

JUNIOR SCHOOL HANDBOOK

KINDERGARTEN - YEAR 6



**Caloundra City
Private School**

TABLE OF CONTENTS

From the Principal	3
From the Head of Junior School	4
Developmental Philosophy	5
The Junior School	6
Kindergarten	6
The Prep Program	7
The Curriculum in KindergArten to Year 6.....	7
Differentiated Curriculum	8
English	8
Mathematics	9
Science	9
Humanities and Social Sciences.....	10
History.....	10
<i>Historical Knowledge and Understanding.....</i>	<i>10</i>
<i>Historical Skills</i>	<i>10</i>
Geography	10
<i>Geographical knowledge and understanding</i>	<i>10</i>
<i>Geographical inquiry and skills</i>	<i>10</i>
The Arts	11
<i>Music.....</i>	<i>11</i>
<i>Visual art.....</i>	<i>11</i>
Health and Physical Education	11
<i>Prep – Year 2.....</i>	<i>11</i>
<i>Years 3 – 6.....</i>	<i>11</i>
<i>Sport.....</i>	<i>11</i>
Swimming and Beach Skills.....	12
Technologies	12
Leadership program	13
transition program	13
Homework.....	14
Outdoor education Program	14
Extra Curricular Activities.....	14
Reporting.....	15
Special Events	15
Behaviour Management	15
Junior School Life Skills Program You can do it – Program Achieve.....	17
Parent code of behaviour	17
Uniform	19
Outside School Hours Care (OSHC)	19
join us for a personalised tour.....	19

FROM THE PRINCIPAL



It is with pleasure that I welcome you to Caloundra City Private School. Students are at the heart of all we do, which has enabled us to proudly create a positive learning community where students feel safe, happy and valued. These are important elements conducive to learning and we are tremendously proud of our school's vision to support students' holistic learning and development.

Our vision is to create opportunities and pathways for all students to excel, develop character and learn the ways to become world ready. Students will learn the art of self-direction and be courageous enough to make a positive difference in their communities, now and into their futures. They will be authentic and demonstrate responsibility and respect for others. Our aim is to develop students who are connected, well rounded, kind courteous, confident, creative and engaged young people, who are ready to make a difference. Our School Motto of 'Excellence, Integrity, Learning' drives all that we do.

Integral to our formula for learning is our dynamic, dedicated and caring teaching team. Together, they help guide each individual student on their learning at CCPS with a passion that drives them to instil a love of learning in all of our students.

We also believe parents and other family members' involvement in the life of our students is paramount to their success. As a school, we are proud to partner with you to ensure your sons and daughters embrace life at school with enthusiasm, focus and commitment.

It is an exciting time for refocus and growth at CCPS. We are in the process of enacting our *Strategic Vision 2021 and Beyond* as we refresh and innovate with a core focus on:

- **Wellbeing and Positive Education** forging our young people's strong sense of self
- **Quality Teaching and Learning** focusing on future-proofing our students; and
- **Community**, building meaningful connections and longstanding partnerships

Warm regards,

A handwritten signature in black ink, appearing to read 'Leon van Niekerk'.

Mr Leon van Niekerk
PRINCIPAL
Caloundra City Private School

FROM THE HEAD OF JUNIOR SCHOOL

Welcome to the Junior School – the first steps in your child's learning journey at Caloundra City Private School.

This handbook offers further detail about the curriculum offerings, extra-curricular activities, cultural and sporting opportunities, and overall operation of the Junior School. Further to this, we also encourage all new families to book a tour of our beautiful school, to see first-hand our impressive facilities and excellent educators in action in our classrooms. I also believe that you will be impressed by the presentation and commendable conduct of our students.

The Caloundra City Private School mission acknowledges that education involves the development of the whole person – intellectual, physical, emotional, social and moral – and that it should prepare young people to be effective, active and positive members of our rapidly changing world.

Within classrooms you will see an emphasis on the highest expectations for each individual in their academic, sporting and cultural pursuits. Our buildings boast distinctively high-raked ceilings and feature spacious classroom designs that are fully air-conditioned and immaculately maintained. All of our classrooms are fitted with both interactive whiteboards and traditional blackboards which are utilised alongside iPads. Students in Years 4 to 6 use their own iPads, and students from Kindergarten to Year 3 share access to a class set of iPads.

