



Capella State High School

Student Code of Conduct

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education

Contact Information

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Endorsement

Principal Name: Corey Kempthorne

Principal Signature: 

Date: 27/01/2025

P/C President and-or School Council Chair Name: Naomi Randles

P/C President and-or School Council Chair Signature: 

Date: 01/12/2020

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Purpose

Capella State High School is committed to creating a safe, respectful and disciplined learning environment for every student, staff member, parent and visitor. Our Student Code of Conduct outlines the expectations, responsibilities and processes that guide our whole-school approach to behaviour, ensuring consistency, clarity and support for everyone in our community.

The purpose of this document is to uphold high standards of behaviour so that teaching and learning remain our core focus. When expectations are clear and consistently supported, students are able to achieve success, and staff can work in a safe, positive and productive environment.

Principal's Foreword

Capella State High School continues to be a place where strong relationships, high expectations and genuine care shape the experience of every young person who walks through our gates. Our commitment remains clear: when we work together, communicate openly and model the values we expect, our students thrive.

Our four STAR values — **Success, Teamwork, Attitude and Respect** — sit at the heart of everything we do.

Success: I strive towards my goals and take pride in my progress.

Teamwork: I care for others and contribute positively.

Attitude: I am prepared, engaged and ready to learn.

Respect: I value myself, others and our environment.

These values underpin our Student Code of Conduct and guide the way we support students to become confident, capable and compassionate young people. In a world where connection, communication and integrity are increasingly important, we take seriously our responsibility to help students build the social, emotional and behavioural skills they will need long after they leave school.

At Capella State High School, we believe behaviour is learned — and that with clear teaching, consistent expectations and strong relationships, students can grow through challenges. This Code of Conduct outlines our local policies, including our stance on mobile phones and digital technologies, the management of student property, and our approach to preventing and responding to bullying. It also details how we explicitly teach expected behaviours and the range of supports and consequences we use, including suspension or exclusion when required.

I want to acknowledge the students, staff, parents and community members who have contributed to the development of this updated Code of Conduct. Your insights and commitment to our school community have been invaluable. Together, we have created a document that clearly communicates what we expect from our students — and how we will work alongside them to help them meet those expectations.

P&C Statement of Support

As President of the Capella State High School P&C Association, I am pleased to endorse the updated Student Code of Conduct. The collaborative and transparent consultation process, led by Mrs Gerowyn Lacaze and her team, ensured that parents were given genuine opportunities to contribute and provide feedback throughout its development. This involvement is essential, as a shared understanding between school and families is key to helping our young people meet the expectations set for them.

We encourage all parents and carers to take the time to read the Capella State High School Student Code of Conduct and to discuss its expectations with their children. These conversations help reinforce consistent messages at home and at school, and ensure that students know they are supported. Of particular importance are the systems and processes in place to support students impacted by bullying.

Bullying—whether in person, online or through social media—is a challenge faced by communities everywhere, and its impact on young people can be profound. Every student and parent in our school community should know what to do if bullying occurs, and who to contact. The flowchart included in this document provides a clear guide on how to seek support and how the school responds to concerns. Families should feel confident that the school is available to assist, advise and act when issues arise.

Any parents who would like to discuss the Student Code of Conduct further, or who are interested in supporting the work of the P&C, are warmly invited to contact me or attend a meeting. With your involvement, we can continue working alongside the school to ensure all students feel safe, valued and supported in both their learning and wellbeing.

President: Naomi Randles

Date: 01/12/2020

School Captains' Statement

On behalf of the student body at Capella State High School, we endorse the Student Code of Conduct for 2025. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Capella State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Junior Secondary Captain: Maycee Macleod

Date: 27/01/2025

Junior Secondary Captain: Sienna Christensen

Date: 27/01/2025

Senior School Captain: Isabella Smith

Date: 27/01/2025

Senior School Captain: Jaxon Harry

Date: 27/01/2025

Consultation

The development of the Capella State High School Student Code of Conduct followed a comprehensive three-phase consultation process.

Phase One involved a series of internal staff meetings throughout 2020. During these sessions, staff reviewed a range of data, including student and staff attendance, school disciplinary absences, and feedback from the most recent School Opinion Survey. This analysis helped identify the strengths of the previous behaviour plan, as well as areas requiring further attention.

Phase Two extended consultation to the wider community, including events held with our two local primary schools. As our schools share the same community, values and expectations around student conduct, it was important that their voices were included. Students and staff were also invited to complete a survey on school culture and climate, providing feedback on the emerging themes and contributing ideas to strengthen relationships and communication across the school. Participants were asked to rank priorities and offer constructive suggestions to guide the next stage of development.

Phase Three involved distributing the draft Student Code of Conduct to all members of the school community for final comment. This final round of consultation was completed in Term 4, 2020. The updated version—reflecting community feedback and suggested amendments—was presented to the P&C Association, who endorsed it unanimously for implementation.

A communication strategy was developed to support the rollout of the Student Code of Conduct, including parent information sessions, publication on the school website, updates through the weekly newsletter and staff email links. Families requiring support to access the document, including translation into another language, are encouraged to contact the principal.

Review Statement

The Capella State High School Student Code of Conduct is reviewed annually to ensure it remains relevant and aligned with current data and school needs. A comprehensive review is undertaken every four years in accordance with the School Planning, Reviewing and Reporting cycle.

Data Overview

This section outlines key measures relating to student discipline, safety and wellbeing, drawing on data sets available to all schools. It provides a transparent overview for our community, reflecting the perceptions of students, parents and staff regarding school climate, attendance and disciplinary trends.

