

YEARS 7 - 8

ACADEMIC HANDBOOK



**Caloundra City  
Private School**

## Contents

Welcome to Senior School .....	3
Challenging traditional models of education: 21 <sup>st</sup> Century Powered Learning.....	3
Transferable Skills For Lifelong Success .....	4
Career Development Program .....	6
Years 7 – 8: Taking flight .....	7
Curriculum.....	7
Year 7 & 8 Subject Guide.....	8
Co-Curricular Programs .....	18
Senior School Information .....	20
House System.....	21
Laptop Program and Educational Software.....	23

## Welcome to Senior School

Welcome to Caloundra City Private School's Senior School, encompassing Years 7 through 12. Nestled in the vibrant coastal community of Caloundra, our Senior School offers a dynamic and nurturing environment where students grow to become resilient, confident global citizens equipped with transferable skills for success.

The journey begins in Years 7 and 8 where our focus is not only on academic achievement but also on fostering a love for learning. Through engaging curriculum, supportive teachers, and diverse co-curricular opportunities, we strive to spark curiosity and enthusiasm in all students. It is during these formative years that students begin to discover their strengths, interests, and aspirations, setting the stage for the years ahead.

As students progress into Years 9 and 10, our approach shifts towards guiding them towards their individual interests and passions. With a wide range of subject offerings and elective pathways, students can explore various fields of study, develop their skills, and delve deeper into areas that resonate with their interests. Students learn to take ownership of their learning journey and prepare for the challenges and opportunities that lie ahead.

In Years 11 and 12, our focus turns towards supporting and preparing students for their chosen career pathways and life beyond school. Whether they aspire to pursue further education, enter the workforce, or embark on entrepreneurial ventures, our aim is to ensure that every student graduates from Caloundra City Private School equipped and ready for success.

## Challenging traditional models of education: 21<sup>st</sup> Century Powered Learning

Traditional models of education are being challenged as the Fourth Industrial Revolution emphasises the need for a dynamic, future-ready approach to learning. The Fourth Industrial Revolution has ushered in an era of unprecedented technological advancement, reshaping industries, economies, and societies worldwide and changing the way we live, work, and learn. Caloundra City Private School is at the forefront, providing a secondary school education that delivers innovative programs to meet the evolving needs of learners in the 21st century.

## Transferable Skills For Lifelong Success

Caloundra City Private School has identified 10 Transferable Skills essential for students to cultivate during their Senior School years, enabling them to excel in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment.

Our focus is on developing and tracking the following set of 10 transferable skills in each student throughout their Senior School years, to ensure they graduate ready for success.

- 1. A Global Perspective:** Developing an understanding and appreciation for different cultures, perspectives, and global issues.
- 2. A Futures Orientation:** Cultivating a forward-thinking mindset, setting goals, and planning for the future
- 3. A Capacity to work in teams:** Learning how to collaborate, cooperate, and contribute effectively within a group setting.
- 4. Creative Problem Solving:** Encouraging innovative thinking and the ability to find unique solutions to challenges.
- 5. Learning and Social Network:** Building connections and expanding knowledge through interactions beyond the walls of the classroom.
- 6. Interdisciplinary Knowledge and Skills:** Utilising knowledge and skills from various disciplines to tackle complex problems.
- 7. Literacy and Numeracy:** Developing strong foundational skills in reading, writing, and mathematics.
- 8. Scientific Process:** Gaining proficiency in scientific methods and incorporating computational thinking into problem-solving.
- 9. Multifaceted Communication Skills:** Enhancing communication abilities across different mediums and utilising information and communication technologies effectively.
- 10. Self-Mastery:** Cultivating self-discipline, resilience, and the ability to overcome challenges and persevere.



