



**Caloundra City  
Private School**

## **Annual Report 2024**



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## CONTACT INFORMATION

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<b>Deputy Principal-Students</b>	Mr Kris Naiker
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<b>Business Manager</b>	Mrs Melinda Short
<b>Administration Officer</b>	Ms Cheryl McGregor
<b>Communications Manager</b>	Mrs Mariel Glesk

## FROM THE PRINCIPAL



### School Overview

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

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.

### Mission Statement

At Caloundra City Private School, we provide a high-quality, personalised education from Kindergarten to Year 12, equipping students with the transferable skills needed to succeed in a dynamic and evolving world. In all that we do, we uphold our core values of Excellence, Integrity, Learning, Respect, and Inclusiveness.

### Vision Statement

To be a leading educational institution that creates transformative learning experiences, fostering the development of transferable skills and providing personalised education that equips students to succeed in a dynamic and evolving world. We achieve this through:

**Data driven decisions:** The school collects data on student performance, attendance, and engagement. This data is analysed to create personalised learning plans, ensuring targeted academic growth. Flexible learning pathways allow students to progress at their own pace, supported by adaptive learning software and digital resources that cater to diverse needs. Efforts are made to encourage student reflection and ownership of their learning, particularly through feedback sessions and student-led conferences.

**Transferable Skills Development:** The curriculum incorporates activities designed to foster transferable skills such as critical thinking, communication, collaboration, and problem-solving. Evidence of these skills is gathered through student portfolios, project-based assessments, and teacher observations.

**Early Engagement in the World of Work:** We actively connect students with the workforce through internships, industry visits, and guest speaker sessions, providing real-world learning experiences. Students develop key workplace skills, including teamwork, time management, and industry-specific knowledge. This growth is supported by data from industry partner feedback, student reflections, and performance in relevant assessments, ensuring students are well-prepared for their future careers.

**Expanded Social Network and Community Engagement:** We cultivate a strong sense of community by encouraging students to engage in volunteering, sports, and career experience opportunities that extend beyond the school. These experiences promote social responsibility, personal growth, and a commitment to making a positive impact locally and globally, while also opening doors to valuable career pathways.

## 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.

**THE FUTURE OF EDUCATION**

# 10 TRANSFERABLE SKILLS FOR LIFELONG SUCCESS

- Global Perspective
- Futures Orientation
- Teamwork
- Creative Problem Solving
- Learning and Social Network
- Interdisciplinary Knowledge and Skills
- Literacy and Numeracy
- Scientific Process
- Multifaceted Communication Skills
- Self-Mastery

**Caloundra City Private School**

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

# OUR SCHOOL AT A GLANCE



## School Profile

<b>Coeducational or single sex</b>	Coeducational
<b>School Type</b>	Independent Private
<b>Year levels offered</b>	Kindergarten to Year 12

## Student enrolments

Student enrolments at this school Prep – Year 12

Enrolment category	2019	2020	2021	2022	2023	2024
Total	249	202	205	208	230	248
Girls	116	104	115	107	121	132
Boys	133	98	90	101	109	116
Indigenous	7	9	7	5	4	8

In 2024, there were 19 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.

### Average class sizes

Average class size information for each phase of schooling

Phase of schooling	2019	2020	2021	2022	2023	2024
Prep – Year 3	16	15	14	12	11	13
Year 4 – Year 6	20	18	16	16	15	10
Year 7 – Year 10	16	17	18	19	19	25
Year 11 – Year 12	16	17	14	17	18	23

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

## Curriculum Delivery

### Our approach to curriculum delivery

In 2024, Caloundra City Private School continued to strengthen its commitment to delivering a dynamic, relevant, and future-focused curriculum, aligned with the Alice Springs (Mparntwe) Education Declaration, which seeks to develop confident and creative individuals, successful lifelong learners, and active and informed members of the community.

