLE COLLEGE (YEARS 6-9):

CHALLENGING AND CELEBRATING ADOLESCENCE

Years 6 and 7: Junior Middle College

The Middle College program aims to provide a challenging, stimulating and supportive environment as young people move into and through adolescence.

Years 6 and 7 are seen as the beginning of this important transition and learning experiences are planned to support children's transition from childhood into the early teenage years. The academic, co-curricular, personal development, outdoor education and pastoral care programs are geared to provide a supportive yet increasingly challenging environment that in partnership with parents, encourages young people to thrive through these exciting life changes.

From Year 6 the curriculum is expanded to provide students with more breadth and depth of experience through specialist teaching in Technology (Industrial, Food and Information) and the Arts (Music, Drama and Art). Students are challenged to develop and demonstrate high standards of learning across the core of English,

Mathematics, Science, Humanities, LOTE, Health and Physical Education and Christian Studies.

Leadership skills are developed through formal teaching and participation in student committees. Students have the opportunity to participate in committees by both volunteering to serve and through being elected by students and staff. This enables a broader range of students to develop these important skills.

Participation in a wide range of co-curricular activities is encouraged as young people explore their strengths and interests. Students participate in the Sunshine Coast Independent Schools Sports Association (SCISSA) winter and summer team competitions and in various club based sports as well as an increasing range of cultural activities. Valuing of differences and a celebration of a variety of strengths occur on an individual, group and whole of school level.





Years 8 and 9: Senior Middle College

The latter years of middle schooling are exciting and stimulating. In Years 8 and 9 a rich curriculum is designed to actively engage increasingly independent young people to build on prior learnings and strive for personal excellence.

Core learnings continue to occur across English, Mathematics, Humanities, Science, LOTE, Music and Christian Studies. In-depth learning is maintained throughout Years 8 and 9 in Industrial Technology, Computer Technology, Food Technology, Enterprise Education, Art and Drama.

To assist in the transition to senior schooling there is a gradual expansion of the number of teachers each child experiences as they progress from Year 8 to Year 9. Subject specialisation is delayed until the start of Year 10 to enable a more mature understanding of individual strengths and interests to develop. Choices made at this time begin the journey along alternative career pathways. Advice from a Careers Consultant midway through Year 9 assists families to make subject and career choices as they move into the senior years of schooling.

Relationships are particularly critical to young people in the latter part of the middle years. Vertical pastoral care groups support the growth of strong relationships both within and across year levels and between staff and students. Pastoral care groups provide an important support mechanism for young adolescents. Students are expected to be supportive and encouraging of one another and of staff. Particular

emphasis is placed on the development of leadership skills with increasing levels of independence encouraged. Pastoral care activities are planned to encourage strong relationships between families and the school.

An excellent integrated program of personal development, pastoral care and outdoor education experiences support students to develop emotionally, socially, and spiritually.



Engagement in a variety of co-curricular activities is particularly important for the development of self-esteem and a strong sense of belonging critical for success in these middle years. Participation in SCISSA team sports competition, along with various cultural and community events engender a strong sense of self worth and the development of a service orientated approach to life.



Vertical pastoral care groups support the growth of strong relationships both within and across year levels and between staff and students.



OUR SENIOR COLLEGE (YEARS 10-12):

SUPPORTING STRENGTH INTO ADULTHOOD

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Students from
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Year 10: Stepping Up

Continuing the strong academic focus, the senior years are seen as a preparation for life beyond school. The commencement of senior studies in Year 10 recognises the increased maturity of students of this age.

The structure of Year 10 enables students to experience a smooth transition from Middle College to the increasing rigour and demands of senior school study in Years 11 and 12. Students in Year 10 study core plus elective subjects that are preparatory for courses in Years 11 and 12. As such, students have the opportunity to determine their likely interest and aptitude for an area of study. Having had this experience, they are then better informed to make subject selections for Years 11 and 12.

Extensive career support is provided by the Careers Consultant. Parents are invited to be part of the career interviews to facilitate ongoing discussion and planning at home. Students from Year 10 have the opportunity to engage in work experience.

The integrated nature of the personal development, pastoral care and outdoor education experiences at Year 10 aims to support students to develop emotionally, socially, and spiritually as young adults.

To further enhance their development they are encouraged to participate in a broad range of co-curricular and service activities and to take on leadership roles within various groups. Students in the senior years have considerable choice in the range of co-curricular activities in which they can participate.



