



CAPELLA
state high school

2025

Parent Handbook



Queensland
Government

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Principal's Welcome

Welcome to Capella State High School.

We believe that a quality future for every student depends on each young person having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just, and open society. Capella State High explores diverse ways to fully develop the talents and capacities of all students, so that when they leave the school, each has:

- 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 judgement, 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 State High endeavour to offer a future-orientated curriculum that engages and challenges students, and supports continued learning. Our supportive school environment develops and promotes positive relationships between all members of our school community.

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

Yours sincerely,

A handwritten signature in black ink that reads "C. Kempthorne". The signature is written in a cursive, flowing style.

Corey Kempthorne
Principal

Our School

Our Values

Success	Teamwork	Attitude	Respect
We strive for excellence and achievement .	We work with others, are responsible and safe .	We adopt a mindset that allows all to teach and to learn .	We demonstrate respect for self, others, and property

Contact Details

PO Box 195, CAPELLA Q 4723

Phone: (07) 4988 7333

Fax: (07) 4988 7300

Email: admin@capellashs.eq.edu.au

Web: <http://capellashs.eq.edu.au>

Office hours: Monday to Friday 8:30am to 3.30pm

Key Personnel

Principal	Corey Kempthorne ckemp75@eq.edu.au
Head of Department <i>Junior Secondary</i>	Jason Perry jperr116@eq.edu.au
Head of Department <i>Senior Secondary</i>	Jaymie Fordham jlfor2@eq.edu.au
Head of Wellbeing	Sarah Perkins sperk78@eq.edu.au
Business Manager	Kerry Hardie admin@capellashs.eq.edu.au
Social Worker	Shaun Mowday smowd0@eq.edu.au
Guidance Officer	Kylie Pickering kpick59@eq.edu.au

Curriculum

Junior Curriculum

Capella State High School has fully implemented version 9 of the Australian Curriculum.

In years 7 and 8, our students undertake a course of study that comprises of all learning areas over a two-year period. They study:

- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health and Physical Education
- The Arts (Music, Drama, Media Arts, Visual Arts)—at student's selection
- Technologies (Digital Technology, Food and Fibre Production, Food Specialisations, Materials and Technologies Specialisations)
- Languages (German)

In years 9 and 10, students begin to personalise their learning pathway in preparation for the senior phase of learning. The suite of learning for students of years 9 and 10 encompasses the core subjects of:

- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health and Physical Education

Students also select from a range of complementary elective studies, including two selections from:

- Agricultural Sciences and Technologies
- Drama
- Food Studies
- Industrial Technology and Design
- Film and Television
- Visual Arts

In **year 10**, students develop their Senior Education and Training (SET) Plan. This personal plan assists each individual young person to explore the range of senior education options available to them and to make choices about further learning and career pathways. The SET Plan is a roadmap for the senior phase of learning and can include flexible learning options.

Senior Curriculum

All students in **years 11 and 12** undertake an educational programme towards either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Full details regarding the school's senior schooling curriculum offerings are outlined in our *Senior Studies Guide*.

Senior Capella State High School students have a broad range of flexible learning options available to them, including school-based subjects, complementary studies through external providers such as registered training organisations (RTOs) or CQUniversity, and on-the-job learning with a local employer through a school-based apprenticeship or traineeship.

All senior students at Capella State High School must study English and Mathematics. A broad range of General and Applied subjects are available in our school-based curriculum offerings to suit each senior student's chosen pathway.

All senior students require their own device (laptop or iPad) to facilitate in-class learning.

GENERAL	APPLIED
English	Essential English
General Mathematics	Essential Mathematics
Biology	Visual Arts in Practice
Business	Furnishing Skills
	Industrial Technology Skills
	Hospitality Practices
	Arts in Practice (<i>Theatre, Film, Music, Dance, Art</i>)
	Sport and Recreation
	Agricultural Practices




School Operations

2025 School Dates

Term	Dates	Length
Term 1	Tuesday 28 January to Friday 4 April	10 weeks
Term 2	Tuesday 22 April to Friday 27 June	10 weeks
Term 3	Monday 14 July to Friday 19 September	10 weeks
Term 4	Tuesday 7 October to Friday 12 December	10 weeks

Daily Routine

School commences at **8.50am** and concludes at **3.00pm** each day. Each school days starts with **Engage**—their homeroom. On Monday mornings, students start the week by attending assembly followed by **Evolve**—their year-level care class. Four 70-minute lessons are broken up by two lunch breaks and a transition break. Students select their own Friday afternoon co-curricular activity for **Enhance**—our enrichment programme.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50am	 Engage				
9.00am	Evolve 	Period One	Period One	Period One	Period One
10.10am	<i>Break One (35 minutes)</i>				
10.45am	Period Two	Period Two	Period Two	Period Two	Period Two
11.55am	<i>Transition (10 minutes)</i>				
12.05pm	Period Three	Period Three	Period Three	Period Three	Period Three
1.15pm	<i>Break Two (35 minutes)</i>				
1.50pm	Period Four	Period Four	Period Four	Period Four	Enhance 
3.00pm					

Enrolment

We encourage prospective students and their parents/carers to attend our special school events, or to book a personal tour of our school at a convenient time. Parents/carers can enrol students at a booked appointment during office hours, or during one of our scheduled enrolment events.

