ACADEMIC HANDBOOK

Caloundra City Private School

Contents

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 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: 21st 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 innovate 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.

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.

Years 7 - 9	- Tracking of Transferable Skills - Coaching on further developing their transferable skills - Active Volunteering - Workplace visit - Resume Writing - Cover Letter Writing - Mock Interviews - Year 9 Semester 2: First Career Experience
Year 10 – 11	- Tracking of Transferable Skills - Career Experience Term 1, 2 and 3 - Opportunities to do Career Experience on the school holidays. - Mock Interviews - Learning Pathway Exploration - School Based Traineeship/Apprenticeship programs - Headstart: Start University Early - SET Plan (Senior Education and Training Plan) - Educational Providers Visits - Mentorship/Internship Programs
Year 12	- Optional Career Experience based on chosen pathways. - Building networks to support future career aspirations. - Internship/Mentorship program - Work Ready - Future Ready - Careers Development Digital Folio

Year 11 and 12: Ready to Soar

Year 11 and 12 mark the culmination of your child's secondary schooling journey, representing a stage where big decisions are made regarding future pathways.

It is during Year 11 that students begin to discern clear pathways leading to industry, university, or other tertiary courses, laying the groundwork for their chosen career paths.

To achieve the QCE, students must meet specific requirements set by the Queensland Curriculum & Assessment Authority (QCAA), encompassing a prescribed amount of learning, maintained at a defined standard, and following a predetermined pattern.

Collaboration between students, parents, and the school is important in developing a comprehensive plan for the exciting journey ahead. By working together, we can ensure that each student is equipped with the guidance and resources needed to navigate this critical phase of their educational and professional development.
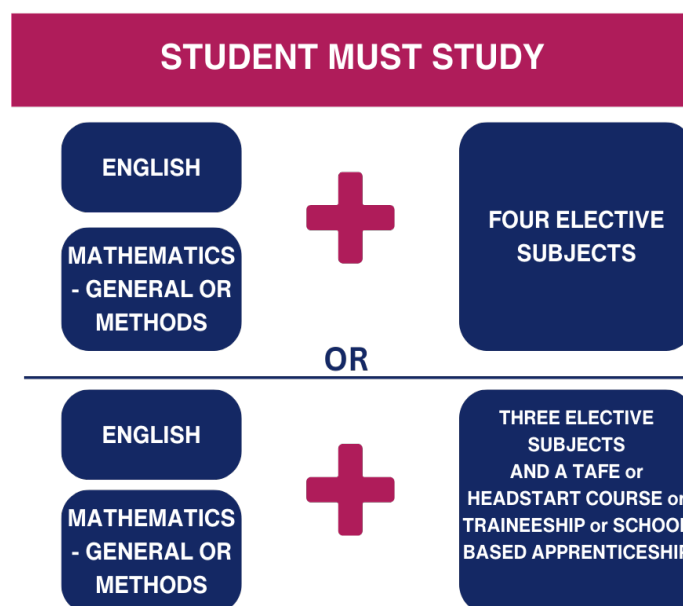
Curriculum

In Years 11 and 12 subject selection is aligned with the students intended educational or career pathways beyond secondary schooling. Our School offers a range of subjects based on QCAA syllabuses, which are categorised into General and Applied subjects.

All senior students at CCPS are required to complete English and either General Maths or Mathematical Methods, along with four elective subjects.

Courses in Year 11 and 12 are categorised into General or Applied.

Students may opt for alternate studies as part of their academic program, such as TAFE subjects or the University of the Sunshine Coast's Head Start program. They may also pursue school-based traineeships or apprenticeships.

STUDENT MUST STUDY

ENGLISH

MATHEMATICS - GENERAL OR METHODS

+

FOUR ELECTIVE SUBJECTS

OR

ENGLISH

MATHEMATICS - GENERAL OR METHODS

+

THREE ELECTIVE SUBJECTS AND A TAFE or HEADSTART COURSE or TRAINEESHIP or SCHOOL BASED APPRENTICESHIP

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

To receive a QCE, you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You are also required to have a learning account and achieve at least 1 credit of Core learning while enrolled in a Queensland school.

