PROSPECTUS 2017

Publication Date: 23 Nov 2016
I am Quality, I strive to Achieve, I celebrate life

VALUES AND BELIEFS AT CAPELLA SHS
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Office Hours: Monday – Friday 8:00am – 4:00pm

ADMINISTRATION

Principal: Mrs Jacqueline Sinclair
HOD (Senior School): Miss Kylie Burns
HOD (Middle School): Mrs Pooja Beotra
Business Services Manager: Mrs Kerry Hardie
Head of Special Education: Mr Steve Leese

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Welcome to Capella State High School.

Capella State High School well believe that a Quality Future for every student depends on each student having the necessary knowledge, understanding skills and values for a productive and rewarding life in an educated, just and open society. Capella High supports the goal to fully develop the talents and capacities of all students, so that when they leave the school they have:

- the capacity for problem solving and an ability to work in a team;
- the ability to communicate, particularly orally and with negotiation skills;
- the qualities of self-confidence, optimism and high self-esteem;
- a commitment to personal excellence;
- the capacity to exercise judgment, make sense of the world and cope with constant change;
- the ability to analyse information, detect patterns and trends and manipulate information to solve problems;
- the ability to accept responsibility for their own actions;
- an ability to make rational and informed decisions;
- positive attitudes towards education, training, employment and life-long learning, so that they manage their own learning;
- the ability to be productive users of new technologies;
- skills to contribute to all ecologically sustainable development;
- the ability to be active and informed citizens;
- the ability to be critical and creative thinkers, so as to develop the skills of entrepreneurship because they may have to create their own work in the future;
- and finally, the knowledge and skills to maintain a healthy lifestyle.

We at Capella High endeavour to offer a future orientated curriculum which engages and challenges students, and supports continued learning. Our supportive school environment develops and promotes positive relationships between all members of our school community.

We are proud of our well rounded curriculum which encourages each and every child to be the best that they can be.

I am extremely proud to be the Principal of Capella State High School and welcome you to peruse our Prospectus to learn more about our school. I trust that you will find this Prospectus both informative and easy to read. Please do not hesitate to contact me for further information.

Yours sincerely

Principal
Jacqueline Sinclair
CO-CURRICULAR PROGRAMS

EXCURSIONS AND SCHOOL CAMPS

Excursions are encouraged to supplement classroom learning. Wherever possible, costs for excursions and camps are kept to a minimum.

Camps are also arranged for students each year. The travel for such camps is usually subsidised by RREAP (Rural and Remote Educational Assistance Program) funding, as well as Student Council fundraising. Although camps are not compulsory, students are expected to attend. Students who are unable to attend camps are expected to be in full attendance at school for the duration of the camps. A charge applies for camps. Permission forms, completed by a parent or guardian will be required for all excursions involving transport or extending beyond normal school hours.

Activities which require students to leave the school grounds under the direct supervision of a teacher and to walk to venues such as the Capella Cultural Centre, Aquatic Centre, Sporting Fields will be regarded as normal classroom routines. Parents will be informed in writing of any variation to the school routine.

EXTENDED LEARNING PROGRAMS

Meaningful extension activities for students with special interests and abilities are provided in all subjects. We also encourage students to become involved in activities which support their learning e.g. The Westpac Mathematics Competition, Australian Schools Science Competition, Australian Schools English Competition.

THE ARTS

Students who are part of the Instrumental Program as well as those who take private tuition are encouraged to be part of the School Band which frequently plays at the school's public occasions. Rehearsal is on a weekly basis. Students also have the opportunity to participate in the annual Eisteddfod.

Capella SHS hosts ‘High on Arts’ – an event which showcases the dramatic, visual and musical talents of students of Capella SHS. These have been very successful and involve large numbers of students from all year levels, as well as staff.
SPORT

Students are placed in one of two Houses: Bradman (green and gold) or Fraser (red and blue). Members of a family are placed in the same House.

Each week students compete in a round robin ‘Smart Moves’ competition to gain points for their respective Houses. Each term the points are calculated and a Term winner announced. Students compete for House pride.

During the school year, Capella State High School conducts three Interhouse carnivals: Cross Country, Athletics and Swimming

The title, Age Champion, is awarded to each age group, boy and girl, for excellent overall performance on the day of each Carnival. A trophy is awarded to the house which scores the greatest number of points.

The school is also an active participant in the Central Highlands sports district and competes in a range of sporting competitions throughout the year. Students are also able to trial for district and Capricornia regional representative teams. Please contact the Senior Head of Department for more information.

WORK EXPERIENCE

All year 10 students complete a programmed week of work experience. Year 10, 11 and 12 students may also complete blocks of negotiated work experience, usually in holidays, to support their career plans. The school employs a Workplace Learning Co-ordinator to facilitate these programs.

FACILITIES

BUILDINGS AND GROUNDS

Opening in 1984, Capella State High School currently consists of 8 blocks: Resource Centre, Science, Hospitality (which include Cookhouse and Function Centre), Manual Arts, General Teaching and Administration. Buildings are single storey and the majority are connected by covered walkways and all classrooms are either air conditioned or air-cooled.

The school is situated on a large site with an oval, an enclosed tennis courts and a large Multi-purpose Hall. A central covered lunch area complete with picnic tables is available for students as well as shade areas scattered around the school. The town pool is within walking distance.

Development of the grounds and facilities is a focus of the P&C. The P&C have established a building fund to upgrade the tennis facilities, as well as enclose the Multi-purpose Hall. Significant contribution to the schools IT network has also been made a priority of the P&C as well as the full air-conditioning of the school.

Cattle yards are erected at the rear of the school to house steers for the students who complete a Certificate II Rural Operations.
INFORMATION TECHNOLOGY

Capella State High School has extensive technology facilities. All blocks have connectivity to the school network either via cable or wireless.

The school has two large networked computer labs in C block and several mobile trolleys with class sets of laptops to service the other buildings. A small computer lab is also available in the Resource Centre. All teaching staff are provided with a laptop, enabling classes to access the world wide web and school network in each classroom in the school.

STUDENT SERVICES SUPPORT TEAM

GUIDANCE Officer — A trained guidance counsellor who is in the school one day a week. The GO assists students in resolving personal issues as well as assisting with career planning. The GO is available by appointment to students and parents. The District Youth Support Coordinator who works by referral with youth at risk. They visit the school and is available for students.

POLICE—Officers from both Capella and Tieri stations assist the students and teachers in a number of ways— from talking to students in classes on drug and alcohol laws, traffic rules and self protection; to assisting in counselling students about their behaviour.

LEARNING SUPPORT & SPECIAL EDUCATION SUPPORT—Together they support teachers and students in working together to develop literacy and numeracy strategies and skills and so help students achieve positive learning outcomes.

SKILLING FOR RIGHTS TEAM—For one formal lesson a week, a trained team of staff, student services personnel and local community members, led by the Heads of Department present students with information in the form of role plays, stories, videos, media articles; take time to honestly discuss the issues and then equip students with the language and skills to face ‘head on’ the challenges of growing up in the 21st century.

COMMUNITY HEALTH WORKERS & COMMUNITY DEVELOPMENT OFFICERS—with the support of CTM Links, this team delivers the “Baby, think it over” program to all year 11 students in Skilling for RIGHTS. They are also available to provide staff and students with assistance on a range of social, health and community issues.

CHURCHES & YOUTH MINISTRY—Ministers from the local churches are invited to be part of the Skilling for RIGHTS team. When in the school, they are able to take the opportunity to informally talk to students.

MOTIVATIONAL SPEAKERS AND PROGRAMS—Over a year, the school is visited by presenters who run workshops and/or talk to students on topical issues.

WORKPLACE LEARNING CO-ORINATOR—Supports students to transition from full time study into available School based Apprenticeships and Traineeships (SATS) in the local community also liaises with employers, new apprenticeship centers, students and parents to enable students to gain additional certification whilst attending school.
Skilling for RIGHTS encourages our students to face ‘head on’ the challenges of growing up in today’s society. The information given to the students through this program will enable them to make quality choices for the rest of their lives.

RELATIONSHIPS – supporting students to form quality relationships with people in their lives, for example, family, friends, teachers, employers and community members.

INFORMATION – whilst sometimes confronting, students are given information about themselves as teenagers, as well as global and social issues facing our communities in the 21st century. This information will enable our students to make choices to live quality lives.

GROWTH – each Year 7, 8 and 9 student is asked to have a display folder, or similar, which will become their personal Growth Diary, recording their individual journey of growth and learning. Whilst it shouldn’t be an onerous task, as long as it is quality work, the students can put as little or as much time into the decorating and maintaining of their diary as they see fit.

HONOUR – equipped with a repertoire of positive, proactive language, students can make honourable and honest choices for themselves and their behaviour, to a point where they have the opportunity to make a difference.

TRUTH – through the use of role-plays, stories, videos, newspaper articles and world events, students are exposed to the truth about society and behaviours that make up our ever changing world and develop skills to deal with this information.

SOCIAL SKILLS – through a 45 minute skilling lesson once a week and a 15 minute daily assembly/form class, the student community are engaged in a diverse range of activities that value honesty, diversity, co-operation, empathy, respect and above all, QUALITY.

JUNIOR SCHOOL

The junior program is designed to respond to the emerging needs of the students. The topics discussed are derived from student requests or issues current for students at Capella State High School. This creates the language for the week, such as “Safe Fun”, “Keeping Myself Together”, and “Pull my Strings”. As part of the Skilling for RIGHTS Program, the students attend the Motivational Media multimedia presentation. These workshops provide valuable information and life experiences to enable staff and students to engage in relevant and interesting discussions.

A major focus of Skilling for RIGHTS is the Growth Diary. Students create pages for their growth diaries that record their individual journey of growth and learning. An A4 display book (or equivalent) is preferred.

Our morning assemblies reinforce the language for the week through a variety of methods and engage the students through fun and laughter.

SENIOR SCHOOL

The program for seniors provides information and skills to enable students to successfully plan, set and navigate a pathway through education and training and to make the transition into the workforce. Equally important are the skills necessary to establish and maintain interpersonal relationships and social interactions with others in a diverse range of settings. It is these skills combined which determine a young person’s success or failure in life.
Senior Skilling for Rights consists of four interrelated programs:

1. **SENIOR EDUCATION AND TRAINING (SET) PLANS**

Students will
- Investigate and plan their course of education and training
- Decide on their course of study
- Document their plan
- Work with a mentor to track personal progress along the planned SET pathway
- Review the plan and make changes when and if they need to.

2. **SOCIAL SKILLS**

Students learn to engage in effective social interactions, develop meaningful interpersonal relationships, live a healthy and safe lifestyle and make informed decisions. Sessions include:
- Baby think it over!
- Driver education
- Sex, love and relationships
- Drug and alcohol education
- Party safe
- Surviving after year 12
- Optimism – Hopes and Dreams
- Putting Youth in the Picture Interactive Program.

3. **HIGHER ORDER THINKING SKILLS (HOTS)**

Students develop skills to succeed with academic and vocational studies. These include the ability to compare, contrast, apply, analyse, empathise, extrapolate, justify, expound, visualise, manipulate and hypothesise. These skills prepare them for aptitude tests and the Queensland Core Skills Test.