The satisfaction data presented below is sourced from the annual **School Opinion Survey**. This survey collects feedback from parents/caregivers, students and staff about what the school does well and where improvement is needed. Parents and caregivers are invited to share their views on the school, student learning and wellbeing. A sample of students from each state school provides feedback on their experiences of learning, safety and engagement.

All staff and school leaders participate in a survey focused on the school as a workplace, with teachers responding to additional questions about their confidence in teaching and improving student outcomes. Principals also complete a survey addressing their confidence in leading the school and supporting student success.

The School Opinion Survey consists of four confidential survey types:

- parents
- students
- staff
- principals

School Opinion Survey

Parent opinion survey

	Your school							References					
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type Secondary	Your region CQR	Old state schools	
Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:													
Fairness / Clarity of rules													
The expectations and rules are clear at this school.	18	0.0	11.1	0.0	22.2	33.3	33.3		88.9	8.1	-2.9	-2.8	-3.9
Teachers at this school treat students fairly.	18	0.0	11.1	5.6	44.4	16.7	22.2		83.3	21.8	-0.8	-2.0	-4.3
Student behaviour is well managed at this school.	18	27.8	5.6	22.2	27.8	5.6	11.1		44.4	-17.1	-33.0	-30.8	-36.1
Safety													
My child feels safe at this school.	18	0.0	11.1	16.7	11.1	38.9	22.2		72.2	-4.7	-14.5	-13.6	-16.5
Teachers at this school are interested in my child's wellbeing.	18	0.0	0.0	0.0	44.4	33.3	22.2		100.0	26.9	12.1	10.5	9.1
Partnerships													
This school works with me to support my child's learning.	18	0.0	5.6	0.0	33.3	38.9	22.2		94.4	17.5	7.5	6.7	5.6
I can talk to my child's teachers about my concerns.	18	0.0	0.0	0.0	16.7	44.4	38.9		100.0	7.7	9.8	8.2	7.5
This school keeps me well informed.	18	5.6	0.0	11.1	33.3	33.3	16.7		83.3	6.4	-3.0	-2.0	-3.4
Staff at this school are responsive to my enquiries.	18	0.0	0.0	0.0	16.7	50.0	33.3		100.0	15.4	11.3	9.8	9.2
Staff at this school are approachable.	18	0.0	0.0	0.0	33.3	27.8	38.9		100.0	11.5	8.9	7.6	7.1
This school asks for my input.	17	5.9	0.0	5.9	23.5	41.2	23.5		88.2	22.9	12.8	10.1	9.4
This school takes parents' opinions seriously.	17	0.0	11.8	11.8	23.5	29.4	23.5		76.5	5.6	-2.4	-4.2	-5.1
School culture													
My child likes being at this school.	18	5.6	5.6	16.7	27.8	16.7	27.8		72.2	10.7	-12.8	-14.1	-17.2
This school celebrates student achievements.	17	0.0	5.9	11.8	29.4	29.4	23.5		82.4	-6.1	-10.0	-11.5	-11.7
This school fosters respectful relationships among all students.	18	0.0	11.1	11.1	27.8	22.2	27.8		77.8	4.7	-6.9	-8.4	-10.9
Teachers at this school motivate my child to learn.	18	0.0	0.0	11.1	38.9	27.8	22.2		88.9	27.4	4.7	1.0	-0.4
This school looks for ways to improve.	17	0.0	5.9	11.8	23.5	23.5	35.3		82.4	-5.1	-3.7	-4.8	-5.6
This school treats students equally, regardless of gender.	16	0.0	12.5	12.5	25.0	18.8	31.3		75.0	3.0	-11.7	-14.1	-15.3
This school has a strong sense of community.	17	0.0	0.0	17.6	41.2	17.6	23.5		82.4	5.4	-3.9	-5.7	-6.7
This is a good school.	18	0.0	5.6	11.1	33.3	22.2	27.8		83.3	2.6	-5.3	-5.6	-7.8
Teaching and learning													
Teachers at this school expect my child to do their best.	18	0.0	0.0	5.6	27.8	33.3	33.3		94.4	10.4	0.1	-0.6	-1.3
Teachers at this school provide my child with useful feedback about their schoolwork.	18	0.0	0.0	5.6	33.3	38.9	22.2		94.4	18.4	7.4	6.5	5.7
My child is making good progress at this school.	18	0.0	0.0	5.6	38.9	33.3	22.2		94.4	10.4	7.5	7.9	5.4
I understand how my child is assessed at this school.	17	0.0	0.0	0.0	35.3	35.3	29.4		100.0	24.0	12.6	12.6	12.4
My child is interested in their schoolwork.	18	5.6	11.1	5.6	38.9	16.7	22.2		77.8	5.8	-3.1	-5.7	-7.8
My child's learning needs are being met at this school.	18	0.0	0.0	16.7	38.9	27.8	16.7		83.3	11.3	0.4	-0.2	-2.3
Other													
This school is well maintained.	16	12.5	0.0	6.3	12.5	43.8	25.0		81.3	9.3	-10.1	-8.6	-11.0