Our classrooms are set on beautifully landscaped grounds which back onto the Pelican Waters Reserve, offering leafy outlooks from every classroom. It is a wonderful space for students to feel safe, calm and connected. The Junior School has playgrounds, a multi-purpose court and hall, outdoor cricket nets and a soccer and football field, which the students greatly enjoy using at lunch time and for lessons.

The Junior School curriculum follows a developmental approach whereby the needs of individuals are met and catered for in a supportive learning environment. It is also designed to nurture a love of learning in our students, motivating them to reach their potential.

We look forward to welcoming you.

Warm regards,

Helen Ottaway
HEAD OF JUNIOR SCHOOL



DEVELOPMENTAL PHILOSOPHY

COGNITIVE ● PHYSICAL ● SOCIAL ● EMOTIONAL

The developmental Philosophy of Learning in Education has been adopted by Caloundra City Private School in theory and practice throughout the school. In Early Childhood Education, this philosophy is the most natural, successful and progressive approach in assisting young children to acquire knowledge.

ASPECTS

Aspects which the philosophy of developmental teaching takes into account at Caloundra City Private School are stated herein. The developmental point of view means understanding that the growth of the child is orderly, structured and predictable. Children have a cycle of development peculiar to humans in general. In this way, each child is like every other child. Children learn to walk before they run. They think concretely before abstractly.

The developmental point of view also means respecting the fact that all children have their own rates and patterns of growth unique to them. In this way, each child is different from every other child. Children learn to walk at different rates. Children learn to think abstractly at different chronological times.

The developmental point of view means accepting children as 'a whole', with physical, social, emotional and intellectual components depending upon and supporting each other. These components are not separate, and one cannot be stretched ahead of the others without upsetting the intrinsic or intricate balance.

The developmental point of view means appreciating that 'readiness' for any given task has its roots in the biological/maturational make-up of the child. We can neither produce it, hurry it, nor ignore it – we as educators, must work with it. This means promoting educational programs for children in terms of their development as it is now, not in terms of what one thinks it ought to be.

Therefore, the curriculum programs which are implemented at Caloundra City Private School take into account the uniqueness of each student and value their individual interests, abilities and initiatives. The programs also take into account the group as a whole where certain knowledge, processes and skills to be learned will be the teacher's reference point and initiative. So that children can be active learners at school and move from one level of cognition to the next, the curriculum will necessarily maintain a delicate balance of both child-initiated learning experience and learning experiences initiated by the teachers, all of which must be immersed in language for teacher goals and student outcomes to be achieved.

By teaching from the child's point of view in all areas of learning – cognitive, physical, social and emotional – the Junior School student at Caloundra City Private School will develop into a happy, confident, independent youngster with a sound learning base in all areas of the curriculum.

At Caloundra City Private School, we recognise the diversity in intellectual, social and emotional growth is the very reason why the developmental approach to teaching and learning at Caloundra City Private School is so successful in allowing each student to achieve to the very best of their ability.

- Our teaching and learning is based on an approach that is best described as developmental, which means that our curriculum, teaching and learning is designed to be responsive and appropriate to the diverse needs of young adolescents. We want all of our children to experience success and a sense of pride in their achievements.
- Our teaching and learning, provides challenge through a great variety of tasks, projects and learning opportunities. Teachers tailor the lessons to allow different groups of students to work on a variety of challenging tasks.
- Our philosophy focuses on improving student engagement and attitudes to learning. The curriculum is relevant and meaningful to the students and the world in which they live and to a world of the future.
- Our teaching and learning philosophy integrates technology, which brings the 'real world' to each student in the classroom. The use of technology across subject areas provides students with an enriched learning environment. We are preparing students for a very different world of the future and the skills that students acquire in this unique learning environment, are the very skills that students will need for future careers, many of which are yet to be created.

The broad principles of teaching and learning, at Caloundra City Private School, are structured in such a way to bring about the best possible learning outcomes for all students. Each student, however, will develop at a different speed and capacity, intellectually, socially and emotionally. It is important that we all recognise this fact, as it is so important that all students develop confidence in their own ability and a strong self-esteem.