4. **PATHWAYS INFORMATION**

Students and parents are provided with information bulletins, brochures, updates, handbooks, course guides, web sites and other tools to help them make decisions about education, training and careers. This personal library provided invaluable reference materials for the three-year course of study.

**LEARNING SUPPORT FOR LEARNING DIFFICULTIES**

Capella State High accepts the mandated responsibility to facilitate the provision of equitable education for children with Learning Difficulties (LD).

To do so, support staff conference with parents, teachers and administration to: identify students not formally appraised in Primary school, decide the type and level of adjustment to be given, assist in developing an environment via modelling and collaboratively planning programs and units, communicate vital information, liaise with other schools to develop a support network, provide tutoring and conduct interviews with the Year 7 student intake to develop individual support plans (ISPs) for each student.
LEARNING SUPPORT FOR THE GIFTED

Capella State High is committed to an education program that recognises individual student differences. Embodied in this commitment is a responsibility to gifted students to help them maximise their high potential. To support these students, support staff conference with parents, teachers and administration to: Identify students not formally identified as Gifted in Primary school, decide the level of provision to be given, assist in developing a differenced curriculum to meet students’ needs, communicate vital information, provide opportunities such as the annual camp for the Gifted, conduct interviews with Year 7 intake to develop individual education plans (IEPs) for each student, and provide Year 10 and senior students with the option of university for their 6th subject.

SPECIAL NEEDS

The Special Needs Staff supports students with disabilities to enable these students to integrate into the school community and enjoy their schooling as well as achieving their goals.

Special Needs students are integrated into the mainstream classes where possible. Special Needs Staff support students in mainstream classes by assisting students to complete class activities, complete assignments, read and/or scribe for tests and implement the students’ I.E.P. (Individual Education Plan) goals.

The Special Needs students participate in all school activities – sporting, cultural, extra-curricular and work experience. They can also compete in AWD (Athletes with Disabilities) sporting carnivals. In their senior years, transition to post school options is a priority to enable these students to be prepared for further education or joining the work force.

STUDENT COMMITTEES

STUDENT COUNCIL

The primary aims of the Student Council are:

- to encourage student involvement and co-operation so we develop a good school spirit;
- to offer a forum for the presentation of student ideas to the Administration through elected representatives; and
- to act as a forum for student discussion.

The Student Council meets monthly. It includes the President, Secretary, Treasurer, as well as elected representatives from each year level. The Student Council also has a staff mentor.

GENERAL INFORMATION

ENROLMENT

Parents/guardians can enrol students during office hours. It is advised that they make an appointment and complete required paperwork before attending the enrolment interview. Proof of identity (Birth Certificate etc.) and principal place of residence (Rate Notice, Lease agreement) are required.

Parents are asked to inform the office immediately of any changes of address or telephone numbers or any personal details of their students eg. medical problems.
RESOURCE SCHEME
Students are not required to purchase textbooks and equipment, as the relevant books and equipment are provided on loan.

Each year the State Government provides financial assistance to help off-set textbook charges. The Capella High School P & C Association has taken the decision to have State Government Textbook Allowance cheques paid directly to the School.

As a result of this decision, parents are asked to contribute only a nominal amount per student to enable the resource scheme to proceed. Each student will be issued with a diary, an ID card and access to a number of school workshops as part of their contribution.

Full details as to how the scheme operates are included in the respective subject information booklets and all parents will be provided with an opportunity to join the scheme on an annual basis.

STATIONERY REQUIREMENTS
All students are issued with stationery requirement lists. Every student must carry stationery to lessons as appropriate.

The complete list of stationery is available in the subject selection book.

REPORTING
Interim reports are issued to all students at the end of Term 1 and Term 3. Parent/teacher afternoons are held early in Term 2 and 3 to enable parents to discuss their student's progress with teachers.

More detailed semester reports are issued at the end of each semester. Parents who wish to discuss their student's progress with their teachers are invited to contact the Office to make an appointment any time throughout the year.

COMPLAINTS AND CONCERNS
All serious complaints should be directed to the Principal either in writing or in person. These complainants could be in relation to a student’s learning, assessment or behaviours of others (students or staff) adversely affecting a student’s performance.

The Principal will refer the complaints to the relevant person/s for resolution.

Concerns over student progress should be directed to the relevant HOD. An appointment with the HOD and teacher can be made via the school’s administration.

COMMUNICATION
A full school assembly is held weekly and on special occasions. Each year level conducts form meetings and/or assembly each day.

Newsletters are produced fortnightly. Every student is issued with a copy to take home to parents or guardians. Newsletters, at parent’s request, can be sent electronically. The Newsletter can also be accessed on the school's website.

A student diary is issued to each student at the beginning of each year. These diaries contain information such as communication procedures, uniform requirements, assignment policy, code of behaviour and homework diary. Each student is expected to take this diary to every lesson. The school's web site also contains valuable information in relation to the school and can be accessed at http://capellashs.eq.edu.au
TRANSPORT

Transport to Capella State High School is arranged through Queensland Transport. If you would like more information regarding these transport services please contact Queensland Transport on (07) 4992 8700 or alternatively contact:

✓ Quinique Industries on 4984 9066
✓ Ford’s Bus Service on 4984 9813

PARENTS AND CITIZENS ASSOCIATION

The Capella SHS P & C meets the third Monday of every month. Meetings are held alternating months in Capella and Tieri and commence at 7pm. The Capella meeting is conducted in the staff common room of the school and the Tieri meeting is held at the Tieri library.

Office bearers are elected annually and different committees are formed throughout any one year. All teachers and parents are encouraged to take an active part in P & C activities. P & C meeting dates can be obtained via the school office and/or school calendar.

ILLNESS

Students who feel unwell at school will report to the Office. Facilities for sick students are limited.

Your student needs to know a contact so that we can phone parents or relatives and send sick students home as quickly as possible. It is imperative that the school is informed of any changes in contact information.

Should your child become seriously ill, or receive a severe injury at school, it is school policy to phone the ambulance and the parents (if possible). If medical treatment is required, and if parents have not been contacted, we will send the child to the Emerald Hospital by ambulance with a staff member.

MEDICATION

(a) For Staff to administer over-the-counter medication and prescription medication, **authorisation is required from a medical practitioner.**
(b) Provide medication in **original pharmacy labelled** container to the school.
(c) Parents to fill in “Request to Administer Medication at School” form and return to school office.
(d) The medication is to be given to the Office for particulars to be recorded.

ASTHMATICS

We are required by Education Queensland to maintain a register of all students who are asthmatics.
SCHOOL DRESS CODE

The P&C Association of Capella State High School supports a student dress code and has endorsed a compulsory school uniform. The association believes a school student dress code promotes the objectives as outlined in the Education (General Provisions) Act 2006, and in particular that:

SAFETY REGULATIONS

Footwear: Education Queensland and Workplace Health and Safety regulations clearly state that students’ footwear must provide adequate protection and cover the entire foot. The acceptable footwear at Capella State High School is a black or white fully enclosed sports jogger appropriate to the subject / activity. Students in Science, Technology (Manual Arts, Home Economics, Hospitality), Art and Rural Operations / Cattle Club are required to wear fully enclosed nonporous shoes. Students will be denied access to regular classes if incorrect footwear is worn.

Hair Restraint: In a workplace situation where loose hair could be a health and safety hazard, the hair must be tied back or secured in an appropriate way. Loose jewellery must be removed.

Headwear and Eyewear: Hats (preferably broad brimmed) will be worn for outdoor use. Sunscreen is highly recommended and can be located in B Block staffroom for student use. Students are encouraged to wear sunglasses whilst outdoors. The wearing of protective eyewear is mandatory in the industrial workshops.

Jewellery: Expensive and fashionable jewellery items are more suited for wearing while not at school. Jewellery worn is limited to 5 pieces. Acceptable items are:

- Watch
- Small sleepers or studs in the ear
- Face and body jewellery should be minimal and not present a safety risk
- Single neck chain (small religious or cultural items worn on a long chain under the school uniform and not visible)
- Signet or small, flat rings may be worn, but other protruding rings can be dangerous and are not to be brought to school
- An additional piece of jewellery is a school approved 'wristband' which advertises our school values and beliefs. (please note only one wristband can be worn at a time and in addition to the 5 regular pieces of jewellery) No other bracelets or wristbands are to be worn.

Makeup: visible makeup or coloured nail polish is not permitted.

SCHOOL UNIFORM

Capella SHS has high standards regarding school uniform. Students in all year levels are required to wear the complete school uniform in a manner which promotes a positive image of the school to the community.
Specifically, all students are required to wear the uniform:
- to and from school; at school; at school events and on excursions unless otherwise advised.

Capella SHS prides itself on the high level of compliance by students with the dress code. Students will be regularly reminded of their responsibility and parents will be notified if there is an ongoing problem. If, on a particular day, circumstances prevent a student from wearing the correct uniform, a note explaining the circumstances should be brought to the assembly/form class for co-signing. The school will be able to provide the appropriate clothing for a short-term loan to the student. Our school has always been prepared to make arrangements for students who cannot purchase a uniform for financial reasons. Students who are not appropriately dressed may be sent home to change, under the provision of the Regulation of the Department of Education. Repeated failure to comply with the school’s dress code may incur disciplinary consequences.

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<tr>
<td><strong>Day Uniform</strong></td>
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<td>Jnr: Maroon polo shirt with grey stripe</td>
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<td>Snr: Maroon polo shirt with gold stripe</td>
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<tr>
<td>Black shorts or skirt/skorts with school logo embroidered (appropriate knee length)</td>
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<td>Black or white leather sneakers</td>
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<td>White or black socks</td>
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<tr>
<td>Maroon school tracksuit jacket (or plain maroon jacket/jumper no hoodie)</td>
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<tr>
<td>Maroon school tracksuit pants (or plain maroon or black tracksuit pants)</td>
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<tr>
<td>Maroon or black skivvy maybe worn under school shirt</td>
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School Sport: Students representing the school at Central Highlands and Interschool sports are expected to wear their junior or senior maroon polo shirt or school supplied playing shirt and bottoms appropriate to their sport.

Wednesday: Students are invited to wear representative shirts associated with school activities such as Central Highlands sport shirts, Cattle Club shirts

Friday: Students are invited to wear their Fraser or Bradman sports shirts

The following items of clothing are not part of the uniform and are not to be worn to school:
- visible undershirts (visible slogans, logos, sleeves or hoods);
- clothing or headwear with offensive material written on it
- rugby shorts eg: stubbies, canterbury
- leggings
- long, coloured socks
- excessive ‘sweatbands’
- any item of clothing including hats which advertises alcohol or other drugs
- denim
- hoodies
- fluoro coloured shoes

**Note:** All students are expected to be in the new uniform at the commencement of 2016

*Updated 22 October 2015*
RESPONSIBLE BEHAVIOUR PLAN
For Students

Based on the Code of School Behaviour

1. Purpose
Capella State High School is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Capella State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality relationships, curriculum and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The values and beliefs that drive and influence our decisions are:

- Success – “I achieve my goals. I strive to new heights”
- Teamwork – “I consider others – I show support”
- Attitude – “I am enthusiastic and ready to learn”
- Respect – “I show respect for self, others and property”

The values and beliefs are embedded in the curriculum and expressed through our everyday learning. All are inter-related and without all four in place, Capella SHS would not function effectively. It is expected that all members of our school community will consistently display our values and beliefs in all actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.