Student opinion survey

	Your school							References				
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement	Last year 2024	Your school type Secondary	Your region CQR	Qld state schools
Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:												
Fairness / Clarity of rules												
The expectations and rules are clear at my school.	20	5.0	0.0	10.0	15.0	35.0	35.0	85.0	18.3	-4.5	-6.5	-7.5
Teachers at my school treat students fairly.	20	10.0	10.0	5.0	50.0	15.0	10.0	75.0	35.0	9.2	1.8	1.2
Student behaviour is well managed at my school.	20	5.0	5.0	40.0	35.0	15.0	0.0	50.0	16.7	-3.7	-9.4	-14.0
Safety												
I feel safe at my school.	20	5.0	5.0	5.0	20.0	50.0	15.0	85.0	5.0	9.1	6.0	2.1
I feel safe undertaking online activities using my school's internet.	20	10.0	0.0	5.0	5.0	60.0	20.0	85.0	18.3	-1.9	-5.0	-6.0
My teachers are interested in my wellbeing.	20	10.0	0.0	5.0	40.0	30.0	15.0	85.0	45.0	12.5	3.4	2.4
Partnerships												
My school encourages me to participate in school activities.	20	5.0	0.0	0.0	45.0	35.0	15.0	95.0	-5.0	10.7	6.2	5.4
My school takes students' opinions seriously.	20	5.0	5.0	15.0	35.0	35.0	5.0	75.0	25.0	17.4	6.3	5.0
I can get help with my schoolwork at home.	19	0.0	15.8	10.5	15.8	31.6	26.3	73.7	7.0	-5.2	-8.6	-9.3
School culture												
My school encourages students to respect one another.	20	0.0	0.0	5.0	25.0	55.0	15.0	95.0	-5.0	11.4	6.3	4.7
My school celebrates student achievements.	20	0.0	10.0	0.0	35.0	30.0	25.0	90.0	-10.0	4.4	1.3	0.1
I like being at my school.	20	10.0	10.0	15.0	20.0	35.0	10.0	65.0	5.0	1.1	-4.0	-8.3
I can talk to my teachers about my concerns.	20	10.0	0.0	20.0	50.0	10.0	10.0	70.0	20.0	8.6	-2.8	-3.1
My school gives me opportunities to do interesting things.	20	10.0	5.0	15.0	40.0	10.0	20.0	70.0	-30.0	-10.6	-15.6	-16.5
My school looks for ways to improve.	20	5.0	5.0	10.0	30.0	40.0	10.0	80.0	30.0	4.9	-3.6	-4.4
I feel accepted by other students at my school.	19	0.0	10.5	5.3	21.1	52.6	10.5	84.2	64.2	17.4	14.3	11.2
My school treats students equally, regardless of gender.	20	15.0	10.0	0.0	35.0	35.0	5.0	75.0	15.0	10.7	3.7	2.8
My teachers motivate me to learn.	20	10.0	15.0	5.0	25.0	40.0	5.0	70.0	-13.3	-6.6	-15.5	-16.8
This is a good school.	20	10.0	5.0	10.0	30.0	20.0	25.0	75.0	-25.0	4.2	-2.2	-5.3
Teaching and learning												
My teachers expect me to do my best.	20	5.0	0.0	5.0	20.0	40.0	30.0	90.0	-10.0	-2.6	-4.3	-5.5
My teachers help me with my schoolwork when I need it.	19	5.3	5.3	0.0	31.6	36.8	21.1	89.5	6.1	7.3	2.7	0.9
My teachers provide me with useful feedback about my schoolwork.	20	5.0	0.0	5.0	30.0	40.0	20.0	90.0	6.7	11.7	4.4	3.5
I understand how I am assessed at my school.	20	5.0	5.0	5.0	45.0	25.0	15.0	85.0	18.3	6.1	2.2	0.4
My schoolwork challenges me to think.	19	5.3	5.3	0.0	21.1	42.1	26.3	89.5	-10.5	3.7	2.2	1.4
I am interested in my schoolwork.	20	10.0	5.0	30.0	25.0	25.0	5.0	55.0	-11.7	-3.8	-8.9	-10.4
Other												
I can access computers and other technologies at my school for learning.	20	5.0	5.0	5.0	30.0	40.0	15.0	85.0	-15.0	-4.0	-7.3	-7.3
My school is well maintained.	20	10.0	5.0	15.0	35.0	35.0	0.0	70.0	10.0	2.6	-4.6	-7.7