Completed enrolment packs are required for submission at the time of enrolment interview. The student's birth certificate or passport, proof of residential address, and recent school results are required at the time of enrolment.

We ask that parents/carers inform our office immediately of any changes to address or telephone numbers or any personal details of their student/s—for example, changes to medical information.

Student Resource Scheme

There are many costs associated with providing quality educational opportunities for every young person. As a service to assist parents with the cost of educational resources, our school operates a Student Resource Scheme (SRS).

While the cost of providing instruction, administration, and facilities for the education of a student is met by the state government, funding for schools does not extend to individual student resources such as textbooks, equipment for personal use, and items used/consumed by the student in the classroom. Parents are responsible for supplying these resources to support student learning. The purpose of the SRS is to provide parents with a cost-effective alternative to purchasing textbooks, resources, and materials from elsewhere, through reduced prices gained from the school's bulk purchasing capacity.

A comprehensive list of all resources that are included in the scheme is prepared and distributed annually. Full details as to how the scheme operates are included in your enrolment pack and all parents will be provided with an opportunity to join the scheme.

Optional school activities such as excursions, camps, performances, sporting activities, formals and other non-curricular engagements are not included in the scheme. Invoices will be generated before each event and will require full payment by a given date. These charges may be added to payment plans if requested.

Individual and personal stationery items will be required to be provided by parents/carers and a list of requirements can be located on the school website or by contacting the school.

1:1 iPads

Technology plays a significant role in the way our young people learn and how education is delivered in the modern classroom. Immediate access to the world at large through the internet and the capacity to employ industry-specific software in specialised learning areas are fundamental to ensuring that our students develop the 21st century skills that they require to be successful in the future. The role of teacher has moved beyond simply transferring information in a top-down communication model to facilitating student-led knowledge acquisition and collaborative learning.

To support our parents and school community, Capella State High School offers an **iPad Hire Scheme** to provide students in years 7 to 9 with the required device, ongoing IT support, and accidental damage coverage. Details of the scheme are included in your enrolment pack.

Alternatively, students may supply their own iPad through the Department of Education's **BYOx v2** scheme. Personally provisioned iPads must meet the requirements outlined in the enrolment pack, should include a stylus and keyboard, and must be enrolled in our network through *Microsoft Intune*.

For consistency, support and affordability, we recommend that all families join the ***iPad Hire Scheme*** to acquire a school-provisioned device.

Students in QCAA Senior Schooling must supply their own device per the BYOD policy.

Reporting

School reporting is the process of communicating information on student achievement over a reporting period. Reporting may be formal or informal, including regular written reports, planned parent/carer/teacher meetings and other communication between teachers/parents/carers as needs determine.

Formal report cards are issued for students of years 7 to 10 at the end of each semester. In years 11 and 12, students are issued report cards at the completion of Unit 1, Unit 2 and Unit 3. Schools do not issue reports at the end of year 12—students will be issued their Senior Education Profile (SEP) from the QCAA through its student portal.

Parents and carers who wish to discuss their student's progress with their teachers are invited to contact the office to make an appointment at any time throughout the year.

Communications

Communications between the school and students are supported by:

- A weekly year-level meeting in ***Evolve***;
- A weekly full-school assembly;
- Daily student notices in ***Engage***;
- A whole-school student 'Team' (MS Teams), accessible at all times on students' devices.

Communications between the school and parents/carers are supported by:

- A school newsletter published fortnightly;
- School social media channels including Facebook;
- Formal student achievement reporting;
- QParents web and mobile application;
- The school's website, where events, forms, policies and documents are published;
- The promotion of continued regular contact between teachers and parents/carers.

A physical planner is supplied to each student at the beginning of the school year. This book contains information such as communication procedures, uniform requirements, assignment policy, our ***Student Code of Conduct***, referencing guide, and homework diary pages. Every student is required to bring their planner to every lesson. Replacement planners can be purchased with cash or rewards points.

QParents

The QParents web and mobile app provides an easy way for you to interact with our school. Parents and carers have secure online access to their child's student information, anytime, anywhere, through a smartphone, tablet or computer.

QParents allows parents to connect instantly with our school to access and manage their child's student information, including:

- Reporting and assessment;
- Consent for excursions and services;
- Timetables and class times;
- Attendance records;
- Invoice and payment details, and much more.

You will receive an email invitation to join QParents early in the school year. If you wish to register, open the email and follow the prompts. If you do not receive an invitation and would like to register, please call our office. For more information, visit qparents.qld.edu.au.

