



2022 ANNUAL REPORT



**Caloundra City
Private School**

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CONTACT INFORMATION

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Head of Senior School	Mrs Lauren Tralau
Acting Head of Junior School	Ms Jenni Ryan
Business Manager	Mrs Melinda Short
Administration Officer	Mrs Jane Brown
Director of Enrolments & Community Relations Manager	Ms Kelly McLean
Communications Manager	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.

OUR GOALS



Caloundra City
Private School

WE DO THIS BY:



1

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



Developing and supporting a culture where students, teachers and staff can learn and demonstrate the characteristics of transferable skills

2

Use a K-12 learning framework encompassing the complimentary mix of direct teaching, the use of technology and practical application



Ensure these transferable skills informs teaching and are age appropriate



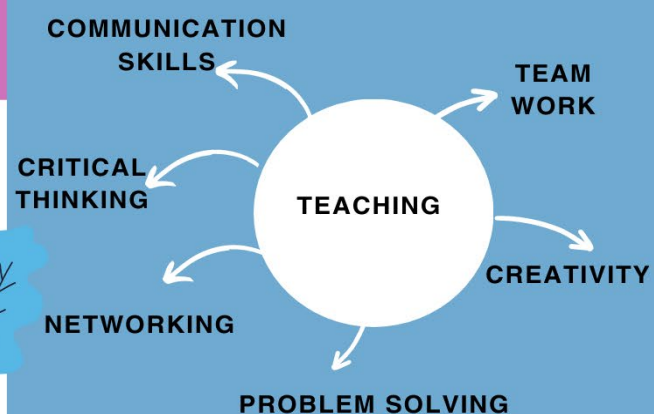
3

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



4

Positive Psychology, Restorative Practices, PERMAH and Out of Doors Education focusing on student 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

Coeducational or single sex	Coeducational
School Type	Independent Private
Year levels offered	Kindergarten to Year 12

Student enrolments

Student enrolments at this school Prep – Year 12

Enrolment category	2019	2020	2021	2022
Total	249	202	205	208
Girls	116	104	115	107
Boys	133	98	90	101
Indigenous	7	9	7	5

In 2022, there were 11 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	2022
Prep – Year 3	16	15	14	12
Year 4 – Year 6	20	18	16	16
Year 7 – Year 10	16	17	18	19
Year 11 – Year 12	16	17	14	17

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 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 which engages students in the growing of vegetables. 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, Tennis, Choir, learning a musical instrument, Japanese Club, a Fitness Club, a Lego 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

The best relationships between families and schools are collaborative. Parents as Partners has been a successful initiative to strengthen community engagement and partnerships. We have a blend of fundraising and events to assist with events like the school disco, Mother's Day Stall and breakfast mornings. Our informal yet inclusive coffee mornings are an opportunity to build a strong foundation. It has been a wonderful opportunity to welcome parents back into the school after Covid restrictions. The school community appreciate opportunities to volunteer and add value to our school.

Parents as Partners provides a relaxed, informal setting for all parents and carers to come together, connect and contribute to supporting our School. Once a term we meet for social coffee catch ups, plan fundraising events and help out across the school wherever needed. Parents as Partners is not only a great way to immerse in our school community, it demonstrates to our children the importance of being community minded through acts of service. Whether it is cooking a BBQ or enjoying coffee at the Cove, it is the connections and fondness we share for the common goal, our children and families. I would like to personally thank all of our Parents as Partners for all that you do, you know who you all are. We look forward to welcoming all who wish to join us in 2023, for what promises to be another wonderful year!

We also have a range of strategies that are used to strengthen our partnership with our parents and these include: Parent Portal, CCPS App, fortnightly Newsletters, text messaging, social media sharing via Facebook and Instagram, our website, email and phone contact, information evenings and focus groups and community events. 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 welcome to join our Parents as Partners program. The purpose 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. All are welcome and inclusive. This has been a successful community re-build post Covid restrictions.