Staff opinion survey

Fairness / Clarity of rules													
The expectations and rules are clear at this school.	25	8.0	12.0	4.0	12.0	40.0	24.0		76.0	-24.0	-10.8	-12.7	-12.2
Students are treated fairly at this school.	25	0.0	0.0	12.0	24.0	28.0	36.0		88.0	-12.0	-0.9	-0.2	-1.0
Student behaviour is well managed at this school.	25	12.0	16.0	12.0	28.0	28.0	4.0		60.0	-27.5	-11.9	-15.0	-15.6
Students with disability are well supported at this school.	25	4.0	4.0	8.0	8.0	44.0	32.0		84.0	-3.5	-4.8	-5.1	-5.3
Safety													
I am aware of health, safety and wellbeing procedures at this school.	25	0.0	0.0	0.0	20.0	56.0	24.0		100.0	6.3	5.7	4.6	5.4
There is adequate focus on workplace safety at my workplace.	25	4.0	4.0	8.0	16.0	52.0	16.0		84.0	2.8	-3.7	-5.6	-4.7
I feel this school is a safe place in which to work.	25	4.0	4.0	8.0	12.0	44.0	28.0		84.0	-9.8	-3.6	-3.0	-3.5
Partnerships													
This school takes staff opinions seriously.	25	8.0	4.0	20.0	16.0	24.0	28.0		68.0	-19.5	-6.4	-11.9	-10.4
This school encourages parents/carers to be active partners in educating their child.	25	4.0	8.0	4.0	8.0	28.0	48.0		84.0	-16.0	-6.4	-8.9	-8.4
School culture													
This school fosters respectful relationships among all students.	25	0.0	0.0	12.0	8.0	48.0	32.0		88.0	-5.8	-1.1	-3.3	-3.6
This school looks for ways to improve.	25	0.0	4.0	4.0	12.0	36.0	44.0		92.0	-8.0	1.5	-0.2	-0.1
I enjoy working at this school.	25	4.0	8.0	0.0	8.0	36.0	44.0		88.0	-5.3	-2.4	-4.1	-3.7
This school promotes gender equality.	24	0.0	0.0	0.0	4.2	54.2	41.7		100.0	0.0	6.9	4.6	5.2
If I raised a concern, I feel confident that it would be taken seriously.	25	16.0	4.0	4.0	36.0	12.0	28.0		76.0	-17.3	-1.3	-6.6	-5.1
This is a good school.	25	4.0	4.0	0.0	24.0	32.0	36.0		92.0	-1.8	1.5	-0.2	0.0
Teaching and learning													
Students are encouraged to do their best at this school.	25	0.0	0.0	0.0	4.0	40.0	56.0		100.0	6.3	6.1	3.9	3.9
Staff wellbeing													
Staff are well supported at this school.	25	12.0	4.0	12.0	36.0	12.0	24.0		72.0	-20.9	-5.3	-9.0	-7.9
I feel that staff morale is positive at this school.	25	8.0	4.0	8.0	40.0	24.0	16.0		80.0	-6.7	8.6	5.0	5.5
Staff are treated fairly and consistently at this school.	25	16.0	0.0	8.0	36.0	12.0	28.0		76.0	-10.7	3.1	-1.0	-0.5
The wellbeing of employees is a priority for this school.	25	12.0	8.0	8.0	16.0	24.0	32.0		72.0	-20.9	-3.0	-9.2	-7.2
I am supported to manage the pressures of my workload.	25	8.0	8.0	4.0	24.0	36.0	20.0		80.0	-12.9	8.3	0.2	3.0
Staff development													
I receive useful feedback about my work at this school.	24	4.2	8.3	8.3	20.8	37.5	20.8		79.2	-13.7	1.8	-3.6	-1.8
I have access to relevant professional development.	25	0.0	8.0	0.0	16.0	40.0	36.0		92.0	5.3	7.5	5.4	6.5
Workplace culture													
This school keeps me well informed about things that are important to my work.	25	8.0	8.0	4.0	28.0	20.0	32.0		80.0	-6.7	-0.3	-5.4	-3.9
This school has an inclusive culture where diversity is valued and respected.	24	4.2	0.0	12.5	16.7	29.2	37.5		83.3	-10.0	-6.6	-8.6	-8.8
This school's culture supports people to achieve a good work-life balance.	25	0.0	8.0	8.0	20.0	40.0	24.0		84.0	-9.3	8.1	0.5	2.6
This school offers flexible work arrangements.	22	13.6	4.5	0.0	9.1	59.1	13.6		81.8	-9.8	4.2	-3.1	0.6
I am confident that poor performance will be appropriately addressed in this school.	25	12.0	12.0	8.0	20.0	40.0	8.0		68.0	-3.4	6.3	-3.1	-1.8
Recruitment and promotion decisions in this school are fair.	23	8.7	0.0	13.0	13.0	39.1	26.1		78.3	-6.4	5.9	-2.5	0.4
This school appropriately supports staff following an occupational violence/aggressive incident.	22	13.6	4.5	18.2	9.1	40.9	13.6		63.6	-28.0	-11.7	-14.2	-13.7
Other													
Information and communication technology issues at this school are resolved promptly.	25	0.0	0.0	8.0	16.0	48.0	28.0		92.0	-8.0	4.0	4.1	3.6
This school is well maintained.	25	4.0	4.0	8.0	16.0	52.0	16.0		84.0	-9.8	-1.6	-3.2	-3.9
This school is well managed.	25	8.0	8.0	8.0	24.0	36.0	16.0		76.0	-16.9	-6.6	-9.0	-8.7
The school leadership team model the behaviours expected of all employees.	25	4.0	12.0	12.0	12.0	28.0	32.0		72.0	-20.9	-8.6	-12.8	-11.6

School Disciplinary Absences (SDA)

Principals use a range of disciplinary responses to address inappropriate behaviour, with suspension, exclusion and cancellation of enrolment reserved for the most serious situations and considered only after other interventions have been exhausted. In every case, principals weigh the individual circumstances and actions of the student alongside the rights and safety of the wider school community.

All state schools are required to report their School Disciplinary Absences (SDA) each year as part of the school's annual report. There are four categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The table below outlines the number of incidents in each SDA category recorded for the school.

EXEMPLAR STATE COLLEGE SCHOOL DISCIPLINARY ABSENCES			
Type	2023	2024	2025
Short Suspensions – 1 to 10 days	27	18	42
Long Suspensions – 11 to 20 days	0	0	1
Charge related Suspensions	0	0	0
Exclusions	0	0	1

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Capella State High School uses **Positive Behaviour for Learning (PBL)** as the foundation of our whole-school approach to behaviour and engagement. PBL is a preventative and differentiated framework that emphasises practical strategies, targeted planning and data-informed decision-making to support every learner.

Creating a safe, respectful and orderly environment is a shared responsibility. When expectations are consistent, clearly communicated and explicitly taught, students are better equipped to meet them — and staff are better positioned to support them.

Positive Behaviour for Learning:

- Builds effective environments where positive behaviour is more efficient and rewarding than problem behaviour.
- Uses a collaborative, evidence-based approach to develop meaningful interventions
- Focuses on prevention, explicit teaching and reinforcement to achieve lasting behaviour improvements.