A key development was the full rollout of Canvas across Prep to Year 12, establishing a consistent and centralised Learning Management System. This has enhanced curriculum delivery, improved accessibility of learning materials, and strengthened communication between teachers, students, and families. Canvas supports flexible and blended learning environments, promoting student agency and enabling ongoing feedback, while strengthening the development of the ICT Capability across all year levels.

Learning at CCPS extends beyond the classroom, with a strong emphasis on visible learning in action, where students apply knowledge in real-world contexts. Through engagement with industry experts and authentic learning experiences, students deepen their understanding and see the relevance of their learning. These approaches support the development of key General Capabilities, including Critical and Creative Thinking, Personal and Social Capability, and Ethical Understanding, as students collaborate, solve problems, and reflect on their learning in meaningful contexts.

The school's Career Experience Program continued to expand in 2024, empowering students with transferable skills and early career insights. This program supports students to build confidence,

adaptability, and independence, preparing them for life beyond school. It aligns strongly with the development of Personal and Social Capability and Intercultural Understanding, as students engage with diverse workplaces and real-world expectations.

Creative and cultural learning was further strengthened through the launch of the Elements Arts Festival, which provided opportunities for creative expression, collaboration, and community connection. This initiative supported the development of Critical and Creative Thinking and Personal and Social Capability, while fostering a strong sense of belonging and engagement within the school community.

These initiatives demonstrate CCPS's commitment to delivering a curriculum that is innovative, inclusive, and responsive, ensuring students are equipped with the knowledge, skills, and capabilities required to thrive in a rapidly changing world.

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

## **Co-Curricular Activities**

In 2024, Caloundra City Private School continued to deliver a comprehensive and diverse co-curricular program that supports the development of the whole child, in alignment with the Alice Springs (Mparntwe) Education Declaration, fostering confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The co-curricular program provides students across Prep to Year 12 with access to a wide range of academic, creative, cultural, and sporting opportunities, ensuring inclusivity and broad participation. Programs such as Academic Tutorials, Mind Gym, Visual Literacy, Chess Club, Writers' Group, and Japanese Club support intellectual engagement and reinforce key learning areas, while strengthening Literacy, Critical and Creative Thinking, and Personal and Social Capability.

Creative and performing arts opportunities, including Choir, Rock Band, Performance Dance Group, Art Club, and Elements Event Club, enable students to express themselves, collaborate, and connect with the school community. These experiences support the development of Critical and Creative Thinking, Personal and Social Capability, and Intercultural Understanding, while enhancing student wellbeing and engagement.

The school's sporting program, including volleyball, futsal, basketball, netball, fishing club, and table tennis, promotes physical wellbeing, teamwork, resilience, and leadership. Participation in interschool competitions such as SCISSA further strengthens students' sense of belonging and school pride, while developing Personal and Social Capability.

CCPS also offers structured development programs such as The Duke of Edinburgh's International Award and The Bridge Award, which provide opportunities for students to build independence, perseverance, leadership, and community engagement. These programs align strongly with the development of Ethical Understanding and Intercultural Understanding, as students engage in service, skill development, and real-world challenges.

The co-curricular program is further enriched through specialist tuition opportunities, including Elite Tennis and Music Lessons (voice, piano, guitar, drums, ukulele and mandolin), supporting students to pursue excellence and develop discipline and creativity.

Through these diverse offerings, CCPS ensures that learning extends beyond the classroom, providing students with meaningful opportunities to develop transferable skills, build relationships, and explore personal interests. The program is regularly reviewed to ensure it remains responsive, inclusive, and aligned with school priorities.

### **How information and communication technologies are used to assist learning**

In 2024, Caloundra City Private School continued to strengthen its investment in a comprehensive ICT environment to support the delivery of a 21st century curriculum, and the development of the ICT Capability across all year levels.

