



**Caloundra City  
Private School**

## **Annual Report 2025**



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## CONTACT INFORMATION

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<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	2025
Total	249	202	205	208	230	248	204
Girls	116	104	115	107	121	132	94
Boys	133	98	90	101	109	116	110
Indigenous	7	9	7	5	4	8	6

In 2025, there were 12 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	2025
Prep – Year 3	16	15	14	12	11	13	14
Year 4 – Year 6	20	18	16	16	15	10	15
Year 7 – Year 10	16	17	18	19	19	25	17
Year 11 – Year 12	16	17	14	17	18	23	16

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

## Curriculum Delivery

### Our approach to curriculum delivery

In 2025, Caloundra City Private School continued to strengthen its commitment to delivering a coherent, aligned, and future-focused curriculum, in line with the Alice Springs (Mparntwe) Education Declaration, which emphasises the development of confident and creative individuals, successful lifelong learners, and active and informed members of the community.

A key achievement in 2025 was the full implementation of Canvas across Prep to Year 12, embedding a consistent and centralised platform for curriculum delivery, assessment, and feedback. This has enhanced learning continuity, student agency, and communication with families, while supporting the development of the ICT Capability. The platform enables students to engage with content, track their progress, and respond to feedback in a structured and accessible way.

Significant work was undertaken to strengthen curriculum compliance and alignment across the school. This included the development of QCAA Curriculum and Assessment Plans (CAPs) for Prep to Year 10, ensuring clear alignment with syllabus requirements and consistency in teaching, learning, and assessment practices. In addition, the creation of unit plans across Prep to Year 10 has ensured that the intent of the Australian Curriculum is explicitly enacted, with clear alignment to achievement standards, content descriptions, and assessment expectations. These processes support high-quality teaching and ensure a consistent learning experience for all students.

Looking forward, the school has designed the Agile Graduate Programme, to be launched in 2026, as part of its commitment to innovative and personalised learning pathways. This program will provide Year 11 students with a flexible timetable, enabling increased engagement in the world of work, alongside academic study. Students will be supported through a structured framework including conditioning coaches, academic advisors, and subject coaches, ensuring a holistic approach to student development.

The Agile Graduate Programme aligns directly with the College's 2020–2025 Strategic Plan, reflecting a commitment to preparing students for life beyond school through the development of transferable skills, adaptability, and real-world readiness. This initiative supports key General Capabilities, including Personal and Social Capability, Critical and Creative Thinking, and Ethical Understanding, as students engage in authentic, future-focused learning experiences.

These initiatives demonstrate CCPS's ongoing commitment to delivering a curriculum that is rigorous, aligned, 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 2025, Caloundra City Private School continued to provide a diverse and inclusive 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.

Students across Prep to Year 12 engaged in a broad range of academic, creative, cultural, and sporting opportunities. Programs such as CCPS Chess Club, Readers Cup Book Club, Art Club, and Academic enrichment opportunities supported intellectual engagement and strengthened Literacy, Critical and Creative Thinking, and Personal and Social Capability. These experiences provided students with opportunities to extend their learning beyond the classroom and develop problem-solving and collaboration skills.

Creative and performing arts continued to be a strong feature of the co-curricular program, with opportunities including School Band and music tuition (voice, piano, guitar, ukulele and mandolin). These programs fostered creative expression, discipline, and collaboration, while supporting the development of Critical and Creative Thinking and Personal and Social Capability.

Sporting opportunities remained a key focus, with student participation in volleyball, junior volleyball, basketball, and emerging programs such as ESPORTS, promoting engagement across a wide range of student interests. These activities supported the development of teamwork, resilience, and leadership, aligning strongly with the Personal and Social Capability and promoting student wellbeing.

In 2025, the school also introduced a soft launch of the Girls Surfing Club, providing students with opportunities to engage in physical activity, build confidence, and develop connections with peers in an outdoor environment. This initiative supports the development of Personal and Social Capability and Ethical Understanding, particularly through fostering respect for the environment and safe participation in

coastal settings. The program is planned for full implementation in 2026, further expanding opportunities for student engagement and wellbeing.