Years 11 and 12: Leading The Way

Years 11 and 12 students play an important role in the life of the college as leaders of the community.

The majority of Years 11 and 12 students will be tertiary bound. For a small number of students, partnerships with various training groups and employers will provide access to accreditation in other vocational areas through traineeships and apprenticeships. To this end, students can negotiate to undertake part-time school and part-time school-based apprenticeships and traineeships or complete certificate courses provided by outside providers as part of their overall course. The emphasis at the senior level is in the provision of flexible ways to develop a competitive edge. This may include articulation and partnerships with industry, universities or other training groups, including



university programs such as USC Headstart.

Throughout Years 11 and 12, extensive career support is provided by both the Careers Consultant and the Head of Vocational Education and Training. Parents are invited to be part of this process.

An extensive range of optional co-curricular activities including sporting, cultural, outdoor education and overseas service and learning

experiences provide further life experiences to enrich students in their final years.

As young adults within the college, Years 11 and 12 students are encouraged to play a leading role in the school and the wider community through both formal and informal means. As an example, all senior students within the vertical pastoral care groups are expected to increasingly take on the roles of leadership and support of younger students and their peers. Participation and leadership in the co-curricular activities of the college are also strongly encouraged.

LEARNING BEYOND THE CLASSROOM P-12

Outdoor Education and Personal Development

Outdoor education is seen as an important element in supporting the development of attributes described in the Four Pillars of Learning. Opportunities to problem solve, work in groups, make decisions and encounter risk in an outdoor setting are particularly critical for young people of today.

Pacific offers an excellent developmental outdoor education program that is part of a unique integrated program of pastoral care and personal development that supports the moral, emotional, social and spiritual growth of young people.

International Relationships

As well as engaging in service activities in overseas countries, Pacific Lutheran College also has a sister school in Japan. Seishin Gakuen, the college's sister school is located in Kashima City in Japan. On a biennial basis senior students alternately visit Japan or host students from Seishin Gakuen. This interaction, which includes

Building on learnings from Year 3, the program expands to include extended experiences through the middle and senior years to provide young people with a rare opportunity for broad and deep personal growth whilst learning about the importance and value of the natural environment. Enjoyment of broader pursuits including the development of physical skills and the valuing of community service through participation in programs such as the Duke of Edinburgh Award Scheme are strongly encouraged.

home stays, provides rich learning experiences for all members of both school communities as we interact. Senior students from both schools also have the opportunity to be selected to undertake an extended exchange experience each year.





Co-Curricular

The co-curricular program at Pacific provides opportunities for the development of excellence in a wide variety of pursuits and is an essential element in the development of the whole person. As well as enhancing personal development and broadening career options, involvement in community activities beyond the classroom enables students to develop a broader appreciation, readiness, and confidence to participate in constructive and enjoyable leisure pursuits beyond school. Priority has been given to the establishment of excellent sport, music, drama and service programs.

Service

Support of community groups, including international communities, engenders a sense of community service and responsibility, as well as a strong focus on social justice. Partnership with the Australian Lutheran World Service provides opportunities for students to personally travel and engage in volunteer work in developing countries.

Sport

Students from Years 4 to 9 compete in the Sunshine Coast Independent Schools Sports Association (SCISSA) for winter and summer team sports. Students from Prep to Year 12 are also able to participate enthusiastically in a range of club team activities including basketball, netball, soccer, and rugby. The kayaking program is an area of school excellence and takes advantage of the world class aquatic facilities at Lake Kawana. Participation in District, Regional and Lutheran School



sporting competitions provides a wide range of experiences for students, and opportunities for high levels of competition including state and national representation for elite performers.

Music and Drama

Pacific supports a strong focus on the growth of musical excellence through involvement in a wide variety of ensemble groups, bands and choirs. Years 3 and 4 students participate in a strings program with the option of continuing through Years 5 and 6, or participating in the concert band program at this point.

Students from Prep to Year 12 have the opportunity to participate in high quality musicals and drama productions each year. Participation in major school drama and musical productions develops self-esteem and confidence as well as expanding personal horizons.

Debating, Public Speaking and Chess

Opportunities to engage in interschool debating, public speaking, mooting and chess are also strongly encouraged.

Students also participate enthusiastically in a range of club team activities including basketball, netball, soccer, and rugby.