THE FUTURE OF **EDUCATION**

# 10 TRANSFERABLE SKILLS FOR LIFELONG SUCCESS



Global  
Perspective

Interdisciplinary  
Knowledge and Skills



Futures  
Orientation

Literacy and  
Numeracy



Teamwork

Scientific  
Process



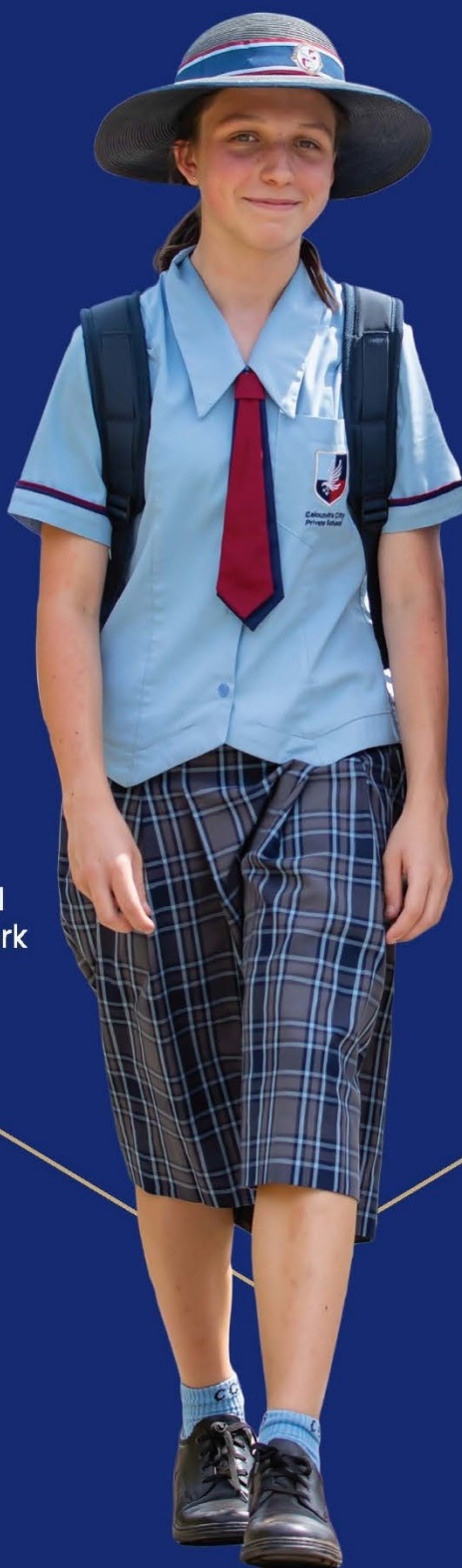
Creative  
Problem Solving

Multifaceted  
Communication Skills



Learning and  
Social Network

Self-Mastery



Caloundra City  
Private School

“  
**Connecting  
education  
with the world  
of work.**  
”

## Career Development Program

Unique to Caloundra City Private School, our Career Development Program spans across the Senior School years, providing assurance that your child's future is a top priority throughout their senior schooling journey. Graduates emerge well-prepared for the road ahead, equipped with the skills and knowledge needed for success in their future endeavors.

As students progress through senior school it is important to make subject selections that align with their career aspirations. Our dedicated career development coach works closely with each student, and their parents or carers, to identify their strengths, interests, and goals to assist with subject or course selections that will set them on the right path. For students interested in pursuing vocational pathways, we offer support for school-based apprenticeships and traineeships. Additionally, we provide opportunities for early entry into university or TAFE courses aligned with students' chosen industry pathways. Whether through accelerated learning programs, partnerships with educational institutions, or advanced placement opportunities, we ensure students have access to the resources they need to pursue their career goals. In Year 10, students engage in dedicated coursework focused on career exploration, goal setting, and planning for their future.

Outlined below are the key components covered by the Career Development Program for each year level.

<b>Years 7 - 9</b>	<ul style="list-style-type: none"> <li>• Tracking of Transferable Skills</li> <li>• Coaching on further developing their transferable skills</li> <li>• Active Volunteering</li> <li>• Workplace visit</li> <li>• Resume Writing</li> <li>• Cover Letter Writing</li> <li>• Mock Interviews</li> <li>• Year 9 Semester 2: First Career Experience</li> </ul>
<b>Year 10 – 11</b>	<ul style="list-style-type: none"> <li>• Tracking of Transferable Skills</li> <li>• Career Experience Term 1, 2 and 3</li> <li>• Opportunities to do Career Experience on the school holidays.</li> <li>• Mock Interviews</li> <li>• Learning Pathway Exploration</li> <li>• School Based Traineeship/Apprenticeship programs</li> <li>• Headstart: Start University Early</li> <li>• SET Plan (Senior Education and Training Plan)</li> <li>• Educational Providers Visits</li> <li>• Mentorship/Internship Programs</li> </ul>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Optional Career Experience based on chosen pathways.</li> <li>• Building networks to support future career aspirations.</li> <li>• Internship/Mentorship program</li> <li>• Work Ready</li> <li>• Future Ready</li> <li>• Careers Development Digital Folio</li> </ul>