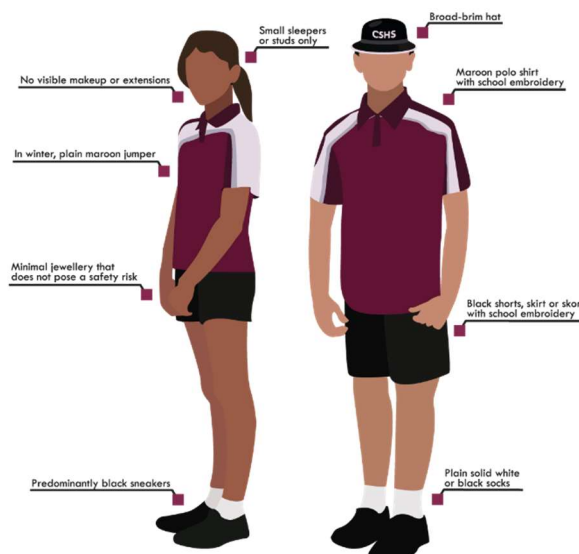
Uniform

Capella State High School recognises that a consistent uniform policy is important to:

- Providing a disciplined learning focus, setting the scene in a classroom environment by mitigating distractions and peer pressures;
- Encouraging a unified sense of identity for students attending the school;
- Allowing an opportunity for parents and staff to instil in students a sense of pride in appearance;
- Supporting a united team and promoting a culture of school spirit.

Students must be in school uniform at all times, unless indicated otherwise. At all times when travelling to and from school, and at school, the school uniform—as defined in the *Uniform Policy*—must be worn. This includes when participating in school excursions, school events, and external special occasions when representing the school.

Uniforms should be ordered in advance, prior to the commencement of the school year. A uniform order form is included in the enrolment pack. Consideration should be given to all seasons at the time of ordering.



Transport

Transport by bus is available for students who do not live in Capella. For information regarding the transport services available for your student and registration required, please contact:

Quinique Industries 4984 9066 *Services to/from Tieri, Gordonstone, Retro and Peak Downs*

Ford's Bus Service 4984 9813 *Services to/from Rubyvale*

The school bus zone is located on Bailey Street. Students are supervised during boarding proceedings in the afternoons. When travelling to and from school, students must comply with the *Student Code of Conduct* and are expected to espouse the school's values.

The designated vehicle pick-up and drop-off zone is located on Gordon Street at the school's main entrance. Bicycles are not to be ridden in the school grounds and must be left in the designated area during the school day. Bike racks are provided at the school's entrances.

Student drivers must complete and return a student driver application form available from the school office. Approval will be granted when the school has received parental approval and students agree to comply with the road and safety rules. The following guidelines apply to all student drivers to ensure the safety of all members of our school community:

- Passengers may only be carried if all parents/carers involved provide written approval;
- Student vehicles must be parked in the Gordon Street car park;
- During school hours, students are not permitted to enter or drive their vehicles;
- Students may not drive their vehicles to and/or from a school excursion or activity.

The school cannot accept liability for vehicles, drivers or for any of their passengers.

Student Absences

We mark class rolls at the start of the day during *Engage* every day and in each subsequent lesson throughout the day.

Section 176 of the *Education (General Provisions) Act 2006* requires parents/carers of a child of compulsory school age to ensure that their child attends school on every school day for the educational programme 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.

Provisions for Student Absences

- We mark class rolls at the start of the day during *Engage* every morning and in each subsequent lesson throughout the day.
- Parents are to ensure that students attend school on every school day for the education programme in which the student is enrolled, unless the parent/carer has a reasonable excuse for the student's absence.
- Parents must advise the school in writing—by text message, via QParents, or by telephone—of the reason for any absence, if not before the absence, then **within two days** of the student's return to school.
- Parents must advise the school immediately if there are concerns about a student's attendance at school.

- Parents may negotiate with the school, where appropriate, if there is an intention to alter the student's school programme or request 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 through delivering quality curriculum, teaching practices, interpersonal relationships, and classroom organisation.
- Teachers keep attendance records and monitor attendance and absenteeism of students in the attendance system. A teacher is required to alert the office when a student's absence is unexplained or when concerned that an explanation for absence may be unsatisfactory.
- If a parent believes that their child may be eligible to alter their educational programme (for example, to undertake a school-based apprenticeship/traineeship), they should contact the dean of students to arrange a meeting to discuss the possibility of a flexible learning option.
- Planned absences of more than 10 days must be approved by the principal. An *application for exemption for a child or young person enrolled in a Queensland state school* must be submitted in advance. The principal has the discretion to approve or reject applications pursuant to s244A and Part 3, Division 3 of the *Education (General Provisions) Act 2006*.
- The principal may impose restrictions or additional requirements for students or parents if an absence longer than 10 days is approved.
- The school 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 dean of students or the principal.
- In some cases of non-attendance by a student of compulsory schooling age, the principal may refer the matter to the Department of Child Safety or Queensland Police Service.
- The principal may ask Queensland Police Service to conduct a home visit and report information back to the school.
- The school takes proactive measures to support student attendance, including the implementation of a separate *Attendance Strategy*. This strategy includes continuous data analysis by the student support services team, case management, and parent support.