2. Consultation and data review
Capella SHS developed this plan in collaboration with the school community. Broad consultation with parents, staff and students was undertaken through surveys and an invitation to a Community Forum conducted in June, 2016. The review particularly focused on historic data relating to school disciplinary absences and a renewed focus on a supported re-entry for students to reduce the likelihood of re-offending.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director Schools in October 2016 and will be reviewed in 2019 as required by legislation.

3. Learning and behaviour statement
Capella SHS is committed to the development of positive relationships with and between all members of our school community. We aim to support each other as we travel the journey that will enable us to be the best that we can be. Quality in all that we do is our common belief.

Underpinning our curriculum and policies at Capella State High School is the use of our values system. These values are the foundation in developing a positive whole school culture and promote best practice for continued student engagement. Below, each school value is identified and each value can be attributed to both positive and negative behaviours within a school setting.

These values, along with expectations associated with each value, are communicated to students on a daily basis - in the classroom, outside eating and playing areas, form classes and through Skilling for R.I.G.H.T.S. The list of behaviours is an example / guide and is by no means an exhaustive list.
<table>
<thead>
<tr>
<th>SCHOOL VALUE</th>
<th>POSITIVE BEHAVIOUR EXAMPLE</th>
<th>NEGATIVE BEHAVIOUR EXAMPLE</th>
</tr>
</thead>
</table>
| **Success**  | "I achieve my goals. I strive to new heights" | • Disengagement  
• Incomplete coursework and homework  
• Negative outlook on learning and school  
• Truancy  
• Repeated loss of personal and school items which impede learning success  
• Not being prepared to learn |
|              | • Participating in all lessons  
• Being prepared to learn  
• Setting challenging and achievable goals  
• Achieving to the best of your ability  
• Taking responsibility for your own learning  
• Celebrating success with your peers  
• Seeking feedback and assistance on your work | |
| **Teamwork** | "I consider others – I show support" | • Purposeful and deliberate hindrance  
• Refusal to work with specific people in a team  
• Anti-social behaviours  
• Ongoing and repeated social conflict adversely impacting on the social well-being of the school and its community  
• Not making a contribution to the task |
|              | • Giving and receiving feedback  
• Participating in a range of activities  
• Working productively in a team and making a valuable contribution  
• Showing support  
• Accepting responsibility  
• Assisting school staff and students | |
| **Attitude** | "I am enthusiastic and ready to learn" | • Disorganised and not being prepared to work  
• School absence for no valid reason  
• Failure to complete set tasks or limited effort put towards set tasks  
• Using class time to attend to personal matters  
• Believing that minimal effort will do  
• Negative comments made towards learning and class activities  
• Not having the correct equipment for learning |
|              | • Arriving at school on time and with the correct equipment  
• Putting effort into work – completing it to a high standard and to the best of your ability  
• Working independently to complete set work  
• Submitting work on time  
• Believing there is something good in everything  
• Accept mistakes are a valuable way to learn  
• Positive comments towards learning | |
| **Respect**  | "I show respect for self, others and property" | • Defiance and refusal to follow procedures / teacher directions  
• Swearing and derogatory comments  
• Verbal and physical abuse to staff and students  
• Smoking / substance abuse  
• Vandalism and damage to property  
• Uniform infringements  
• Littering  
• Spreading rumours in the community (electronic or verbal) |
|              | • Following teacher instructions  
• Accepting and adhering to school policies and procedures  
• Accepting others and showing tolerance  
• Treating others with a sense of worth  
• Speaking courteously and respectfully  
• Actively opposing and reporting bullying / cyber-bullying  
• Taking pride and care within classroom / work environments | |

### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Capella State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behavioural support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school values. The Schoolwide Expectations Teaching Matrix outlines rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All settings</strong></td>
<td><strong>Take every opportunity to learn – Golden Rule</strong></td>
</tr>
<tr>
<td>Follow teacher / staff instructions</td>
<td>Represent your school positively</td>
</tr>
<tr>
<td>Participation in all set tasks</td>
<td>Look out for your friends – report inappropriate behaviour</td>
</tr>
<tr>
<td>Setting challenging and achievable goals in all facets of schooling</td>
<td>Seek to resolve any conflicts responsibly – abuse or violence are not</td>
</tr>
<tr>
<td>Report any unsafe behaviour, hazards or accidents</td>
<td>options</td>
</tr>
<tr>
<td>Celebrate success with the school community</td>
<td></td>
</tr>
<tr>
<td>Uphold Capella State High School’s values and beliefs</td>
<td></td>
</tr>
<tr>
<td><strong>All classrooms and learning areas</strong></td>
<td><strong>Listen to and follow instructions</strong></td>
</tr>
<tr>
<td>Junior school students are to will line up outside the classroom in</td>
<td><strong>Stay seated unless otherwise directed</strong></td>
</tr>
<tr>
<td>two straight lines</td>
<td><strong>Stay on task</strong></td>
</tr>
<tr>
<td>Move in a careful and orderly manner into, around and out of the room</td>
<td><strong>Ask for help when required and wait patiently for assistance</strong></td>
</tr>
<tr>
<td>Follow set safety procedures</td>
<td><strong>Return all equipment to the correct location</strong></td>
</tr>
<tr>
<td>Use equipment for designed purposes</td>
<td><strong>If absent, see your class teacher for missed work</strong></td>
</tr>
<tr>
<td>Sit safely with chairs flat on the floor</td>
<td></td>
</tr>
<tr>
<td>Pass items and belongings carefully – do not throw</td>
<td></td>
</tr>
<tr>
<td>Use your student planner to record homework and important information</td>
<td></td>
</tr>
<tr>
<td><strong>School grounds</strong></td>
<td><strong>Report safety issues and accidents to a staff member</strong></td>
</tr>
<tr>
<td>Walk around buildings and on pathways</td>
<td><strong>Keep personal valuables safe</strong></td>
</tr>
<tr>
<td>Remain in school grounds</td>
<td><strong>Follow all instructions from staff</strong></td>
</tr>
<tr>
<td>Keep feet on the ground – avoid climbing on fences, walls, trees or</td>
<td><strong>Place bags in racks or designated areas</strong></td>
</tr>
<tr>
<td>buildings</td>
<td><strong>Look out for your friends – report inappropriate behaviours</strong></td>
</tr>
<tr>
<td>Leave sticks and stones on the ground</td>
<td><strong>Remain clear of out-of-bounds areas, including car park areas</strong></td>
</tr>
<tr>
<td>Be sun safe</td>
<td></td>
</tr>
<tr>
<td>Play ball games only in designated areas</td>
<td></td>
</tr>
<tr>
<td>Wear covered footwear</td>
<td></td>
</tr>
<tr>
<td><strong>Amenities</strong></td>
<td><strong>Go to the toilet during breaks – limit interruptions to class time</strong></td>
</tr>
<tr>
<td>Wash your hands after going to the toilet</td>
<td><strong>Report inappropriate behaviour to staff</strong></td>
</tr>
<tr>
<td>Flush the toilet after use</td>
<td><strong>Report any damage to staff</strong></td>
</tr>
<tr>
<td>Be healthy and avoid taking any food or drink into the toilets</td>
<td>**Only enter toilet facilities if you need to use them and move out</td>
</tr>
<tr>
<td><strong>Tuckshop</strong></td>
<td>quickly afterwards**</td>
</tr>
<tr>
<td>Keep the surrounding area clear – move away if you are not purchasing food</td>
<td>Protect valuables by leaving them at home or at the school office</td>
</tr>
<tr>
<td>Line up safely – no pushing and shoving</td>
<td><strong>Line up responsibly, looking out for your fellow peers</strong></td>
</tr>
<tr>
<td><strong>Excursions and school activities</strong></td>
<td></td>
</tr>
<tr>
<td>Wear school uniform unless otherwise stipulated</td>
<td><strong>Bring all equipment required for the excursion / camp to school</strong></td>
</tr>
<tr>
<td>Remain seated when on buses and use seatbelts where provided</td>
<td>**Ensure that all forms are returned and monies are paid prior to the</td>
</tr>
<tr>
<td>Follow staff and bus driver instructions</td>
<td>excursion**</td>
</tr>
<tr>
<td>Walk calmly on and off buses</td>
<td></td>
</tr>
<tr>
<td>Follow all rules of any venue being visited</td>
<td></td>
</tr>
<tr>
<td><strong>Entering and leaving school</strong></td>
<td><strong>If you are late, report to the records office and sign in</strong></td>
</tr>
<tr>
<td>Follow the road rules when riding a bike</td>
<td><strong>Observe all road rules when travelling to and from school</strong></td>
</tr>
<tr>
<td>Walk bikes through school grounds</td>
<td>**If driving (Year 12), ensure the office has a record of your driver’s</td>
</tr>
<tr>
<td>Always wear a helmet when riding a bike</td>
<td>details and relevant passenger lists**</td>
</tr>
<tr>
<td>If catching a bus, wait inside the fence until the teacher directs</td>
<td></td>
</tr>
<tr>
<td>you to move to the bus</td>
<td></td>
</tr>
<tr>
<td><strong>Assemblies and performances</strong></td>
<td><strong>Listen to staff directions</strong></td>
</tr>
<tr>
<td>Enter and depart MPH / UCA under staff direction</td>
<td><strong>Be responsible for your actions</strong></td>
</tr>
<tr>
<td>Leave area in an organised and safe manner</td>
<td><strong>Sit with form group in alphabetical order</strong></td>
</tr>
<tr>
<td></td>
<td>**Use your student planner to record important dates and other</td>
</tr>
<tr>
<td></td>
<td>information**</td>
</tr>
<tr>
<td>All settings</td>
<td>All classrooms and learning areas</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Be in correct uniform</td>
<td>• Treat all furniture, buildings and equipment with respect</td>
</tr>
<tr>
<td>• Be punctual</td>
<td>• Respect people’s property and personal belongings</td>
</tr>
<tr>
<td>• Bring all necessary equipment and materials</td>
<td>• Be tolerant</td>
</tr>
<tr>
<td>• Leave banned items at home</td>
<td>• Attend to personal hygiene</td>
</tr>
<tr>
<td></td>
<td>• Use only appropriate and polite language</td>
</tr>
<tr>
<td></td>
<td>• Be honest and own your own behaviour</td>
</tr>
</tbody>
</table>
Procedures for teaching school-wide expectations:
These expectations are communicated to students via a number of strategies including:

- **Skilling for R.I.G.H.T.S**
  At Capella SHS, systematic, detailed and developmentally appropriate foundation programs for positive relationships, bullying, harassment, violence and child protection are implemented. Positive relationships are actively taught, modelled and embedded in all aspects of Capella SHS. Teachers review and are skilled in the lessons delivered each year, new staff to the school participate in an induction program and staff meet professionally to design content delivered in the focus lessons each week.

