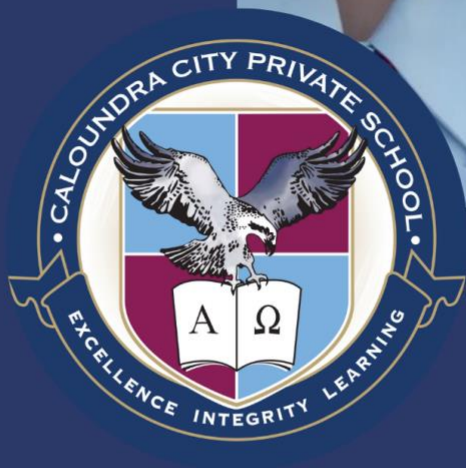


# Annual Report



2020

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## CONTACT INFORMATION

Postal address	P.O. Box 542 Golden Beach 4551
Phone	07 5437 5800
Email	<a href="mailto:admin@ccps.qld.edu.au">admin@ccps.qld.edu.au</a>
Principal	Mrs Sherrie Cuthbert
Head of Junior School	Mrs Gabrielle Frisby
Business Manager	Mrs Melinda Short
Administration Officer	Mrs Cheryl McGregor
Enrolments and Community Relations Manager	Mrs Kelly McLean
Communications Manager	Ms Lexy Haggard

## FROM THE PRINCIPAL



### School Overview

Caloundra City Private School is located at Pelican Waters near Pumicestone Passage, Sunshine Coast. It is a non-denominational independent school catering for students in Prep to Year 12 as well as Kindergarten and a Long Day Care Centre. There is one class in each year level.

Our School Motto of 'Excellence, Integrity, Learning' drives all that we do and students are at the heart of all we do, which has enabled us to proudly create a positive learning culture where students feel safe, happy and valued. These are important elements conducive to learning. Caloundra City Private School aims to create opportunities and pathways for all students to excel, develop character and learn the ways to become real world ready. We want students to learn the art of self-direction and be courageous enough to make a positive difference in their communities, now and when they leave school. We want our young people to be authentic and demonstrate responsibility and respect for others. Our aim is to develop students who are well rounded, talented, kind, courteous and confident young people, who are ready to make a difference.

The school opened in 2005 with Pre-Prep to Year 4 and in 2006 Years 5 to 8 were added. In 2008, the school expanded its facilities to include an Early Learning Centre, Pelican's Nest for babies from six weeks to Pre-Prep age. In 2010 Caloundra City Private School provided for students to Year 12.





**1** To create a contemporary learning community inclusive of students, parents and teachers.

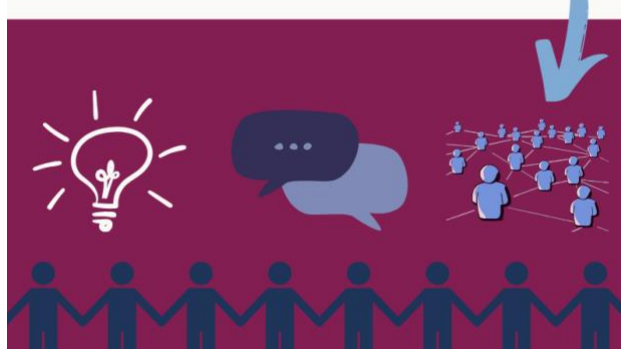
**2** Use a K-12 Learning Framework, encompassing the complimentary mix of direct teaching, the use of technology and practical application.

**3** Recognise the individual learning characteristics of all students and foster the development of transferrable skills needed to participate, contribute meaningfully and prosper in society.

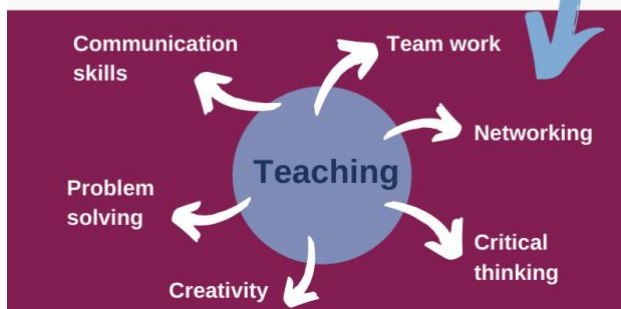
**4** Positive Psychology, Restorative Practices, DERMAH and Out of Doors Education focusing on student and staff wellbeing.



**1** Develop and support a culture where students, teachers and staff can learn and demonstrate the characteristics of transferrable skills.



**2** Ensure these transferrable skills informs teaching and are age appropriate.



## Future Outlook

The school is in the process of implementing a strategic plan: 2020 – 2025. The plan is student-focused and designed to ensure that CCPS graduates are well rounded, happy, confident, work ready and willing to make a difference in their world. The plan will be continually reviewed and updated.