Acceptable Absences

Acceptable reasons for absence from school may include:

- Medical or dental treatments or procedures
- Specialised training
- School representation (for example, school sports, school cultural events, off campus activity)
- Compassionate or cultural grounds.

Student Illnesses

- Students who feel unwell at school will report to the office.
- Facilities for students with emergent illness are limited. Emergency contacts will be telephoned and asked to collect unwell students and take them home.
- It is imperative that the school is informed of any changes to contact information.
- Should a student become seriously ill or be severely injured at school, the school will first phone emergency services and secondly the student's parent or carer.
- If medical treatment is required, or if parents/carers cannot be contacted, we will immediately heed all advice of paramedics and make later efforts to contact parents.
- If a student acquires an infectious or contagious disease or condition, please seek medical advice, and contact the school to relay the advice.
- Students with an infectious or contagious disease or condition may not attend school. Prior to the student's return to school, a medical practitioner's certificate may be required to confirm that the contagious period of the condition has ended. The *Public Health Regulation 2018 (Qld)* defines further obligations of parents and students.

Pass-Outs

- Students may not leave and return to the school grounds during the school day unless collected by a parent for an acceptable reason for absence from school, as detailed above.
- The school does not issue "lunch passes" to students. Students may not sign out and later sign back in at any time during the school day.

Attendance FAQ

- **Do I need to let the school know if my child has been away?**
Yes—parents must provide an explanation for their child's absence before any absence, on the day of the absence, or—if related to an emergency—as soon as practicable.
- **Can I take my child out of school for family or social occasions?**
No—leisure activities, holidays, visits to family and friends, shopping trips, etc. are not acceptable reasons for absence and must be arranged outside of school hours.
- **Does the occasional day away from school really affect my child's education?**
Yes—significant research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement.
- **What should I do if my child refuses to go to school?**
Contact the dean of students as soon as possible. The school will support you with individual case management.
- **Can my child go home during the day to perform home duties?**
No—students may not leave the school grounds during the school day unless collected by a parent for an acceptable reason for absence from school, as detailed above. Students may not 'sign in and out' during the school day.

Medications

For school staff to administer both over-the-counter and prescription medication, authorisation is required from a medical practitioner. Parents and carers must provide medication in its original pharmacy-labelled container to the school and complete the *Request to Administer Medication at School* form.

Parents and Citizens' Association

The Capella State High School P&C meets throughout the year. Meetings are held at the school.

Office bearers are elected annually, and different committees are formed throughout any one year. All parents and carers are encouraged to take an active part in P&C activities. Meeting dates are advised to all parents via email.

Grievances

A key priority of our school staff, parents and families is to foster a safe and healthy learning environment for all students. As a parent of a school-aged child, there may be times when issues arise that affect your child, for example a playground incident with another child or issues within the classroom. How those issues are handled can make a significant difference to the learning and development of our students, and the positive environments we aim to create and nurture.

Ask your child questions (who, what, where, when, how) to clarify the issue. This can give you an idea of whether your child is able to find their own solution to a problem, or if staff intervention is required. One of the skills children need to develop to operate in the world is to solve their own problems if they can, and adults play an important role in modelling how to do this effectively.

If you are concerned about your child's academic progress or schoolwork, the relevant teacher may be able to suggest ways to help your child at home or help you to access additional support at school. If your child is experiencing persistent social issues, make an appointment with your child's teacher as soon as possible. Together, you and your child's teacher should be able to resolve the issue calmly and respectfully.

If you have a general issue—for example, having difficulty paying school fees or have concerns about a school staff member—you can get in touch with the school office administration staff to calmly discuss the issue and find a workable solution.

If you have approached your child's teacher or school office staff and your issue remains unresolved, make an appointment to see the relevant head of department or the school principal to discuss the issue further.

For more detailed information about resolving issues respectfully at school, please visit education.qld.gov.au/respectourstaff.

Student Engagement and Wellbeing

Capella State High School’s *Student Engagement and Wellbeing Framework* takes a proactive approach to facilitating connections between students and their school, community, and educational outcomes. It places emphasis on the school as central to our young people’s daily lives—as a place of more than curriculum-driven instruction. We recognise that the formative high school years are fundamental to teenagers’ growth as human beings. Consequently, the framework encourages students to engage with their school, to consider the impact of their contributions to the wider community, and to explore their potential skills and passions beyond their classwork.

By building relationships and establishing consistent and open lines of communication, our primary objectives through our *Student Engagement and Wellbeing Framework* are:

- Maximise **school attendance** by establishing a safe and welcoming school environment and a daily routine of great variety;
- Increase **student participation** in co-curricular, sport and cultural activities to foster a sense of belonging and a palpable collective school spirit;
- Improve **teamwork** among young people of all ages through frequent opportunities for collaboration and a shared journey of personal development;
- Increase acknowledgement and explicit acceptance of **positive behaviours** and decrease the number of negative behavioural incidents;
- Sustain an **inclusive culture** in which every student is known, understood, and is allowed the opportunity to personalise their learning and their school experience.

