An exceptional start for someone exceptional.
Welcome to A.B. Paterson College.

Choosing a school is one of the most important decisions that parents ever make. Every child and young adult deserves the highest standard of education to support and encourage them to the achievement of their personal best, to develop the essential qualities that enable them to act with purpose and character, and to possess those much needed values to operate within the moral framework of an ethical community.

As a leading educational institution, A.B. Paterson College is different in a number of ways from other good schools. Our College is truly independent and not aligned with any system of religious schools or sectors, thereby enabling all decisions pertaining to the College’s operation and direction to be made at a local level. This ensures that we are better placed to respond to, and support, the needs of our students. The College encompasses a specialised Early Childhood Centre for children from 15 months to 4½ years of age that provides a sequenced and carefully planned curriculum. The strong partnership between the Centre’s Director, the College’s Head of Junior School and Director of Learning enables a smooth transition for children within the College, from the Early Childhood Centre to Preparatory education and beyond.

International research indicates that it is the quality of teaching within the classroom that has the greatest impact on student achievement. At A.B. Paterson College, we base our teaching and learning strategies on leading international research and the Teaching for Understanding framework, as conceptualised in Project Zero from the Harvard Graduate School of Education, USA. This framework helps students from Prep to Year 12 to think creatively and learn to apply their skills and knowledge to new and real life related situations. This leading approach to teaching and learning focuses on the individual student, thereby better providing for their individual needs.

Whilst proud of the very strong academic record that A.B. Paterson College has always maintained, our aim is to develop young men and women of character. The College strives to achieve this by challenging students to develop the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all, through leadership and active participation in their communities.

The College caters for students with a diverse range of talents, interests, needs and academic abilities, through its rigorous and comprehensive academic programme, diverse co-curricular activities, and strong pastoral care system. Our College boasts leading educators and non-teaching staff, committed to on-going professional development and to the achievement of the College’s mission.

Schools of substance are often defined by the quality of relationships that exist between students, parents and staff. At A.B. Paterson College, we value these essential partnerships in the education of each and every child. Students take educational risks, dare to challenge themselves and aim to succeed, when they feel supported in a caring and nurturing environment with dedicated and highly experienced teachers. This is of the utmost importance at A.B. Paterson College, as we continue our tradition of being one of Australia’s leading Colleges.

I would like to take this opportunity to commend our College to you as a thriving and dynamic environment, and a place of outstanding educational opportunities and offerings. I look forward to meeting with you and discussing how we can offer your child the finest of opportunities.

Brian Grimes BSc, Dip Ed, MEd, MACE, MACEL, FAIM
Principal
At all ages, enquiring minds are given opportunities that allow them to grow into inspired young adults.

A.B. Paterson College is recognised internationally as the leading school in adopting the Teaching for Understanding framework from Prep to Year 12. TfU was developed by Project Zero at the Harvard Graduate School of Education, USA.

Implemented since 1999 with great success, the TfU approach supplements our Queensland syllabus programme but moves away from a narrow focus on content taught through rote learning, chalk and talk delivery and text book stimulus. At its core, TfU looks to ensure students not only understand what they are taught, but that they can expand upon and apply this information in new and real life related situations.

Whether measuring the chemical balance of local creeks, building rockets, creating multidimensional models in mathematics or art, composing songs, or digging for artifacts, students learn better by DOING.

Understanding, not just knowledge.
From little things, big things grow with the right facilities.

Our facilities.

- The 380 seat Dawn Lang Performing Arts Centre with full fly tower and state of the art audio/lighting rigs
- Mathematics Learning and Research Centre with research lab linked to university partnerships
- Information Resource Centre
- Kitchen and Food Technology Facility
- Sports courts and ovals
- 25 metre heated pool
- Eight science laboratories
- Robotics and Control Systems Centre
- Art studios
- An indoor sports centre to be completed in 2011

Our history.

A.B. Paterson College was founded in 1991 by a committee of people from the local community in response to demand for an independent, co-educational school offering value-added education at the northern end of the Gold Coast.

The College began with 262 students and enrolment is now over 1300 students from Prep to Year 12.

The Founders of the College laid down objectives to guide the philosophy and development of the College, and these fundamental expectations have been maintained and continue to guide decision-making.

The College is governed by a Board, responsible for setting policies relating to overall direction, and for capital development of the College.

From little things, big things grow.
A balanced education involves sport, cultural activities and academic enrichments to develop a range of skills, attitudes and interests and a broader perspective on life. Students often come to the College knowing they have particular talents, but taking on new activities often shows surprising ‘hidden’ skills and gifts.