Our aim in this phase of learning is to develop within each student:

- Enhanced love of life-long learning
- Leadership skills
- Confidence and a belief in their own abilities
- Increased capacities to problem solve and apply these skills to real life problems with some appropriate intellectual risk taking
- Appreciation of their own individual interests, talents and abilities
- Greater understanding of the environment and their place in the environment
- Increased pride in learning achievements
- Greater autonomy and responsibility for their own learning
- Greater appreciation of, and respect for,
- Healthy self-concept, self-esteem and resilience
- Increased capacity to work in groups and work cooperatively
- Creative and greater flexibility in thinking

THE JUNIOR SCHOOL

The Junior School at Caloundra City Private School is an incredible place for learning and incorporates Kindergarten to Year 6. Our team of highly qualified early childhood and primary teachers who are dedicated to ensuring that your child has the best possible experiences during their learning journey in the Junior School. Quality buildings, exciting resources, an engaging curriculum and many additional opportunities are provided for your child during each phase of their development.

KINDERGARTEN



As an important first step in your child's schooling journey at Caloundra City Private School, City Stars Kindergarten offers a school-based kindergarten experience within a vibrant and exciting educational environment. The City Stars Kindergarten program is rated as 'Exceeding National Quality Standards' by Australian Children's Education and Care Quality Authority – the highest rating that can be achieved for a licensed Kindergarten. The City Stars Kindergarten program is a five day per week program.

City Stars Kindergarten program offers a wide range of learning experiences that allow the children to explore, investigate, listen and problem solve. Our dedicated and supportive educators focus on supporting each individual child to ensure they reach their full potential from the very beginning of their school journey. Our focus is on nurturing the whole child, providing them with opportunities to develop academically, physically, socially, emotionally and spiritually. This welcoming and nurturing setting sees children take great strides in their development, and ensures children are prep-ready.

ENTRY REQUIREMENTS

- Children must be 4-years-old by 30 June in the year they commence kindergarten.

For more information on City Stars Kindergarten please see the Kindergarten Parent Handbook.

THE PREP PROGRAM



Caloundra City Private School's high-quality Prep program provides children with firm foundations for a love of life-long learning in a welcoming and nurturing environment. Our expert teaching team is comprised of early childhood classroom teachers, alongside specialist Japanese, Music, HPE and Library teachers. Together, they provide exceptional learning experiences for our Prep students and support each individual child's development to ensure a strong start to their schooling journey.

Backed by our **Positive Education Enhanced Curriculum** and whole-school **Wellbeing@CaloundraCity program**, the Prep program is designed to offer children firm foundations to succeed at school. This includes a strong emphasis on developing early literacy and numeracy skills, alongside:

- a positive approach to learning
- independence and confidence
- thinking and problem-solving skills
- language skills
- early literacy and numeracy skills
- health and physical development, including gross and fine motor skills

The curriculum is open-ended and encourages students to develop independence, social skills, confidence and organisational skills.

ENTRY REQUIREMENTS

- Children must be 5-years-old by 30 June in the year they commence school.

THE CURRICULUM IN KINDERGARTEN TO YEAR 6

Students can expect the following from the curriculum at Caloundra City Private School:

- A planned, linked, and cohesive curriculum with emphasis on continuity from Kindergarten to Year 6, building on what the students know, can do and understand
- Opportunities to plan and negotiate learning and assessment tasks which are relevant, challenging and achievable
- Learning experiences based on and mapped against the ACARA framework
- A strong, daily focus on literacy and numeracy across the curriculum
- Explicit student learning outcomes and assessment tasks which clearly demonstrate student learning
- To be inclusive of all students

Across the Junior School, we encourage students to enjoy their learning by providing a variety of opportunities. Teachers provide a learning environment that enables all students to achieve their best. The learning program engages students in both group and individual work across a range of subject areas:

- English
- Mathematics
- Science
- Humanities & Social Sciences

- The Arts
- Health & Physical Education
- Languages
- Technologies

At the end of each semester parents are invited to a culminating event where the students' work is showcased and visitors are able to celebrate the accomplishments of the children. At Caloundra City Private School, a strong importance is placed on the areas of English and Mathematics and there is a commitment to a block of time in each day for these areas.

DIFFERENTIATED CURRICULUM

Caloundra City Private School prides itself on its excellence; it is central to our School Motto: Excellence, Integrity, Learning. This excellence is found in the quality of our teaching and learning programs and in the individual care that we take of each and every student. Curriculum at CCPS is differentiated to cater for students according to their individual level of development as well as their personal talents and abilities.