Set Amount:

- 20 credits from learning options, including:
- QCAA subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set Standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set Pattern

- 12 credits from completed Core courses of study
  and
- 8 credits from any combination of:
- Core courses of study
- Preparatory courses of study (maximum 4)
- Complementary courses of study (maximum 8).

Literacy and numeracy requirements

Students must meet literacy and numeracy requirements through one of the available learning options.

Courses and Credits

The QCE recognises a broad range of learning that caters to the diverse needs and aspirations of all.

This broad range offers flexibility, but also requires specified standards of achievement. Having a set amount of learning and a set standard lets students know what they must aspire to, and it lets the community know what is expected to attain the QCE. The QCE sends a clear message that it represents successful achievements in a significant amountof learning, and so provides students with a more valued passport to further education, training and employment.

The QCE complements other education and training reforms. Learning achievements that count towards the certificate are from school subjects, vocational education and training, university, workplaces and the community. This means that at Caloundra City Private School, we can design personal pathways that meet the diverse needs of our students, and that meets interests, abilities and stages in academic development.

The quality criteria ensure that learning achievements from courses contributing to the QCE are of sufficient size, standing and depth and facilitate the transition from school to the next phase of learning and training.

Credit describes the basic unit of learning and denotes the minimum amount of learning that can contribute to the certificate. The concept of credit allows the total amount of learning required to be specified – that is, at least 20 credit points. There are three types of courses: core, preparatory, and complementary. At least 12 credits are gained from completed courses of study from the core courses, up to four credits are gained from preparatory and up to eight credit points from enrichment and advanced. All 20 points can be earned from the core category. The set standards for literacy and numeracy must also be met.

Core: At least 12 credits must come from completed Core courses of study

Course	QCE credits per course
QCAA General and Applied Subjects	Up to 4
QCAA Extension Subjects	Up to 2
Certificate II Qualifications	Up to 4
Certificate III and IV Qualifications (including traineeships)	Up to 8
School-based Apprenticeships	Up to 8
Recognised Studies categorised as Core	As recognised by the QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

Course	QCE credits per course
QCAA Short Courses: − QCAA Short Courses in Literacy − QCAA Short Courses in Numeracy	Up to 1
Certificate I Qualifications	Up to 3
Recognised Studies categorised as Preparatory	As recognised by the QCAA

Complementary:

A maximum of 8 credits can come from Complementary courses of study

Course	QCE credits per course
QCAA Short Courses: − QCAA Short Courses in Aboriginal and Torres Strait Islander Languages − QCAA Short Courses in Career Education	Up to 1
University Subjects	Up to 4
Diplomas and Advances Diplomas	Up to 8
Recognised Studies categorised as Complementary	As recognised by the QCAA

Literacy and Numeracy:

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy

− QCAA General or Applied English subjects
− QCAA Short Course in Literacy
− Senior External Examination in a QCAA
    English subject
 	
− FSK20113 Certificate II in Skills for Work
    and Vocational Pathways
 	
− International Baccalaureate examination
    in approved English subjects
 	
− Recognised studies listed as meeting literacy requirements.
	− QCAA General or Applied Mathematics subjects.
	− QCAA Short Course in Numeracy.
	− Senior External Examination in a QCAA
	    Mathematics subject.
	
	− FSK20113 Certificate II in Skills for Work
	    and Vocational Pathways.
	
	− International Baccalaureate examination
	    in approved Mathematics subjects.
	
	− Recognised studies listed as meeting numeracy requirements.

The Australian Tertiary Admission Rank - ATAR

The Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions.

It is the standard measure of a student's overall academic achievement in relation to other students where those students have studied different subject combinations.

ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARS below 30 are reported as '30.00 or less'.

[The Queensland Tertiary Admissions Centre (QTAC)](#) calculates ATAR's for Queensland school students seeking entry to tertiary courses.

To be eligible for an ATAR a student must:

- complete five General subjects (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.
- To be eligible for an ATAR, students must satisfactorily complete (i.e., achieve a minimum grade of C or higher) an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

Year 11 & 12 Subjects Guide

The QCAA develops four types of senior subject syllabuses: General, Applied, Senior External Examinations and Short Courses.

Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the Preparatory to Year 10 Australian Curriculum.

General Syllabuses

General syllabuses are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied Syllabuses

Applied syllabuses are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Senior External Examinations

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF, please visit www.education.gov.au/australian-core-skills- framework

The subjects offered in Year 11 and 12 at CCPS are as follows;

General:

English

General Maths

Mathematical Methods

Physics

Chemistry

Biology

Modern History

Legal Studies

Applied:

Visual Arts in Practice

Other Programs:

In addition to these subjects students may also choose to study the following based on their personal career goals and aspirations:

University Headstart courses

Areas of study include:

- Business and commerce
- Communication, design and creative industries
- Education
- Environmental studies
- Health sciences
- Law and criminology
- Languages and linguistics
- Psychology and social sciences
- Science, IT and engineering
- Sport and exercise science

Tafe courses – Courses range from certificate I to certificate III and diplomas in different study areas from hospitality to horticulture, early childhood education to engineering, and everything in between.

School Based Apprenticeships and Traineeships -

School-based apprenticeships and traineeships (SATs) allow high school students (usually in Years 10, 11 or 12) to earn a wage, train towards a nationally recognised qualification and study towards their Queensland Certificate of Education at the same time.

Use your SAT to kick-start your career and learn invaluable, real-life workplace skills and hands-on industry experience.

The school will work with a training organisation, you the student and the employer to develop a training plan, which describes what, when and how you do your training. They also deliver all your training and assessment.

Your training may be:

- online, with a trainer checking in on you regularly

- at work, with an on-site trainer

- in a class at a training organisation, like TAFE.

Depending on your apprenticeship or traineeship and training organisation, you might complete your training:

- online during a spare period at school each week

- in the workplace, with a trainer who visits regularly

- with other students in a class environment on campus, either 1 or more days a week, or for a block (e.g. you might attend a 2-week block of classes).

Training can count towards final Queensland Certificate of Education (QCE) credit points.Credits are based on the number of 'competencies'—knowledge or skills applied to a workplace—you complete and/or the number of hours you have worked.For more information about QCE credits, refer to the Queensland Curriculum and Assessment Authority (QCAA).

School of Distance Education

Students have the option to pursue courses not available at CCPS through Distance Education, providing them with expanded access to diverse educational pathways that match their career aspirations. This broadens horizons for students to tailor their educational journey, delving into specialized subjects encompassing science, humanities, social sciences, English, mathematics, the arts, languages, or technologies. Those opting for Distance Education subjects will benefit from flexible scheduling and dedicated support from CCPS teaching staff, ensuring their success in this mode of learning.

Biology

Biology is the study of life. Students interested in the complexity, diversity and history of life on our planet will enjoy studies in this field.

Studies in Biology will provide students with opportunities to:

- develop their sense of wonder and curiosity about life.
- develop respect for all living things and the environment.
- develop an understanding of biological systems, concepts, theories and models. appreciation of how biological knowledge has developed over time and continues to develop.
- develop a sense of how biological knowledge influences society.
- plan and carry out fieldwork, laboratory and
- other research investigations.
- interpret evidence.
- use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.
- communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Course Structure

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Cells and Multicellular Organisms **Cells as the basis of life. Multicellular organisms.**	**Maintaining the Internal Environment** **Homeostasis. Infectious diseases**	**Biodiversity and the Interconnectedness of Life** **Describing biodiversity. Ecosystem dynamics.**	**Heredity and Continuity of Life** **DNA, genes and the continuity of life. Continuity of life on Earth.**

Assessment

Formative Assessment – Year 11		Summative Assessment – Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Formative Internal Assessment 1 (IA1) Data Test (10%)	Formative Internal Assessment 3 (IA3) Research Investigation (20%)	Summative Internal Assessment 1 (IA1) Data Test (10%)	Summative Internal Assessment 3 (IA3) Research Investigation (20%)
Formative Internal Assessment 2 (IA2) Student Experiment (20%)		Summative Internal Assessment 2 (IA2) Student Experiment (20%)	
Formative Internal Assessment (IA4) – Examination (50%)		Summative External Assessment (EA) – Examination (50%)	

Business

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students will investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They will investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They will engage with the dynamic business world (in local, national and global contexts), the changing workforce and emerging digital technologies.