As Sullivan, Johnson, Owens & Conway (2014) note, “*A focus on engagement rather than punishment is likely to lead to better learning and behaviour.*” By setting clear expectations for student behaviour, we provide students with concrete guidance about what productive and unproductive behaviours look like, helping them understand how to contribute positively to their learning environment.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

At Capella State High School, staff carefully consider each student's individual circumstances when teaching expectations, responding to inappropriate behaviour or determining an appropriate consequence. Factors such as a student's behaviour history, disability, mental health and wellbeing, cultural or religious considerations, home environment and care arrangements all inform the way we support their growth.

We recognise that students have different needs, and therefore the support we provide will not look the same for everyone. This reflects the principle of equity — ensuring every student receives what they need to be successful. For some students, this may mean additional support to understand an expectation; for others, it may involve extra opportunities to practise a skill or behaviour. In a small number of cases, certain disciplinary consequences may not be appropriate or effective due to the complexity of a student's background or experiences. Our teachers and leadership team take all of these considerations into account when guiding behaviour and applying responses.

All staff are legally required to respect the privacy of students and families. While we understand parents may want to know how another student has been disciplined — particularly when their own child has been affected — we cannot share this information with anyone other than the student's family. This confidentiality requirement ensures fairness, dignity and safety for all students. You can be confident, however, that staff take all concerns, including bullying, seriously and respond in line with policy and the needs of those involved.

If you have concerns about the behaviour of another student, or about how staff have responded to an incident, please contact the principal to arrange a meeting to discuss the matter.

Student Wellbeing

Capella State High School provides a wide range of programs and services designed to support the wellbeing of all students. Parents and students are encouraged to speak with a class teacher or book an appointment with the guidance officer if they would like personalised advice or assistance accessing specific supports.

We recognise that learning and wellbeing are deeply connected — students learn best when they feel safe, supported and confident, and they build strong wellbeing when they achieve success in their learning. The Student Learning and Wellbeing Framework guides our approach, ensuring wellbeing is embedded across all areas of school life, including teaching practices, curriculum, policies and partnerships with families and community organisations.

Curriculum and Pedagogy

Our curriculum builds the foundations for wellbeing and lifelong learning by explicitly teaching personal and social capabilities such as self-awareness, self-management, social awareness and social responsibility. At Capella State High School, strong teacher–student relationships are at the heart of effective learning and positive behaviour.

As part of the whole-school curriculum, we provide age-appropriate programs including: drug and alcohol education aligned with public health and safety messages
HIV, Hepatitis C, and STI education within a broader relationships and sexuality curriculum
CPR for Life training for all Year 10 and 12 students

Policy and Expectations

Our school community faces a range of health and wellbeing needs, some of which apply to all students and others which affect only specific students or situations.

Drug Education and Intervention

Capella State High School implements clear drug intervention procedures when a student is involved in a drug-related incident at school, during school activities or while in uniform. Our approach prioritises the safety and wellbeing of the student, other students, staff and the wider community.

Specialised Health Needs

We work closely with families to ensure students with specialised health needs receive appropriate support during school hours and school-based activities. This includes developing health plans, ensuring staff are informed of relevant medical conditions, and training an appropriate number of staff to provide necessary support.

Medication

Parent consent and medical authorisation are required before staff can administer any medication — including over-the-counter medications. For long-term health conditions requiring daily or emergency medication, parents must provide a *Request to administer medication at school* form completed by the prescribing health practitioner.

The school maintains emergency medication, including at least one adrenaline auto-injector and an asthma reliever, in our first aid kit.

Mental Health

Capella State High School implements early-intervention strategies and supports for students where there is a reasonable belief of emerging mental health concerns. This may include developing and reviewing an individual Student Plan in consultation with parents and relevant wellbeing staff.

Suicide Prevention

Any staff member who observes suicide warning signs must immediately seek support from the guidance officer or a designated staff member. If there is an immediate risk to a student's safety, staff call **000**, provide first aid if required, and ensure the student is not left alone. Staff must prioritise safety, notify parents and document all actions taken.

Suicide Postvention

If a student dies by suicide outside school grounds, the school follows formal postvention procedures, which include contacting the family and providing timely, appropriate support to affected students and staff.

If a suicide occurs on school grounds or at a school event, the school enacts the School Emergency Management Plan immediately, contacts the student's family, and coordinates a comprehensive support response for students, staff and the broader school community.

Student Support Network

Capella State High School is proud to provide a comprehensive Student Support Network that promotes the social, emotional and physical wellbeing of every student. Beyond the support offered by class teachers, our dedicated team of professionals works to ensure the school remains an inclusive, safe and nurturing environment for all students.

Students are encouraged to approach any trusted staff member if they need assistance or advice. If the staff member is unable to help directly, they will guide the student to the most appropriate member of the Student Support Network.

Parents seeking more information about the roles and responsibilities within the Student Support Network are welcome to contact the Head of Department for Junior or Senior School via the school phone number: 4988 7333.