The implementation and sustainability of our *Student Engagement and Wellbeing Framework* is supported by a school commitment to harnessing the passions and strengths of our staff team.

The primary objectives and measurable outcomes expected from the implementation of our *Student Engagement and Wellbeing Framework* are:

Objective	Source	Measurement
School participation	Student attendance data	Overall >90%
Student opinion	School opinion survey—student responses	<ul style="list-style-type: none"> • <i>I like being at my school</i> >85% • <i>I feel safe at my school</i> >90% • <i>My school gives me opportunities to do interesting things</i> >95% • <i>I feel accepted by other students at my school</i> >90%
Classroom participation	Student academic outcomes data	100% satisfactory or above in effort and behaviour in year 9 and 10 Maths and English (Explore)
Literacy and numeracy	Sample data collection	90% 1.0 year’s average growth per year level—baseline vs. term four data, determined by <i>Reading to Learn</i> methodology
Student behaviour	OneSchool behaviour incident data	Sustained decline in incident referrals for <i>Refusal to participate in programme of instruction</i> and <i>Disruption</i> —year on year continued comparison

Our Strategic Programmes

Five distinct programmes form the basis of our strategy for student engagement and wellbeing. They are designed to maximise participation in schooling, to provide students with valuable and tangible learning experiences beyond the classroom, and to foster a positive, collaborative, and cohesive school community.

Engage



Multi-age homeroom

Daily check-in and organisation

Operational communications

Evolve



Personal growth programme

Life and social skills focus

Explicit teaching of school values and expectations

Enhance



School enrichment programme

Co-curricular offerings from teachers

Community engagement projects

Engage: Homeroom and Houses

Engage is a house-based homeroom made up of a few students from each year level. The small group of around 15 meets each morning Monday to Friday for our young people to reflect on the previous day and prepare for the day ahead. Students remain in the same homeroom and retain the same adult mentor for as long as possible throughout their high school journey.

The goal of **Engage** is to foster collaboration and communication between students of all ages, leveraging our small-school spirit, mitigating social pressures, better preparing them for future workplaces and social situations, and ultimately developing empathy in our young people.

The programme's primary objectives are:

- To provide students with a safe and welcoming space that is separate from classroom learning;
- To facilitate communications between students and the school through a central point of connection;
- To promote a sense of belonging and school spirit through emphasis on school houses;
- To enable respite from the peer pressure that naturally occurs amongst young people of the same age group;
- To provide students with an adult mentor who is detached from classroom obligations;
- To empower every senior student as a role model and leader;
- To level the playing field and eliminate inherent inequalities between age groups;
- To break the barrier of knowing only what we have experienced, exposing junior students to a realistic calibration of their own stage of personal and academic development;
- To cultivate confidence, maturity, responsibility and independence through the values of success, teamwork, attitude and respect.



The 10-minute **Engage** session includes registration (roll marking), school communications through daily notices, individual planning and organisation using the student diary, policy compliance, and student-led activities. While teachers serve as adult mentors to facilitate procedures, senior students are appointed as homeroom leaders and are responsible for modelling the standards and expectations of personal behaviour and presentation.

There are four homerooms from each of our two houses, **Bradman Braves** and **Fraser Fireballs**. The first enrolled member of a new Capella SHS family is assigned a new house membership, and future enrolled family members retain enduring membership.

Evolve: Individual Growth Programme

Evolve is our personal growth programme that focuses on social skills, practical life education, and the values and expectations of school and the workplace. The 30-minute weekly period starts the week on a Monday morning and includes scheduled year-level meetings, full-school assemblies, multi-age school activities, and age-based care programmes.

Through a range of internally and externally delivered learning experiences, our young people are supported to:

- Form rich relationships with the people in their lives, including family, friends, teachers, employers and community members;

- Develop a repertoire of positive, proactive language, and make honest choices for themselves that assess their long-term behavioural impacts;
- Understand the legal, regulatory and ethical frameworks within which human beings make decisions for themselves and others;
- Appraise information and sources to be able to make informed life choices;
- Engage in a diverse range of activities that promote and value success, teamwork, positive attitudes, and respect.

Throughout the year, initiatives of the **Evolve** programme may extend to full- or half-day activities delivered by external providers such as Queensland Health, Anglicare, RACQ, True Relationships & Reproductive Health, Life Education, Queensland Fire and Emergency Services, Queensland Ambulance Service, and Queensland Police Service.

Enhance: Enrichment Programme

We are passionate about engaging our young people in their education by ensuring they have opportunities to build connections with community, to explore and develop new passions, and to make contributions beyond the classroom during their time at school.

Enhance is our enrichment programme, allowing students to select from a range of recreational, sporting, cultural, agricultural, and community partnership activities for one session per week. Options are offered on the basis of student interest, staff skills, and collective passion. Some programmes may be led by our community volunteers, including **Cattle Club**.