- **Engaging Curriculum and Effective Teaching**
  Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:
  - Access to relevant professional development
  - Mentoring from Heads of Department or Behaviour Support personnel
  - Open and informed communication from school leaders

- **Reinforcing expected school behaviour**
  Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Capella SHS, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:
  - Postcards home
  - Rewards
  - Celebration Parades Assemblies
  - Whole school parades Assemblies

**Active Student Involvement**
Active student participation is taught through a progressive student council, celebration assemblies that celebrate acknowledge student success, weekly hero awards on junior school assembly, positive postcards, form classes and Skilling for Rights classes.

**Responding to unacceptable behaviour**
1. **Redirecting low-level and infrequent problem behaviour**
   When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. Our preferred way of re-directing low-level problem behaviour is to use the Essential Skills for Classroom management. ESCM’s focus on 10 essential skills:
   - Establishing Expectations
   - Instruction Giving
   - Waiting and Scanning
   - Cueing with Parallel Acknowledgment
   - Body Language Encouraging
   - Descriptive Encouraging
   - Selective Attending
   - Verbal and Non-verbal Redirecting to the Learning
   - Giving a Choice
   - Following Through
   - Defusing

**Targeted behaviour support**
This occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Targeted or individual support that occurs in the classroom setting is in alignment with our whole school positive behaviour support approach and procedures.

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016
Individual Behaviour Plan

Students identified as requiring support may require an Individual Behaviour Plan. Teachers, the student and the parents/carers are informed in the collaborative process of preparing the Individual Behaviour Plan. Students on an Individual Behaviour Plan are required to have attendance records and negotiated goals for the lessons in collaboration with classroom teachers. A monitoring book is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.

Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student’s Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate.

The administration staff assist in the co-ordination of the Education Quality Assurance Team (EQAT) which comprises all of the student support services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/carers and relevant school support services team members. An assessment is conducted in an attempt to identify the reasons for the occurrences of specific behaviours. Interagency groups are used to co-ordinate services to meet the needs of the students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Queensland, Child and Youth Mental Health, Queensland Health, Department of Child Safety, Police, Local Council, Youth Support Workers, EQ District Office.

From the Behaviour Assessment and inter-agency input, the following supports may be put in place in the Individual Behaviour Plan:

- Working with Advisory Visiting Teacher
- Counselling with school Guidance Officer
- Teacher Aide support
- Modified timetable and attendance
- Recommendation to parents to access outside agencies such as Child and Youth Mental Health Services or their local General Practitioner

The Individual Behaviour Plan continues to be reviewed and adjusted, if necessary, every fortnight.

5. Emergency or critical incidents responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions. Updated 2016

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a
reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Capella SHS’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report – in OneSchool
- Health and Safety incident record (link)
- debriefing report (for student and staff) (*APPENDIX FIVE*).
6. Consequences of unacceptable behaviour

Most incidents are of a minor nature and can be easily dealt with by a teacher. A general procedural statement, however, is needed for incidents, whether they are in the classroom or the grounds and when a student deliberately escalates a problem. Staff need a uniform approach for such situations.

Minor and Major behaviours
When responding to unacceptable behaviour the staff member first determines if the unacceptable behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal or detention for work completion.
- A redirection procedure. The staff member asks the student the behaviour referral questions:
  - What are you doing?
  - What should you be doing?
  - What will happen if you continue this behaviour?
- If problem behaviour continues then student is sent to a buddy class using the buddy class system

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of school Administration

Major problem behaviours may result in the following consequences:

- Buddy class process
- Immediate referral to administration
- Activity withdrawal, contact to parents, loss of privileges, suspension, recommendation for exclusion
### Behaviour Referral Process

<table>
<thead>
<tr>
<th>First Behaviour Incident</th>
<th>Teacher reports incident on One School (no referral) within 24 hours of the incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Behaviour Incident</td>
<td>Teacher reports incident on One School (no referral) within 24 hours of the incident</td>
</tr>
<tr>
<td></td>
<td>Teacher phones parent/guardian and records contact.</td>
</tr>
<tr>
<td>Third Behaviour Incident</td>
<td>Student returns from Buddy Class to reflect with teacher at teacher discretion</td>
</tr>
<tr>
<td>Fourth Behaviour Incident</td>
<td>Teacher reports incident on One School and refers to HOD within 24 hours of the incident.</td>
</tr>
<tr>
<td></td>
<td>HOD applies further consequences, contacts parent/guardian and records contact on One School.</td>
</tr>
<tr>
<td></td>
<td>Teacher reports incident on One School and refers to principal within 24 hours of the incident.</td>
</tr>
<tr>
<td></td>
<td>Principal applies further consequences, contacts parent/guardian and records contact on One School.</td>
</tr>
<tr>
<td></td>
<td>Teacher to follow up with parent/guardian</td>
</tr>
</tbody>
</table>

The behaviour referral process above applies to each teacher over one term. At the start of each term each child starts again at the first referral.

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions . Updated 2016
Buddy System

Buddy Class System

Teacher manages student behaviour using ESCMs

Student displays disruptive behaviour

All behaviour management skills have been used by teacher.

Teacher asks students Behaviour Referral questions:
1. What are you doing?
2. What should you be doing?
3. What will happen if you continue this behaviour?

Teacher thanks student and leaves student to complete work

Student displays the behaviour again.

Teacher asks student again:
1. What are you doing?
2. What should you be doing?
3. What did you say was going to happen now?

Student answers questions sensibly and complies with teacher instructions

Student refuses to go back on task, ignores teacher instructions or refuses to answer questions appropriately

Teacher says to student: Your behaviour shows you have chosen to go to the buddy class
Teacher sends student to Buddy Class with reflection sheet and work.
Teacher makes note of student leaving to buddy class on ID Attend

Student completes work and reflection sheet at Buddy Class and returns at the end of the class with work and reflection sheet.

Teacher reflects with student at their discretion.

Teacher refers student to HOD if:
- They return from Buddy Class with no work
- They are disruptive in Buddy Class

Bully Prevention Strategy Capella SHS – Fitzroy Central West Queensland Regions . Updated 2016
7. **Network of student support**

Students at Capella SHS are supported through positive reinforcement and whole school, targeted and intensive behaviour support, by the following personnel:

- Parents
- Teachers
- Quality Assurance Team
- Support staff
- Heads of Department
- Administration Staff
- Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Workers
- Advisory Visiting Teachers
- Senior Guidance Officer
- Ministers of Religion

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community Development Officers

8. **Consideration of individual circumstances**

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Capella SHS considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students
- Establishing consistent procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state

Recognising the rights of all students to:

- Express their opinions in an appropriate manner and at the appropriate time
- Work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment, and
- Receive adjustments appropriate to their learning and/or impairment needs.

9. **Related legislation**

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. **Related policies and procedures**

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Hostile People on School Premises, Wilful Disturbance and Trespass
• Police and Child Safety Officer Interviews with Students, and Police Searches at State Education Institutions
• Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identify Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some related resources

• Bullying. No way!
• National Safe School Framework
• Working Together resources for schools
• Cyber safety and schools resources
• Take a Stand Together
• Safe Schools Hub
• Schoolwide Positive Behaviour Support
• Code of Conduct for Students Travelling on Buses

Endorsement

Principal

P and C President

Effective date: September 2016
APPENDIX 1

THE USE OF PERSONAL TECHNOLOGY DEVICES*

This amendment is made in accordance with Department of Education and Training policy – SMS-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

MOBILE PHONE POLICY

Students may bring mobile phones to school or school events however it must be switched off or on silent in student’s bag during school hours. Breach of this policy will result in phone being confiscated by school staff and handed into office, student may sign out at the end of the day. Second breach of the phone policy will result in a Parent collecting the phone from the office. Third breach may result in suspension or disciplinary action.

PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL

Students must not bring personal technology devices like cameras, digital video cameras, multimedia players, external hard drives (USB memory sticks are permitted) or IPods to school or school events. These are often very valuable and there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Repeated breaches of this prohibition may result in discipline.

CONFISCATION

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation. If a device is kept by the school for the purposes of a disciplinary investigation it will only be returned to the student in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact police directly.

Students who have a personal technology device confiscated 3 times may be suspended for failing to follow schools directions and policy.

PERSONAL TECHNOLOGY DEVICES ETIQUETTE

Bringing personal technology devices to school is not accepted by the school because of the potential for theft and general disruption associated with them.

RECORDING VOICE AND IMAGES

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Capella State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, social media, display, internet uploading etc); and/or,
- knowingly being a subject of a recording in breach of this policy may be subject to discipline (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in police involvement.

**TEXT COMMUNICATION**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible police investigation. Students receiving such text messages or posts during or after school, should ensure they keep the message as evidence and bring the matter to the attention of the school office. In these cases, the matter will be investigated and may be referred to the Queensland Police Service.

**ONLINE BEHAVIOUR INCLUDING SOCIAL MEDIA**
During or outside of school hours, students participating in public online conversations or posting comments/images which are embarrassing, defaming or denigrating to students, staff or the school community; will have impacted on the good order and management of the school and may be subject to disciplinary action such as:

- Central Withdrawal
- Matter handed to police
- Suspension
- Proposal for exclusion

**ASSUMPTION OF CHEATING**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**RECORDING PRIVATE CONVERSATIONS AND THE INVASION OF PRIVACY ACT 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**SPECIAL CIRCUMSTANCES ARRANGEMENT**
Students who require the use of a personal technology device in circumstances that would contravene this policy should negotiate a special circumstances arrangement with the Principal or designated Officer-in-Charge.

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
* Personal Technology Devices includes, but is not limited to, games devices (such as PSPs, Nintendo DS, etc) Laptop Computers, PDAs, External Hard Drives Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), smartphones, IPods and devices of a similar nature.

APPENDIX TWO

PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Rationale
State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

Capella SHS is committed to providing a supportive school environment where all members of feel safe and free from bullying. School practices are proactive rather than reactive and where appropriate and non discriminatory language and behaviours are defined, modelled and reinforced.

School community beliefs about bullying

“At Capella State High School bullying in all its forms is not accepted and all members of Capella State High School accept their responsibility to promote positive relationships and to prevent bullying”.

Bullying/Cyberbullying is when a person is the target over time of repeated negative actions or comments. Bullying is when there is an imbalance of power so that the person being targeted has trouble defending themselves. Bullying is usually characterised by unequal levels of emotional impact on the bully and the target. (adapted from Bullyproofing your school, by Sopris West)

Bullying/Cyberbullying does not require intention from the doer to be a reality for the target.

Bullying/Cyberbullying does not have to be direct from one person to another – it may be indirect through intermediaries, though orchestrated by the bully.

Bullying/Cyberbullying may be adult to child, child to adult, adult to adult, child to child, staff to student, student to staff, staff to staff, student to student, and any other combination that may be described.

Bullying takes many forms and may be one or more of the following:

**Harrassment**: This involves any form of unwanted interaction between 2 or more people and includes threatening behaviour, damage to and the taking of property, name calling and belittling, put downs, rumour spreading and exclusion as well as derogatory racial comments and sexual comments or activity of a sexual nature excluding actual assault. There are many forms of harassment and it is difficult to list all forms. It would be safe to say any activity that is designed to cause humiliation and suffering of a person would be classified as harassment.

**Violence**: This involves any type of unacceptable physical interaction between students and would include fighting, physical assault and sexual assault.

