



A case Study into Learning that is Additional to the Classroom

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There has been much debate in the media, both here in Australia and overseas, about the challenges faced by Education in a fast changing world, where shifts in society are causing a rethink on ‘the what and why’ of Schooling. Commentators argue schools have not kept pace with such changes. But, as this paper reveals, schools are powerhouses of innovation and creativity. In this paper one school provides an outline of the work it is doing in making its curriculum relevant and engaging for students. More specifically, this paper reports, what can be termed, the ‘Caloundra City Private School Curriculum’ project. The premise of the project is the use of a unique school curriculum focus to provide learning stimuli for students. To these ends the paper provides an insight into how one school has innovated on its curriculum for student learning effect.



Young Osprey

Introduction

The School's Context - 'Caloundra Curriculum' Unique to CCP

Caloundra City Private School is located with the Pacific Ocean coast's idyllic beach, sand, wetland, and varied native flora and fauna environment. King's Beach is the first sand deposited site beyond the tip of Bribie Island that serves to protect the coast from wave action and creates a tidal flowing waterway called Pumicestone Passage. This waterway spills out into the ocean in spectacular wave and sandbar formations at the extremes of high and low tides. Running near the boundary of our school is another waterway known as Pelican's Creek which has wetland marshes, lagoons, Paperbark trees, Casuarina stands in sandy soil, and Ironbark low soil fertility woodlands. It is a stunningly varied landscape with rich bird, marsupial, reptile and other native animal life. Kangaroos and other species of birds and animals daily share the School's campus.

CCPS uses this beautiful place to provide learning stimulus for our children. Many of our students are involved in community service in Surf Lifesaving at King's Beach so they know our waterways intimately. We seek real experiential learning as frequently as possible, particularly in our science observations, data collection, research and findings developments. Additionally, Pelican Waters suburb provides one of the world's widest and cleanest, best engineered canal estates for our School families. The details of this estate's engineering are studied by our children for its systems, technologies, planning processes, and community partnerships. Pelican Waters was created in proximity to the established seaside township of Caloundra and its mix of summer tourism and retirement living creates another varied social system with which our children are familiar and do examine as community Case Studies. The Caloundra Curriculum document attempts to represent how we use this beautiful location to stimulate our children's learning with fascinating and meaningful



engagement in our community's unique and wonderful environment (CCPS, 2016).

'General Capabilities' Program Development

Caloundra City Private School (CCPS) activities that include learning additional to the classroom, are extensive. They profoundly help to change the thinking patterns of our students. Essentially, these out of classroom learning experiences encourage thinking traits such as: innovation; short and long term forward planning; community service where students empathise with other people; leadership and management principles; diverse skills such as in live or recorded performance often using electronic technologies; and mental health positive programming. Strategic broad thinking encouragement might include international experiences, and high performance activities that are student initiated. Student led projects are fostered, for example, within the 'Genius Hour' inspiration, "Where passions come alive" (www.geniushour.com).

The Australian Curriculum, Assessment and Reporting Authority (ACARA) oversees the development of the National Curriculum. 'General Capabilities' is an across the curriculum acknowledgement of student skills development. These skills relate to:

literacy; numeracy; information and communication technology; critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding.

They encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens (ACARA, 2016).

Independent Schools Queensland's Executive Manager Australian Curriculum, Jenene Rosser, is the author of "Curriculum Innovation":

The broad approach of the paper is to address three lines of argument:

...Independent Schools are encouraged to consider the full repertoire of marketing options available to them, including highlighting innovative experiences for children in curriculum, teaching and learning. In a globalised world of rapidly changing circumstances, young people now need to be much better prepared for living, working and thriving in contexts that are vastly different to those of even twenty years ago. Increasing evidence points to the need for young people to develop skills in effective communication across distance and across borders, collaboration, agility in thinking, abilities to adapt rapidly and most importantly preparedness to innovate and create opportunities. Young people are learning these skills, often it would seem, outside schooling. (Rosser, 2015).



Year 11 Student Tutoring Year 5

Caloundra City Private School (CCPS) believes ‘Every student matters’. That is, the school is small enough to be able to make adaptive changes to curriculum design, and associated learning practices tailored for individual children. Online learning resources are a small part of adding flexibility and accessibility for a wide range of student situations that may often change. Deep personal knowledge of each child, and usually with the details of their family, allows Teachers to work co-operatively with parents to design specific learning experiences,

often outside of classrooms as well as in. Kurt Hahn’s ‘Four antidotes to the declines of modern youth’ were penned at the beginning of the twentieth century and they are relevant today. These are: “Fitness Training – (eg to compete with one’s self in physical fitness; in so doing, train the discipline and determination of the mind through the body); Expeditions (eg via sea or land, to engage in long, challenging endurance tasks); Projects (eg involving crafts and manual skills); and Rescue Service (eg surf lifesaving, fire fighting, first aid).” Hahn was the founder of such movements as the Duke of Edinburgh’s Awards Scheme; and the International Baccalaureate (Wilderdorn, 2016).