## OUR SCHOOL AT A GLANCE



### School Profile

<b>Coeducational or single sex</b>	Coeducational
<b>School Type</b>	Independent Private
<b>Year levels offered in 2019</b>	Kindergarten to Year 12

### Student enrolments

Student enrolments at this school

Enrolment category	2018	2019	2020
Total	274	249	220
Girls	128	116	115
Boys	146	133	105
Indigenous	5	7	6

In 2020, there were 10 students enrolled in the Pre-Prep program.

## Characteristics of the student body

### Overview

The majority of students come from an urban, mid-socio-economic background and are of white Anglo-Saxon heritage with a Christian faith, where religious faith is identified. Most students are part of a nuclear family where parents' occupations include those within business, construction/trade, tourism, hospitality, education and allied/health industries.

Our International Program attracts students from around the world but mostly Hong Kong and China. Due to the size of the school, there are only a few overseas students in each year level.

### Average class sizes

Average class size information for each phase of schooling

Phase of schooling	2018	2019	2020
Prep – Year 3	20	16	15
Year 4 – Year 6	20	20	18
Year 7 – Year 10	20	16	17
Year 11 – Year 12	24	16	17

**Small class sizes enables CCPS to individualise each child's learning journey.**

## Curriculum Delivery

### Our approach to curriculum delivery

Caloundra City Private School offers a broad range of subjects that build on the effective and planned learning experiences of the Junior School and Junior Secondary. The curriculum offered in Prep to Year 12 provides opportunity for students to access the nationally recognised Key Learning Areas (KLAs) of English, Digital Technologies, LOTE (Languages Other Than English), History, Geography, Economics, Civics and Citizenship, the Arts, Mathematics, Science and Physical Education. Curriculum design centres on the spirit of investigation with students at the centre.

**Curriculum design centres on the spirit of investigation with students at the centre.**

Students in Years 7 and 8 rotate through semester units and these subjects are Enterprise, Media Arts, Japanese, Music and Visual Art. In Years 9 and 10 students are able to choose some their



subjects while English, LOTE (Languages Other Than English), History, Geography, Economics, Civics and Citizenship) Mathematics, Science, and Physical Education remain compulsory.

Students in Years 11 and 12 work towards achieving their Queensland Certificate of Education and most students are ATAR eligible and move from school to further study at university. The range of subjects on offer can be accessed in our Senior School Academic Handbook on our website. The school also supports students who study subjects through the School of Distance Education, TAFE courses and university subjects while at school.

### **Co-curricular activities**

The school offers a range of activities. One particularly unique option available to students at Caloundra City Private School is the Permaculture Club. This engages students in the growing of vegetables, the care of chickens, ducks and so on. By adopting the ethics of Permaculture and applying these principles in daily life we can make the transition from being dependent consumers to becoming responsible producers. Other activities include sports such as Volleyball, Netball, Basketball, OZTAG, Golf, Tennis, Choir, learning a musical instrument, a Japanese Club, a Fitness, Running and Skipping Club, a Lego and Signing Club, Duke of Edinburgh, Bridge Award, Outdoor Education such as a Year 7 Holiday Program and a New Zealand Expedition and many others.



### **How information and communication technologies are used to assist learning**

The school supports an extensive number of ICT devices to support 21st Century Curriculum and learner demands. Students in Years 4 – 6 use iPads and students in Years 7 – 12 are provided with a school laptop that they are able to use at home and at school. The laptops are issued to students in Year 7 and then a new laptop in Year 10. Students in Years 7 – 12 have access to a Student Portal, Student Café, and they have access to a learning management system, called SETQA, as well as access to textbooks online.

## **Social Climate**

### **Overview**

At Caloundra City Private School all students have a right to learn in a safe and caring environment. Students who feel safe have a capacity to learn. Likewise, adults, in the setting of the school, have a right to teach and work in a safe and supportive workplace. All members of the school community have a right to respectful, fair and decent treatment.



The school behaviour management framework is Restorative Practices. A positive school climate in which young people feel connected is the best environment for learning. To do this we aim to educate students towards self-directed right behaviour, to promote, nurture and protect healthy relationships among members of the community and to enable students to be accountable for the real consequences of wrong doing.

We value diversity and tolerance. Despite our differences (ability, gender, race, appearance or background) we can learn and work together in a productive way. We believe that individuals who have been harmed by bullying need to be believed and protected from further harm. Our Restorative Practices focuses on the perpetrator rectifying the relationship that has been damaged or broken.

We believe that the harm done by bullying can be repaired, in general, through taking educative, non-punitive responses, which aim at restoring the balance in relationships, which have been affected by bullying. We also believe that in the case of repeat offences, firm and unequivocal action needs to be taken, such as suspension or in severe instances exclusion from the School.

