

# Annual Report



Caloundra City  
Private School

2021

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## CONTACT INFORMATION

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<b>Principal</b>	Mr Leon van Niekerk
<b>Head of Junior School</b>	Mrs Gabrielle Frisby
<b>Business Manager</b>	Mrs Melinda Short
<b>Administration Officer</b>	Mrs Cheryl McGregor
<b>Enrolments and Community Relations Manager</b>	Mrs Kelly McLean
<b>Communications Manager</b>	Mrs Mariel Glesk



## FROM THE PRINCIPAL



### School Overview

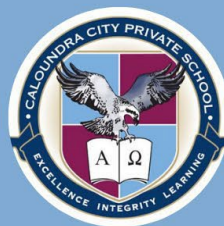
Caloundra City Private School is located at Pelican Waters near Pumicestone Passage, Sunshine Coast. It is a non-denominational independent school catering for students in Prep to Year 12 as well as Kindergarten and a Long Day Care Centre. There is one class in each year level.

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.



# CCPS GOALS



# WE DO THIS BY:

**1**

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



**1**

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

**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.

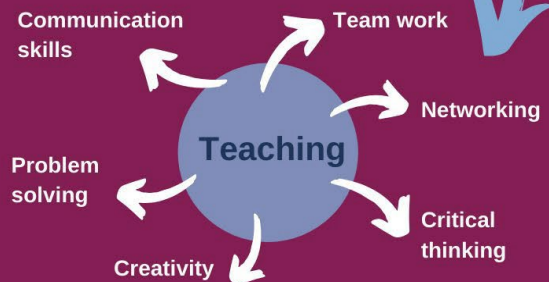


**2**

Ensure these transferrable skills informs teaching and are age appropriate.

**4**

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



## 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</b>	Kindergarten to Year 12

### Student enrolments

Student enrolments at this school Prep – Year 12

Enrolment category	2019	2020	2021
Total	249	202	205
Girls	116	104	115
Boys	133	98	90
Indigenous	7	9	7

In 2021, there were 14 students enrolled in the Kindy 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	2019	2020	2021
Prep – Year 3	16	15	14
Year 4 – Year 6	20	18	16
Year 7 – Year 10	16	17	18
Year 11 – Year 12	16	17	14

**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.

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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.

### **Parent Satisfaction**

- “Being new to the area, we chose CCPS from online research and virtual tours with various staff. The last 5 months has shown us it has been a great decision for our kids schooling. It’s a great school with friendly staff and a strong community feel. Being a smaller school allows high level of recognition and interaction with our kids. The staff are very welcoming and the facilities and grounds are modern and promote a high standard. We are looking forward to watching our kids grow and develop at CCPS throughout their schooling years.”  
Alyssia and Will Reid, School parents
- The teaching and admin staff are incredibly nurturing in junior school and there is a strong focus on overall wellbeing, which is an integral part of our family values. The values of community and respect for our children is also a high focus and teaching in a practical life skills direction is something that really resonated with me as skills my children should acquire throughout their education journey. We have been incredibly happy with CCPS and

certainly have no regrets enrolling our grade 4 and 6 children. They are very happy which speaks volumes. “ Amanda Mallabar, School parent

- “CCPS is a wonderful community, whose boutique size creates an environment of safety and belonging. Members of CCPS are not just students, they become part of a wider school family, where values such as empathy, respect, kindness, integrity, and perseverance are instilled.  
At the forefront of CCPS, are the exceptional staff, who genuinely care, support and guide each individual student. This extends not only from the outstanding teachers, but also from the heads of school, admin, chef, groundskeeper and learning support staff.  
The nurturing environment, promotes a genuine 'love of learning', and this combined with brilliant teachers, allows children to thrive and excel. The boutique class sizes, enables learning to be tailored to the individual needs of each child, from extension work to learning support and individualised homework.  
The children love attending school and also enjoy many co-curricular activities from feeding the chickens and walking the ducks in permaculture club, to art, chess, volley ball and LEGO clubs. They also actively participate in various school and community service events. The truth in the philosophy that 'every student matters' quickly becomes evident and the warmth of the people is a clear point of difference in this wonderful school.” Kylee Sedgwick, School parent
- Caloundra City Private school provided me great opportunities to grow and develop throughout my four years within the school community. There is no place to hide and get left behind, and the level of care along with personalised teaching empowered me to reach my potential. The culture of CCPS has held me in good stead since leaving school, extending my learning, and taking on leadership positions in business and community organisations.” Alister Eiseman, Graduating CCPS student

# OUR STAFF PROFILE

## Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	24	13
Full-time equivalents	21.4	10.3

## 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 2021 was \$3905.

## Funding Information

For School Income broken down by funding sources see <http://www.myschool.edu.au>

## Staff attendance and retention

Average staff attendance for this school as percentages

Description	2021
Staff attendance for permanent and temporary staff and school leaders.	98%

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

From the end of the previous school year, 81% 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	2021
Overall attendance rate* for students at this school	89%

\* 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

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

## 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	2021
Number of students who received a Senior Education Profile	18
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	-
Number of students awarded a Queensland Certificate of Education (QCE)	18
Number of students who received an ATAR	16
Number of students awarded one or more VET qualifications (including SAT)	1
Number of students awarded a VET Certificate II or above	1
Number of students who were completing/continuing a SAT	-
Number of students who studied a university subject while at school	4
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	100%
Percentage of QTAC applicants who received a tertiary offer.	100%