Yong Zhao currently serves as the Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon. He is also a professorial fellow at the Mitchell Institute for Health and Education Policy, Victoria University in Australia. His works focus on the implications of globalisation and technology on education. He observed,

“Education in the twenty first century is all about starting from the children; it is about following the child, supporting the child – enhancing their strength, supporting their passion and uncovering their creativity – rather than imposing upon everybody a generic set of knowledge or skills” (Wilson, 2015).

Another view on the purpose of schooling is to acquire adaptive expertise, that is,

“...the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations. This goes beyond acquiring mastery or routine expertise in a discipline. Rather, it involves the willingness and ability to change core competencies and continually expand the breadth and depth of one’s expertise” (Barber, Donnelly, and Rizvi, 2012, p. 26). [11] [SEP]



The Australian Institute for Teaching and School Leadership (AITSL) states:

Learning results from the pupils' active and purposeful activity, in which they process and interpret the material to be learned on the basis of their existing structure of knowledge. Although the general principles of learning are the same for everyone, learning depends on the learner's previously constructed knowledge, motivation, and learning and work habits. Learning that occurs through interactive cooperation aids individual learning. In all its forms, learning is an active and goal-oriented process that includes independent or collective problem-solving. Learning is situational, so special attention must be given to the diversity of the learning environment. In learning, new possibilities open up for understanding culture and the meanings that culture contains, and for participating in social activity (AITSL, 2015, p. 18).

Caloundra City Private School General Capabilities Activities

This Case Study of one school's use of learning additional to the classroom, indicates at least some of the unique educational experiences found in Independent Schools in Australia. CCPS is a small Independent School that has independence in governance as a non-denominational school; the ability to employ the best available Teachers without Head Office direction; a context of a magnificent and unique natural environment alongside the southern Sunshine and Pacific Coast's waterways; and a new, open-minded community, many families of whom have moved from the capital city, from interstate, or internationally. Some element of selective enrolment comes from higher socio-economic status of most families, combined with a small number of academic and cultural scholarships to encourage the congregating of students and parents with higher performance expectations.

Student Academic Performance - NAPLAN "Learning Gains" for Years 3, 5, 7 and 9 that indicate the measured amounts of learning on average for children at a single school, taken over two years of testing. These "Learning Gains" indicate that CCPS students have comparably amongst the highest gains for Sunshine Coast schools, for higher performing students. For example, recently Year 12 tertiary entrance results (OP ranking 1 to 25 in Queensland), all CCPS students completed an OP course, and all (100%) achieved university entrance scores in the range OP 1 to 14.

Staff – Teachers and Support Staff have unique experiences gained from diverse professional backgrounds. They continue their professional development in gaining certification and with further tertiary study. Many are engaged in leisure pursuits that complement their roles, such as a Teacher who is an Ultra-marathon Runner and is trained in Athletics Coaching.

In the National Curriculum, ACARA includes seven General Capabilities: Literacy; Numeracy; Information and communication technology capability; Critical and creative thinking; Personal and social capability; Ethical understanding; and Intercultural understanding. There are five sections to this Case Study of CCPS, although some categories of learning do overlap to a great extent:



1. “**Personal and Social Capability**”
2. “**Literacy**”; “**Numeracy**”; “**Critical and Creative Thinking**” (Partnerships)
3. “**Ethical Understanding**” (Community Service)
4. “**Literacy**”; “**Numeracy**”; “**ICT Capability**” (Specialised Learning)
5. “**Intercultural Understanding**” (Internationalism) (ACARA, 2016).



CCPS Grounds

1. “Personal and Social Capability” (Social Emotional Learning)

In the General Capability, ‘Personal and Social Capability’ “...students learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills” (ACARA, 2016). Much of the School’s focus is on social and emotional learning, in a wide variety of activity mode and genre. The School promotes student skills in Confidence, Resilience, Organisation, Persistence and Sociability, in our CROPS program. These experiences are delivered uniquely in Senior School with locally developed content; and these are complemented by a Junior School modified program developing these character traits.