Academic subjects can be enriched at various year levels through additional activities such as Creative Writers’ Workshops, biology camp, Days of Excellence, visual arts exhibitions, field activities, excursions, Australian Business Week simulation experiences, debating, public speaking, musical and dramatic performances, drama club, choral and instrumental groups, and others.

All students from Years 4 to 12 participate in competitive sport for physical fitness and to learn skills for life such as working in a team, goal setting, perseverance and responsibility. Teams range from novices to local and state premiership winners. Through our participation in the Associated Private Schools (APS) fixtures, students can represent the College in regular inter-school competition in a wide range of sports and carnivals. Those committed to high achievement in sport have access to regional, district, state and national representation, and may also engage in a special academic and sporting excellence programme to support them in becoming professional athletes.

We also tailor academic programmes for students seeking professional careers in the arts.

Sports include:
- Swimming
- Athletics
- Cross country
- Soccer
- Rugby
- Tennis
- Touch football
- Volleyball
- Hockey
- Softball
- Netball
- Cricket
- Aussie Rules
- Handball
- Water polo
- Rowing

Some sports are modified for Junior School.

Home school partnerships provide a wealth of opportunities.

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We believe that ‘who’ a child becomes is the most important outcome.

Our VIRTUES programme and pastoral care.

Strength of character is developed over time through experiences, challenges and the leadership of healthy role models. A well-rounded, caring, confident young person with a positive attitude can be successful in personal relationships, in a career and in the community.

A.B. Paterson College uses the Virtues programme as the foundation of its personal development lessons. The Virtues chart focuses on elements of good character identified across race and religion as essential to good character development. Our pastoral care network is designed to support that personal journey with teachers actively involved to help students achieve a well balanced education.

In Prep to Year 3 the classroom teacher is the main carer and provides opportunities for personal and social growth. In Years 4 to 6 this is supported by weekly personal development lessons based on the Virtues programme. Our Year 6 students also undertake training in Peer Mentoring to assist other Junior School students.

Students are placed in one of four Houses. Because of the different ages and developmental needs of children, Junior School students’ daily and overall progress is monitored by the class teacher and Head of Junior School in close contact with family. In the Senior School, pastoral care is organised through House Tutor groups of 20 or so students, supported by the Head of House, the Director of Student Development, and the College Counsellor.

This grouping allows older students to act as role models and offer support for younger students in a family-style environment. Students remain in the same House group with the same House Tutor where possible through to Year 12.

The House Tutor monitors each student’s overall progress and development, ensures they are involved in co-curricular activities to enhance their sense of belonging and identity, and establishes contact with families. Formal programmes are also run, including conflict resolution, drug education, relationship building, etiquette, social skills and community involvement.
Students who have been assessed by the College as being capable of working at an above grade level are offered a number of options, depending on individual needs and abilities.

Learning Enhancement programmes include:

- Accelerating by whole year level/s to work full time with a group of older students, or only part-time in particular subjects
- Joining special multi-age classes working above grade in particular subject areas
- Working on advanced concepts within the student's own year level

Our Learning Enhancement team partners with teaching staff to provide additional learning support. The team has a focus on early intervention in Junior School to help students with learning difficulties, and oversees acceleration programmes across the College.

Students may also gain admission to the College's Honours programme from Year 10 providing they meet the criteria for selection.

In this programme, students participate in additional activities not able to be exploited in the standard syllabus. These students are usually already operating at above grade levels.

We focus on the individual.
Our Junior School.
Prep to Year 6.

Selecting a Junior School for your child will be one of the more important decisions made on their behalf. Our approach for this stage of education is to offer individuals a caring and nurturing environment that facilitates maximum learning.

Children learn best in a safe and stimulating environment. The school aims to strike a balance between free-play and structured learning, physical activity and more stationary pursuits, at the same time developing vital social skills. You will be kept informed about your child’s progress and given information about how you can maximise your child’s learning at home. We endeavour to provide the best educational platform from which to launch into the next stage of learning in Senior School.

Our Junior School provides the right building blocks.

Students use computers from Prep onwards. Each classroom in the Junior School has computers connected to our College Intranet and the Internet, as well as having access to Junior School computer laboratories. There are also other smaller ‘pods’ of 8 to 10 computers around the College.

The Teaching for Understanding framework is used from Prep onwards and thinking routines are incorporated into real life learning activities to help young people retain their natural curiosity and interest in new ideas.
The College is committed to the nationally agreed Melbourne Declaration on Educational Goals for Young Australians, released on 5 December, 2008.