This differentiation of the curriculum provides many advantages to our students and ensures their educational experiences allow each student to be challenged and fully engaged in their learning.

Further to this, is our **Positive Education Enhanced Curriculum (PEEC)** and whole-school **Wellbeing@CaloundraCity program**. Together, these programs are embedded into students' daily lives across all subject areas, aiming to ensure students form positive, lifelong habits to carry into their futures. This includes understanding of self through PERMAH and a focus on character strengths in alignment with the PEEC framework.



ENGLISH

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: The Language strand involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.
- *Literature*: Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.
- *Literacy*: Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

The teachers select a range of outcomes and experiences upon which to base the class program and will ensure that the most appropriate resources are selected to enhance the learning opportunities. In the teaching of reading and writing teachers provide a highly organised and scaffolded program, which incorporates explicit instructional strategies and caters for students according to their stage of development.

This curriculum maintains a balance between development of skills (such as handwriting, spelling and grammatical accuracy) and content. Our rigorous teaching of skills involves modelled, shared and guided writing and reading.

MATHEMATICS

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of Mathematics. They provide the language to build in the developmental aspects of the learning of Mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in Mathematics' skills development throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Students develop the ability to think, reason and work mathematically by investigating real-life questions and problems. The Foundation to 10 Mathematics Curriculum provides a framework for teachers to plan challenging, focused learning experiences that are connected to the experiences and interests of their students. These learning experiences can sometimes form an investigation. An investigation is a unit of work that may be framed as a problem to be solved, a question to be answered or an issue to be explored.

The development of mathematical skills and understanding is through a 'hands on' approach and aims to ensure a deep understanding rather than a superficial knowledge. This approach will ensure that students can build on a sound foundation in future years. Students will use technology to help them learn and understand and they will be given opportunities to see how their mathematical skills can be applied to the real world.

SCIENCE

The Australian Curriculum: Science has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Through each topic students will develop skills in:

- **Questioning and predicting:** Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
- **Planning and conducting:** Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
- **Processing and analyzing data and information:** Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.
- **Evaluating:** Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.
- **Communicating:** Conveying information or ideas to others through appropriate representations, text types and modes.

The teachers will select a range of outcomes and experiences upon which to base the class program and will ensure that the most appropriate resources are selected to enhance the learning opportunities.

HUMANITIES AND SOCIAL SCIENCES

HISTORY

The Australian Curriculum: History is organised into two interrelated strands: *Historical Knowledge and Understanding* and *Historical Skills*.

HISTORICAL KNOWLEDGE AND UNDERSTANDING

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

HISTORICAL SKILLS

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

GEOGRAPHY

The content of the Australian Curriculum: Geography is organised into two interrelated strands: *Geographical knowledge and understanding* and *Geographical inquiry and skills*.

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Geographical knowledge refers to the facts, generalisations, principles, theories, models and explanatory frameworks developed in geography to explain the spatial distribution of and the relationships between the characteristics of places. The curriculum recognises that this knowledge is dynamic and can be contested, and helps students to understand how people can come to different conclusions about the same questions. However, students also learn that opinions and conclusions must be backed up with evidence and logical argument.

A Geography curriculum that develops understanding emphasises explanation, helps students to relate new knowledge to existing knowledge, and provides opportunities for them to apply their understanding to questions and problems that they have not previously encountered. 'An essential educational outcome of learning Geography is to be able to apply knowledge and conceptual understanding to new settings: that is 'to "think geographically" about the changing world' (Geographical Association 2009)

GEOGRAPHICAL INQUIRY AND SKILLS

Geographical inquiry starts with curiosity - with students wanting to understand and explain something that has caught their imagination. It begins with a 'why' question which seeks to explain what they have observed or discovered or become interested in. There is often also a 'where' and 'why there' question about location. The next steps are the development of a method of investigating the question (including the use of theory and models where appropriate); the collection, evaluation and analysis of information; the construction of an answer to the question, and an evaluation of the meaning and significance of what has been found out.