Personal Development - lessons in Senior (Years 7 to 12) and Junior School (Years P to 6) classes. The Junior School re-invigorated the ‘You Can Do It’ program and explored complementing this with the ‘Better Buddies Framework’. Senior School Personal Development is co-ordinated. A Registered Nurse presented to Year 12 on sexual relations and related communications matters very successfully. Male and female students were very grateful for the information provided. Life Education’s ‘Talk About It’ program was introduced to Years 5 and 6 and will continue to be rolled out in coming years, for example: Years 5, 6 and 7.

CROPS Program - is aligned to a substantial Permaculture Garden which is created by whole

community efforts. The significance of this learning facility is profound, as students have commenced their gardening activities in Junior School, and by Year 12 Graduation, their departure from the School includes each person pouring water, a symbolic body of learning and knowledge, returned to the garden's water feature. Echoes of Classical learning and associated Romantic Poets' philosophies are embedded in this garden and its water feature.



Permaculture Produce

Permaculture Garden Strategic Developments - a new Indian Runner Duck Enclosure has been funded and will be installed. The money raised by the students from the year's Easter raffle should cover the costing for this enclosure. The site filling and flattening has already occurred, courtesy of a local tradesman, at no cost. Parents have been instrumental in progressing the garden produce, with regular sales of eggs, fresh fruits and vegetables, to families and Teachers. A beehive has been introduced and pollination of the fruit and vegetables has had a remarkable increase from previous years' levels of productivity. A fruit tree orchard has been planted and this will eventually yield a substantial amount of fruit. Further seating for the garden is being investigated.

Relating to the Permaculture Garden's growth, Rosser also noted,

The process of deeper learning is essential for the development of transferable twenty first century competencies (including both knowledge and skills) and the application of twenty first century competencies in turn supports the process of deeper learning, in a recursive, mutually reinforcing cycle (Rosser, 2015).

This cycle of learning and deep thinking with the community working co-operatively to produce luxuriant, rich growth in animals, and plant foodstuffs, in complex biological cycles of mutual life-cycle dependencies, provides a significant stimulating and positively growing learning environment.

Positivism mental health and well-being program - in such fields as positivity, gratitude, social relationships developments, complements the Junior School elements of their 'You Can Do It' program. This is included in our General Capabilities developments, and our CROPS program particularly encourages learning and changing of thinking in these fields. The Permaculture Garden



is an essential ingredient in our CROPS and General Capabilities, that seek to encourage our students with their confidence, resilience, organisation, persistence, and sociability.



Student Mentoring

Interage Student Learning Activities - activities are diverse and important within our Sub schools, but also between our Subschoools. Junior School attended the Year 10 Drama performances; there is Junior School Peer Reading and interYear Buddy mentoring and tutoring; and Years 6 to 7 Transition; etc. Buddy Programs pair Years for School belonging relating to Positive Psychology outcomes, and mutual assistance, with pairings for Years 1 and 6; Years 5 and 2; Year 4 and Prep; and Year 3 and Kindergarten. Transition Programs are in place for progression through the School Years, for Pelican's Nest Junior Kindy to City Stars; City Stars Kindy to Prep; Pelican's Nest Kindy to Prep; and Year 6 to Senior School. The School Musical and Creative Arts events have contributors from Junior and Senior Schools. After school tutoring has Senior School students assisting Junior School students with their academic learning. Senior School student and Teacher leaders regularly talk with younger students on social-emotional issues. 'Under 8s Day' includes Year 6 students leading afternoon activities for Kindergarten to Year 3 students whilst Years 4 and 5 are away on their 'Camp'.

Prep Class Sight, Speech and Hearing Screening - has added very importantly and successfully the assessment of children for their capabilities in auditory sense, sight and in speech. The aim of this is to increase a child's self-confidence so that they are not left behind their peers in their initial or introductory experiences of school education. A child's identity or self-image is routinely formed within their first ten to twelve years, according to Psychiatrist with the Mater Children's Hospital's 'Mater Kids in Mind' Executive Director Professor Brett McDermott (McDermott, 2011). With this specific data, particular programs can be created for each child's best and individualised development. This is a very exciting addition to our learning programs for our youngest beginner students. Whilst this may not directly be related to 'General Capabilities' learning, the individual assessment of each child so as to design appropriate support in their learning, does play a vital role in building students' self-confidence. Relating to the importance of reducing young students' stresses by improving their sensory abilities in sound, sight, and in speech, Rosser also noted in 2015,

Emotions are the primary gatekeepers of learning. Positive emotions encourage, for instance, long-term recall while negative emotions can disrupt the learning process in the brain – at times leaving the student with little or no recall after the learning event (Rosser, 2015).