By the conclusion of the course of study, students will:

- describe business environments and situations.
- explain business concepts, strategies and
- processes.
- select and analyse business data and information.
- interpret business relationships, patterns and trends to draw conclusions.
- evaluate business practices and strategies to make decisions and propose recommendations.
- create responses that communicate meaning to suit purpose and audience.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	**Business Growth**	**Business Diversification**	**Business Evolution**
Fundamentals of business. Creation of business ideas.	Establishment of a business. Entering markets.	Competitive markets. Strategic development.	Repositioning a business. Transformation of a business.

Pathways
A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, business information systems, operations management and public relations.

Assessment
The School will devise assessments in Units 1 and 2 to suit their local context. Assessment is aligned to teach students the necessary genres and types of questions assessed in Year 12. In Units 3 and 4, students complete four summative assessments.The results from each of the assessments are added

together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Combination Response	25%	**Summative Internal Assessment 3 (IA3):** Extended Response - Feasibility Report	25%
Summative Internal Assessment 2 (IA2): Investigation - Business Report	25%	**Summative External Assessment (EA):** Examination - Combination Response	25%

Chemistry

Chemistry is the study of the material that comprises the universe, it's structure and properties.

Studies in Chemistry provide opportunities for students to:

- develop an understanding of chemical theories, models and chemical systems.
- develop expertise in conducting scientificinvestigations.
- develop an abiliy to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and
- communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Course Structure

Year 11		Year 12	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Chemical Fundamentals - Structure, Properties and Reactions Properties and structure of atoms. Properties and structure of materials. Chemical reactions -reactants, products and energy change.	**Molecular Interactions and Reactions** Intermolecular forces and gases. Aqueous solutions and acidity. Rates of chemical reactions.	**Equilibrium, Acids and Redox Reactions** Chemical equilibrium systems. Oxidation and reduction.	**Structure, Synthesis and Design** Properties and structure of organic materials. Chemical synthesis and design.

Assessment

Formative Assessment – Year 11		Summative Assessment – Year 12	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Formative Internal Assessment 1 (IA1) Data Test (10%)	**Formative Internal Assessment 3 (IA3)** Research Investigation (20%)	**Summative Internal Assessment 1 (IA1)** Data Test (10%)	**Summative Internal Assessment 3 (IA3)** Research Investigation (20%)
Formative Internal Assessment 2 (IA2) Student Experiment (20%)		**Summative Internal Assessment 2 (IA2)** Student Experiment (20%)	
Formative Internal Assessment (IA4) – Examination (50%)		Summative External Assessment (EA) – Examination (50%)	

Design

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students will learn:

- how design has influenced the economic, social and cultural environment in which they live.
- the agency of humans in conceiving and imagining possible futures through design.
- collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders.
- the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.
- about and experience design through exploring needs, wants and opportunities. developing ideas and design concepts.
- to use drawing and low-fidelity prototyping skills.
- to evaluate ideas and design concepts. and
- to communicate design proposals to suit different audiences.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria.
- represent ideas, design concepts and design information using drawing and low- fidelity prototyping.
- analyse needs, wants and opportunities using data.
- devise ideas in response to design problems.
- synthesise ideas and design concepts to
- make refinements.
- make decisions about and use mode- appropriate features, language and conventions for purposes and contexts.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	**Commercial Design**	**Human-centred Design**	**Sustainable Design**
Experiencing design.	Explore - client needs and wants.	Designing with empathy.	Explore - sustainable design opportunities.
Design process.			
Design styles.	Develop - collaborative design.		Develop – redesign.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E)

Summative Assessment

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Design Challenge	15%	**Summative Internal Assessment 3 (IA3):** Project	25%
Summative Internal Assessment 2 (IA2): Project	35%	**Summative External Assessment (EA):** Examination - Design Challenge	25%

English

Senior English focuses on both literary and non- literary texts. Study develops independent, innovative, critical and creative thinkers who appreciate the aesthetic use of language. and students who can analyse perspectives and evidence, challenging ideas and interpretations through the analysis and creation of varied texts. Significant, open-ended opportunities exist for students to engage with themes around humanity which matter to them. Students are offered opportunities to interpret, analyse and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and media, and how to use it appropriately and effectively for a variety of purposes. Students enjoy opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

They communicate accurately and effectively in Standard Australian English for the purposes of responding to, analysing and creating texts.