## Years 7 – 8: Taking flight

Years 7 and 8 mark a significant phase in a student's educational journey, representing a crucial transition from junior school to senior school. These foundational years lay the groundwork for future success, shaping the path for the senior school years to come. During this period, the focus is on facilitating a successful and smooth adjustment to the academic challenges and responsibilities of senior school. It is in Years 7 and 8 that students consolidate their fundamental knowledge and skills while also developing the habits, attitudes, and mindsets essential for academic excellence and personal growth.

### Curriculum

The curriculum at Caloundra City Private School for Years 7 and 8 is meticulously crafted to encourage exploration and inquiry. Here, students encounter innovative and stimulating opportunities that foster discovery and a love for learning throughout their educational journey. Within this framework, a diverse array of nationally recognised Key Learning Areas (KLAs) is offered, encompassing English, Languages Other Than English (LOTE), History, Geography, Economics, Civics and Citizenship, the Arts, Mathematics, Science, Technology, and Physical Education.

The Core Subjects studied by all students in Year 7 and 8 students, provide a comprehensive introduction into the secondary school years. Students are exposed to a diverse range of subjects to ignite their interests and introduce potential avenues for deeper exploration and passion-driven study.

### Core Subjects

- Digital Design and Technology
- English
- Enterprise, Hospitality and Tourism
- Health and Physical Education
- Humanities (Civics, History and Geography)
- Japanese
- Mathematics
- Media Arts
- Music
- Science
- Visual Art and Photography

## Year 7 & 8 Subject Guide

### Design and Digital Technology

Digital Technologies focuses on existing and emerging technologies that will be essential for students as they transition into an increasingly digital economy. Creativity and problem solving are developed through tasks that enable students to apply new skills. The emphasis for Digital Technologies is creation. Rather than only consuming content, students need to be able to create content and solutions. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. This subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be presented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

The technology concepts covered include:

- Digital Systems, including Networks;
- Databases, Spreadsheets and structured query language;
- Digital Citizenship;
- Data collection and analysis;
- Three-Dimensional modelling and printing;
- Augmented reality;
- Video creation;
- Digital Game Creation;
- Online communication;
- Coding (block-based and language-based).

Assessment tasks may include:

- Examinations;
- Projects;
- Creating a portfolio of work;
- Creating digital content and interactive experiences;
- Building solutions with hardware;
- Self and peer evaluation
- Collaborative group projects.



## English

English is a compulsory subject for all students in Years 7 and 8. Units are designed to engage and enthuse students and follow the Australian National Curriculum in English. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Here at Caloundra City Private School, teachers bring these three strands to life, immersing and engaging students in listening, reading, viewing, interpreting, evaluating and performing the arts of Language, Literature and Literacy.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. These include various text types: early adolescent novels, picture books, newspapers, magazines and digital texts, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

### Pathways

A course of study in English can establish a basis for further education and employment in various fields, including but not limited to radio and film/ television, journalism, law, education, politics, administration and writing/publishing.

### Assessment

Assessment will be continuous and can take the form of Reading and Viewing, Writing and Shaping, and Speaking and Listening (ACARA, 2020). All assessment tasks aim to give students a realistic opportunity to demonstrate understanding in a variety of genres and to a range of audiences.

Students will create and craft a range of imaginative, informative and persuasive text types. For example: narratives, performances, and literary analysis.

Students are expected to complete drafts, and seek and respond to parent, peer and teacher feedback to develop their ideas and editing skills.