Mental Health - the Pastoral Care program includes a Vertical House structure and the Peer Support programs. These exist both in Houses and through the Buddy Program. This is highlighted on Activities Days when students encounter friendly competition and are inclusive of all ages – a rarity in most schools, and this translates to lunchtimes where various Year level groups play impromptu games outside.

Mental Health is often promoted through Homeroom, Running Club, Girls' Fitness, HPE, Sport where we strive for our Personal Best rather than compete in the traditional sense.

1. “Literacy”; “Numeracy”; “Critical and Creative Thinking” (Partnerships)

In the General Capability ‘Critical and creative thinking’ students “...learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school (ACARA, 2016).

Emotional Intelligence Research Into Adolescent Anxiety and Social Media - Prof Con Stough, Swinburne Centre for Human Psychopharmacology, is working with CCPS and other schools for research partnership ideas in Adolescent Emotional Intelligence (EI). One of the current big issues for schools, and parents and their children, is obsession with social media and image creation, particularly for girls but it's also creeping in to boys' society and culture. 'Social Media Image and Emotional Intelligence Development' is one example of the research by Swinburne University. The researchers will examine if schools can assist students to reduce anxiety around their communications and image creation desires. Perhaps the study will be testing the hypothesis that those higher in EI will be better at handling social media and therefore their anxiety.

Research has shown that students' beliefs about whether intelligence is fixed or can grow have noticeable effects on their academic motivation and achievement. It seems logical that children would develop these beliefs, or mind-sets, based on those held by their parents, but there is little evidence to support a correlation between the two. In one of several studies, parent-child pairs responded to statements designed to assess their individual mind-sets with respect to intelligence and failure. The data showed that children's intelligence mind-sets were not associated with their parents' attitudes toward intelligence but rather with parents' beliefs about failure. Parents who considered failure to be harmful were more likely to have children who thought of intelligence as fixed. Parent- and teacher-focused interventions that underscore the potential benefits of failure may help to shape students' beliefs in ways that spur achievement (Dweck and Haimovitz 2016, and in Rosser, 2015).

Development of Emotional Intelligence - development strategies for adolescent E I are part of any pastoral learning program. Swinburne University research has identified four aspects of adolescent Emotional Intelligence (Hansen and Stough, 2007):



- 1. Emotional Recognition and Expression** (in oneself): the ability to identify one's own feelings and emotional states, and the ability to express those inner feelings to others.
- 2. Understanding Others' Emotions:** the ability to identify and understand the emotions of others and those that are manifest in external stimuli (i.e., school environments, family gatherings, literature, artwork etc).
- 3. Emotions Direct Cognition:** the extent to which emotions and emotional knowledge are incorporated in decision-making and/or problem solving.
- 4. Emotional Management and Control:** the ability to manage positive and negative emotions both within oneself and others and the ability to effectively control strong emotional states such as anger, stress, anxiety and frustration. (Hansen and Stough, 2007).



Social Emotional Learning

University of Melbourne Graduate School of Education - Teacher Research

Wes Imms, with John Hattie and Kenn Fisher from University of Melbourne Graduate School of Education, with the Learning Environments Applied Research Team Network, has a research team of outstanding Australian and international education 'experts'. They are the recipients of major federal government research funding for a multi-year project. This examines the characteristics of the most successful and effective Teachers, nationally, and internationally. It will be a very large scale quantitative study, and the Principal's association with Prof Imms will help CCPS to gain specific data and progress reports over the coming years. The research will produce excellent professional development ideas for our Teachers, to introduce practices from the most successful and effective Teachers in Australia. Associations with tertiary institutions, such as internationally ranked universities, enable broader thinking and strategic planning for the School.

Incursion Partnerships – CCPS has many community members who engage with our students. These include but are not limited to Goombucka tribe 'Indigenous Bus'; Caloundra Police Bike Skills Safety; Pineapple farmer; Finance and Business Advisor; and a Registered Nurse for Sexual Health.

2. “Ethical Understanding” (Community Service)



Shave for a Cure

In the General Capability, Ethical Understanding, students develop “...as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of ‘personal values and attributes such as honesty, resilience, empathy and respect for others’, and the capacity to act with ethical integrity, as outlined in the Melbourne Declaration on Educational Goals for Young Australians” (ACARA, 2016).

Students engaged in Community Service are known to perform well above average academically in Year 12 OP (tertiary entrance ranking) results in Queensland (Wellham, 2009). In this survey with 158 students who were engaged in their school’s community service activities, their OP average was 7.4; the 452 students involved in the overall survey averaged an OP 9; and the Qld student OP average was a much lower OP mean of 12.6. It is thought that being involved in assisting others through community service helps students to think beyond themselves, beyond the immediate, and perhaps this leads to higher order problem solving and creative thinking.