THE ARTS

MUSIC

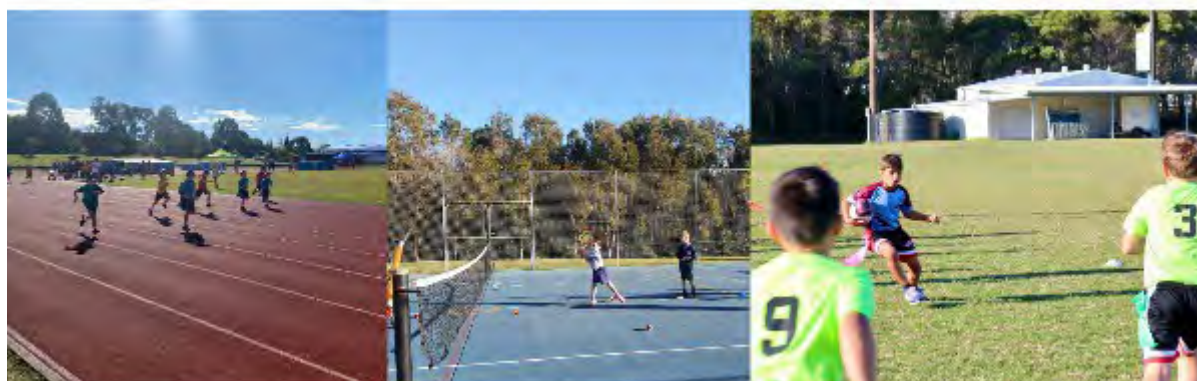
Music is highly valued at Caloundra City Private School. Classroom music begins in Prep and is part of the curriculum through to Year 12. In addition to classroom lessons the students have the option to participate in individual and group instrumental lessons.

Caloundra City Private School offers students a diverse range of musical experiences from Prep to Year 6. All students will experience playing drums, keyboards and guitars. Students work towards reading and writing music through singing, playing and performing. Musical games, individual and group tasks, listening activities, performance rehearsals and instrumental activities are all undertaken during class.

VISUAL ART

Visual Arts includes the fields of art, craft and design and involves students making and responding to artworks, drawing on the world as a source of ideas. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Visual Arts, students also learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers.

HEALTH AND PHYSICAL EDUCATION



The principal aim of the HPE and Sporting Program is to develop in children an enthusiasm for physical activity and to maintain and encourage that enthusiasm so that they become committed to pursuing an active lifestyle. Children's physical growth and development are integral to their learning. Children learn through, in, and about physical activity as they explore and experiment with a range of materials and equipment.

PREP – YEAR 2

Physical Education in Prep to Year 2 includes specialist swimming lessons and a Beach Skills program offered by experienced Surf Life Saving staff. Students also are involved in fitness training leading up to Cross Country and Athletics Carnivals. Game based activities, which concentrate on locomotor and non-locomotor skills form the focus of the majority of other lessons in Prep to Year 2 Physical Education.

YEARS 3 – 6

In Years 3 to 6, students are involved in Physical Education activities based around modified and minor games units and skilled development. Students participate in a variety of games and learn to understand and follow modified rules, demonstrate teamwork with other peers and display sportsmanship. Games are played with a focus to improve movement, balance and awareness, hand-eye coordination, catching, throwing and kicking. Students are also involved in specialist swimming lessons, a Beach Skills program and fitness training to prepare for the Cross Country and Athletics Carnivals.

SPORT

Students in Years 1 to 6 are involved in a number of sporting and recreational options, which are held on Wednesday (Years 1 and 2) and Friday (Years 3 to 6) afternoons. Options include:

- Oz-tag
- Aerobics / Dance

- Karate
- Musical Production workshop
- Modified Rugby
- Netball
- Basketball
- Volleyball

SWIMMING AND BEACH SKILLS



All Prep to Year 6 students are involved in a beach skills and swimming lessons/skill development programs in Terms One and Four. Swimming lessons are conducted at the Caloundra Aquatic Centre and the beach skills program is conducted by qualified Lifesavers at Kings Beach. Both these programs are part of the Physical Education Program of the school and all children are expected to participate unless medical reasons prevent them from doing so.

It is School Policy that each child has sunscreen applied to exposed skin before participating in swimming lessons or beach skills activities. Therefore, each child needs to have available at school for personal use sunscreen, which fulfils Broad Spectrum SPF 50+. This type of sunscreen is recommended by both the Sun Safety Council and the State Cancer Council, and blocks out both the UVA and the UVB rays (those which cause skin cancer).

TECHNOLOGIES

All students from Kindergarten have access to a range of technology including iPads, computer labs, Beebots, Spheros, Arduino kits and Lego Education Wedo 2.0 kits.