**Intimidation**: Is about forcing someone else to do something they might not otherwise do through the induction of fear in that person. It is about making someone else feel timid.

**Targeting**: Is about making another person a target by imposing unusual, unfair, or unjust treatment, punishment and discipline on them.

**Bullying includes:**
- Physical actions
- Verbal attacks
- Psychological intimidation
- Extortion
• Harassment and discriminatory behaviours that are directed toward someone of the basis of differences such as:
  • Gender
  • Ability and disability
  • Racial background
  • Socio-economic status
  • Religious or cultural beliefs
  • Sexual orientation
  • Where you live
  • Sending of threatening or demeaning messages by SMS, email, internet

**Cyberbullying uses electronic means to convey in a public or enclosed online space:**
  • Threats of physical violence
  • Verbal attacks
  • Psychological intimidation
  • Extortion
  • Harassment and
  • Discriminatory comments or images

**Educational Programs**
It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Capella State High School. At Capella SHS we use the following educational strategies.

**What we all can do about bullying issues?**

1. **Disseminate information** to the total school community and workplace about the nature of all types of harassment, intimidation, discrimination and bullying, and their causes and effects in the working and learning environment.
2. Make it clear that **these behaviours will not be accepted** in the school or workplace through information, interventions and by taking the issue seriously at all times.
3. Ensure that there is a **high level of awareness** about these issues.
4. Ensure that the issues relating to the nature and prevention of these behaviours are **addressed in the curriculum, as well as Skilling for RIGHTS.**
5. Take **immediate action** on complaints in accordance with relevant procedures.
6. **Respond supportively** to any student or staff member who makes a complaint.
7. Arrange regular and **appropriate education and training** (eg cyber-bullying) for staff, students, parents and others.
8. Conduct an anti-bullying day annually.
9. Include regular information and articles about bullying in skilling program.

**Prevention Programs**
Effective social skill and positive relationships act to prevent bullying. At Capella SHS we promote effective social skills and positive relationships by, implementing the **Things that work – Levels of Action from the Bullying. No Way! Website.**

**THINGS THAT WORK – LEVELS OF ACTION**

- **BUILDING**
- **KNOWING**
- **MANAGING**
Building safe and supportive schools and preventing bullying

To deal with bullying, we need to do more than merely make a statement or stop the behaviour when it occurs. Building means creating the sort of school and wider community that we want in the long term.

This takes time and the active inclusion of all groups. It means building safety trust, inclusiveness and connectedness with those who are like us as well as with those we see as different.

This framework coordinates actions across all domains of school community life to achieve long-term goals. Without such a guide, we may do no better than react continually to crises or teach undesired messages.

Knowing bullying is happening, acting to stop it and supporting those involved

An environment that builds a supportive culture is one in which the school community can work together to identify potential issues as they arise, do something about them and support others to do the same.

The focus here, as in ‘Managing’, is on addressing the behaviour rather than scapegoating individuals, in repairing the harm and restoring relationships and the environment and in ensuring a cycle of continuous improvement.

This is a school community in which every member feels empowered to make a difference.

Managing incidents that have serious impact on individuals and/or the school

Incidents do happen. Transparent communication and a shared goal of respect provide guidelines and procedures for all groups.

Guidelines mean everyone knows their roles, responses are appropriate, and strategies are in place to repair the harm and restore wellbeing.

The focus here, as in ‘knowing’, is on addressing the behaviour rather than scapegoating individuals, in repairing harm and restoring relationships and the environment and in ensuring a cycle of continuous improvement.

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

Refer to Strategies Map attached. (APPENDIX THREE)

Possible Consequences for Bullying Behaviours

Level 1 – INITIAL AWARENESS OF BULLYING BEHAVIOUR

- Teacher observes or receives report of bullying behaviours
- Teacher to record incident on OneSchool
- Teacher gives STOP MESSAGE to bully

Level 2 – FURTHER AWARENESS OF BULLYING BEHAVIOUR (CASE MANAGEMENT BY TEACHER)

- Teacher confronts any additional/continuing/serious bullying behaviour and intervenes appropriately
- At this level, both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
- Teacher records incident in OneSchool
- Teacher works to restore justice between target and bully
Level 3 – PERSISTENT BULLYING DESPITE LEVEL 1 AND LEVEL 2 INTERVENTION BY THE TEACHER

- Teacher refers students to relevant HOD and a member of Student Services Team if required
- Both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
- All relevant records entered in OneSchool
- HOD to advise all staff of bullying issue through staff notices
- Student will be detained to work through education and/or materials on ‘Bullying’. (Refer to Bullying! No Way website for resources)

Level 4 – BULLYING PERSISTS DESPITE LEVELS 1-3 INTERVENTIONS (CASE MANAGEMENT BY HEAD OF DEPARTMENT)

- Both student and teacher are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
- HOD to centrally withdraw student from classes and breaks to participate in social skilling development. Student will not be permitted back into classes until they have demonstrated appropriate social behaviours.
- HOD to enter all relevant data into OneSchool.
- HOD to analyse data to ascertain depth of issue and intervene as appropriate.
- HOD to advise all staff of the bullying issue through staff notices.
- HOD to arrange conflict resolution as required.

Level 5 – BULLYING PERSISTS DESPITE LEVELS 1-4 INTERVENTIONS (CASE MANAGEMENT BY PRINCIPAL)

- Students will be suspended from school (internally or externally at the discretion of the Principal).
- Both student and Principal are required to complete case notes. Copies of paperwork are to be forwarded to Office for filing in Student Central File for Behaviour Management.
- Principal to enter all relevant data into OneSchool.
- Principal to analyse data to ascertain depth of issue and intervene as appropriate.
- Principal to advise all staff of the bullying issue through staff notices.
- Principal to arrange conflict resolution as required.
- Students will be expected to undertake an appropriate social skilling program, which may involve some external counselling. Students will not be allowed back into classes until they have demonstrated they can sustain appropriate social behaviours.

Reporting and monitoring bullying

At Capella SHS reports of bullying are taken seriously. Students and parents may report bullying in the following ways:

- Students and parents might report bullying:
  - Directly to a member of staff
  - In a written format handed to a member of staff or posted to the school