Students make choices about generic structures, purposeful language and textual features, and optimal technologies for participating actively in literary analyses and the creation of texts in a range of modes, media and forms.

Pathways

A course of study in English promotes open- mindedness, imagination, critical awareness and intellectual flexibility. skills that prepare students for local and global citizenship and for life-long learning

across a wide range of contexts.

Assessment Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- establish and maintain roles of the writer/speaker/ signer/designer and relationships with audiences.

- create and analyse perspectives and representations of concepts, identities, times and places.
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- select and synthesise subject matter to support perspectives.
- organise and sequence subject matter to achieve particular purposes.
- use cohesive devices to emphasise ideas and connect parts of texts.
- make language choices for particular purposes and contexts.
- use grammar and language structures for particular purposes.
- use mode-appropriate features to achieve particular purposes (QCAA,2020).

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and Texts Examining and creating perspectives in texts. Responding to a variety of non-literary and literary texts. Creating responses for public audiences and persuasive texts.	**Texts and Culture Examining and shaping representations of culture in texts.** Responding to literary and non-literary texts, including a focus on Australian texts. Creating imaginative and analytical texts.	**Textual Connections Exploring connections between texts.** Examining different perspectives of the same issue in texts and shaping own perspectives. Creating responses for public audiences and persuasive texts.	**Close Study of Literary Texts** Engaging with literary texts from diverse times and places. Responding to literary texts creatively and critically. Creating imaginative and analytical texts.

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Extended Response – Written Response for a Public Audience	25%	**Summative Internal Assessment 3 (IA3):** Extended Response – Imaginative Written Response	25%
Summative Internal Assessment 2 (IA2): Extended Response – Persuasive Spoken Response	25%	**Summative External Assessment (EA):** Examination – Analytical Written Response	25%

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues.

Throughout the Legal Studies syllabus students will:

- study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities
- develop critical skills to assess the effectiveness of laws to manage competing interests
- study the foundations of law, the criminal justice process and the civil justice system
- critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues
- develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations
- identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. and question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Objectives

- By the conclusion of the course of study, students will:
- comprehend legal concepts, principles and processes.
- select legal information from sources.
- analyse legal issues.
- evaluate legal situations.
- create responses that communicate meaning.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond Reasonable Doubt Legal foundations. Criminal investigation process. Criminal trial process. Punishment and sentencing.	**Balance of Probabilities** Civil law foundations. Contractual obligations. Negligence and the duty of care.	**Law, Governance and Change** Governance in Australia. Law reform within a dynamic society.	**Human Rights in Legal Contexts** Human rights. The effectiveness of international law. Human rights in Australian contexts.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all

discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Combination Response	25%	**Summative Internal Assessment 3 (IA3):** Investigation - Argumentative Essay	25%

Summative Internal Assessment 2 (IA2):	25%	Summative External Assessment (EA):	25%
Investigation - Inquiry Report		Examination - Combination Response	

General Mathematics

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices—building on the content of the Preparatory to Year 10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10, but whose future studies or employment pathways do not require calculus.

Students will build on and develop key mathematical ideas including:

- rates and percentages.
- concepts from financial mathematics.
- linear and non-linear expressions.
- sequences.
- the use of matrices and networks to model and solve authentic problems.
- the use of trigonometry to find solutions to practical problems
- the exploration of real-world phenomena in statistics.

Students will engage in a practical approach that equips learners for their needs as future citizens. They will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, Measurement and Relations Consumer arithmetic. Shape and measurement. Linear equations and their graphs.	**Applied Trigonometry, Algebra, Matrices and Univariate Data** Applications of trigonometry. Algebra and matrices. Univariate data analysis.	**Bivariate Data, Sequences and Change, and Earth Geometry** Bivariate data analysis. Time series analysis. Growth and decay in sequences. Earth geometry and time zones.	**Investing and Networking** Loans, investments and annuities. Graphs and networks. Networks and decision mathematics.