Students from Kindergarten to Year 3 have access to class sets of iPads. All classrooms have an Interactive Whiteboard and wireless internet access. Software programs are selected to enhance each child's learning and to further build literacy, numeracy and problem-solving skills and assist with research tasks.



LEADERSHIP PROGRAM

At Caloundra City Private School we have created a stimulating and challenging environment in which all students can experience success and thus achieve significant learning outcomes and social development. Such a community needs young people with well-developed leadership skills. Our Student Leadership structure has been formulated with this in mind, providing broad opportunities both formally and informally. The Junior School's Leadership Program commences in Year 3 when Class Captains are elected each semester. This continues in Years 4 and 5 and the program culminates with the Year 6 students, the most senior level of our Junior School, having the opportunity to lead in a variety of positions and mentorship.

The Leadership Program aims to assist students in becoming strong and resilient young people who are inspired to use the leadership opportunity to make a positive difference. Service to the School and the wider community is highly valued and there are many opportunities for the students to contribute as part of the Leadership Program. We support the students to become self-disciplined and self-motivated individuals and we believe that the safe, fair, supportive and caring environment at CCPS allows them the freedom to take risks and rise to challenges. We promote leadership as not about the individual, but to be leaders of a team.

Research indicates that this period of early adolescents, shapes who they are and how they function as adults, in other words, this is a pivotal stage in children's development, which influences the rest of their lives. Junoven, (2004), makes a very significant point in respect to this period of time in the growth by pointing out that the schools young teens attend play a critical role in shaping these futures.

TRANSITION PROGRAM



Our Transition Program supports the students as they move from the Junior School to the Senior School. All Year 6 students enjoy a variety of opportunities to join a wide range of events and activities alongside the Senior School students throughout the year. This approach promotes strong relationships among all students and teachers prior to entering Senior School. Activities include Senior School assemblies and form classes, and joining the end of year activities events.

Our Junior School students also embrace Senior School Buddy Classes, attending Senior School classes alongside these Senior students.

Our Next Steps Experience Events further create opportunities for our Year 3-6 students to step into our Senior School to explore the next steps in their learning journeys at Caloundra City Private School. This sees families step into our Senior School for a range of fun and engaging learning activities across our Senior School curriculum, hosted by our Senior teaching team. It is also a great opportunity to experience our Senior School educational environment and programs, and have any questions answered.

HOMEWORK

Whilst the classroom is the place where much of the learning activity commences, homework provides a time to review, extend and summarise learning in a different environment.

Homework becomes progressively more rigorous as students progress through the Junior School. For example, Prep students may take home an activity or home reading, whereas students in Year 6 may complete some set Mathematics, English or open-ended tasks. Homework always reflects what happens in the classroom.

If set homework is not completed, it is requested that a note of explanation from a parent be written in the student diary. Parents of all students are requested to sign the Student Diary weekly, after homework tasks are completed to the parents' satisfaction.

The following homework time, plus reading is expected:

Prep	10 minutes
Year 1 to 3	10-15 minutes
Year 4 and 5	30-40 minutes
Year 6	40-45 minutes

OUTDOOR EDUCATION PROGRAM

At Caloundra City Private School, involvement in the Outdoor Education Program from Prep to Year 6 is an integral part of a student's education and a key component of the school curriculum. This program focuses on experiential learning and personal development outside the comfort zone. Our Sunshine Coast local enables offers easy access to a variety of locations that provide unique opportunities to experience different levels of challenge and adventure.

Students in Prep to Year 4 take part in one to three day camps at venues within approximately an hour's drive from Caloundra City Private School. Students in Prep to Year 1 will be involved in day camps at a local camp facility. From Year 2 the students commence overnight camps. The camp centres we visit will be fully accredited and the program will involve qualified instructors who will lead the activities. These learning experiences are an excellent opportunity for the students to develop their leadership and cooperation skills

EXTRA CURRICULAR ACTIVITIES

To cater for students' varied abilities and interests a wide range of after school activities are offered each term. Extra-curricular activities are designed to complement classroom curriculum and enhance the learning of students. Some of these activities will foster individual skill development whilst other activities will provide the opportunity for students to develop team skills or explore passions and talents in a particular area.