## Enterprise, Hospitality and Tourism

Enterprise, Hospitality and Tourism introduces students to the world of business, economics, tourism, and hospitality through practical topics and investigations. It allows students the opportunity to be innovative, creative, take risks and manage them, to have a can-do attitude and the drive to make ideas happen.

Tourism is one of the most important industries in our local area. Tourism impacts almost every other business. Students will develop an understanding of the tourism components and its impact in our local area. Additionally, students will learn the practical skills of hospitality, inclusive of hygiene, practical food preparation skills and safety. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

Enterprise, Hospitality and Tourism gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a

consumer, a worker and a producer in the market and the relationships between these groups. The emphasis is on personal, community, national or regional issues or events.

### **Pathways**

A course of study in can establish a basis for further education and employment in the fields of small business owner, project manager, marketing manager, tourist guide, travel agent, chef, waiter, and so on.

### **Assessment**

A variety of assessment instruments will be used, and may include short and extended responses, assignments, responses to stimulus material and research assignments, projects and expos.

## **Health and Physical Education**

Health and Physical Education is a compulsory subject for all students in Years 7 and 8 that follows the Australian National Curriculum. In Health and Physical Education students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Topics:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.

### **Pathways**

A course of study in Health Physical Education can establish a basis for further education and employment in human movement-related fields of teaching, exercise science, health-

related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

## **Assessment**

All units are assessed throughout the duration of the course. Practical activities are assessed throughout the unit, and in a more formal process at the

end of the unit. Aspects in skill development and performance and movement patterns are observed in modified and authentic environments. In addition, students are assessed on their understanding of rules, safety and cooperation with others.

## **Humanities**

Humanities is a compulsory subject which follows the Australian National Curriculum for History, Geography and Civics and Citizenship, for all students in Years 7 and 8.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

## **History Curriculum**

The Year 7 History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The Year 8 History curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650-1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

## **Geography Curriculum**

The Year 7 Geography curriculum includes two units of study: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. 'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

The Year 8 Geography curriculum includes two units of study: 'Landforms and landscapes' and 'Changing nations'. 'Landforms and landscapes' focuses on investigating

geomorphology through a study of landscapes and their landforms. 'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution.

### **Civics and Citizenship Curriculum**

The Year 7 Civics and Citizenship curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's secular system of government supports a diverse society with shared values.

The Year 8 Civics and Citizenship curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

### **Pathways**

A course of study in Humanities can establish a basis for further education and employment in the fields of education, foreign relations, international diplomacy, property development, economics, business management, law, politics, stockbroking, architecture, engineering, tourism, social work, librarian, journalism, environmental management, conservation, museum curator, historian.

### **Assessment tasks may include:**

- Response to Stimulus and Short Response Tests;
- Practical Tasks;
- Research Tasks;
- Tests / Quizzes;
- Multimodal Presentations;
- Extended Responses / Reports;
- Debates and Discussions.

## **Japanese**

Languages are a compulsory subject for all students in Years 7 and 8 that follows the Australian National Curriculum. Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development by developing students' problem-solving skills, memory and decision-making skills.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and still one of our most important trading partners. The Sunshine Coast is also a popular holiday destination for Japanese tourists. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese cultural while learning about similarities of modern Australian and Japanese societies.

### **Course Information**

The Years 7 and 8 Japanese programs are designed to enhance students' Japanese proficiency and provide students with opportunities to reflect on their own identity and culture.

Students are exposed to a variety of authentic Japanese situations and will develop their communication skills as a global citizen.

Students learn basic Japanese that includes:

- Greetings
- Introducing themselves
- Describing people and places
- Talking about their typical school day
- Ordering food at a restaurant
- Talking about their experience

### **Pathways**

Even partial knowledge of a foreign language is desirable for potential employees in any sector; particularly give the global community in which we now live. A course of study in Japanese can establish a basis for further education and employment in the fields of flight attendant, translating, interpreting, government diplomacy, tourism industry, travel consultancy, defence force, intelligence, Interhouse business and law, journalism, teaching, international trade (import/export), construction and mining sectors.

### **Assessment**

Students will be assessed on Reading, Writing, Speaking and Listening.

## **Mathematics**

Mathematics is a compulsory subject for all students in Years 7 and 8 that follows the Australian National Curriculum.