Structured programs such as The Duke of Edinburgh's International Award and The Bridge Award continued to provide opportunities for students to develop independence, perseverance, leadership, and community engagement. These programs align 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 supported through specialist tutoring and extension opportunities, including Elite Tennis and private music tuition, enabling students to pursue excellence and develop discipline and commitment.

Through these diverse offerings, CCPS ensures that learning extends beyond the classroom, supporting students 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, contributing to positive student engagement and wellbeing outcomes.

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

In 2025, Caloundra City Private School continued to strengthen its technology infrastructure and digital learning environment to support a contemporary, future-focused curriculum, aligned with the Alice Springs (Mparntwe) Education Declaration and the development of the ICT Capability across all year levels.

A significant development in 2025 was the transition of TASS to a cloud-hosted platform, improving system reliability, security, and accessibility for both staff and families. The introduction of TASS Orbit for parents has enhanced communication and transparency, enabling families to access real-time information relating to student progress, attendance, and school updates. This has strengthened home-school partnerships and improved engagement with student learning.

To support consistency in digital learning, the school completed the transition of students in Years 3–6 to laptops, moving away from iPad use. This shift aligns with secondary schooling practices and supports the development of digital fluency, independence, and productivity skills, preparing students for the increasing demands of technology-rich learning environments.

Further investment in classroom technology has seen the progressive replacement of traditional projectors with CommBox Interactive Screens. These screens provide greater flexibility in teaching and learning, enabling dynamic presentation of content, increased interactivity, and improved visibility for students. Teachers are able to move seamlessly between resources, annotate in real time, and create more engaging and responsive learning experiences.

Student leadership and engagement in technology were also enhanced through the introduction of an Audio-Visual (AV) Club, led by students. This initiative provides opportunities for students to develop practical skills in technology operations, problem-solving, and collaboration, while supporting school events such as assemblies and functions. The AV Club contributes to the development of Personal and Social Capability and ICT Capability, as students take on responsibility and work as part of a team.

These developments reflect CCPS's ongoing commitment to leveraging technology to enhance teaching, learning, communication, and community engagement, ensuring students are equipped with the skills and capabilities required to thrive in a digital world.

Social Climate

### **Overview**

In 2025, Caloundra City Private School continued to foster a positive, inclusive, and supportive social climate, recognising that student wellbeing and a strong sense of belonging are essential for learning. This approach aligns with the Alice Springs (Mparntwe) Education Declaration, which emphasises the importance of developing confident, resilient, and socially capable young people, as

well as the Australian Curriculum General Capabilities, particularly Personal and Social Capability and Ethical Understanding.

A key initiative in 2025 was the introduction of Year Level Coaches, who play a central role in supporting students across academic, social, and emotional domains. Year Level Coaches are responsible for providing pastoral care, monitoring academic progress, supporting personal development, and guiding behaviour, while also strengthening communication between home and school. This proactive and relational approach ensures that students are known, supported, and guided throughout their educational journey, contributing to a strong and connected school culture.

The school has also prioritised educating the parent community in response to the upcoming social media restrictions for students under 16, recognising the importance of working in partnership with families to support student wellbeing in a rapidly evolving digital landscape. This has included raising awareness of the potential impacts of social media on young people and reinforcing the shared responsibility between school and home in promoting safe and healthy online behaviours.

CCPS continues to promote a culture of respect, responsibility, and inclusion, where positive relationships are explicitly taught and reinforced. These practices support students to develop self-regulation, empathy, and ethical decision-making, which are critical components of the General Capabilities and essential for life beyond school.

Looking ahead, the school has identified a focus on targeted professional development for staff, aligned with the Australian Professional Standards for Teachers (AITSL), particularly in the area of effective behaviour management and student engagement. This will further strengthen teacher capacity to create safe, orderly, and supportive learning environments that maximise student outcomes.

Overall, the social climate at CCPS reflects a strong commitment to student wellbeing, positive relationships, and collaborative partnerships with families, ensuring all students are supported to thrive both academically and personally.