CCPS students are extensively engaged in the Surf Lifesaving movement with our partnership with Caloundra SLC, at King’s Beach. The school promotes reading via the Pyjama Foundation that assists children in Foster Care; Shave For a Cure for the Leukemia Foundation is very popular; community Fun Runs are very popular supporting various charities; the School’s Permaculture Club has children working to grow the garden; The Daniel Morcombe Foundation receives our support; House Pastoral Care groups donate money for sponsoring individual children with World Vision; families are donating clothing for young indigenous children in remote areas of Queensland; and our international trekking and community service trips contain a local community service project – students painted parts of a monastery in southern Vietnam. These are examples of the projects which our student Captain of Service co-ordinates.



Travelling Students

Duke of Edinburgh Awards Scheme (DEAS) - our first certificate completion(s) of Bronze, progressing to Silver and then Gold recipients is co-ordinated by the Business Manager. Two Year 12 students are close to completing their Gold status, although they have important elements yet to experience. A consultant company manages community service and trekking expeditions. CCPS students are going to Vietnam and this will contribute to other students' DEAS qualifications and experiences.

Outdoor Education Camps - students' reports on their Year group Outdoor Education camp document some of the experiences and reactions to this learning. Students observed:

Year 1 Camp – we embarked on the very excited and enthusiastic bus ride to Ewen Maddock Dam for a day of fun, excitement, team and confidence building. The day started with some team work activities and games which saw the girls and boys have the chance to work together. Even the parent helpers had the chance to be involved with the games and help the students to compete in small teams. They headed off to the giant human yoyo, which, seemed to be the highlight of the camp. While many raced towards the yoyo and screamed to go higher and higher, there were several who needed to overcome their nerves and fears. This was possible due to the support and encouragement that the other students gave to their classmates. Once those fears were overcome, there was nothing but laughter and squeals of delight, and a lot of very happy students. Our camp guide took us on a nature walk through the bush on the way to the obstacle course. On the way, the students had the chance to listen to our guide and absorb his knowledge of bush tucker and the different uses of the plant life around us. Once we arrived at the obstacle course the students had to pair off and try to help each other through the ropes course, suspension wire bridges, climbing walls, hanging ropes and then the dreaded flying fox, which must have been more frightening from the ground to those under three feet tall. Once started, there was nothing but laughter and requests to go again.



Training of Parent Tutors for Support a Reader - Junior School program with eleven parents, and there are two students within the Senior School's 'Genius Hour' who are working with reader assistance for Junior School students. 'Genius Hour' encourages students or Teachers to take an hour each week to work on a totally new project, separate to any classroom schoolwork. Reporting back to peers is an important part of this innovation. Projects include coding, chemistry and electricity, reading, etc.



Support a Reader

Leadership and Service - students attend the World Vision Global Leadership Convention, amongst other days, to inform students about international projects and issues. CCPS also participates in the '40 Hour Famine' so students can experience what it's like to "go without" comfort items and develop empathy. SAVVI Certificate III students complete fifty volunteering hours as part of their course, in the local community.

4. Critical and Creative Thinking; **"ICT Capability"** (Specialised Learning)

'Enterprise Education' - subject commenced for Years 7 to 10, incorporating marketing and food preparation. The subject's content has been created by three Teachers who have written and delivered this, replacing 'Food Technology' in the kitchen classroom. This aims to encourage enterprise thinking for students, with business principles, and food processing and production. This has been an outstanding success and indicates the qualities and care of the innovative Teachers at CCPS.

Enterprise Education introduces students to the world of business, economics and legal studies through practical topics and investigations. Enterprise Education consists of enterprise capability supported by better financial, economic and business understanding. It allows students the opportunity to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen.

The Year 7 program gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. The emphasis is on personal, community, national or regional issues or events. A student commented:



We have been learning about the importance of money, spending and business. We have compared our needs and wants and we have created a healthy breakfast café of our own. We chose one of our recipes and made it in our Food Technology room and it was very exciting and yummy! The Year 11 students helped us on occasion and shared valuable Business information with us. After this, we explored the importance of money and spending it. We were also visited by Troy from the Commonwealth Bank who taught us about how we should spend our money wisely (CCPS, 2015).

The Year 8 program gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways traditional and modern markets work within Australia; the participants in the market system; and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

In the Year 9 program students develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy.