In addition to support available within the school, students and families can access regional and state-wide services to complement our network. These include the Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, and Senior Guidance Officers. For further details about these services and how they support students, please contact the Head of Special Education, Ms Dot O'Dell

Role	What they do
Head of Department – Junior Secondary	<ul style="list-style-type: none"> • Leadership of Student Support Network to promote an inclusive, Positive school culture • Monitors attendance, behaviour and academic data to identify areas of additional need. • Coordinate transition to secondary for students moving from Year 6 to Year7 • Lead role for implementation of Positive Behaviour for Learning (PBL) • Monitors student attendance data, arranges intervention for students in Years 7 to 9..
Head of Department – Senior Secondary	<ul style="list-style-type: none"> • Leadership of Student Support Network to promote an inclusive, positive school culture • Monitors attendance, behaviour and academic data to identify areas of additional need. • Coordinate transition to Senior Schooling for students moving from Year 9 to Year 10 • Lead role for implementation of Positive Behaviour for Learning (PBL) • Monitors student attendance data, arranges intervention for Students in Years 10 to 12.
Head of Wellbeing	<ul style="list-style-type: none"> • Responsible for student welfare at each year level • 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, year level and school.
Head of Special Education Services	<ul style="list-style-type: none"> • 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 requiring these

Guidance Officer	<ul style="list-style-type: none"> • 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. • Mentors students re academic issues e.g. achieving QCE
Registered Nurse	<ul style="list-style-type: none"> • Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Social Worker	<ul style="list-style-type: none"> • Responsible for student welfare at each year level • 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, year level and school.
Youth Support Coordinator	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ Attendance at school ○ Drug and alcohol support needs ○ QCE/learning support ○ Suspension/exclusion/referral for behaviour support ○ Relationships/social skills ○ Conflict with family/peers/teachers ○ Social/emotional/physical wellbeing.

Whole School Approach to Discipline

Capella State High School uses Positive Behaviour for Learning (PBL) as the foundation of our multi-tiered approach to discipline. PBL is a whole-school framework applied consistently across classrooms, programs, sporting activities, and excursions.

PBL is an evidence-based system designed to:

- analyse and improve student behaviour and learning outcomes
- ensure teachers implement proven strategies effectively to support students
- provide ongoing support for staff to maintain consistent school-wide and classroom practices

At Capella State High School, we view discipline as more than just punishment. Discipline reflects our belief that student behaviour is an integral part of teaching and learning. Staff take responsibility for setting clear expectations, explicitly teaching students how to meet those expectations, and using behavioural incidents as opportunities to reteach and guide growth.

The Student Code of Conduct provides an opportunity to explain the PBL framework to parents and students and to build a shared understanding of its consistent implementation. The language and principles of PBL can also be applied at home, reinforcing a unified approach to supporting student success. Together, parents and school staff share the goal of giving every student the best possible opportunity to thrive.

PBL Expectations

Our staff are committed to providing a high-quality education for every student and believe that all adults in the school — whether working, visiting, or volunteering — should model the same Positive Behaviour for Learning (PBL) expectations as our students. These five STARS expectations are: being Successful, demonstrating Teamwork, showing a positive Attitude, and acting with Respect at all times.

Students

The examples below illustrate what these PBL expectations look like for students across the school. Each classroom develops its own set of examples to help students and visitors understand the expectations and meet the standards we hold at Capella State High School. Every classroom uses the PBL Expectations Matrix as the foundation for developing behaviour standards. Teachers work with students to clearly explain what each expectation looks, sounds and feels like in their learning environment. Completed matrices are displayed in every classroom and are regularly revisited throughout the year to reinforce expectations and address any new or emerging issues.

Our School Values

A large, stylized purple letter 'S' is centered on a yellow, textured rectangular background that is slightly tilted.

**I achieve my goals and
strive to new heights.**

A large, stylized purple letter 't' is centered on a light brown, textured rectangular background that is slightly tilted.

**I consider others and
show support.**

A large, stylized purple letter 'a' is centered on a light brown, textured rectangular background that is slightly tilted.

**I am enthusiastic and
ready to learn.**

A large, stylized purple letter 'R' is centered on a yellow, textured rectangular background that is slightly tilted.

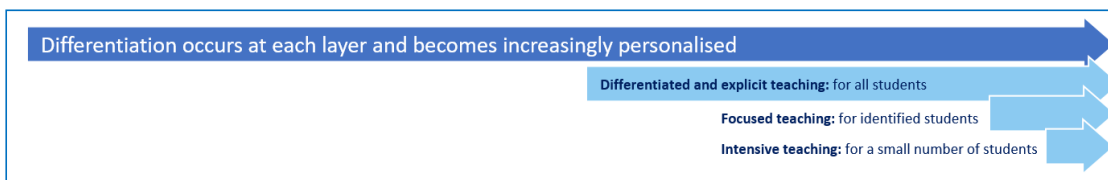
**I show respect for self,
others and property.**

Differentiated and Explicit Teaching

Capella State High School provides a disciplined and supportive learning environment that incorporates **differentiated teaching** to meet the individual needs of all students. This includes explicitly teaching expected behaviours, providing opportunities to practise these behaviours, and reinforcing them through feedback and guidance.

Teachers at Capella State High School use a variety of strategies to determine what students are taught, how they are taught, and how they can demonstrate their learning. These decisions are informed by data and daily observations, allowing staff to respond to the behavioural learning needs of students effectively. This approach enables purposeful planning, multiple ways to engage students, and opportunities for them to achieve and demonstrate the expected behaviours.

Our differentiated approach to behaviour is structured across three layers, the same model used for academic and pedagogical differentiation. This ensures consistency in how we support students to succeed both socially and academically.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

At Capella State High School, it is recognised that approximately 15% of students in any school or classroom may require additional support to meet behaviour expectations, even after receiving differentiated and explicit teaching. These students may experience difficulty meeting behavioural expectations during specific times of the day or within certain subjects. For these students, focused teaching is provided to support success.

Focused teaching revisits key behavioural concepts and skills using explicit, structured strategies. It provides students with additional opportunities to practise behaviours and multiple chances to achieve the intended learning outcomes and expectations.