The aim of our Restorative Practices is to signal to all members of the school community that we take harassment seriously and that we will intervene to deal with incidents of bullying in the school in a timely and consistent fashion. The Restorative Practices supports the School Behaviour Management Policy and the Sexual Harassment Policy and Grievance Procedure.

### **Parent and community engagement**

A range of strategies are used to strengthen our partnership with our parents and these include: weekly Newsletters, text messaging, Facebook posts, our website, email and phone contact, information evenings and focus groups. All teachers, members of the leadership team and office staff communicate with parents to celebrate student achievements and support students and families.

Parents are contacted or invited to the school to discuss issues and possible intervention strategies. Student Progress Conferences are held twice a year. Parents are also invited to contact their teacher or our leadership team to discuss information or concerns that will assist students to maximise their success. Parents are also invited to be part of the Year 10 SET Plan process.

The School Board, Strategic Advisor and Principal assume responsibility for the development of the Strategic Plan and fulfil accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.

The involvement of parents and guardians is an important part of Caloundra City Private School and the development of our unique feel of community. This is why all parents of students attending the school are members of our Parents and Friends Association. We also have a Parents as Partners program. The purpose of both associations is to build on the existing partnerships with our parenting community, driven by our shared and sincere interest in supporting student learning, wellbeing, opportunities and outcomes.



## OUR STAFF PROFILE



### Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	23	14
Full-time equivalents	19.9	9.8

## Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	5
Graduate Diploma etc.*	6
Bachelor degree	12
Diploma	4
Certificate	1

## Professional Development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 was \$2500.

### Staff attendance and retention

Average staff attendance for this school as percentages

Description	2020
Staff attendance for permanent and temporary staff and school leaders.	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school.

## PERFORMANCE OF OUR STUDENTS



## Key Student Outcomes

### Student Attendance

The table below show attendance rates at this school as percentages.

Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate* for students at this school	91.8%	89%	93.77%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

### Description of how this school manages non-attendance

A Student Management System is used by teachers to indicate whether students are absent from school. Text messages and/or phone calls are used to inform parents that a student is absent from school. All unexplained absences are followed up by administration. Persistent absences are followed up by classroom teachers and the Head of Junior School in the Junior School and Heads of House and/or the Principal in the Senior School.

### NAPLAN

#### Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information



needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

The school Principal may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

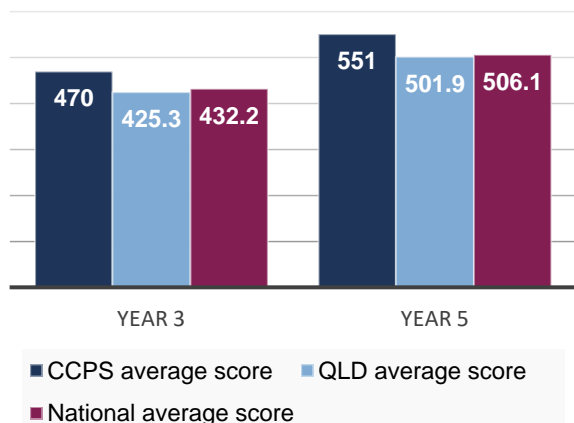
*Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.*

## Junior School Performance

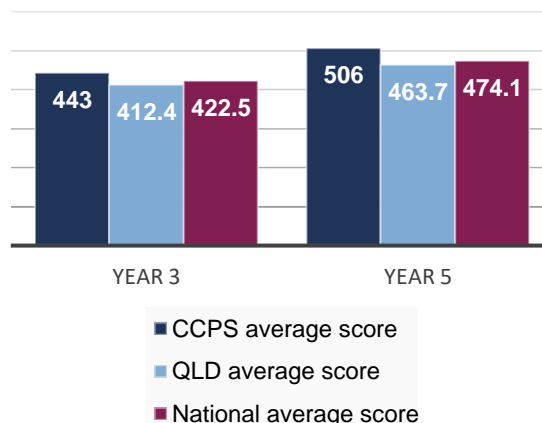
**According to Better Education\* Caloundra City Private School's Junior School is the top-ranking Primary School on the Sunshine Coast based on NAPLAN results in 2019, 2018 and 2017.**

The 2019 Junior School NAPLAN results are listed below due to no NAPLAN in 2020:

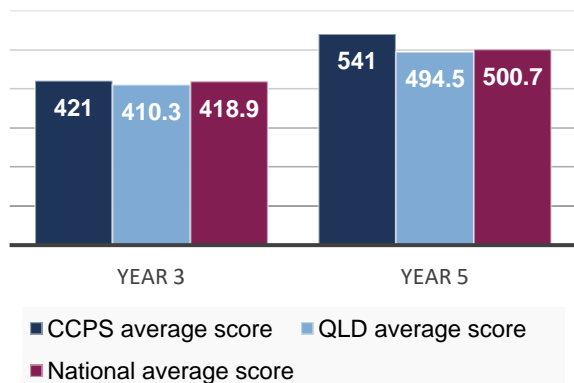
### Reading



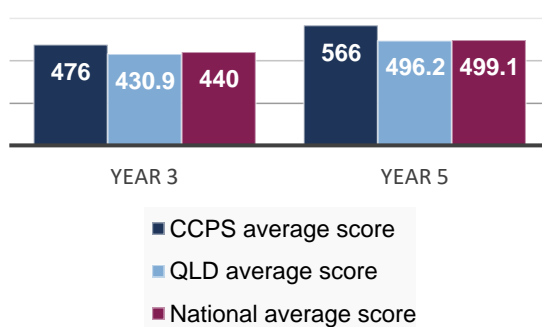
### Writing



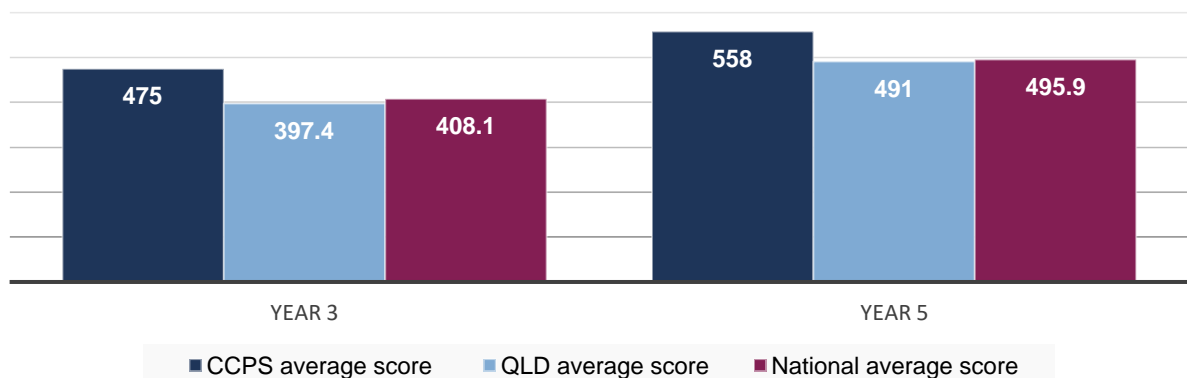
### Spelling



### Grammar and Punctuation



### Numeracy



## Benchmark Data for Year

Reading						
Year	Average (School)	Score	QLD Score (State)	Average (National)	Score	% at or above National minimum standard
Year 3	470		425.3	432.2		100
Year 5	551		501.9	506.1		100
Year 7	569		542.7	546.3		100
Year 9	584		574.3	581.3		95
Writing						
Year	Average (School)	Score	QLD Score (State)	Average (National)	Score	% at or above National minimum standard
Year 3	443		412.4	422.5		100
Year 5	506		463.7	474.1		100
Year 7	545		502.3	513.2		100
Year 9	546		533.6	548.8		80
Spelling						
Year	Average (School)	Score	QLD Score (State)	Average (National)	Score	% at or above National minimum standard
Year 3	421		410.3	418.9		94
Year 5	541		494.5	500.7		100
Year 7	562		542.4	546.1		100
Year 9	579		577.8	582.2		100
Grammar and Punctuation						
Year	Average (School)	Score	QLD Score (State)	Average (National)	Score	% at or above National minimum standard
Year 3	476		430.9	440.0		100
Year 5	566		496.2	499.1		100
Year 7	567		540.0	541.7		100
Year 9	571		570.5	573.6		80
Numeracy						
Year	Average (School)	Score	QLD Score (State)	Average (National)	Score	% at or above National minimum standard
Year 3	475		397.4	408.1		100
Year 5	558		491.0	495.9		100
Year 7	609		547.1	554.4		100
Year 9	586		584.5	592.1		100

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are also available via the [My School](#) website.

\*[Better Education](#) provides informative and comparative school results (VCE, HSC, OP, WACE, SACE, NTCET, TCE, ATAR, etc), including school rankings or ratings and lists of best performing schools, to parents wanting to make choices about schooling for their children.

## Senior School Performance

### Year 12 Outcomes

The tables below show:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF is available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Outcomes for our Year 12 cohorts

Description	2018	2019	2020
Number of students who received a Senior Statement	26	23	10
Number of students awarded a QCIA	-	-	-
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	24	22	8
Number of students awarded one or more VET qualifications (including SbAT)	8	8	-
Number of students awarded a VET Certificate II or above	8	12	-
Number of students who were completing/continuing a SbAT	-	-	1
Number of students who studied a university subject while at school	-	7	
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	92	96	90
Percentage of QTAC applicants who received a tertiary offer.	95	100	100

Note:

The values above:

- are as at 11 February 2021
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).