Our curriculum from Prep to Year 9 ensures all students engage in:

- English
- Mathematics
- Social Studies
- Science
- Technology
- Language
- The Arts
- Physical Education

Underpinning the curriculum are the values that shape our school environment:

- All children are unique and should be encouraged to achieve their personal best
- Learning requires a safe and caring environment
- All members of the College need to be treated with dignity and respect
- Education is based on a partnership between parents and the College
- Children need varied opportunities to challenge themselves and explore new activities to grow in confidence, and develop creativity and individual strengths
- Learning should be fun and stimulating
- Full participation in school life, academic, sporting, cultural and social aspects leads to a sense of belonging and a willingness to contribute to community.

Years 1 to 3:

Prep students have individually devised learning programmes according to students’ abilities and skills. Some will already be advanced in literacy and numeracy, others less so. Children’s prior skill levels are benchmarked through testing so that progress can be monitored. Each child develops through play, and activities are a mixture of choice and structure so that children advance at their own level. Phonics are part of the literacy programme.

Specialist music and physical education teachers work with children to develop motor skills, co-ordination and patterning.

Each Prep class has one teacher and one full time trained teacher-aide.

Prep school.

Years 1 to 3:

Children are grouped across the year level and between year levels, where necessary, so that they work in similar ability groupings. The balance of their programme is made up of ‘Integrated studies’ including science and social studies, and music and physical education with specialist teachers.

Curriculum.

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Prep to Year 6.

Our Junior School.

Prep to Year 6.

Prep school.

Years 1 to 3.

Curriculum.

Our values.

Prep school.

Years 1 to 3.

Prep to Year 6.

Our Junior School.

Prep to Year 6.

Prep school.

Years 1 to 3.

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Prep school.

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Early guidance is important to support students in their development.

Our Learning Enhancement team includes trained Special Education teachers, specialists in Gifted and Talented education, educational psychology, counselling, and special education learning assistants.

These specialist staff work with teachers, parents, and additional outside specialists to support learning needs.

Sport and enrichment.

Children from Prep to Year 3 develop sporting skills, balance and coordination through Physical Education lessons with specialist teachers. Prep students also enjoy a music and movement programme.

There is a P-3 ‘Olympics’ event each year and a modified Cross Country experience. They also have Learn To Swim lessons in Terms 1 and 4.

Students participate in a variety of opportunities including:
- Poetry evening (own and ‘borrowed’ poetry)
- Days of Excellence
- Various national and state competitions
- Drama club
- Creative writing
- Innovators of the Future
- The A.B. Paterson Public Speaking Competition

There are also a number of after-school activities such as dance, chess and art clubs. Students can elect to join these, as well as instrumental and speech lessons during school time.

Years 4 to 6.

In Years 4 to 6, students are grouped into smaller units so that English and Mathematics can be targeted for most effective development.

The Curriculum expands from Year 4 to include foreign language, instrumental music (strings and wind) and broader exploration of science, social science and the arts.

Throughout their time at the college, students are exposed to real life learning opportunities, to mentors in business and the community and have the support of specialised staff to assist in examining future career and study pathways. This makes the leap into tertiary education or other pursuits a much more informed choice.

The academic programme ensures that students meet core requirements for appropriate courses through the Queensland Tertiary Admissions Centre (QTAC).

Choosing a school for your child is about finding an environment that offers them the best scope and opportunity to succeed.

Many students do not necessarily understand where their strengths lie and we believe it is the school’s responsibility to encourage a broad education to offer each student as much opportunity for success and personal development as possible. As young people develop into adolescence, their need for care and support from teachers does not diminish.

Committed staff, modern facilities and a research based, effective teaching and learning approach present intellectual challenges to prepare students with enormous potential to explore whichever avenues they choose on completion of Year 12. In addition, A.B. Paterson College has forged a school culture which is supportive, creative and allows individual expression. We believe in instilling a sense of responsibility both personally and in a broader communal sense, and it is these lessons which create upstanding citizens and stand-out professionals.

96-100% of A.B. Paterson College students have received tertiary offers for the last 10 years.
Years 7 to 9.

One of the major goals for students in Years 7 to 9 is to continue to develop a positive work ethic both in the classroom and in home study.

At the end of Year 9, students choose six subjects they would like to study more deeply in Years 11 and 12. Year 10 then becomes a time to decide whether such choices are appropriate so that students are more confident of their choices for their Senior studies.