Although these activities vary each Term, the following are included:

- Variety of sporting teams and skill development options including Touch, OzTag, Tennis and Netball
- Fitness & Running Club
- Chess Club
- Choir
- Art Club
- Instrumental music lessons

REPORTING

At Caloundra City Private School the students receive a comprehensive report on their progress at the end of each semester. At the conclusion of Terms 1 and 3 students and parents are invited to Student Parent Teacher interviews to discuss your child's progress and to view student portfolios.

SPECIAL EVENTS

The following list identifies some of the events occurring throughout the year.

- Class Parties
- Grandparent's Day
- Culminating events each Semester
- Mother's Day and Father's Day celebrations
- ANZAC Day March
- Swimming, Athletics and Cross Country Carnivals
- Under 8's Week celebrations
- Special Assembly presentations
- Camps from Prep to Year 6
- Excursions
- Community visits – eg. Aged Care Facility
- Co-Curricular Activities
- Speech Night (compulsory for Years 6 to 12)
- Junior Presentation Morning (Kindergarten to Year 6)

BEHAVIOUR MANAGEMENT

Positive reinforcement is used constantly when speaking with the students. Our students are involved in identifying the classroom / playground expectations and developing the idea that the class is a community with a common purpose of learning, growing and becoming friends. The emphasis is on valuing ourselves and looking after others. Each class has a clear set of class expectations, which are explained to the students and the parents. Although there is a strong focus on positive behaviour there are consequences for behaviour, which is inappropriate.

Bullying behaviour is unacceptable at Caloundra City Private School. Bullying is repeated and unjustifiable behaviour intended to cause fear, distress and/or harm. It can be physical, verbal, psychological, or relational aggressive behaviour, which is carried out by a more powerful individual or group against a less powerful individual unable to effectively resist.

Bullying can include one or all of the following behaviours, if it is repeatedly used by another student or group of students:

- Being ignored, left out on purpose, or not allowed to join in
- Being made fun of and teased in a mean or hurtful way
- Being hit, kicked or pushed around
- Being made afraid of getting hurt
- Lies or nasty stories being told about them with the intent to make other people dislike/hate them

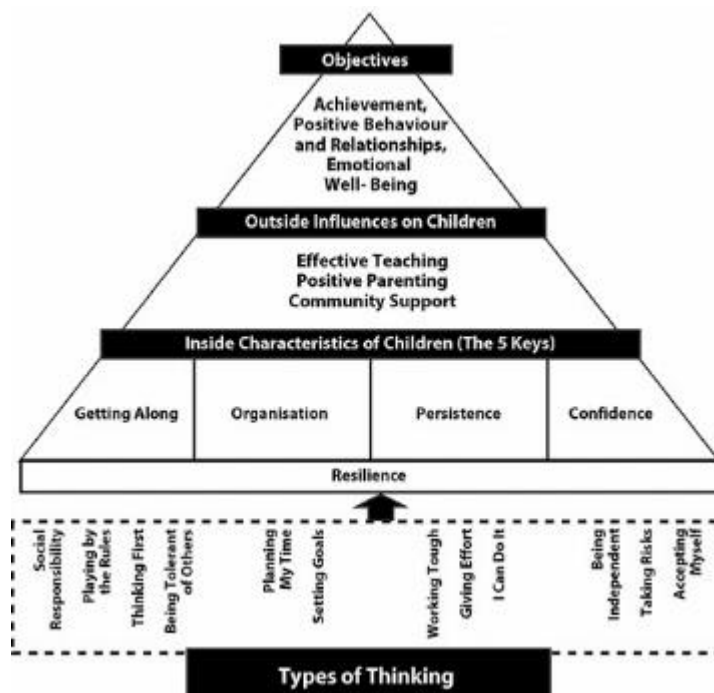
To minimise bullying in a school environment requires a concerted effort on the part of the students, staff and parents. At Caloundra City Private School we educate students about the detrimental effects of bullying and provide basic strategies to deal with and avoid bullying behaviours. Also, we provide pastoral care programs designed to build resilience in our children. It is most important that we all have a clear understanding of what bullying behaviour is, and to work in partnership between the home and school in order to rid our school of this behaviour.

Inappropriate behaviours are dealt with immediately they come to the attention of staff. We have a no blame approach in the first instance, and teachers will talk to students individually to find out what is going on between students and then will have a meeting with all of the students involved, to talk through the issues and to resolve any conflict that exists. If the behaviour persists, then the issue is brought to the attention of the Head of Junior School. The matter is dealt with in a timely and respectful manner, with the purpose of resolving the issue and moving on from the matter. Appropriate consequences are put in place by the Head of Junior School, or in more serious instances, by the Principal. Parents will always be notified of such serious instances.

