



**Caloundra City
Private School**

Annual Report 2023



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CONTACT INFORMATION

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Head of Learning Pathways	Mr Richard Doreian
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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 at 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 students to Year 12.

OUR GOALS



WE DO THIS BY:

Caloundra City Private School



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



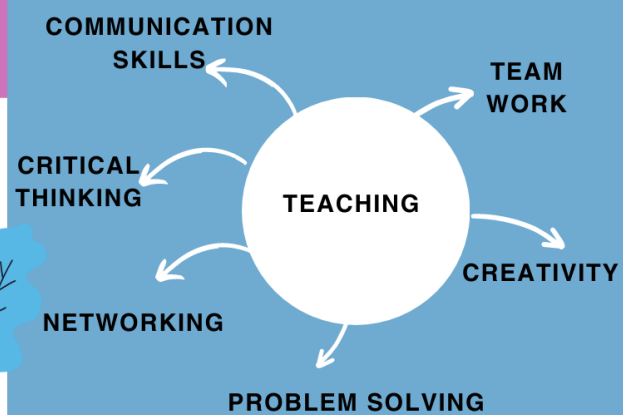
3

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	2023
Total	249	202	205	208	230
Girls	116	104	115	107	121
Boys	133	98	90	101	109
Indigenous	7	9	7	5	4

In 2023, there were 28 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	2023
Prep – Year 3	16	15	14	12	11
Year 4 – Year 6	20	18	16	16	15
Year 7 – Year 10	16	17	18	19	19
Year 11 – Year 12	16	17	14	17	18

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

Curriculum Delivery

Our approach to curriculum delivery

In 2023, CCPS continued to strengthen its commitment to contemporary, future-focused learning through the strategic integration of digital platforms and innovative curriculum offerings.

A key initiative was the introduction of Canvas as the school's learning management system for students in Years 10 and 11 during Term 4. This implementation reflects the school's commitment to 21st century learning, supporting flexible, accessible, and student-centred approaches to education. Canvas enables teachers to provide structured learning materials, timely feedback, and clear communication channels for both students and parents. Importantly, the platform enhances continuity of learning for students engaged in school-based traineeships, Headstart programs, and other flexible pathways, ensuring they can access curriculum content and remain connected to their studies regardless of their physical location.

To support effective implementation, ongoing professional development will be provided to staff, ensuring consistent and high-quality use of the platform across all subject areas.

In addition, the introduction of Atomi has provided students with access to high-quality digital resources, particularly in senior subjects, further supporting differentiation, revision, and improved academic outcomes.

Curriculum innovation was also strengthened through the introduction of Innovate, a subject designed to enhance the Design and Digital Technologies curriculum for Years 7–10. This subject focuses on developing creativity, problem-solving, and digital literacy skills aligned with the demands of a rapidly evolving technological landscape.

Complementing this, CCPS introduced IDEAS subjects, which provide students with opportunities to pursue their individual passions through project-based learning. These subjects foster student agency, creativity, and critical thinking, while supporting the development of transferable skills essential for success beyond school.

Together, these initiatives reflect CCPS's ongoing commitment to delivering a dynamic, inclusive, and future-focused curriculum that meets the diverse needs of its learners.

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

Co-Curricular Activities

In 2023, CCPS delivered a broad and inclusive co-curricular program that supports the school's commitment to the Alice Springs (Mparntwe) Education Declaration, particularly in developing confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The co-curricular offerings were intentionally designed to complement academic learning and strengthen the development of the Australian Curriculum General Capabilities, including Personal and Social Capability, Critical and Creative Thinking, Ethical Understanding, and ICT Capability.

Students engaged in a diverse range of activities, including Art Club, Writing Club, Chess Club, Yoga Club, and Fishing Club, which promoted creativity, wellbeing, and social connection. These programs provided authentic contexts for students to develop self-awareness, collaboration, and problem-solving skills. The Fishing Club also incorporated elements of STEM learning, with students designing and 3D printing fishing lures, supporting the development of ICT capability and creative thinking through applied, real-world experiences.