Specialist and support staff, including teachers with expertise in learning, language or development, work collaboratively with classroom teachers to deliver focused teaching. This support aligns with the PBL Expectations Matrix, and student progress is closely monitored to determine whether students:

- No longer require additional support
- Require ongoing focused teaching
- Require intensive teaching

Capella State High School has a dedicated Student Support Network to coordinate and deliver focused teaching for students who need extra assistance. The school also implements evidence-informed programs to develop specific skills for some students, including:

- R.A.G.E.
- Goal Setting
- Functional Behaviour Assessment

For further information about these programs, please contact the PBL Team Leader or the Principal.

Intensive Teaching

Research indicates that even in a highly effective and well-functioning school, approximately **5% of students** will require **intensive teaching** to meet behavioural expectations. Intensive teaching involves frequent, explicit instruction delivered individually or in small groups to support mastery of fundamental behavioural skills and concepts.

Some students may need intensive teaching for a short period to develop specific behaviours, while others may require support over a longer term. Decisions about the approach are informed by data collected by classroom teachers and made in consultation with the student's family.

For a small number of students who continue to display complex and challenging behaviours, **individualised, function-based behaviour assessments and support plans** may be implemented, often in collaboration with multiple agencies. This approach aims to address significant barriers to learning and participation for students navigating complex personal circumstances.

Students receiving intensive teaching are assigned an **individual mentor** at the school. The mentor coordinates the student's program, communicates with relevant stakeholders, and works directly with the student to support their progress.

Legislative Delegations

Legislation

In this section of the Capella State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary framework at Capella State High School aligns with our differentiated approach to teaching and supporting student behaviour.

Most students are able to meet established expectations when they are clearly communicated, explicitly taught, and regularly practised. Teachers use in-class corrective feedback, reminders and minor sanctions to respond to low-level or minor behaviour issues.

Approximately 15% of students may require additional support and opportunities to practise expected behaviours. Even with focused teaching and in-class interventions, some of these students may continue to display low-level problem behaviours. When patterns of low-level behaviour disrupt teaching and learning, class teachers may refer the student to the school administration team for determination of an appropriate disciplinary consequence.

For a small number of students, approximately 2–5%, intensive or highly differentiated support may be required throughout the school year to help them meet behavioural expectations. The need for this level of support is determined by the principal in consultation with staff and relevant stakeholders.

In rare cases, where a student's behaviour poses significant risk of harm to others or causes major disruption to school operations, the principal may determine that out-of-school suspension or exclusion is necessary. Such measures are reserved for serious incidents where immediate removal is required for the safety of the school community and no alternative disciplinary strategy is sufficient.

These responses to problem behaviour are organised into three tiers, with increasing intensity of support and consequences designed to address behaviours that endanger others or significantly interfere with classroom or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Detention

A detention is a disciplinary consequence used to address inappropriate student behaviour. Detentions may occur during school hours and can be issued by a teacher or the principal. Detention is intended as a learning and problem-solving opportunity, rather than a punishment. It provides students with a chance to reflect on the behaviour, understand the harm caused, and develop strategies to repair relationships and strengthen their understanding of the school's values.

Teacher-Issued Detentions

- Take place during scheduled school breaks.
- Are documented in the student's OneSchool record, including the reason for the detention.
- Run for 20 minutes.

Principal-Issued Detentions

- Are scheduled outside of class time during the school day.
- Require a risk assessment and risk management plan.
- Parents are notified verbally and in writing at least 24 hours in advance and must provide consent.
- Parents are consulted regarding suitable times and informed of:
 - the location and duration of the detention
 - their responsibility to arrange travel and supervision, where appropriate

Failure to attend a detention may be considered disobedience, and the principal will determine an appropriate response. Consequences for non-compliance or non-attendance may include the implementation of a Discipline Improvement Plan or suspension.

School Disciplinary Absences

School Disciplinary Absences (SDA)

A School Disciplinary Absence (SDA) is a period of enforced absence from attending a Queensland state school, applied by the principal as a consequence to address serious or repeated inappropriate behaviour. There are four types of SDA:

- Short suspension: 1 to 10 school days
- Long suspension: 11 to 20 school days
- Charge-related suspension
- Exclusion: up to one year or permanent

At Capella State High School, the use of any SDA is a serious decision. It is typically applied only when other strategies have been exhausted or when a student's behaviour poses a risk to the safety or wellbeing of the school community.

Parents and students may appeal decisions regarding long suspensions, charge-related suspensions, or exclusions. Appeals are reviewed by the Director-General or their delegate within 40 school days. The process considers all documentation and allows both the school and the family to present their case. Appeals are designed to ensure expectations are clear, supports are in place, and students can continue to access their education during the SDA period.

Re-Entry Following Suspension

Students who have been suspended may be invited to a re-entry meeting on the day of their return. The purpose of this meeting is to welcome the student and their parent(s) back to school, not to revisit the suspension decision. The focus is on preparing the student for success and strengthening home–school communication.

Attendance at a re-entry meeting is optional, but it is offered as a support to help students successfully re-engage with school. Invitations are communicated via phone and in writing. Meetings are brief (usually under 10 minutes) and involve the principal or delegate, the student, and their parent(s). A record of the meeting, including notes and discussions, is saved in OneSchool under the Contact tab.

Re-Entry Agenda:

- Welcome back to school
- Check-in on student wellbeing
- Provide information about available supports (e.g., guidance officer)
- Set a follow-up date
- Thank student and parent(s) for attending
- Walk student to classroom

Reasonable Adjustments:

Re-entry meetings are planned with consideration of any adjustments needed to support the student's attendance and engagement. This may include accessible meeting spaces, translation or interpretation services (e.g., AUSLAN), written or visual materials, and involvement of support staff such as guidance officers or Community Education Counsellors.