PARENTS AT PACIFIC

The role of parents

The role of parents at Pacific is an important one. Research shows that one of the critical factors in determining student success is the home-school relationship. Parents at all year levels are encouraged to maintain close communication with the

staff of the college. Efforts are made to communicate student progress regularly in a meaningful manner that not only enables parents to monitor the development of their child, but also to take an active part in the support of that development.

Parent Education Program

Parents have the opportunity to attend a variety of workshops. For parents of younger students these would include programs such as 'Support-a-Reader', 'Support-a-Writer' and 'Support-a-Maths-Learner' which equip parents with skills to best assist their children in the acquisition of literacy and numeracy skills. For older students, evenings that

focus on issues suited to their stage of development are offered. As programs become available they are advertised through the college newsletter.

Parent assistance is welcomed in the classrooms, particularly in the early years of schooling, and is arranged through formal and informal parent/teacher meetings.

Friends of Pacific Association

The Friends of Pacific have an important role in building and maintaining the links within the Pacific Lutheran College community. All parents, friends and staff of Pacific are members of the Association. Strong involvement with this group builds a greater sense of belonging. A representative group of parents, known as the Executive Committee, is elected from this group to meet with the Principal on a monthly basis. While not a formal decision making body, the Executive Committee provides an avenue for dialogue on issues as they arise.

The Friends of Pacific contribute significantly to the college's capital projects. As such, all parents of Pacific are strongly encouraged to become involved in the work of the Association, and to support the fundraisers. These activities also provide a marvellous opportunity for bonding the parent community and broadening social opportunities.

Pacific Lutheran College is known for its strong community. The practice of parents supporting one another and staff has grown naturally from the culture of the college and is a tradition families are encouraged to embrace, enhance and maintain.





PASTORAL CARE AND WORSHIP

The pastoral care program at Pacific is based on Christian principles. In recognition of differing developmental needs, younger students are grouped in single year groupings while those in middle and senior years are grouped vertically. Throughout all levels, the values of service, acceptance, compassion and mutual support are fostered.

Class teachers across the younger classes and pastoral care teachers in the Middle and Senior Colleges provide support for students as well as a link between home and school. They systematically monitor and support student development across the spiritual, intellectual, physical, cultural and social spheres. Faith is nurtured through participation in pastoral care time devotions.

Students from Prep to Year 12 are also involved in the Foundation Cup House competition. Students develop

their talents and contribute to their Houses as they compete for Sporting, Academic and Cultural Shields. This spirited competition provides a strong sense of belonging across the college community.

Staff and students are encouraged to give expression to their Christian faith, through care for one another as well as in corporate worship. Formal chapel services led by students, staff and the college Chaplain occur regularly each week and parents and friends are always welcome.

Leadership

Leadership skills are developed through various activities. From Year 5, in both small and large groups, leadership of self, and of others is nurtured. The principle of servant leadership is also modeled and encouraged. Opportunities for leadership arise out of voluntary service as well as through election.





Teachers as Leaders

One of the strengths of Pacific Lutheran College is the calibre of its teaching staff. The Lutheran Church of Australia currently operates eighty-five schools across the nation. Teachers are sought who have a clear commitment to service in Lutheran schools. High

professional standards are demanded and staff are given regular opportunities for professional development and further study. Teaching staff are expected to be proficient in the integration of technology into learning and provide opportunities for students

of ranging ability levels to experience success. Teachers in Lutheran schools are required to obtain certain minimum theological qualifications as determined by the Church.

Support Staff

The Pacific Lutheran College Council accepts that the provision of support staff is vital for the teaching

program. Teacher assistants help with administrative tasks and work with children individually or in small groups,

maximising effective teaching in those classrooms.

The Pacific Lutheran College Council

As the governance body of Pacific Lutheran College, the primary function of the College Council is the establishment of policies. Members are charged with the responsibility of ensuring that the college is operated in accordance with the confessions

and practice of the Lutheran Church of Australia. The members of the Pacific Lutheran College Council are appointed by the Lutheran Church in Queensland. The College Council consists of eight to ten practising, communicant

members of the Lutheran Church of Australia, including at least one pastor. The Principal, Business Manager and Chaplain attend meetings as non-voting consultants. Employees of the school are not eligible for membership.

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Located at
Woodlands Boulevard, Meridan Plains 4551
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