Reports of bullying will be collated and recorded on system.
## APPENDIX THREE

### BULLYING NO WAY

#### STRATEGIES MAP

<table>
<thead>
<tr>
<th>Stage</th>
<th>Whole school community</th>
<th>In and out of class</th>
<th>Staff</th>
<th>Students</th>
<th>Carers</th>
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</thead>
<tbody>
<tr>
<td>Building safe and supportive schools and preventing bullying</td>
<td>Develop active, trusting relationships among all school community groups.</td>
<td>Create teaching and learning experiences that promote positive peer relations, social skills and resiliency.</td>
<td>Administrators</td>
<td>Develop and encourage understanding, respect and valuing of self and others.</td>
<td>Participate actively as members of the school community.</td>
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<td></td>
<td>• Value the varying contributions, skills and knowledge of all school community groups.</td>
<td>• Construct cooperative learning experiences that build bridges between the interests, experiences, abilities and aspirations of students from diverse backgrounds.</td>
<td>• Provide leadership in the development of whole school policies and strategies.</td>
<td>• Recognise potential bullying, harassment, discrimination and violence issues and advocate for changes to:</td>
<td>Contribute to recognition and valuing of diversity in the school community.</td>
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<td>• Identify trust gaps. Foster an inclusive school culture and ethos that supports all students and values the diversity of the student, staff and community population including culture, ethnicity, gender, sexual orientation, physical ability and economic status.</td>
<td>• Demonstrate, and encourage students to demonstrate, understanding, respect and valuing of themselves and others.</td>
<td>• Encourage school community members to see themselves as valued members working collaboratively towards shared goals.</td>
<td>• Risks associated with particular learning activities – school practices that may, inadvertently, encourage bullying, harassment, discrimination and violence.</td>
<td>Foster awareness among staff, carers and students about the diverse needs and viewpoints of the school community, e.g. culturally, linguistically, socioeconomically.</td>
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<td>• Recognise and represent this diversity in all practices.</td>
<td>• Empower students by teaching, practising and supporting constructive communication and conflict resolution skills.</td>
<td>• Include all staff in the planning and implementation of school policy.</td>
<td>• Risks associated with particular learning activities – school practices that may, inadvertently, encourage bullying, harassment, discrimination and violence.</td>
<td>Contribute understandings of how diverse needs and viewpoints can be recognised and addressed.</td>
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<td>• Enhance opportunities for connectedness with learning for students at educational risk.</td>
<td>Build capacity of the full diversity of students to actively participate in democratic decision making that affects them at all levels of society.</td>
<td>• Provide staff with professional development to ensure that expertise is developed in the school.</td>
<td>• Be active in the development of school policies, strategies and peer response systems, e.g. peer support, peer counselling or buddy systems.</td>
<td>Engage in whole school planning processes.</td>
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<td>• Empower the school community to challenge discriminatory behaviour. Involve staff, parents and students in collaboratively developing and implementing an active whole school plan to address bullying, harassment, discrimination and violence</td>
<td>Involve students in developing:</td>
<td>• Develop procedures for carers to inform school protocols.</td>
<td>• Support school community policies and expectations and encourage other students to do so.</td>
<td>Support students in identifying and responding to issues:</td>
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<td>• Engage the school community through forums, meetings and surveys.</td>
<td>Structured opportunities to engage as powerful participants rather than passive consumers</td>
<td>• Manage resources to enable implementation of policies and strategies.</td>
<td>• Identify trustworthy adults and student leaders who are in a position to deal with or report the issues.</td>
<td>• Talk with and listen to your students on the issue.</td>
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<td>• Clarify the school ethos. Establish shared understandings and identification of bullying, harassment, discrimination and violence issues</td>
<td>Class meetings</td>
<td>• Develop interagency protocols. Review where necessary.</td>
<td>• Encourage effective peer support networks.</td>
<td>Model problem-solving behaviours and avoid using blame.</td>
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<td>Student representative councils</td>
<td>• Link strategies for students to broader welfare programs.</td>
<td>• Support other students to use problem-solving strategies.</td>
<td>Promote self-protective behaviours and avoid using blame.</td>
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<td>Codes of behaviour and values informing shared statements of rights and responsibilities.</td>
<td>Teachers</td>
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<td></td>
<td>Adopt curriculum and pedagogy to</td>
<td>• Manage classes in ways that enhance peer relations and demonstrate respect and valuing of all students within a supportive environment.</td>
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<td>• Integrate supportive, inclusive problem-solving strategies into all curriculum activities.</td>
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<td>Stage</td>
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<td>specific to the school community.</td>
<td>enhance inclusion and ensure authenticity to the diversity of the student population.</td>
<td>incorporate teaching practices that support students in identifying, analysing and resolving immediate and long-term challenges to their own and others’ safety and rights.</td>
<td>learn and use effective bystander responses.</td>
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<td>• Develop shared responses that address bullying, harassment, violence and discrimination as socially, culturally and historically constructed practices.</td>
<td>• Ensure that all curriculum areas value, include and build on the personal, cultural and linguistic knowledge, skills and experiences of students from diverse backgrounds.</td>
<td>• Take responsibility for establishing close relationships between school staff and the full diversity of carers and students.</td>
<td>encourage student leaders and representative councils to give issues of bullying, harassment, violence and discrimination a priority.</td>
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<td>• Develop effective whole school plan and procedures related to bullying, harassment, violence and discrimination, guided by the school community.</td>
<td>• Provide opportunities through all curriculum areas to:</td>
<td>• Build a community of learners responsible for student learning outcomes.</td>
<td>share concerns and suggestions to contribute to a cycle of continuous improvement.</td>
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<td>• Maximise current resources to respond.</td>
<td>– critically examine forms of advantage and disadvantage, e.g. dominant cultures, peer relations, culturally preferred ways of being</td>
<td>• Modify and monitor practices to achieve social justice.</td>
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<td>• Raise awareness about the policy and practices across the whole school community through assemblies, posters and other communication channels.</td>
<td>– question how disadvantage occurs</td>
<td>• Encourage students to develop values and ethics in their relationships with others.</td>
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<td>Provide opportunities through the curriculum for the diversity of students (and staff) to develop relevant knowledge and skills in positive communication.</td>
<td>– challenge abuses of power based on sex, poverty, disability and other factors</td>
<td>• Identify improvements to student–staff and student–student relations.</td>
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<td>• Develop insights into and understandings of the destructive effects of bullying, harassment, discrimination and violence, and ways to respond effectively.</td>
<td>– develop and practise more equitable behaviours.</td>
<td>• Include young people in decision making about policies and programs designed to assist them.</td>
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<td>• Reinforce good examples of communication.</td>
<td>• Equip students to recognise, critique and advocate for changes to features of the society, the school and their own culture that support bullying, e.g.</td>
<td>• Regularly review class and playground cultures to improve peer relations and reduce bullying, harassment, discrimination and violence through early intervention responses involving teachers, administrators and/or specialist staff.</td>
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<td>• Teach conflict resolution skills.</td>
<td>– media, sports, recreation, culture</td>
<td>• Identify and address signs of discriminatory behaviour. Never turn a blind eye.</td>
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<td></td>
<td>• Encourage active citizenship.</td>
<td>– different school cultures</td>
<td>• Know how to respond effectively to bullying incidents.</td>
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<td>• Develop and promote informal and formal peer support networks, e.g. peer mediation.</td>
<td>– risk areas within and beyond the school site</td>
<td>• Work proactively in a team to assist students at risk.</td>
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<td>Maintain pastoral care/student welfare systems that enable all students to feel safe and to feel valued.</td>
<td>– risks associated with particular learning activities.</td>
<td>• Maintain a duty of care in class, in the playground and between classes.</td>
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<td>• Develop community understanding of links between student welfare issues and curriculum practice.</td>
<td>• Regularly review curriculum and pedagogy for focus, appropriate targeting of strategies, and outcomes.</td>
<td>• Share concerns and suggestions to contribute to a cycle of continuous improvement.</td>
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<td>• Provide students at risk of being targeted or who are demonstrating discriminatory behaviour with access to specialist/pastoral care staff.</td>
<td>Treat the time in the playground and between classes as an important part of the curriculum and also a time when students can be more vulnerable to bullying, harassment, discrimination and violence.</td>
<td>• Identify and address signs of discriminatory behaviour. Never turn a blind eye.</td>
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<td></td>
<td>Engage the whole school community</td>
<td>• Reinforce playground behaviour guidelines and positive social relationships.</td>
<td>• Know how to respond effectively to bullying incidents.</td>
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<td></td>
<td>in active citizenship.</td>
<td>• Develop opportunities and</td>
<td>• Work proactively in a team to assist students at risk.</td>
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<td></td>
<td>• Learn and use effective bystander responses.</td>
<td>• Maintain a duty of care in class, in the playground and between classes.</td>
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<td>Knowing when bullying is happening, acting to stop it and supporting those involved</td>
<td>Encourage and explicitly teach effective bystander behaviour for staff, students and community members.</td>
<td>Involve a wide range of students in identifying where bullying occurs.</td>
<td>Administrators</td>
<td>Students</td>
<td>Carers</td>
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<td>• Develop options and skills for students to challenge bullying and harassment and support targeted students.</td>
<td>• Develop and maintain peer, help and formal networks and support systems for early response, e.g. peer support, peer mediation.</td>
<td>• Develop procedures to encourage early identification of and responses to incidents.</td>
<td>• Seek immediate help when bullying is witnessed or experienced.</td>
<td>• Support other carers who indicate that their student is having a hard time.</td>
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<td>• Implement a range of strategies to become a ‘telling school’.</td>
<td>Follow school guidelines on incident response and ensure understanding of the consequences and goals of reinforcing everyone’s right to be safe at school.</td>
<td>• Arrange support for students, carers and teachers involved in bullying incidents.</td>
<td>• Access support from key people and negotiate support of others, e.g. buddy or staff mentor.</td>
<td>• Identify and report bullying issues that have been observed or discussed by students to staff.</td>
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<td>Provide support for students involved in bullying or at risk of becoming involved in bullying.</td>
<td>• Ensure that everyone — staff, students and parents — understands the agreed expectations.</td>
<td>Teachers</td>
<td>• Respond proactively to signs and symptoms of bullying, harassment, discrimination and violence.</td>
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<td>• Provide support to all groups (students, staff and carers) who are at risk of or are involved in the experience of bullying.</td>
<td>• Create opportunities for students to share concerns.</td>
<td>• Create opportunities for early intervention to take place in class and playground.</td>
<td>• Provide opportunities to enhance students’ self-esteem and resiliency.</td>
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<td>Handle potentially serious incidents proactively and create opportunities for the whole school community to respond effectively to carer concerns.</td>
<td>Specialist/support staff</td>
<td>Specialist/support staff</td>
<td>• Help students to look at the situation in depth.</td>
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<td>• Establish procedures for carers to inform school protocols.</td>
<td>• Provide effective incident responses, e.g. shared concern method.</td>
<td>• Foster alternative ways for students to handle situations.</td>
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<td>• Enlist support from carers, students, staff and other community members as appropriate.</td>
<td>• Develop specialised support groups for and through collaboration with staff, carers and students.</td>
<td>• Try different approaches in dealing with each student.</td>
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<td>• Be aware of and refer at appropriate times vulnerable students and students who use abusive behaviours.</td>
<td>• Support the collaborative whole school plan.</td>
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<td></td>
<td></td>
<td>All staff</td>
<td>• Work collaboratively and collectively with the school to resolve problems and conflicts.</td>
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<td>Stage</td>
<td>Whole school community</td>
<td>In and out of class</td>
<td>Staff</td>
<td>Students</td>
<td>Carers</td>
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| Managing incidents that have serious impact on individuals and/or the school | Develop and implement agreed policies, strategies and procedures in handling serious incidents.  
- Ensure that the level of response is appropriate to the incident. Avoid secondary problems arising from not dealing with incidents or dealing with them ineffectively.  
- Provide debriefing and support for those involved.  
Use restorative justice principles to resolve issues and restore the sense of wellbeing for all involved.  
- Utilise evidence based responses to incidents such as method of shared concern, no blame approach and social problem-solving methods.  
- Support the rights of those involved while acknowledging the needs of the particular situation.  
Review incidents and implement improvements to school responses and policies.  
- Inform and involve staff in an action plan for serious incidents. | Effectively handle incidents according to policies and school plan within classrooms and during out of class activities.  
- Ensure that the level of response is appropriate to the incident. Avoid secondary problems arising from not dealing with incidents or dealing with them ineffectively.  
- Provide debriefing and support for those involved.  
Use restorative justice principles to resolve issues and restore the sense of wellbeing for all involved.  
- Utilise evidence based responses to incidents such as method of shared concern, no blame approach and social problem-solving methods.  
- Support the rights of those involved while acknowledging the needs of the particular situation.  
Review incidents and implement improvements to school responses and policies.  
- Inform and involve staff in an action plan for serious incidents. | Administrators:  
- Implement an action plan for the more serious incidents involving violence.  
- Respond effectively to match the incident, e.g. use shared concern or community conferencing.  
- Include other agencies as appropriate, e.g. police.  
- Brief staff on the response action plans to serious incidents.  
- Coordinate media responses within agreed arrangements if necessary. | • Seek immediate help when bullying is witnessed or experienced.  
• Access support from key people, e.g. staff member. | • Enlist the support of family/friends/staff.  
• Communicate concerns with teachers and principals/administrators.  
• Keep a record of events.  
• Seek professional help if necessary.  
• Increase knowledge of strategies, options and ideas by attending parenting courses. |
Capella State High School participates in the Bring Your Own ‘x’ (BYOx) School. The BYOx program is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned mobile devices to access the department’s information and communication (ICT) network. The BYOx Program is not mandatory, Capella SHS students will have a range of shared school owned devices for use in the classroom, including desktop computers, mobile laptop lab and class time in the computer lab.

These mobile devices include but are not limited to laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP3 player), games devices (e.g. PSPs, Game Boys), USBs, DVDs, CDs and smart phones. Access to the department’s ICT network is provided only if the mobile device meets the department’s security requirements which, at a minimum, require that anti-virus software has been installed, is running and is kept updated on the device. Advice for State Schools on Acceptable use of ICT Facilities and Devices.

Students and staff are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

The BYOx acronym used by the department refers to the teaching and learning environment in Queensland state schools where personally-owned mobile devices are used. The ‘x’ in BYOx represents more than a personally-owned mobile device; it also includes software, applications, connectivity or carriage service.

The department has carried out extensive BYOx research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOx model because:

- BYOx recognises the demand for seamless movement between school, work, home and play
- our BYOx program assists students to improve their learning outcomes in a contemporary educational setting
- assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

**Device selection**

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school’s specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department’s network.

The school’s BYOx program may support printing, filtered internet access, and file access and storage through the department’s network while at school. However, the school’s BYOx program does not include school technical support or charging of devices at school. For a list of specifications please visit [https://capellashs.eq.edu.au](https://capellashs.eq.edu.au)

**Device care**

The student is responsible for taking care of and securing the device and accessories in accordance with school policy and guidelines. Responsibility for loss or damage of a device at home, in transit or at school belongs to the student. Advice should be sought regarding inclusion in home and contents insurance policy.

It is advised that accidental damage and warranty policies are discussed at point of purchase to minimise financial impact and disruption to learning should a device not be operational.
Data security and back-ups
Students must ensure they have a process of backing up data securely. Otherwise, should a hardware or software fault occur, assignments and the products of other class activities may be lost.

The student is responsible for the backup of all data. While at school, students may be able to save data to the school’s network, which is safeguarded by a scheduled backup solution. All files must be scanned using appropriate anti-virus software before being downloaded to the department's ICT network.

Students are also able to save data locally to their device for use away from the school network. The backup of this data is the responsibility of the student and should be backed-up on an external device, such as an external hard drive or USB drive.

Students should also be aware that, in the event that any repairs need to be carried out the service agents may not guarantee the security or retention of the data. For example, the contents of the device may be deleted and the storage media reformatted.

Before the student can participate in the BYOx program both student and Parent will need to read and sign the school's Acceptable Use of School ICT & BYOx Policy.