Pathways

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

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Problem-solving and Modelling Task	20%	**Summative Internal Assessment 3 (IA3):** Examination	15%
Summative Internal Assessment 2 (IA2): Examination	15%		
Summative External Assessment (EA): Examination			50%

Mathematical Methods

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems—becoming critical thinkers, innovators and problem-solvers.

Students will learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the Preparatory to Year 10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students will develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another.

They will make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Objectives

- By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions
- and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics.
- comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, Statistics and Functions	**Calculus and Further Functions**	**Further Calculus**	**Further Functions and Statistics**
Arithmetic and geometric sequences and series 1.	Exponential functions 2. The logarithmic function 1. Trigonometric functions 1.	The logarithmic function 2. Further differentiation and applications 2. Integrals.	Further differentiation and applications 3. Trigonometric functions 2. Discrete random variables 2.
Functions and graphs. Counting and probability.			
Exponential functions 1.	Introduction to differential calculus.		Continuous random variables and the normal distribution.
Arithmetic and geometric sequences.	Further differentiation and applications 1. Discrete random variables 1.		Interval estimates for proportions.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and

employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. Mathematical Methods assessment contain both technology -free and technology-active (use of graphics calculators) components. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Problem-solving and Modelling Task	20%	**Summative Internal Assessment 3 (IA3):** Examination	15%
Summative Internal Assessment 2 (IA2): Examination	15%		
Summative External Assessment (EA): Examination			50%

Modern History

Students will learn that the past is contestable and tentative. Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Through inquiry into ideas, movements, national experiences and international experiences, they discover how the past consists of various perspectives and interpretations. Students will gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Objectives

- By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts;
- devise historical questions and conduct research;
- analyse historical sources and evidence;
- synthesise information from historical sources and evidence;
- evaluate historical interpretations;
- create responses that communicate meaning.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	**Movements in the Modern World**	**National Experiences in the Modern World**	**International Experiences in the Modern World**
Australian Frontier Wars, 1788–1930s	Australian Indigenous rights movement since 1967;	Australia, 1914–1949;	Australian engagement with Asia since 1945;
Age of Enlightenment, 1750s–1789;	Independence movement in India, 1857–1947;	England, 1707–1837;	Search for collective peace and security since 1815;
Industrial Revolution, 1760s–1890s;	Workers' movement since the 1860s;	France, 1799–1815;	Trade and commerce between nations since 1833;
American Revolution, 1763–1783;	Women's movement since 1893;	New Zealand, 1841–1934;	Mass migrations since 1848;
French Revolution, 1789–1799;	May Fourth Movement in China, 1919;	Germany,1914–1945;	Information Age since 1936;
Age of Imperialism, 1848–1914;	Independence movement in Algeria, 1945–1962;	United States of America, 1917–1945;	Genocides and ethnic cleansings since 1941;
Meiji Restoration, 1868–1912;	Independence movement in Vietnam, 1945–1975;	Soviet Union, 1920s–1945;	Nuclear Age since 1945;
Boxer Rebellion, 1900–1901;	Anti-apartheid movement in South Africa, 1948–1991;	Japan, 1931–1967;	Cold War, 1945–1991;
Russian Revolution, 1905–1920s;	African-American civil rights movement, 1954–1968;	China, 1931–1976;	Struggle for peace in the Middle East since 1948;
Xinhai Revolution, 1911–1912;	Environmental movement since the 1960s;	Indonesia, 1942–1975;	Cultural globalisation since 1956;
Iranian Revolution, 1977–1979;	LGBTIQ civil rights movement since 1969;	India, 1947–1974;	Space exploration since 1957;
Arab Spring since 2010	Pro-democracy movement in Myanmar (Burma) since 1988;	Israel, 1948–1993;	Rights and recognition of First Peoples since 1982;
Alternative topic for Unit 1.	Alternative topic for Unit 2.	South Korea, 1948–1972.	Terrorism, anti-terrorism and counter-terrorism since 1984.