Some **Enhance** programmes may run for one semester, while others may involve a full year of commitment. The student selection process includes an information session each semester, detailing the available programmes, while student suggestions for programme offerings are sought regularly through **Engage**.

Co-Curricular Programmes

Excursions and School Camps

We recognise the importance of excursions in supplementing classroom learning, offering students the opportunity to develop wider social and global understandings. We strive to minimise costs for excursions and school camps and to secure packages that offer significant value for money. Travel for school camps is generally subsidised by RREAP (Rural and Remote Educational Assistance Programme) funding. Although camps are not compulsory, we strongly encourage that all students attend. Students who are unable to attend camps are required to attend school as normal.

Activities that require students to leave the school grounds under the direct supervision of teachers to walk to local venues such as the Capella Cultural Centre, Aquatic Centre and sporting fields will be regarded as regular classroom routine. Parents are informed of any other variation to the school routine through an excursion information sheet and consent form.

Cattle Club

Our **Cattle Club** is a unique partnership between our school and our local agricultural community, offering students of all ages the opportunity to acquire practical skills for the land and participate in the processes, imperatives, and the excitement of showing livestock.

Arts Night

Our annual performance evening is a tradition in our community. The event showcases our school's creative talent through the performing and visual arts. Produced at the Capella Cultural Centre, the evening of entertainment is a mainstay of our calendar and invites students of all ages to participate through a wide variety of roles, both on stage and off.

Music Programmes

Capella State High School offers a contemporary music programme. It is delivered as weekly individual or group lessons.

The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond—whatever their chosen career path. School-based music education programmes:

- Develop responsibility and self-discipline;
- Promote self-confidence, self-esteem, and a sense of responsibility;
- Cultivate creativity;
- Improve communication skills;
- Develop coordination and fine motor skills; and,
- Foster a lifelong appreciation for music and creative arts more broadly.

Full information and participation forms are included in the enrolment pack.

Sport

During the school year, our students compete in three interhouse sports carnivals: cross country, athletics, and swimming. The title of age champion is awarded within each age group on the day of each carnival. A trophy is awarded to the house that scores the highest points.

The school is an active participant in the Central Highlands School Sport 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. Our sports coordinator supports, guides and mentors our young sportspeople through a variety of options.

Student Services

Behaviour Support Framework

Capella State High School uses **Positive Behaviour for Learning** (PBL) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning, and data-informed decision-making. We are all responsible for a consistent approach to managing student behaviour within the school. If our expectations are shared, communicated and explicitly taught, we should be able to build a safe, respectful and ordered environment.

Positive Behaviour for Learning:

- Aims to build effective environments in which positive behaviour is more effective and efficient than problem behaviour;
- Is a collaborative, evidenced-based approach to developing effective interventions for problem behaviour;
- Emphasises the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and sustainable behaviour outcomes.

Setting clear expectations for student behaviour provides our young people with specific guidelines and an understanding of what constitutes productive and unproductive classroom behaviours.

Our Student Expectations

IN ALL ASPECTS OF SCHOOL LIFE

SUCCESS

- I am physically and cognitively prepared for all of my lessons
- I seek support from school staff when it is required
- I utilise the school's equipment and facilities to progress my learning

TEAMWORK

- I encourage my peers to do my best
- I support all staff to create a positive learning environment
- I leave equipment ready for others to use