Mathematics plays an integral role in the holistic development of the individual, enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students prepare to face these challenges by developing higher order thinking processes so they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information.

Learning mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

### **Content Structure**

The course is organised around the interaction of three content strands and three proficiency strands;

The content strands are:

- Number and algebra,
- Measurement and geometry,
- And statistics and probability.



The proficiency strands are understanding, procedural skills, 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 mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Assessment tasks may include:

- Written Examinations;
- Practical Investigations;
- Written Assignments or Reports;
- ICT Tasks.
- Pathways

A course of study in Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, teacher, social science and the arts.

## Media Arts

Media literacy has been identified as a critical skill needed to interpret and understand the influence of the media on shaping behaviour, social norms and trends.

Throughout the Media course students engage in two main areas of study: Making and Responding. Through creating a variety of professional media products, such as music videos, advertisements, documentaries, news broadcasts and short films, students gain a practical understanding of how the media works.

Technically, students learn to operate Adobe Premiere (digital editing software), employ special effects such as the green screen, and use their mobile phones to film original footage to create new and exciting media productions.

- The course aims to develop a young person's ability to:
- Communicate information and ideas individually or as a team;
- Create for a purpose and produce for an audience;
- Be innovative and entrepreneurial
- Use and explore technology
- Persevere through to completion which requires being self-directed and self-assured;
- Be critical of what they see, hear or read.

The course content includes a range of aspects. Listed below are examples of the types of activities students may be involved in during Media Arts in Years 7 and 8.

- Analysing and deconstructing news, television programs and stereotypes;
- Examining the role of media;
- Photographing people and objects and creating storyboards;
- Recording voice-overs;
- Constructing characters and writing scripts;
- Focusing on the history of film and analysing important films/filmmakers;
- Designing brochures and posters;
- Advertising media products;
- Experiencing with filming techniques;

- Editing images and sound;
- Using a range of technologies to design and create.

## Pathways

There are numerous career opportunities for students who study Media Studies, ranging from public relations and journalism to graphic design, multimedia and work in the film industry. A course of study in Media Arts can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, education, events management, film production, graphic design, hospitality, interior design, journalism, lighting, make-up artistry, multimedia, music recording, photography, promotions, public relations, publishing, sales and marketing, script writing, stage design and web design.

## Assessment

Assessment aims to test students in every aspect of Media Studies to provide feedback on individual strengths across three dimensions:

- Critique – analysing and/or evaluating existing media products to unpack and better understand how to construct more effectively.
- Design – planning and preparing for the production of a media product (e.g. scripts, storyboards, treatments)
- Production – producing a media product, usually involving the filming and editing processes of pre and post production

## Music

The study of Music is an excellent opportunity for developing cognitive and cultural experiences.

The study of Music is an excellent opportunity for developing cognitive and cultural experiences.

It holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music

and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life. It also extends students in their spatial-mathematical, kinaesthetic and linguistic ways of learning whilst developing self- confidence and expression of thoughts, feelings and beliefs.

Music develops students' ability to be creative, an adaptable thinker and problem solver. It helps them make informed decisions and develops their abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making helps to cement in students a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression. Studying music gives students the opportunity to develop general capabilities and cross-curriculum priorities as outlined by the ACARA curriculum which include;

- Intercultural understanding
- Aboriginal and Torres Strait Islander Perspectives
- Critical and creative thinking
- Personal and social capability
- Information and communication technology capability
- Asia and Australia's engagement with Asia

Along with some literacy and numeracy concepts that are inherent in learning the language of music.

### **Course content**

In Year 7, students begin by learning music from popular genres that they listen to at home.

In Term 1 they develop music skills in;

- Large group ensembles
- Drums, piano, guitar, bass, percussion and voice
- Composing using pop song chord structures
- Using the elements of music to describe what they hear

In term 2 they further this development by;

- Researching other music cultures
- Analysing what strategies are utilised to make music from these cultures
- Create their own compositions using similar concepts

In Year 8 students continue to refine their musical skills by;

- Studying different composing methods utilised throughout the centuries
- Choosing their preferred composition style
- Developing their skills on a chosen instrument
- Performing on this instrument with a special focus on Australian contemporary music

### **Pathways**

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, producing, sound engineering, instrument repair technician, choreographer, musical directing, theatre coaching, audiologist, neuroscience, music therapy, composing, song writing, promotions, advertising, journalism, musician, teaching, musicology and law (music and copyright).