JUNIOR SCHOOL LIFE SKILLS PROGRAM

YOU CAN DO IT – PROGRAM ACHIEVE

The 'You Can Do It' Program supports the School values and classroom programs. It focuses on the prevention and promotion of success and social-emotional well-being. The diagram below illustrates the main focus of YCDI's educational programs; namely the social and emotional characteristics of students.



The triangle illustrates that while the world (home, school and community) in which young people grow up in plays an important role in their supporting success and well-being, unless young people have the following social and emotional strengths, their achievement and adjustment will not be fully realised: Confidence, Persistence, Organization, Getting Along and Resilience.

PARENT CODE OF BEHAVIOUR

Parents are required to adhere to the school code of conduct and adhere to the expectations for appropriate behaviour in our school community.

All members of the school community will:

- Conduct themselves in a respectful and courteous manner and in compliance with the law;
- Use courteous and acceptable written and spoken language in all communications. No profane, insulting, harassing, aggressive or otherwise offensive language will be used;
- Act in the best interests and welfare of students, their families and staff members. They will not engage in malicious or judgmental gossip, and will ensure that anything they say about others is fair and truthful;
- Value our diverse community and respect the rights, religious beliefs and practices of individuals and their families. Respect points of view that are different from our own and refrain from actions and behaviour that constitutes harassment or discrimination.

When visiting the school Parents will:

- Respect and comply with reasonable requests and directions from the principal and other members of staff;
- Support staff in maintaining a safe, secure and respectful learning environment for all students, including:

- Raise any behavioural, bullying or peer group issues with a member of the teaching staff and handover the responsibility to deal with these issues to that teacher
 - Maintain absolute confidentiality of any information they obtain at school (information obtained at school can be discussed with classroom teachers or the principal)
 - Refrain from either speaking to or disciplining a child who is not theirs. In all instances behaviour of school children that is of concern to a parent must be raised with either classroom teachers or the principal.
- Work in partnership with the school to enhance the learning outcomes, wellbeing and conduct of their child, including:
 - Raise any concerns about their child's learning, conduct or wellbeing privately with the class teacher, wellbeing officer or principal;
 - Respect that the priority of school staff is the welfare and education of all children in the school. Therefore:
 - Refrain from interrupting or distracting a teacher while classroom activities or learning activities are underway;
 - Be aware that the time available for staff to meet with parents is limited and must be scheduled at a time that does not disrupt the classroom. Parents should be mindful of the teacher's time, communicate the reason for the meeting and allow the teacher time to prepare, unless there is a genuine emergency that needs to be discussed;
 - Appreciate that school staff are unlikely to respond to emails or telephone calls immediately. The school accepts that responses within 2 working days is acceptable and responses may not necessarily be made outside of working hours or during school holidays, with the exception of an emergency.

UNIFORM

Students are encouraged to take the utmost pride in their personal grooming and presentation. A high standard of uniform is valued at the School. The students up to Year 2 have a uniform, which is comfortable and easy to play in. A more formal uniform is introduced from Year 3.

OUTSIDE SCHOOL HOURS CARE (OSHC)

Many of our students regularly access our Outside School Hours Care service through our Pelican Waters Kids Club for students aged Prep – Year 6 or Pelican's Nest Early Learning Centre for Kindergarten aged students.

For both before and after school care, children are escorted by a staff member directly to and from Kid's Club or the Pelican's Nest Early Learning Centre. Child Care Subsidy for OSHC and Vacation Care is available to eligible families.

For more information about our OSHC service or to make a booking, please contact School Administration.

JOIN US FOR TOUR

We encourage all interested families to visit our School by booking a tour. This is an opportunity to discover Caloundra City Private School's welcoming, vibrant learning community in action, tour our school grounds, and meet with our Head of Junior School.

Your child's experiences in the Junior School will provide students with a solid foundation for their Senior School journey. We welcome you to Caloundra City Private School and the beginning of an exciting educational journey.

For more information about our school, or to book your tour, visit ccps.qld.edu.au. For any questions, please contact our Enrolments Officer on 5437 5800 or email enrolments@ccps.qld.edu.au.



Caloundra City Private School

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