In Year 10, students explain why and how governments manage economic performance and analyse factors that influence major consumer and financial decisions. By understanding management, students explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effects of marketing and new business concepts for consumers and are inspired to innovate and design by successful entrepreneurs.

Through practical, real-world experiences, students develop the necessary skills required in business management including formulating hypotheses, investigating, analyzing, identifying trends and patterns, explaining relationships, justifying a course of action, applying theoretical knowledge and drawing conclusions.

Physics and Higher Order Mathematics Promotion – The School's Physics and higher order Mathematics Teacher is a Doctor whose field of study has been in Medical Physics. Pleasing numbers of students have enrolled in Maths C and in Physics, and these are amongst the highest scaling subjects (the most valuable in OP calculation) in Queensland. The School intends to develop a strengthened 'partnership' with University of Sunshine Coast with its exciting new Engineering facility including 3-D design studio; and with Sunshine Coast University Public Hospital. This is a major employer of Sunshine Coast Health professionals, and a wide range of other service providers. CCPS parents and graduating students will undoubtedly benefit from the future employment that this major southern-hemisphere facility will bring to the southern Sunshine Coast and Caloundra. The School plans to further develop our subject Physics equipment and facilities, in many ways, with



the co-ordination of our new Physics and Maths Teacher. This involvement with these higher order significant teaching institutions, expands future possibilities for our students.

LEGO in Science, Technology, Engineering and Mathematics in Junior School

In the Primary Years students are provided with the opportunity to participate in the Australian BRICKS 4 KIDZ® after school workshops. These weekly workshops build on the universal popularity of LEGO® bricks to deliver a high quality of educational play. Each term a specific theme is focused upon to further develop student understanding in the STEM (Science, Technology, Engineering and Mathematics) area of the Australian Curriculum. Students build a new project each week by carefully manipulating LEGO® bricks and attaching them to a battery. When the battery is connected, their creations move and work in the exact same way machines and vehicles operate in society today.

Robotics in the Senior Years

Years 7 to 10 students are invited to enter into the Queensland RoboCup Junior Competition held at the University of Queensland. This opportunity allows students to complete a rigorous obstacle course with a robot designed, built and programmed by their team. This event encourages key engineering and IT skills which will certainly be in high demand in the future. This unique challenge provides opportunities to demonstrate teamwork, organisational skills in the spirit of an exciting competition.

eLearning - an iPads BYO program was expanded to include Years 4 to 7, with progression into older School Years. iPads in Trolley class sets are available for Prep to Year 3 students. School Teachers' professional development is led by a Leading Teacher in Applications use and selection. Queries were about BYO Laptops, and this was explained in good detail with the logistical reasons why this design was not in place. Internet upload and download capacities have been increased tenfold, but Wireless capacity was insufficient; and cabling appears to require capacity upgrades to allow use of the new Internet capacities. iPads have been successful in Years 4 to 6 but a School supplied Laptop program is in place for all Senior School Years.

Creative Arts - the whole school collaborative approach is a substantial social and music related learning experience. A School Musical is performed every second year, alternatively with a Creative Showcase of student performers. Students graduate to study Visual Art, Drama and Music in tertiary education. Students perform at charity events, School Assemblies, School functions and social occasions, the Showcase, in bands, choirs, The Musical, and in exhibitions. Some

students currently perform with professional artists at Sunshine Coast venues. Close proximity to Brisbane allows attendance at The Conservatorium of Music; the Gallery of Modern Art; and professional theatre productions. Many of the School's events include the youngest and oldest students performing together, supporting and learning together. Co-curricular dance, and music performance are also held.



Student Led Communications and Activities - students contribute to the School Yearbook, Newsletters, the quarterly magazine – such as from their Genius Hour project. There are Creative Arts nights opportunities such as “Open Mic” at Activities Days and lunchtimes; and “All Stars” nights that the School hosts to showcase the students’ performance skills across the Creative Arts and within traditional subject skills such as in Science experimentation.

Sports and Activities – students desire to play competitive games against other schools within our three school local competition. The fostering of our students’ involvements and achievements in their non-school clubs and activities seems to be received well by parents, and without the prohibitive costs of running extensive sports and activities at CCPS. Recognition of any student achievement for the School or for outside organisations is promoted in School publications, social media, School Assemblies and by personal comment. It seems to matter little if the achievement is performed whilst representing the School, or is done by a student of the School, they proudly belong to the School community and are congratulated by our students and adults. National sports and activities representatives are commonly celebrated for their achievements, in such activities as baseball; taekwon do; karate; surf lifesaving; snow skiing; soccer; netball; swimming; golf; and rugby. These are mostly in non-school events.