Summative Assessments

Unit 3			Unit 4		
Summative Internal Assessment 1 (IA1): Examination - Essay in Response to Historical Sources		25%	**Summative Internal Assessment 3 (IA3):** Investigation - Historical Essay based on Research		25%
Summative Internal Assessment 2 (IA2): Independent Source Investigation		25%	**Summative External Assessment (EA):** Examination - Short Responses to Historical Sources		25%

Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students will optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students will learn:

- how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are
- relevant to their engagement and performance in physical activity;
- to engage in a range of activities to develop
- movement sequences and movement strategies;
- experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts;
- to recognise and explain concepts and principles about and through movement; and
- demonstrate and apply body and movement concepts to movement sequences and movement strategies.
- Through their purposeful engagement in physical activities, students will:
- gather data to analyse, synthesise and devise strategies to optimise engagement and performance; and
- engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and
- principles about movement;
- demonstrate specialised movement
- sequences and movement strategies;
- apply concepts to specialised movement
- sequences and movement strategies;
- analyse and synthesise data to devise strategies about movement;
- evaluate and justify strategies about and in movement;

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor Learning, Functional Anatomy, Biomechanics and Physical Activity **VOLLEYBALL** Motor learning integrated with a selected physical activity; Functional anatomy and biomechanics integrated with a selected physical activity.	**Sport Psychology, Equity and Physical Activity** **NETBALL** Sport psychology integrated with a selected physical activity; Equity - barriers and enablers.	**Tactical Awareness, Ethics and Integrity and Physical Activity** **VOLLEYBALL** Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity; Ethics and integrity.	**Energy, Fitness and Training and Physical Activity** **NETBALL** Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Project - Folio	25%	**Summative Internal Assessment 3 (IA3):** Project - Folio	30%
Summative Internal Assessment 2 (IA2): Investigation - Report	20%	**Summative External Assessment (EA):** Examination - Combination Response	25%

Physics

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students will learn:

- about the fundamental concepts of thermodynamics, electricity and nuclear processes;
- about the concepts and theories that predict and describe the linear motion of objects;
- how scientists explain some phenomena
- using an understanding of waves;
- to engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with
- modern physics theories and models that, despite being counterintuitive, are
- fundamental to our understanding of many common observable phenomena;
- to develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action;
- that matter and energy interact in physical systems across a range of scales;
- how models and theories are refined, and
- new ones are developed in physics;
- to investigate phenomena and solve problems; collect and analyse data; and interpret evidence;
- to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres; and
- to apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

Objectives

By the conclusions of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations;
- apply understanding of scientific concepts, theories, models and systems within their limitations;
- analyse and interpret evidence and investigate phenomena;
- evaluate processes, claims and conclusions;
- communicate understandings, findings,
- arguments and conclusions.

Physics is studied at CCPS in an alternate sequence.

Students will commence year 11 in even years studying Units 3 and 4 and in odd years commence studying Units 1 and 2.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Linear motion and force Gravity and motion	Special relativity Ionising radiation and nuclear reactions The standard model	Heating processes Waves Electrical circuits	Electromagnetism Quantum theory;

Assessment

Units 1 and 2 formative assessment items include:

Data Test worth 10% of assessment

(Term One Year 11);

Research Investigation worth 20% of assessment

(Term Two Year 11);

Student Experiment worth 20% of assessment

(Term Three Year 11);

Examination worth 50% of assessment

(Term Three Year 11).

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Problem-solving and Modelling Task	10%	**Summative Internal Assessment 3 (IA3):** Research investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%		
Summative External Assessment (EA): Examination			50%

Visual Arts in Practice

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks.

Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art- making.

Students reflect on both their own and others' art- making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Objectives

- By the conclusion of the course of study, students should:
- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
− Visual mediums, technologies, techniques − Visual literacies and contexts − Artwork realisation	− 2D − 3D − Digital and 4D − Design − Craft

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four

instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: **a product component:** variable conditions **at least one different component from the following:** written: 500–900 words spoken: 2½– 3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

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
Deputy Principal -
Operations

Kris Naiker
Deputy Principal -
Students

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**

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