A key development in 2024 was the transition of students in Years 5 and 6 from iPads to laptops, supporting a more seamless progression into secondary schooling where laptops are the primary learning device. Students in Years 7–12 continue to be provided with a school-issued laptop, enabling consistent access to learning both at school and at home. Devices are issued in Year 7, with a renewal program in Year 10 to ensure reliability and access to current technology.

Students across the school access a range of digital platforms to support learning. In Prep to Year 6, online programs such as Maths Trek, Sound Waves, and Cars and Stars are utilised to enhance engagement and provide data-informed insights into student progress in literacy and numeracy. These platforms support differentiated instruction and enable teachers to make targeted, evidence-based decisions, strengthening outcomes in key learning areas.

The use of Canvas as the school's Learning Management System continued to expand in 2024, embedding consistent practices across all year levels. Canvas supports the delivery of curriculum content, assessment, and feedback, while promoting student agency and self-directed learning. A significant enhancement in 2024 was the introduction of parent access to Canvas, enabling families to view teacher feedback and monitor student progress in real time. This has strengthened home–school partnerships and improved transparency in learning.

Students in Years 7–12 also continue to access platforms such as the Student Portal, Student Café, and online textbooks, supporting flexible, independent, and blended learning environments. These approaches contribute to the development of Critical and Creative Thinking and Personal and Social Capability, as students engage with digital tools to manage their learning and respond to feedback.

CCPS remains committed to the ongoing development of staff capability in ICT, with continued professional learning to ensure the effective integration of digital technologies that enhance engagement, differentiation, and academic achievement.

## **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

# OUR STAFF PROFILE

## Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	25	17
Full-time equivalents	17	14

## Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
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 2024 was \$6059.82

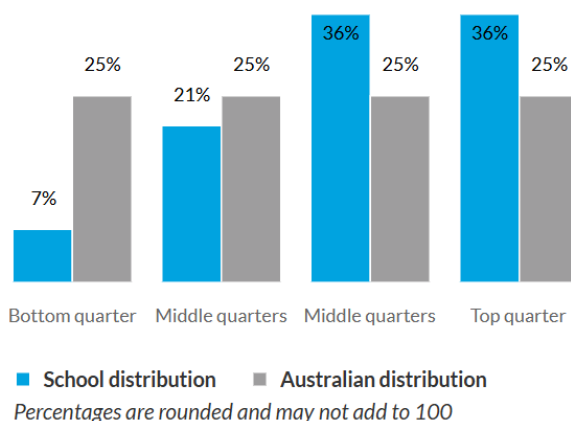
## Funding Information

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1090
Average ICSEA value	1000
School ICSEA percentile	82

#### Distribution of Socio-Educational Advantage (SEA)



Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	3,196,447	12,941
State / territory government recurring funding	670,412	2,714
Fees, charges and parent contributions	2,651,020	10,733
Other private sources	201,802	817
<b>Total gross income</b>	<b>6,719,681</b>	<b>27,205</b>
Less deductions	173,556	703
<b>Total net recurrent income</b>	<b>6,546,125</b>	<b>26,503</b>

## Staff attendance and retention

Average staff attendance for this school as percentages

Description	2024
Staff attendance for permanent and temporary staff and school leaders.	87.5

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

From the end of the previous school year, 76.19% 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	2024
Overall attendance rate* for students at this school	89%	87.29%	91%	90%

\* 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

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	422	443	411	423	440
Year 5	482	453	470	502	500
Year 7	582	588	585	584	578
Year 9	591	620	597	615	593

NAPLAN participation for this school is 85%

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Outcomes for our Year 12 cohorts

Description	2024
Number of students who received a Senior Education Profile	25
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE)	25
Number of students who received an ATAR	19
Number of students awarded one or more VET qualifications (including SAT)	8
Number of students awarded a VET Certificate II or above	8
Number of Students undertaking a certificate through TAFE or external provider	15
Number of students who were completing/continuing a SbAT	1
Number of students who studied a university subject while at school	6

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%