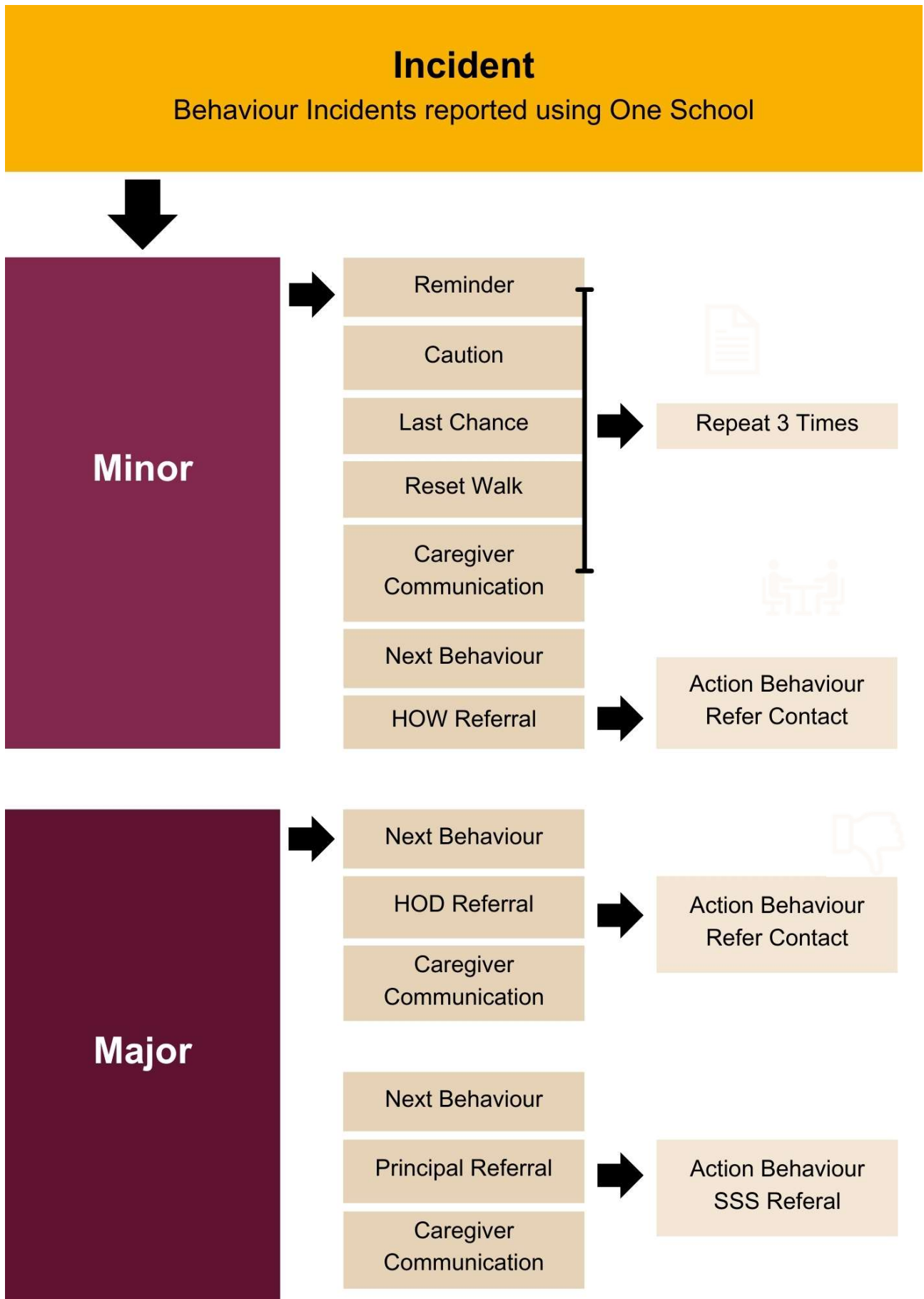
ATTITUDE

- I set goals and strive to achieve them
- I seek positive experiences with school staff
- I demonstrate punctuality for all of my classes

RESPECT

- I allow my peers to learn
- I follow all staff instructions
- I take care of my school and my school's property

Following Staff Instructions Procedure



Behaviour Support

Teacher Behaviour Support

- 'Remind', 'Caution' and provide a 'Last Chance'.
- Call for a 'Reset Walk', create a behaviour record on One School and contact the parent/caregiver to inform them of the behaviour.
- Repeat 3 Times -
- After the next behaviour, create a behaviour record on One School and refer to the Head of Wellbeing
- After HoW Referral -
- After the next behaviour, create a behaviour record on One School and refer to the relevant HoD
- After HoD Referral -
- After the next behaviour, create a behaviour record on One School and refer to the principal.

HoW Behaviour Support

- Upon receiving a behaviour record referral on One School, make an appointment with the student to discuss wellbeing matters including general concerns that could be causing poor behaviour, attendance and academic achievement.
- After the appointment, 'Action' the behaviour record on One School and create a record of contact that details the focus of the conversation. Refer the teacher in the contact.

HoD Behaviour Support

- Upon receiving a behaviour record referral on One School, make an appointment with the student to discuss the behaviour and how it has breached the school's expectations.
- Contact the parent/caregiver to explain the behaviour and how it has breached the school's expectations.
- After the appointment, 'Action' the behaviour record on One School and create a record of contact that details the focus of the conversation. Refer the teacher in the contact.

Principal Behaviour Support

- Upon receiving a behaviour record referral on One School, make an appointment with the student to review the series of behaviours and determine a suitable consequence.
- Contact the parent/caregiver to explain the series of behaviours and how it has breached the school's expectations. Explain the consequence to the parent/caregiver.
- After the appointment, 'Action' the behaviour record on One School and create a record of contact that details the focus of the conversation. Refer the teacher in the contact.