They are able to change subjects at the end of Year 10 if necessary. Where students continue the same subjects into Senior years, they are able to build a stronger base.

Students in Years 7 to 9 study all eight Key Learning Areas:
- English
- Mathematics
- Social Sciences (History, Geography and Civics)
- Physical Education
- Arts (Drama, Visual Art, Music)
- Technology (Robotics, IT, Multimedia, Food Technology and Graphics)
- Science
- Language (Japanese, Spanish)

Years 10 to 12.

These years focus on developing knowledge in each student’s chosen direction. We hope to act as mentors and role models in this important stage of life, where an adolescent starts to act and feel like an independent adult. It is a transitional developmental time, but it is also a time for making some of the most important decisions of your future life.

It is expected that by the end of Year 9 students will have developed the required work ethic and skills to make best use of the opportunities in Senior years.

Continuing enrolment relies on a demonstrated positive approach to study, whether the student is intending tertiary entry or a vocational pathway.

Students in Years 10 to 12 are required to study six subjects, including English, plus at least one subject in each of the following areas:
- Mathematics: Mathematics A, B or C
- Science: Biology, Physics, Chemistry, Science 21 or a Science special area study.
- Humanities: Modern History, Ancient History, Geography, Economics, Japanese, Spanish, Music, Visual Art or Drama

Other electives include:
- Physical Education
- Control Systems
- Multimedia
- Information Technology Systems
- Graphics
- Accounting
- Hospitality
- Small Business

1Hospitality, Small Business and Science SAS do not count towards the OP Score, but may contribute to tertiary entry through the Tertiary Rank system.
As part of the College’s focus on the needs of individual students, a number of pathways open up in the Senior Years 10 to 12:

- A straight academic programme
- A combination of academic subjects with one vocational subject
- An accelerated programme in one or more subjects where students can complete Year 12 earlier (this usually follows from an accelerated programme in earlier years)
- The Honours programme for students interested in more challenging academic learning – this includes additional topics, mentoring and personal projects
- University subjects after early completion of Year 12 and some in conjunction with Senior subjects that offer University credit
- Full vocational focus with Work Experience, Student Traineeships and Apprenticeships
- Modified Senior Years programmes for highly performing students in sport or cultural activities

We believe the following are important:

- All students are unique and are encouraged to achieve their best across the full range of educational experiences
- Excellence in teaching promotes high academic levels which in turn offer students the maximum potential and choice when they leave school
- Sporting/active interests are an important balance to academic studies
- A support structure is essential in making sure students are coping with the demands of education, and giving them skills to manage stress
- Exposure to real-life workplaces, career options, and activities help give students an understanding of the working world and assist in the difficult process of choosing a career path
- A co-educational environment offers both genders a setting that reflects society and encourages respect and understanding for both genders
- Parents play a vital role in educating their children and the achievement of excellence requires a cemented partnership between home and school.

Developing young men and women of character.
Developing a sense of community interaction and responsibility is an important part of raising individuals who respect their impact on communities, and the roles they can play to aid others.

Parents and grandparents work in classrooms with Junior School children. Business and community mentors are invited into the College to bring the ‘outside world’ in, and where possible to link students’ learning journey with projects to help the community. This includes having chemists, scientists, geographers and others in industry explain how these disciplines are used in the workforce, and our Business/Industry Dinner where local leaders in business or the professions discuss career planning and workforce requirements with Year 12 students.

Students are encouraged to follow local and international developments – right from the classroom – through real life related academic activities on current affairs, business, social and political issues appropriate to their developmental level. All Year 11 students participate in the Australian Business Week simulation where students run companies for a week under the mentorship of business people and teachers.

One of these programmes is our current project with Griffith University to monitor the ‘health’ of Harley Park Lagoon. In another project, physical education students have helped research the health and well being of employees in industry. The Mathematics Faculty and students are working with the Queensland University of Technology on mathematical modelling.

The College’s community service programme offers experience in volunteer work through our Interact Club, supported by Rotary, which assists in raising money and contributing skills to the local community and to needy groups overseas. Our students assist in door knock appeals for major charities, and give free matinee performances of the annual musical for charities and retirement village residents.

Our sister school is Honjo Higashi High School in Japan. Each year a group of students from Japan is billeted with College families and every two years a tour party from our school visits Japan, with time at Honjo Higashi. This in itself provides a global perspective to learning which is invaluable.
To challenge the individual to achieve and to act with purpose and character.