For more information regarding the program please visit [https://capellashs.eq.edu.au](https://capellashs.eq.edu.au)

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**ACCEPTABLE USE OF SCHOOL ICT and BYOx POLICY**

Student access to the department's ICT Facilities and BYOx Devices

The Smart Classrooms strategy underpins the growth and improvement in innovative programs and resources in schools for teachers and students. Essential tools for providing these innovative educational programs are the intranet, internet, email and network services (such as printers, display units and interactive whiteboards) that are available through the department's/school's ICT network. These technologies are vital for the contemporary educational program provided in schools.

At all times students, while using these ICT facilities and devices, will be required to act in line with the requirements of the [Code of School Behaviour](https://capellashs.eq.edu.au) and any specific rules of their school. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) and is available by accessing the school's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

Be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- ICT facilities and devices should be used appropriately as outlined in the [Code of School Behaviour](https://capellashs.eq.edu.au)
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.
Responsibilities for using the school's ICT facilities and BYOx devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Responsible Behaviour Plan for Students.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school owned or provided devices.
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to behave in line with these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student or staff member's username or password to access the school network, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Students Responsibilities for using a BYOx device

- Prior to any BYOx device being used approval is sought from the school to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their BYOx device.
- All files are to be scanned using appropriate virus software before being downloaded to the department's ICT network.
- Follow any advice provided on best security requirements e.g. password protection (see iSecurity site for details).
- Students and parents are to employ caution with the use of BYOX devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. When they are selected they can install programs which may start unwanted processes.
- Any inappropriate material or unlicensed software must be removed from BYOx devices before bringing the device to school and such material is not to be shared with other students.
- Inappropriate use will lead to the personal device being confiscated by school employees, with its collection/return to occur at the end of the school day where the BYOx device is not required for further investigation.

Acceptable/appropriate use/behaviour school's ICT facilities and BYOx devices by a student

It is acceptable for students while at school to:

- assign class work and assignments set by teachers
- develop appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
• conduct general research for school activities and projects  
• communicate or collaborate with other students, teachers, parents or experts in relation to school work  
• access online references such as dictionaries, encyclopaedias, etc.  
• Research and learn through the department's eLearning environment  
• be courteous, considerate and respectful of others when using a school ICT facilities and BYOx device  
• switch off and place the device out of sight during classes, where these devices are not being used in a teacher directed activity to enhance learning.

Unacceptable/inappropriate use/behaviour school's ICT facilities and BYOx devices by a student  
It is unacceptable for students while at school to:  
• use the school ICT facilities and BYOx device in an unlawful manner  
• download, distribute or publish offensive messages or pictures  
• use of obscene, inflammatory, racist, discriminatory or derogatory language  
• use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking  
• insult, harass or attack others or use obscene or abusive language  
• deliberately waste printing and internet resources  
• damage school computers & personal BYOx devices, printers or network equipment  
• commit plagiarism or violate copyright laws  
• ignore teacher directions for the use of social media, online email and internet chat  
• send chain letters or spam email (junk mail)  
• knowingly download viruses or any other programs capable of breaching the department's networks security  
• use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets  
• invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material  
• using (including those with Bluetooth functionality) to cheat during exams or assessments  
• take into or use BYOx device at exams or during class assessment unless expressly permitted by school employees.  
• using personal 3/4G  
• use BYOx device for private use before or after school, or during recess and lunch breaks  
• seek teacher’s approval where they wish to use a BYOx device under special circumstances.  
• No handling or using another student’s BYOx device. Students will be held responsible for the wilful and deliberate misuse or inappropriate behaviour resulting in damage to another student’s device.  
• DOWNLOADING Software, Games, Music, Images and Files not relevant to study  
• ACCESSING RESTRICTED AREAS OF SERVER - Copying, Deleting or moving of System Files on the Server

Consequences for Inappropriate Use

Breaching these conditions will result in the following:

• First breach - Two weeks denial of access to ICT network and/or Internet  
• Second breach - One month denial of access to ICT network and/or Internet  
• Third breach - Denial of access to ICT network and/or Internet for the semester

Consequences for further breaches of this agreement will be at the discretion of the Principal and could result in permanent removal of computer access
SCHOOL-BASED POLICIES AND PROCEDURES

SCHOOL BASED APPRENTICESHIP/TRANEESESHIP POLICY

School based traineeships and apprenticeships allow students to work towards a nationally recognised qualification while completing high school studies. Not only do students work towards a Qld Certificate of Education or equivalent at the end of Year 12, they will also have trained towards a qualification in their chosen career and been paid for time spent working. Training takes place at work, at school or at the training organisation.

CANDIDATES

A School Based Traineeship or Apprenticeship (SAT) is ideally suited to students in years 11 and 12. All senior students at Capella SHS are required to complete a Senior Education and Training Plan (SET Plan). This is a document, registered with the Queensland Studies Authority, which outlined the students intended pathway of education and training senior phase of learning and beyond. Students must undertake a SAT which compliments their SET Plan.

Applicants from year 10 may be considered on a case by case basis. However, a more intense evaluation of the student’s ability to cope with the SAT and the benefit of the SAT to their junior education will be undertaken before approval will be granted.

PREPARING FOR A SAT

◊ Completed SET Plan
All potential candidates must have gone through the process of completing their SET Plan in order to ensure the SAT meets their education and training needs.

◊ Work experience
Student applying for a SAT may be required to undertake a trial or a specified period of unpaid work experience to determine suitability. A mandatory period of 5 days work experience will be required for any student wishing to commence employment a new employer.

◊ Behaviour
Impeccable behaviour is expected of students who wish to represent the school as a SAT in employment. Inappropriate behaviour will not be tolerated and students will be removed from employment if inappropriate behaviour is displayed either on campus and/or in the place of work.

◊ Work ethic
Successful students must have demonstrated the capacity to meet deadlines, submit quality assessment items, follow staff directions, treat staff/students with respect and comply with Workplace Health and Safety requirements.

◊ Personal Presentation
Each applicant’s ability to comply with the School’s uniform policy and to present themselves in a tidy manor will be considered when determining suitability for a position. Students who have regular non-compliance with uniform policy may jeopardise their successful application.
○ Attendance record
Students will not be considered for a SAT if they have a poor record of attendance and/or unexplained absences. Attendance at all in-school extra-curricula activities will be considered.

APPROVAL CONDITIONS

Approval for a School Based Traineeship or Apprenticeship rests with the principal. Consideration will be given to the student’s successful completion of the application process and their ability to meet the preparation requirements. The primary consideration is to ensure the SAT is in the best interest of the student and meets their SET Plan needs.

VARIATION TO STUDENT TIMETABLE

On the commencement of a SAT students are expected to maintain their current timetable. Once training plans have been submitted to the school, the student may negotiate with the HOD (Senior) for study lessons to complete training modules. Student work will be monitored during study sessions to ensure effective use of time. Failure to use this time effectively will result in reassignment to class.

SIGNING UP FOR THE TRAINEESHIP/APPRENTICESHIP

After the completion of application and successful appointment, the legal sign up of the trainee/apprentice will be carried out. In order for the sign up to be effective, the following representatives need to be present to understand the commitment undertaken by the student and the employer. The representatives are: student, parent, employer, new apprenticeship co-ordinator and HOD (Senior). At this point in time the new apprenticeship co-ordinator will outline the responsibilities for all parties and conduct the sign up in negotiation with the school. Any additional induction requirements need to be carried out at this time. Students are to bring their tax file number and banking details to the sign up.

STUDENT OBLIGATIONS

Students undertaking a SAT are signing a legally binding agreement to complete the training before the completion of their Year 12 studies. Students need to be aware that employers are making a financial commitment when employing a trainee or apprentice on the expectation that students will complete the full certificate.

Students must attend the workplace for a minimum of 50 days in a 12 month period. The training must impact on your school timetable to be considered school-based. The time commitment could be from 1 period to 1 whole day. It may be possible for you to work for blocks of time as opposed to one day per week.

The commitments of CSHS are a priority and alternatives need to be arranged to enable students to attend exams and important sports/cultural events. Students need to be responsible in negotiating these changes with their employer.

It is the responsibility of the student to complete their training modules in their own time as SATS are not paid for the time spent undertaking training delivered by the training provider. The Workplace Learning Co-ordinator is available at negotiated times to assist students with training modules.
Students will be removed for a period of time from a SAT if their behaviour, work ethic, personal presentation and attendance at work and/or school become unsatisfactory. Re-commencement will occur are demonstrated improvement. Repeated ineffectiveness will result in cancellation.

EMPLOYER OBLIGATIONS

The employer is expected to provide:

◊ a safe, healthy and supportive work environment;

◊ Provide on-the-job quality training to assist the student to develop industry specific work skills;

◊ Maintain accurate attendance records for SATs and report any unexplained absence to the Workplace Learning Co-ordinator at the school;

◊ Provide information 4 times per year to Workplace Learning Co-ordinator on student’s progress and work ethic;

◊ Make alternative arrangements to allow students to attend exams and important sport/cultural events organised by the school.

◊ Provide a workplace that is consistent with the relevant award

REGISTERED TRAINING ORGANISATION OBLIGATIONS

The RTO is expected to provide:

◊ Provide school with a copy of the training plan within one month of sign up. If RTOs are not able to meet this timeline, they need to contact the Senior Head of Department.

◊ Training and assistance to SATs to enable them to complete modules;

◊ Report non-submission of modules to the Senior Head of Department.

RESOLVING CONFLICT

Students who are experiencing difficulties managing school work and SAT commitments are encouraged to talk to the HOD (Senior School) for assistance. It may be possible to change work commitments or negotiate study sessions to assist students to manage their time.

The first point of contact for students who are experiencing conflict in the workplace is the HOD Senior Schooling. They will be able to advise or assist students to discuss their concerns with the employer. If the conflict persists, the Senior Head of Department will arrange a meeting with the student, employer and parents to negotiate a resolution. The students return to the workforce will be monitored to ensure satisfactory resolution of the conflict. In extreme circumstances where the conflict is unable to be resolved, the Department of Education, Training and Employment will be contacted for formal mediation or transfer / cancellation of the agreement.
ASSESSMENT and ASSIGNMENT POLICY

STUDENT RESPONSIBILITIES

• Students should familiarise themselves with the conditions of the Capella SHS Assessment and Assignment Policy
• Students should keep their assessment calendar in a safe place and refer to it regularly
• Students should ensure that all work submitted is their own work
• Students should ensure that all work submitted is the best they can do
• Students should discuss any concerns with the relevant member of the Capella SHS staff
• Students must contact Heads of Department about the completion of missed assessment or assignments immediately upon their return to school after absence due to illness or any school related activity

ASSESSMENT

At Capella SHS we have a responsibility to ensure that all students are treated fairly with respect to assessment and further to ensure that rules of fairness are seen to be applied consistently. We must also ensure that we apply conditions set in the accredited work programs.

Assessment is defined as any student work that allows students to display their knowledge, understanding and ability to apply these. Assessment includes Tests/Examinations and Assignments and any other instrument considered suitable.

Information provided for all types of assessment will include:

• A statement of the objectives and procedures
• A clear explanation of length, structure, work time, method of presentation emphasis or various sections required
• Dates for final presentation of drafts and final copies
• The contribution to the overall assessment and the standards required for a specific level of achievement
• Evaluation/assessment criteria, details of the subject, due date, assessment format and length of assessment should be issued to students at the start of each semester.