An initiative of the school is to participate in other programs. Some initiatives our students participate in are: The Sunshine Coast Futsal Titles; Vicki Wilson Netball Cup; and The Allschools OzTag Competition. The students are also working with local sporting teams in the community where many of our students are active members. We have made our own competition with other smaller Independent Schools in the area on Friday afternoons, participating in sports such as ultimate disc, netball, European handball, dragon boating, OzTag, Cricket, Netball, Basketball, Water Polo, Soccer, AFL and Touch Football.

The School’s Co-curricular program includes but is not limited to activities:

Senior Homework Club; Japanese Club; Band; Cherub Choir; Vocal Ensemble;
Permaculture Club; Chess Club; Graphics Club (P-3); Graphics Club (Yr 4-6);
Graphics Club (Yr 7-12); Girls’ Fitness; Running Club; Happy Kids Yoga; Tennis;
Piano lessons; Guitar & Bass lessons; Singing lessons; Drumming lessons; Debating Club; LEGO – Brickz 4 Kidz; Robotics Club; AFL Auskick; Rookies2Reds (rugby).

Multipurpose Hall - enrolment growth will allow the School to plan and implement the next building program for a Performing Arts and Sports facility for commencement of the build. This Multipurpose Hall has been suggested to be affectionately or colloquially known as ‘City Hall’. The Multipurpose Hall will be one of the major focuses for promotion of the School during the next twelve months. The building will hold sports competitions; weekly School social gatherings in the Assembly area; the significant School Musical; various social gatherings; and it overlooks the green playing fields and Permaculture Garden. Specialist Music and Drama learning spaces are included. This will be a gathering space for our community.



Leadership - Student Captains for activities such as Music, Netball, Cricket, Chess, Debating, etc.; for Community Service; for Academics; and for Creative Performing Arts, have been established in Senior School. This has been introduced successfully with an application process, and with Teachers assigned to support each of the four Captains. Further development and understanding of the role will grow as these new positions become more established and mature. A Colours system that rewards achievement and involvement has also been examined. This is planned for introduction when the Activity Captains system is fully established and as student numbers increase.

5. **“Intercultural Understanding” (Internationalism)**

In the General Capability, Intercultural Understanding, students develop “...as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect” (ACARA, 2016).

Ongoing and repeated exchanges for CCPS International Education are established. Some are cultural exchange in ‘General Capabilities’ learning, but many also provide financial return for the School.

A profound argument for why Independent Schools might modify their current curriculum offerings is provided when considering the globalised and fast changing world. There are critical skills that current and future generations need to enact today in order to find solutions to tomorrow’s global challenges...Global citizenship education (GCE) develops the knowledge, skills, values and attitudes learners need to build a more just, peaceful, tolerant, inclusive, secure and sustainable world. The term ‘cosmopolitanism’ is increasingly being used as a broader and more inclusive term than global citizenship. ‘Internationalisation of the curriculum also captures the same intent (Rosser, 2015).

The CCPS school visits program includes:

- 1 Tianyuan Foreign Language Primary School, Shanghai, Years 4 to 6 students, one week, February
2. Seikei Elementary Tokyo, Years 4 to 6 students, one week, March; and possibly a second group of students in August for one week
3. Komagome High School, Term 1
4. Yoshiwara High School, Fuji City, Tokyo, three weeks July-August
5. Shotoku Elementary School, Tokyo, students Years 4 to 6, one week August
6. CCPS students will visit Tokyo for two weeks in September (Edogawa HS)
7. Yamanashi Gakuin Junior High School, Kofu, students eleven days November
8. Antipodeans Abroad CCPS students trekking and community service to southern Vietnam, three weeks, Dec

9. Three Canadian Year 12 students from Rundle College reciprocal visiting CCPS five weeks, February; two CCPS Year 11 students to Canada September observed:

The trip was beneficial to gain a sense of purpose, to take ourselves through the airports in order to make our flights on time without getting lost in the airport maze in Los Angeles. Once in Calgary I made many friends at Rundle College that I will be in contact with for a long time to come. We were also able to see many lakes and mountains that North America had to offer, such as Lake Louise with a glacier that remains above the lake all year!...The natural beauties on display had us in awe and were a part of some of our favourite activities. (CCPS, 2015).