### **Assessment**

Students are assessed according to the three broad dimensions of music:

- Composing
- Performing
- Responding

Students are asked to consider the use of the elements of music in response to their own works and the works of others from a diversity of genres, times, cultures and places.

## **Science**

Science is a compulsory subject for all students in Year 7 and 8 that follows the Australian National Curriculum. The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

Students are given opportunities to develop an understanding of important science concepts and processes in the disciplines of Biology, Chemistry, Earth Science and Physics. In addition, students are able to explore and develop the practices of Engineering and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

In Years 7 and 8 students continue to study Science under a number of topic headings, which are aligned with the Australian Curriculum. The topics of Biology, Chemistry, Physics and Earth Science are addressed during each year of study and are embedded with digital technology. The three strands of the curriculum, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are interrelated and their content is taught in an integrated way.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a

much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum at CCPS promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are: patterns, order and organisation, form and function, stability and change, systems, scale and measurement and matter and energy.

### **Assessment tasks may include:**

- Tests, including data tests
- Student experiment or research investigation
- Practical report
- Field trip report

### **Pathways**

A course of study in Science can establish a basis for further education and employment in the fields of medicine, forensic science, veterinary, food and marine sciences, agriculture, biosecurity, biotechnology, conservation and sustainability, engineering, environmental science, medicine, pharmacy, quarantine, sports science and fields of science and technology.

## Co-Curricular Programs

At Caloundra City Private School learning, growth and the development of transferable skills also happens outside of the classroom. Our co-curricular programs are designed to offer students a diverse range of opportunities for personal growth, skill development and enrichment.

Our co-curricular offerings go beyond traditional academic subjects, recognising the importance of nurturing students' overall health and wellbeing. In line with this philosophy, we include programs that promote physical fitness, mental health, and emotional wellbeing as integral pillars of our students' development. Whether it's through sports teams, mindfulness workshops, or creative arts projects, we aim to support students in achieving balance and fulfillment in all aspects of their lives.

Participation in co-curricular activities not only enhances academic learning but also cultivates essential life skills such as teamwork, leadership, grit and resilience. We are committed to providing a supportive and inclusive environment where every student can explore their passions, discover new interests, and thrive both inside and outside the classroom.

The Co-Curricular offerings change each term. The following list is an example of some of the activities available.

- Sunshine Coast Independent School Sports Association (SCISSA) competitions: Volleyball, Netball, Basketball
- Oztag
- Futsal
- Tennis
- Dance Group
- Runfit
- Academic Tutorials
- Chess Club
- CCPS Writers' Club
- Japanese Club
- Choir
- Rock Band
- STEM Club
- Wellbeing Through Art
- Fishing Club – CCPS Fishtales
- The Duke of Edinburgh Awards





## The Duke of Edinburgh's International Award

Caloundra City Private School is one of the few schools on the Sunshine Coast to deliver the Duke of Edinburgh Award framework.

### What is the Duke of Ed?

The Duke of Edinburgh's International Award (the Duke of Ed) is the global leader in the organising and accrediting of non-formal education through its flagship 'Duke of Ed Framework'. For over 60 years, this Framework has been used by education providers and community organisations to accredit the non-formal learning outcomes and achievements of young people. The Duke of Ed has 3 [Award levels](#) and you can choose the level that's right for you: Bronze, Silver or Gold. Each level has different time commitments.

To finish the Bronze and Silver levels you have to complete 4 [Award sections](#) and 5 for the Gold level.

You design your own program around the things that interest you most.

The Award sections are:

[Voluntary Service](#)—get involved in your community and give service to others.

[Skills](#)—build your skills in something practical or creative, such as drawing, painting, fishing, or music.

[Physical Recreation](#)—take part in something active such as football, basketball, dancing, surfing or swimming.

[Adventurous Journey](#)—discover a sense of adventure and do something challenging with your friends.