Disputes

• All disputes regarding tests/examinations are to be directed firstly to the class teacher, the Head of Department and finally if there is still a dispute, through the administration of Capella SHS

Cheating

Any suspected case of cheating, either in an exam or in an unsupervised assessment piece, must immediately be referred to the relevant Head of Department. In general, students involved in cheating will receive “E” or zero for that assessment item. Equity principles as they relate to all students in the class need to be considered.

Computer/Equipment Failure

No special consideration will be given for computer ‘failure’; the student will be required to submit their disk (or equivalent) and/or rough draft on the due date. Students must ensure that all work submitted electronically is received by the class teacher by the due date.
EXAMINATIONS/TESTS

Testing is defined as student work that is carried out during designated exam, test or class periods.

TESTS/EXAMINATIONS provide students with the opportunity to demonstrate their knowledge and ability to apply this knowledge under strictly observed conditions with time restrictions, and will:
- Be preceded by class practice in the type of testing instruments to be used
- Be kept to the minimum syllabus requirements

TEST/EXAMINATION POLICY
- Where there is a valid excuse for absence (illness, supported by a doctor’s certificate, or extenuating family circumstances supported by the Principal), a notional score or grade of achievement, based on formative assessment carried out during the unit of work should be awarded.
- Students in a particular class must sit for tests at the same time, as set by the class teacher
- Students must be marked present on the morning roll, and attend all lessons prior to the test on a given day to have marks accredited.
- Students may not take lessons off to ‘study’ for tests.

ASSIGNMENTS

An Assignment is defined as any student work that necessarily involves out of school activity. It does not, however, include regular homework or ongoing class exercises.

Assignments provide students with the opportunity to become involved in learning experiences requiring extended time, extensive planning and careful editing. Assignments should be used for summative assessment purposes when they are the most suitable and efficient instruments to assess particular skills, processes and knowledge required by the work program.

The general objectives of assignments include:
- Training students to use research skills;
- Giving students the opportunity to be assessed on work not done under examination conditions;
- Training students to prepare and present work in an orderly way.

ASSIGNMENT POLICY
- All assignments must adhere to the Capella SHS assessment policy
- Due dates are to be expressed in terms of a due day and date
- Tasks set across Years 8-12 should emphasise gradually increasing student independence, however student ownership should be able to be easily ascertained and validated and carry a declaration to this effect. PLAGIARISM will result in the minimum result for ALL parties involved.
- No assignment should be set for working during vacations. They may bridge vacations with sufficient times outside vacation period.
- The Harvard system of referencing is to be used displaying the correct styles of acknowledgement and bibliographical notations etc.
- Assignments will be assessed according to the criteria set out on the cover sheet. Written feedback to the student based on the criteria is an important follow up to an assignment.
• Students must be marked present on the morning class roll, and attend all lessons prior to an assignment being submitted on a given day to have marks credited.
• Students may not take lessons off, including CEP, to ‘work on’ assignments.
• Group work will be subjected to the same assessment requirements as other assessment.

EXTENSIONS
• Must be arranged with a Head of Department prior to the due date.
• Will be granted in cases of illness (supported by a medical certificate) or extenuating family circumstances (supported by the Principal)
• In cases of School Representation, arrangements for in class tests/examinations will need to be negotiated with the class teacher. This does not apply to assignments.
• Extensions will not be granted for a SATs student due to work commitments. SATs students must endeavour to ensure they are present on the day of in class tests/assessment and arrange for assignments to be delivered on or before the due date.

LATE ASSIGNMENTS
• Students will be given lesson time to complete a draft for every assignment. This draft will serve as the final copy should the student fail to submit a final copy by the due date.
• This draft will be credited towards the completion of the course.
• Parents will be notified in writing if an assignment is late without a prior arrangement.

INCOMPLETE COURSE REQUIREMENTS

Years 10/11/12
• Students are advised that failure to meet course requirements could result in loss of credit for the course of study
• Loss of a semester unit may affect a student’s OP or Selection Rank eligibility

HOMEWORK POLICY
Policy
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

Guidelines
• Each student will be assigned homework in each subject on a regular basis.
• Homework consists of a variety of activities, including preparation for practical lessons, assignments, review of class work, reading text and reference books, revision, memorising information, and tasks set by the teacher for the next lesson. While the amount of homework will vary according to age and learning needs, every child will be assigned homework.
• Teachers will be responsible for reviewing the homework for every student.
• The successful application of the policy relies on the combined efforts of student, parents and teacher. To this end, teachers will notify parents/carers where students establish a pattern of defaulting on homework; and will support parents/carers in maintaining open channels of communication. (eg via telephone, default notices or notes in the student diary.)
• Learning and study strategies useful to work in a particular faculty will be taught in that faculty and used as homework activities.

• Homework is a means of enabling students to develop sound work habits. It will therefore be more closely monitored in the middle school as these habits are developed. Students in the senior school will be expected to take ultimate responsibility for their own learning.

Students who participate in the Resource Hire Scheme will be issued with a Homework Diary that is to be taken to all lessons.

**PROCEDURE**

• Each faculty will determine the general practice for homework in subjects associated with the faculty during planning meetings for the start of the school year.

• In accordance with the general practice in the faculty, each teacher will manage the monitoring of homework and the channels of communication with parents/carers.

**SUGGESTED TIME ALLOCATIONS (PER DAY)**

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<th>Phase</th>
<th>Time Allocation</th>
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<tr>
<td>Middle Phase</td>
<td>1 hour (approximately 15 minutes per subject)</td>
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<tr>
<td>Senior Phase</td>
<td>the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their SET Plan.</td>
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**BENEFITS OF HOMEWORK**

• Develops thinking, concentration, time management and research skills
• Builds self discipline, personal responsibility, independent action
• Provides parents/carers with opportunities to work with children on assignments
• Provides parents with insights to school’s program
• Student successes develop positive attitudes towards themselves and learning
• Introduces students to the realities of post-secondary study and the world of work
• Reinforces and extends class work.

**STUDENT ATTENDANCE POLICY**

**Policy:**
Section 176 of the Education (General Provisions) Act 2006 requires parents of a child of compulsory school age to ensure that their child attends school on every school day for the educational program in which he/she is enrolled. A parent of a young person in the compulsory participation phase must ensure that the young person is participating full-time in an eligible option.

**Guidelines:**
• Parents/carers are to ensure that students attend school on every school day for the program in which the student is enrolled, unless the parent has a reasonable excuse for the student’s absence.
• Advise the school in writing or by telephone of the reason for any absence, if not before the absence, then within 2 days of the student’s return to school.

• Advise the school immediately if there are concerns about a student’s attendance at school.

• Negotiate with the school, where appropriate, if there is an intention to alter the student’s school program or utilise flexible arrangements to meet the needs of the student.

• Teachers are responsible for encouraging attendance, engagement and participation of students by providing a quality education by delivering quality curriculum, good teaching practices, interpersonal relationships and classroom organisation.

• Teachers will keep attendance records and monitor attendance and absenteeism of enrolled students. The teacher is required to alert the Principal or Head of Department when a student’s absence is unexplained or when concerned that their explanation for absence may be unsatisfactory.

• If a parent believes that their child may be eligible to alter their educational program (eg undertaking a school-based apprenticeship/traineeship), please contact the Principal or Head of Department (Senior School) to arrange a meeting to discuss the possibility of a flexible learning option.

• If a student will be absent for a length of time, parents/carers must notify the Principal of the extended absence to make alternative educational arrangements to meet the needs of the student.

• Capella SHS endeavours to provide access to a range of learning pathways to meet the needs of each student. For more information about flexible arrangements, exemptions from compulsory schooling and exemptions from compulsory participation, please contact the Principal.

• In some cases of non-attendance by a student of compulsory schooling age, the Principal may be required to contact the Department of Child Safety or the Queensland Police to report absences which do not have a satisfactory reason.

SUGGESTED SATISFACTORY REASONS FOR ABSENCES FROM SCHOOL:

• Medical or dental treatments or procedures
• Specialised training
• School representation (eg school sports, school cultural events, off campus activity)
• Compassionate grounds
• Cultural reasons
• Family reasons (eg special family events, holidays)

A child is of compulsory school age if the child is at least 6 years and less than 16 years. However, a child is no longer of compulsory school age if the child has completed year 10.
SCHOOL LOCKER POLICY

CONDITIONS FOR USE

The Capella State High School student lockers are the property of the school and it is the responsibility of the student to keep their locker in a neat and tidy state at all times.

As the school locker remains the property of the school, it can be searched if the Principal has a reasonable cause for concern that it contains unsanctioned or illegal substances, weapons or prohibited items.

Food, drink and school bags are not to be kept in lockers; they are for books and sports equipment only. It is highly recommended that students do not keep valuables in their lockers as the school cannot accept responsibility for the security of any person's valuables.

A locker search can take place without notice.

HIRE FEE

All users are required to pay an annual payment $50.00. In return they are supplied with a high quality combination lock. A refund of $10.00 is refunded when the student leaves the school and returns the lock to the office.

DAMAGE AND REPAIRS

Any student responsible for damage to a locker will be expected to meet the cost of repairs, as well as the replacement cost of a lost or damaged combination lock.

Any damage to lockers must be reported to the school office immediately.

ALLOCATION OF LOCKERS

Until the school has enough lockers to provide access to them for every student, each semester a 'lotto' draw will determine which students will have the access to the lockers for the semester. It is expected that lockers are left empty during school holidays to reduce the risk of theft or damage to property.

ACCESS TO LOCKERS

Students are only to visit lockers before school, during breaks and after school. Students are not to access lockers during class time. Access to lockers during weekends is only allowed with the permission of the Principal or their delegate. Lockers must be emptied prior to school vacations.
RELIGIOUS INSTRUCTION IN STATE SCHOOLS

POLICY

The Education (General Provisions) Act gives ministers of religion or their accredited representatives the opportunity to provide religious instruction to state school students who are members of their denomination or society.

Under section 26 of the Act, a minister of religion or an accredited representative is granted right of entry to a school if and when parents/carers notify the principal that there are students at the school who are members of that person's religious denomination or society.

Once right of entry is established, a religious instruction program for member students may be offered. Students who are not members of the denomination or society may participate in the program with the written consent of their parents/carers.

The Act provides for this form of religious instruction to be offered during school hours to students in Years 1-12 at state primary, secondary and special schools.

At present there are no religious instruction classes being offered at Capella SHS.

GUIDELINES:

• Principals must permit entry to a minister of religion (or an accredited representative) when there are students who are members of the religious denomination or society attending the school

• Each accredited representative must submit a written application to the principal seeking approval to enter the school. The application must contain written accreditation from the minister of religion or the responsible religious authority the person is representing. Ministers of religion do not require written approval, though the principal needs to be satisfied that the person presenting as a minister is a minister

• A letter of approval is issued by the Principal for each accredited representative to conduct religious instruction at the school.

• The principal is also required to keep a register that outlines the dates that religious instruction occurs; the time when the minister or accredited representative was at the school; the printed name and signature of the minister or accredited representative as well as the religious denomination or society that is represented.

Information subject to change