Major Incident Follow-Up

Consequences for poor behaviour are designed to re-educate students about their choices and the school's Student Code of Conduct. Where appropriate, restorative practices may be used, involving facilitated meetings to explore:

- the factors leading to the behaviour
- the harm caused
- strategies to repair the harm

If restorative practices are not applied, students involved in a major incident may participate in a mediation and reflection process after completing the consequence. This process may include:

- an interview with a teacher involved in the incident
- a reflection activity for the student to consider the impact of their actions and how they could respond differently in the future, with a copy provided to relevant teachers
- placement on a behaviour monitoring process, involving daily goal-setting for behaviour and attitude, with parent acknowledgement

This structured approach ensures that disciplinary actions are educative, fair, and supportive of positive future behaviour.

School Policies

Capella State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Exemplar State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Capella State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Capella State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
 - collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Capella State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile Phone and Personal Technology Devices Policy

This policy is aligned with the Department of Education's SMS-PR-003: Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students. Capella State High School is committed to ensuring students use personal devices in ways that demonstrate courtesy, consideration, and respect for others.

Mobile Phones

Students may bring mobile phones to school or school events under the following conditions:

- Phones must be switched off or on silent and kept in the student's bag during school hours.
- If a student uses a phone inappropriately or contrary to this policy, the device will be confiscated and taken to the school office.
- First breach: Student may collect the phone from the office at the end of the day.
- Second breach: A parent/carer must collect the phone.
- Third breach: Further disciplinary action may be applied.

Personal Technology Devices Not Permitted at School

Students must not bring devices such as:

- Cameras
- Video recorders
- Multimedia players
- iPods
- External hard drives (USB sticks are permitted)

These items are valuable, pose a risk of theft or damage, and can distract from learning. Items brought to school contrary to this policy will be confiscated and may be collected from the office at the end of the day. Repeated breaches may result in disciplinary action.

Confiscation Procedures

Any permitted device used contrary to this policy may be confiscated.

- Confiscated items are stored securely in the school office and can be collected at the end of the school day.
- Devices kept as part of a disciplinary investigation will only be returned to the student in the presence of a parent/carer.
- Devices suspected of containing evidence of a criminal offence may be referred to the police.

Recording Voice and Images

Capella State High School values trust, privacy, and safety. Students must use devices responsibly and ethically.

Students must not:

- Record in places where privacy is expected (e.g. toilets, change rooms).
- Record in class unless explicit permission is given by the teacher.
- Record private conversations, school activities, or inappropriate behaviour for the purpose of sharing, posting, or causing embarrassment.

Students who record, share, upload, or knowingly participate in inappropriate recordings may face disciplinary consequences, including suspension or exclusion.

Any recording or distribution of indecent material is illegal and will result in police involvement.

Text Communication

Sending text messages or online posts that include:

- Obscene or offensive language
- Threats
- Harassment or bullying

May result in disciplinary action and may be referred to the police. Students who receive such messages should save them and report the incident to school staff.

Online Behaviour and Social Media

Students are expected to behave respectfully online, both during and outside school hours.

Content that is:

- Embarrassing
- Defamatory
- Harassing
- Denigrating to students, staff, or the school
and impacts the good order and management of the school may result in disciplinary action.

Assumption of Cheating

Personal technology devices are not permitted during exams or assessments unless explicitly approved by staff.

If a student is found in possession of a device during an assessment without permission, staff will reasonably assume the student is attempting to cheat.

Privacy and the Law

Under the Invasion of Privacy Act 1971, it is an offence to record a private conversation without consent. Students must understand that some conversations are private and recording them without permission may be unlawful.

Special Circumstances

Students who need to use a personal technology device for a significant and legitimate reason must speak with the Principal or a delegated staff member to arrange an approved exception.

Personal Devices

Internal Procedure for Device Offences



Identification

- Staff member observes student in possession of a personal electronic device and instructs student to hand it in at the Administration Office
- Observing staff member makes a record on One School



Staff Action

- Administration staff store device securely.
- Administration staff call student's parent to advise of offence.



Parent Action

- Parent collects phone from the administration office.

SUCCESS • TEAMWORK • ATTITUDE • RESPECT



Preventing and responding to bullying

Capella State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Exemplar State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

All Bullying should be reported to a teacher, Head of Department or the Principal immediately so that it can be actioned in a timely manner.

Cyberbullying

Cyberbullying is taken just as seriously at Capella State High School as in-person bullying. The key difference is that cyberbullying often follows students beyond the school gates — into their community, homes and bedrooms — leaving them with little chance to escape the harassment during evenings, weekends or holidays.

If students or parents wish to report cyberbullying, the first point of contact should be the student's regular class teacher (for primary-aged students) or their form class teacher (for secondary students). Students, parents and staff can also approach our Dean of Students, Malcolm Smith, for direct support in managing and responding to cyberbullying concerns.

It is important for our school community to understand that state school principals have the authority to take disciplinary action for behaviours that occur outside school hours or off school grounds — including online behaviours. If cyberbullying occurs during school holidays, families are encouraged to seek immediate assistance from the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Capella State High School may receive in-school disciplinary consequences — such as detention or loss of privileges — or more serious actions like suspension or exclusion if they engage in behaviours that harm, or are likely to harm, other students or the good order and management of the school. This includes online behaviour that occurs outside of school hours or offsite, such as on weekends or during holidays, and behaviour directed at members of other school communities.

Parents or other community members who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Concerns involving state school staff will be referred to the Department of Education's Integrity and Employee Relations team.

If you have questions about how the school manages or responds to cyberbullying, please contact a Head of Department or the Principal.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Capella State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Exemplar State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Capella State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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.
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 re-direct 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: At an appropriate time when there is low risk of re-escalation, 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Capella State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).