[Gold Residential Project](#)—broaden your horizons and open your eyes to the world.

### Why do the Duke of Ed?

#### Employment Opportunities

The Duke of Ed is increasingly recognised by employers so it can even help you get a job. You will gain experience in many of the skills employers look for: communication, problem solving, initiative, organisation, and the ability to work independently and as part of a team. You will also be seen as someone with a range of interests, who actively participates in their community and who shows perseverance and commitment.

#### Earn credits towards your QCE

The Duke of Ed is a recognised course of study for the Queensland Certificate of Education (QCE), which is usually awarded at the end of Year 12. You can earn up to 4 credits—1 for Bronze, 1 for Silver and 2 for Gold. To earn credit points for your QCE, you must complete your Award while you are in Years 10–12 and provide the Queensland Award Operating Authority with your Learner Unique Identifier (LUI).

#### It is recognised throughout the world

The Duke of Ed is part of an international program running in 140 countries and is the largest structured youth development program in Australia.

The Award is recognised interstate and overseas.

## Senior School Information

### Senior School Contacts:



**Leon van Niekerk**  
Principal



**Nathan Reynolds**  
Head of  
Senior School



**Kris Naiker**  
Career Development  
Coach



**Cheryl McGregor**  
Student  
Administration



**Jane Brown**  
Receptionist



**Lisa Norris**  
Sports  
Administration

## House System

Upon enrolment, students become members of one of our esteemed houses: Henzell, McLean, Munns, or Ford, each representing the legacy of the families who founded and established our School in 2005.

This House System instils a sense of belonging and identity among students across the whole school. Through friendly collaboration and spirited competition in inter-house events, students develop pride, camaraderie and community spirit.

Senior School students gather in their House Groups for roll call on select mornings, fostering connections that span across all year levels. This nurtures friendships and mentorships, creating a supportive whole school community.

Leadership within our houses is integral, with Senior House captains elected annually by their peers. Junior School House Captains are also elected annually by our Junior School body and together, these House leaders play a crucial role in supporting house events and foster inclusivity throughout the school year. The House System aligns closely with our commitment to promoting the CCPS values of excellence, integrity, learning, respect and inclusiveness. These values serve as guiding principles, shaping the character and actions of every member of our school community.

Our Heads of House are members of our teaching staff who take on leadership responsibility to manage their House. Our Heads of House serve as the primary point of contact for both students and parents in the Senior School, offering guidance and support throughout the senior school years.



**Lauren Tralau**  
**Henzell Head of House**



**Kylie Lush**  
**Munns Head of House**



**Adam Burton**  
**Ford Head of House**



**Robert Pride**  
**McLean of House**

## Laptop Program and Educational Software

At Caloundra City Private School, we prioritise technological integration into our educational framework through our comprehensive Laptop Program. All Senior School student (Year 7 – 12) receives a laptop computer, along with access to our School Information Technology Support Officer for technical as required. Students receive a new laptop in Years 7 and 10, ensuring that their devices remain up-to-date and less than three years old. This ensures optimal performance and compatibility with evolving educational technologies.

Our school utilises Canvas, a leading digital learning management system used by the best educational institutions and universities around the world. Powered by Instructure, Canvas provides students with a centralised platform to access course materials, submit assignments, engage in discussions, and collaborate with peers and teachers. Through Canvas, students can navigate their academic tasks efficiently, track their progress, and stay organized in their studies.

Additionally, our school also leverages Atomi - an innovative digital learning platform that offers interactive educational content across various subjects and disciplines. Through Atomi, students can access engaging video lessons, interactive quizzes, and comprehensive study materials, enhancing their understanding and retention of key concepts.

By integrating these cutting-edge technologies into our educational framework, we empower students to embrace digital learning tools and prepare students to thrive in an increasingly digital-centric world, fostering critical thinking, collaboration, and innovation.





## **Caloundra City Private School**

Caloundra City Private School  
Pelican Waters Blvd  
Pelican Waters QLD 4551

**P** 07 5437 5800

**F** 07 5492 3038

**E** [admin@ccps.qld.edu.au](mailto:admin@ccps.qld.edu.au)

**www.ccps.qld.edu.au**

CRICOS 03214C