Sporting opportunities remained a key feature of the co-curricular program, with student participation in volleyball, netball, basketball competitions, and futsal. These activities supported the development of teamwork, resilience, leadership, and physical wellbeing, aligning strongly with the Personal and Social Capability and the school's commitment to promoting active and healthy lifestyles.

CCPS also continued to support student participation in the Duke of Edinburgh's Award, which provides a structured framework for students to develop initiative, perseverance, leadership, and community engagement. This program directly supports the development of ethical understanding and intercultural awareness, as students engage in service, skill development, and outdoor challenges.

Through these co-curricular opportunities, CCPS ensures that students have access to rich, varied learning experiences beyond the classroom, supporting the development of transferable skills essential for success in a rapidly changing world. The program is regularly reviewed to ensure alignment with school priorities, student interests, and system expectations.

How information and communication technologies are used to assist learning

CCPS continues to invest in a comprehensive ICT environment to support the delivery of a 21st century curriculum and meet the evolving needs of learners. Students in Years 4–6 utilise iPads, while students in Years 7–12 are provided with a school-issued laptop, enabling seamless access to learning both at school and at home. Devices are issued to students in Year 7, with a renewal program in Year 10 to ensure reliability and continued access to current technology.

Students in Years 7–12 have access to a range of digital platforms, including the Student Portal, Student Café, and online textbooks, supporting flexible, independent, and self-directed learning.

In 2023, CCPS introduced Canvas as its Learning Management System (LMS), aligning with the school's strategic vision to enhance digital pedagogy, communication, and learning continuity. Canvas provides a centralised platform for the delivery of curriculum content, assessment feedback, and communication with students and parents. This has been particularly effective in supporting students engaged in flexible learning pathways, including traineeships and Headstart programs, ensuring equitable access to learning regardless of location.

The school remains committed to ongoing development in ICT, with continued professional learning for staff to ensure effective integration of digital tools that enhance student engagement, differentiation, and academic outcomes.

Social Climate

Overview

At Caloundra City Private School, all students have the right to learn in a safe, supportive, and caring environment. Students who feel safe and connected are better able to engage in learning and achieve positive outcomes. Likewise, all staff have the right to work and teach in a respectful and supportive workplace, where fairness, dignity, and mutual respect are upheld by all members of the school community.

The school's behaviour management framework is underpinned by Restorative Practices, which focuses on building positive relationships, promoting accountability, and supporting students to develop self-directed, responsible behaviour. A positive school climate, where students feel a strong sense of belonging, is recognised as essential for effective learning. Through this approach, the school aims to nurture and protect healthy relationships, while supporting students to understand and take responsibility for the impact of their actions.

CCPS values diversity, inclusion, and tolerance, recognising that students from varied backgrounds, abilities, and experiences can learn and work together productively. The school is committed to ensuring that any individual affected by bullying or inappropriate behaviour is supported, believed, and protected from further harm.

Restorative Practices prioritise repairing relationships when harm has occurred, with a focus on educative, non-punitive responses that restore balance and rebuild trust within the community. At the same time, the school maintains clear expectations for behaviour. In cases of repeated or serious breaches, firm and consistent consequences, including internal and external days of reflection, may be applied in line with school policy.

This approach reinforces the school's commitment to addressing harassment and bullying promptly, consistently, and effectively, and operates in alignment with the School Behaviour Management Policy, Sexual Harassment Policy, and Grievance Procedures

Parent and Community Engagement

Caloundra City Private School recognises that the most effective relationships between families and schools are collaborative, respectful, and partnership-driven. In 2023, the school continued to strengthen its connection with families through a range of purposeful engagement strategies.

The Parents as Partners initiative remained a key driver of community engagement, providing opportunities for parents and carers to connect, contribute, and actively support the school. In 2023, this initiative continued to rebuild and strengthen community connections following COVID-19 disruptions. Parents were involved in a range of activities, including school events, fundraising initiatives, and community gatherings such as discos, Mother's Day stalls, breakfast events, and informal coffee mornings.