Internal Referrals

Referrals made using One School

Antecedent	Behaviour	Consequence
<p>HOW Referral</p> <p>After a third minor behaviour, the Head of Wellbeing will make an appointment with the student to discuss matters relating to the Function of the Behaviour including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Student Attendance • Student Achievement <p>The relevant Head of Year will contact the parent/caregiver to inform them of the appointment's outcomes.</p> <p>The next time a behaviour is recorded, a referral is made to the Head of Department.</p>	<p>HOD Referral</p> <p>As soon as possible, the relevant Head of Department will make an appointment with the student to discuss matters relating to the Actual Behaviour including:</p> <ul style="list-style-type: none"> • Category of behaviour • School-wide behaviour expectations <p>The relevant Head of Department will contact the parent/caregiver to inform them of the appointment's outcomes.</p> <p>The next time a behaviour is recorded, a referral is made to the principal.</p>	<p>Principal Referral</p> <p>As soon as possible, the principal will make an appointment with the student to discuss matters relating to the Consequence for the behaviour including:</p> <ul style="list-style-type: none"> • One School Behaviour Actions • Student Support Services Referral. <p>The principal will make contact with the carer to inform them of the appointment's outcomes, including any additional supports or referrals.</p> <p>If the behaviour is deemed unsafe for the student, or other students, it may result in a disciplinary absence.</p>

Support Team

Capella State High School has a range of members of staff to support our students socially, emotionally, and academically.

Heads of Department

- lead student services team to promote an inclusive, positive school culture
- lead implementation of the *Student Engagement and Wellbeing Framework*
- lead implementation of Positive Behaviour for Learning (PBL)
- monitor student attendance and manage attendance support strategies
- lead school-wide acknowledgement of positive behaviours
- oversee transition programmes, including SET Planning and year 6 into 7.
- lead curriculum, pedagogy, and student outcomes
- lead the school's pedagogical practices for student engagement in learning
- promote and monitor student participation in learning
- assess and implement supports for students with additional requirements for learning
- provide ongoing academic support to students and parents.

Head of Wellbeing

- monitor attendance, behaviour and academic data and provide individual support
- provide individual social and emotional support
- coordinate transition to high school for students moving from year 6 to year 7
- coordinate student wellbeing programmes
- promote positive interactions and relationships within the school community.

Head of Special Education Services

- provides a comprehensive student support program within the school environment
- links students with required specialist services outside the school
- provides individual education pathways for students.

Guidance Officer

- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting
- assists students with specific difficulties, acting as a mediator or providing information on other life skills
- liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

Homeroom Teachers

- responsible for student welfare within their homeroom
- provide a contact point for students and their families
- ensure students feel safe and comfortable and want to come to school
- nurture a sense of belonging to the home group, house, and school.

Social Worker

- provides individual and, at times, group support to students to assist their engagement with education and training
- supports students to overcome barriers to education such as
 - attendance at school
 - drug and alcohol support needs
 - relationships/social skills
 - conflict with family/peers/teachers
 - social/emotional/physical wellbeing.

School Chaplain

- assists students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships
- supports students and staff by promoting their physical, emotional, social and intellectual wellbeing
- acts as a role model for students and assists in the development of supportive relationships for, with, and among students
- works with school-based support staff and community-based youth organisations and networks to support students
- provides individual and group support to students to assist their engagement with education and training.

Learning Inclusion

Capella State High School promotes a consistent and inclusive approach to learning, allowing each student to access the school's educational programme on the same basis as their peers. Appropriate educational adjustments can be made to a student's educational programme and various levels of support can be implemented depending upon each student's individual learning requirements. For example, some students may need to access the curriculum at a different year level juncture from their peers. Students are referred for learning inclusion adjustments in accordance with guidelines set by the Department of Education. Adjustments can also support students who have a verified disability and/or those students who meet the definition of disability, including learning disability, according to the Disability Discrimination Act (1992).

Student Leadership and Council

Numerous opportunities exist for students aspiring to leadership roles. Every senior student takes on the role of a homeroom leader and is responsible for setting the standard of behaviour within their multi-age **Engage** group. All students are represented by two senior school captains from year 12 and two junior school captains from year 9. **Bradman** and **Fraser** are each represented by a house captain. All captaincy roles are appointed through a recruitment process that includes a written application and an interview with the school's leadership team.

All appointed student leaders are, *ex officio*, members of student council. While any student may attend student council meetings, every **Engage** group is encouraged to nominate a student council representative. The council represents all students in the school's decision-making process and meets at least once per term. It is financially independent and runs according to strict meeting procedures to ensure all students are well represented and can equally contribute ideas.

The primary objectives of student council are:

- To encourage student involvement and cooperation to develop a positive school spirit;
- To act as a forum for student discussion;
- To gauge and communicate student issues and concerns to the school leadership team;
- To develop projects to enhance the physical environment of the school; and,
- To develop and sustain links with community organisations.

Celebrating Success

At the end of each term, we hold a rewards assembly, where we publicly acknowledge constructive contributions to the learning environment and school, and at the end of each year, our community gathers at Capella Cultural Centre for our annual presentation evening—a pinnacle event in our school's calendar.

As part of our Positive Behaviour for Learning program, students who achieve set criteria by the end of a school term are invited to attend a Rewards Day that is selected entirely by the students and paid for by the school. Examples of rewards day activities include travelling to Emerald for the movies, laser tag, shopping or lunch. In order to be invited to attend an end of term rewards day, students must achieve the following milestones:

- 90% attendance
- At least 1 positive behaviour record on One School
- No more than 3 minor negative behaviour records on One School.
- No major negative behaviour records on One School.