Testimonials

- I would like to share my experience with CCPS; especially, my 2 boys who have been in CCPS and Pelican's Nest for 1.5 years. I moved from NSW towards the end of year 2021 and had no clue which school I should choose for my children. I had looked at many different schools in Sunshine Coast and I put an application in many of them including CCPS. I got a call from CCPS for an interview and had a tour afterward. Truly, we had a very warm welcome from all the school staff and kind intensions of care and support. School Principal and admin office staff were fabulous, explaining everything and answering all questions, they were honest and very compassion. On the tour, I was really impressed with all the activities the school provides. They not only focus on academic work, they also focus on student social skills, personal and behavior wellbeing. My son started at CCPS at year 2, I was worried about changing school environment, however, I found he settled very quickly, engaged with his teachers and friends very well. He got confident quickly in his performance. I sat with him almost every night checking his homework, English, Math etc, and I found him doing well. After I got his school report from semester one, I was really impressed by his performance, it was really great. Currently, he is in year 3 and he is doing very well, loves his teachers, engages in many activities (lego club, chess, choir, writer's group, art club, piano, drum and tennis). He goes after school care often, and the staff there are very nice and instructive. I find the staff at CCPS is very professional and handle everything belonging to students very well. Obviously, CCPS staff show high level of respect and professionalism. They treat everyone as he wants to be treated. Moreover, I would like to say something personally, CCPS allowed me to make the decision to settle finally in Caloundra. I moved to many places and choosing school was always tricky, when you find the right school for your children, this is going to make many things easy in your life. I also would like to say something to Pelican's Nest, my little one went to it when he was 1 year old. Staff there are nice and they are caring. Many thanks to CCPS and Pelican's Nest. You are really fabulous and I wish all the best in the future." - **Dr Ahmed & Dr Rehab**
- As a parent and employee here at Caloundra City Private School to witness the genuine care and kindness with receiving an outstanding education we are very blessed as a family to be part of the community and experience first hand the support and professionalism from dedicated teachers and staff. When enrolling in CCPS you are guaranteed a family not just a school. - **K McLean**
- When I first arrived at CCPS, I was warmly welcomed by the school principal and the teachers. They showed me around the beautiful campus, gardens and different facilities at CCPS. I remembered on the first day of school, I was really nervous as I was a new student and also from a different country. However, the classmates were very nice to me! They chatted with me and involved me in different activities. The teachers were very caring to me. If I didn't understand some of the contents in the lessons, they were willing to explain to me after class. They also provided me with valuable feedbacks for my assignments that were helpful to me, so that I was able to know how to do the assignments better in the future. I was rejoiced that I have chosen CCPS when I came to Australia to continue my studies. Throughout my three years studying at CCPS, I have built a strong connection with the teachers and many other students. They became my guiding lights and support when I am studying in Australia and I am truly grateful to everyone at CCPS who have given me constant support, enabling me to achieve success. - **Adrian Lai**
2022 Year 12 Graduate

OUR STAFF PROFILE

Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	25	13
Full-time equivalents	16	7

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	8
Bachelor degree	25
Diploma	4
Certificate	4

Professional Development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2022 was \$4379.31.

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	2022
Staff attendance for permanent and temporary staff and school leaders.	90.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff were retained by the school

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PERFORMANCE OF OUR STUDENTS



Key Student Outcomes

Student Attendance

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

Description	2021	2022
Overall attendance rate* for students at this school	89%	87.29%

* 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 eligible for ATAR and QCE
- 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 and www.ibo.org.

Outcomes for our Year 12 cohorts

Description	2022
Number of students who received a Senior Education Profile	12
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	-
Number of students awarded a Queensland Certificate of Education (QCE)	12
Number of students who received an ATAR	12
Number of students awarded one or more VET qualifications (including SAT)	0
Number of students awarded a VET Certificate II or above	0
Number of Students undertaking a certificate through TAFE or external provider	1
Number of students who were completing/continuing a SbAT	-
Number of students who studied a university subject while at school	2
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%