## OUR STAFF PROFILE

### Workforce Composition

Description	Teaching staff*	Non-teaching staff
Headcounts	17	22
Full-time equivalents	14	13

### Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	0
Bachelor degree	14

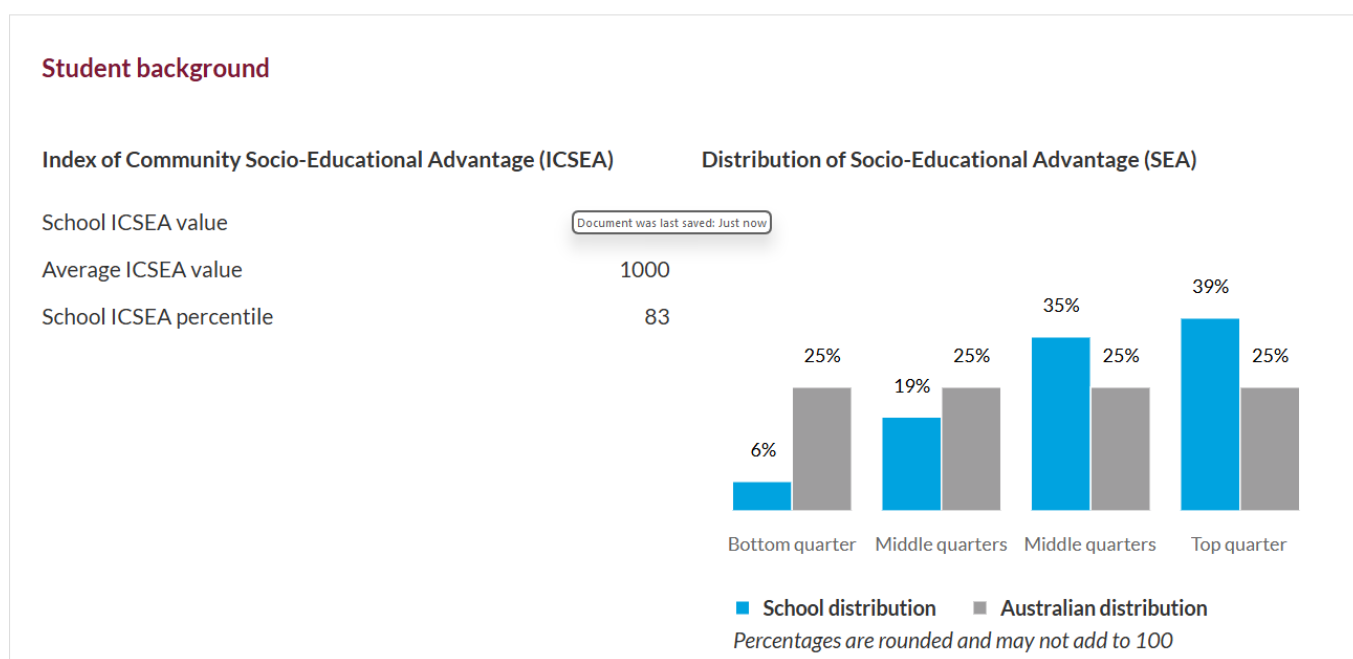
Diploma	0
Certificate	0

## Professional Development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2024 was \$8143.73

## Funding Information



## Staff attendance and retention

Average staff attendance for this school as percentages

Description	2024
Staff attendance for permanent and temporary staff and school leaders.	92.85%

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

From the end of the previous school year, 73.81% 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	2025
Overall attendance rate* for students at this school	89%	87.29%	91%	90%	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

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	427	398	444	447	428
Year 5	512	498	503	515	524
Year 7	542	541	570	535	574
Year 9	574	575	566	570	579

## 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	2025
Number of students who received a Senior Education Profile	18
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE)	18
Number of students who received an ATAR	13
Number of students awarded one or more VET qualifications (including SAT)	7
Number of students awarded a VET Certificate II or above	6
Number of Students undertaking a certificate through TAFE or external provider	11
Number of students who were completing/continuing a SbAT	0
Number of students who studied a university subject while at school	5
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%