10. Two Year 11 CCPS students visit Lathallan School, Aberdeen, Scotland, September-October; reciprocated by Lathallan to CCPS in term 3. They commented:

We were fortunate to travel to Stonehaven in North East Scotland as part of our senior exchange program. Over the course of our stay we attended Lathallan School - the school is very different to CCPS. The main building of the school is a castle that was built in 1867 and the school day went from eight in the morning until five at night; it was a very long day for us. During our stay our families arranged weekend trips to places including Dunnottar Castle, Edinburgh, Glasgow, Aberdeen, London and York. We politely smiled as we ate haggis multiple times, it definitely was as bad as we were told. Lathallan hosted a ceilidh, a traditional Scottish dance, for us at the end of our trip. We tried very hard to keep up with the fast and complex dances and had a wonderful time. (CCPS, 2015).



Japanese Exchange, Lathallan School Scotland, Chinese Exchange

Conclusion - The Melbourne Declaration (MCEETYA)

MCEETYA 2008 was a nationally agreed curriculum framework that includes:

1. A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built; [SEP]
2. Deep knowledge, understanding, skills and values that will enable advanced learning and



an ability to create new ideas and translate them into practical applications; and
3. General Capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise (MCEETYA, 2008). [SEP]

Promotion of the School: ‘The Advantages of Junior School Enrolment’ The following letter was sent to all CCPS parents:

Dear CCPS Parent(s)

I thought it timely that I write regarding the benefits of Junior Schooling at CCPS. If your child or children are in Senior School, you may find this information below helpful in talking with other parents about our school.

A quantitative data study during 2005 to 2012 that looked at OP scores of 1,840 Queensland Year 12 graduates, with the Year of entry into schooling, indicated that the earlier a student enrolled at an Independent School, the higher was their OP. For students enrolling in an Independent School in Years 10 to 12 the OP mean was 10.44; for students entering in Years 7 to 9 the OP mean was 9.16; and for students entering their Independent School in Prep to Year 6, the mean OP score was 8.46. This is an average of two OP points advantage for Junior School entry compared to later Years of Senior School (eg. an OP 3 compared to an OP 1, on the scale of OP 1 to 25). Academic performance is clearly advantaged the earlier a child commences in high quality schooling. In a 1 to 25 OP ranking scale, two OP points is an eight percent advantage for students who enrolled in their Independent School in Junior School, compared to Years 10 to 12 commencement.

NAPLAN data includes “Student Gains” that show the average learning progression for students who have sat NAPLAN testing over two years at the same school... CCPS compares favourably with The Coast’s top schools for learning progression; and secondly, that CCPS students’ learning progression was always equal to or better than the nations’ students, with the single exception of Years 5 to 7 Numeracy progression. CCPS Junior School ‘Learning Gains’ were particularly pleasing.

CCPS Junior School has smaller school attention to each person with ‘Every student matters’ as our promise and aim.

We have literacy and numeracy strategically developmental programs in Junior School, including our parents’ ‘Support a Reader’ program. This literacy and numeracy development program was developed in collaboration with Independent Schools Queensland.

The soon to be built Multi-purpose Hall will include specific Drama and Music rehearsal and performance facilities, as well as the sports courts, and School Assembly stage.

Our Junior School children enjoy air-conditioned, spacious classrooms with ‘Red Cat’ audio assistance, and iPad eLearning resources.

Teachers at CCPS are experienced and dedicated to helping every student as an important individual in their care. Complementing our highly experienced Junior School Class Teachers, are Specialist Teachers in each of these subjects: Music, Visual Art, Drama, Japanese, Health and Physical Education, and in Learning Support.

Independent Schools have independence of operation. CCPS is governed autonomously in responding to our community’s needs. CCPS can match pastoral care, teaching and learning with the individual needs of its



children and the values of the family. It is especially important in Junior School where children's values, behaviour and attitude to learning are established. The most important elements of education are not easily seen or measured, and these are the values, attitudes, and actions that CCPS students experience daily. Parents choose CCPS for the quality of teaching, leadership, innovation, academic outcomes and its supportive, caring environment. These are attributes that are important at every developmental stage. A CCPS Junior School enrolment ensures entry to our Senior School. It is likely that there will be a small number of places available in our Senior School (Wellham, 2016).

Caloundra City Private School's program where 'Every student matters' aims to provide flexible learning that supports a child's development in profound ways. The School promotes excellent performance, but this includes knowledge and skills gains by every child, with experiential learning using our beautiful and unique coastal environment, within a close and engaged community in this smaller Independent School. 'General Capabilities' within the National Curriculum encourages broad and strategic thinking, with diverse and international experiences.

It is hoped that this summary of the School's 'General Capabilities' learning experiences for the children may assist the Australian education community better understand some of the diverse ways that Independent Schools can develop young Australians in our unique and protected beautiful environment.

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