These informal and inclusive gatherings have been instrumental in fostering a strong sense of belonging and connection within the school community. They provide a welcoming environment for families to engage with one another and with staff, reinforcing a shared commitment to supporting student learning and wellbeing. The school acknowledges and values the significant contribution of parent volunteers, whose involvement enhances school culture and provides positive role modelling of community-mindedness for students.

The Parents as Partners program continues to offer a relaxed and inclusive platform for families to engage with the school, contribute to events, and support school initiatives. Termly meetings and ongoing communication enable parents to participate in planning, volunteering, and strengthening the overall school experience for students.

In addition to this initiative, the school utilises a range of communication strategies to ensure strong and consistent partnerships with families. These include the Parent Portal, CCPS App, fortnightly newsletters, text messaging, social media platforms, the school website, email, and phone communication. These channels support timely sharing of information, celebration of student achievements, and ongoing engagement with families.

Formal opportunities for parent engagement include Student Progress Conferences (held twice annually), information evenings, focus groups, and involvement in processes such as the Year 10 SET Plan. Parents are encouraged to maintain open communication with teachers and the leadership team to support student progress and wellbeing.

The School Board and Principal continue to oversee the development and implementation of the school's Strategic Plan, ensuring accountability and alignment with the school's vision and priorities.

Overall, parent and caregiver involvement remains a cornerstone of the CCPS community. The school is committed to maintaining an inclusive, welcoming, and collaborative environment, where all families are encouraged to engage and contribute to the shared goal of supporting positive student outcomes.

OUR STAFF PROFILE

Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	25	12
Full-time equivalents	16	11

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	5
Graduate Diploma etc.*	0
Bachelor degree	19
Diploma	0
Certificate	0

Professional Development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2023 was \$2151.73

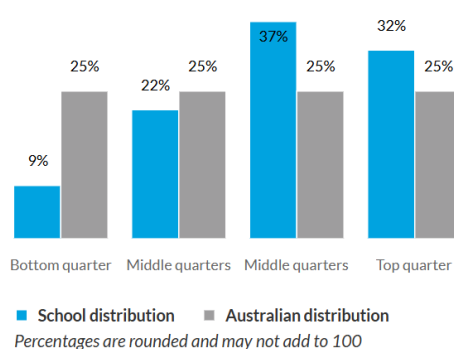
Funding Information

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1080
Average ICSEA value	1000
School ICSEA percentile	79

Distribution of Socio-Educational Advantage (SEA)



Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	2,430,340	11,357
State / territory government recurring funding	505,456	2,362
Fees, charges and parent contributions	2,095,960	9,794
Other private sources	159,034	743
Total gross income	5,190,790	24,256
Less deductions	36,868	172
Total net recurrent income	5,153,922	24,084

Staff attendance and retention

Average staff attendance for this school as percentages

Description	2023
Staff attendance for permanent and temporary staff and school leaders.	92.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.19% of staff were retained by the school

PERFORMANCE OF OUR STUDENTS



Key Student Outcomes

Student Attendance

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

Description	2021	2022	2023
Overall attendance rate* for students at this school	89%	87.29%	91%

* 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 and Heads of House and/or the Principal .

NAPLAN

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	411	415	423	396	442
Year 5	506	484	497	503	530
Year 7	573	565	547	571	570
Year 9	601	634	600	602	578

NAPLAN participation for this school is 96%
 NAPLAN participation for all Australian students is 95%

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	2023
Number of students who received a Senior Education Profile	9
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE)	9
Number of students who received an ATAR	9
Number of students awarded one or more VET qualifications (including SAT)	3
Number of students awarded a VET Certificate II or above	3
Number of Students undertaking a certificate through TAFE or external provider	2
Number of students who were completing/continuing a SbAT	0
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%

