CAPELLA
state high school

2022

Annual Report

Queensland Government

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About Our School

From the Principal

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 annual report to learn more about our school. Please do not hesitate to contact me for further information.

Yours sincerely,

Gerowyn Lacaze
Principal

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

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Key 2022 Personnel

Principal	**Gerowyn Lacaze**
Dean of Students	**Ruby Foster**
Dean of Learning	**Mark Francey**
Head of Year	**Jason Perry**
Head of Year	**Jaymie Fordham**
Business Manager	**Kerry Hardie**

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School Contexts

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2022	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • _My School_ website • Queensland Government data website • Queensland Government schools directory website.

Student Enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2020	2021	2022	2020	2021	2022
Year 7	25	25	31	⬆ 26	⬆ 28	⬆ 32
Year 8	26	28	28	⬆ 27	24	28
Year 9	19	25	28	⬆ 21	⬆ 28	26
Year 10	18	21	23	17	18	⬆ 25
Year 11	15	14	20	13	10	17
Year 12	11	12	9	10	11	8
Total	**114**	**125**	**139**	**114**	**119**	**136**

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average Class Sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2020	2021	2022
Year 7 – Year 10	22	24	19
Year 11 – Year 12	10	8	11

Notes
1. Classes are measured against targets of 28 students per teacher in years 7 to 10 and 25 students per teacher in years 11 and 12.

Social Climate

Students First: Our Whole-School Framework

Students First is our holistic strategy of empowering confident and creative lifelong learners through a student-centred approach to learning and wellbeing. We recognise that school is central to our young people's daily lives, so it must be a place of more than instruction. The formative high school years are fundamental to teenagers' growth as human beings. We want **every student succeeding**. To achieve this, we must empower our students to actively engage in learning by nurturing their wellbeing, so they are safe, valued, and respected. We want to engage learners through personalised, collaborative, and integrated learning experiences. As a school, we are committed to continually improving and making positive, evidence-informed decisions that support equitable learning opportunities for all students.

Forming the basis of all school operations, teaching, learning, and decision-making, *Students First* is made up of four dimensions:

- **Support**
  The team and strategies that support our students' social and emotional wellbeing.

- **Culture**
  The strategies, policies, and procedures that establish our culture of high expectations.

- **Learning**
  The pedagogical practices that ensure we provide engaging learning experiences.

- **Engagement**
  The programmes and initiatives that engage students as members of the school community.
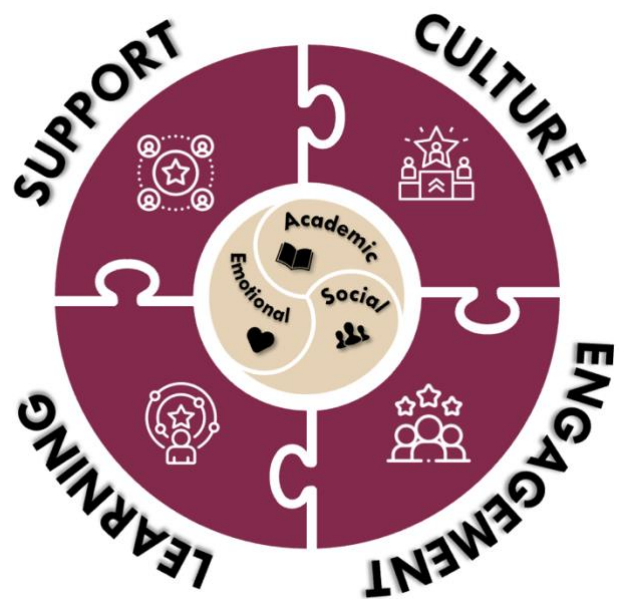
All elements of the school's strategic, operational, policy, and learning frameworks fit within these dimensions. Together, they exist to support our students' social, emotional and academic growth.

Student Wellbeing and Engagement 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

Extend

Academic extension programme

Literacy and STEM enhancement

Structured senior tutorials

Enhance

School enrichment programme

Co-curricular offerings from teachers

Community engagement projects

Explore

Work-ready pathways for years 9 and 10

Communication and interpersonal skills enhancement

Project-based learning for real-world problems

Parent, Student, and Staff Satisfaction

Tables 3–5 show selected items from the *Parent/Caregiver, Student and Staff School Opinion Surveys.* A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state-level information, go to the [*School Opinion Survey* webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2021	2022
This is a good school.	88.2%	91.3%
My child likes being at this school.[2]	93.8%	82.6%
My child feels safe at this school.[2]	82.4%	75.0%
My child's learning needs are being met at this school.[2]	87.5%	82.6%
My child is making good progress at this school.[2]	87.5%	91.3%
Teachers at this school expect my child to do his or her best.[2]	93.8%	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.[2]	93.8%	87.0%
Teachers at this school motivate my child to learn.[2]	82.4%	78.3%
Teachers at this school treat students fairly.[2]	70.6%	87.5%
I can talk to my child's teachers about my concerns.[2]	87.5%	91.3%
This school works with me to support my child's learning.[2]	82.4%	78.3%
This school takes parents' opinions seriously.[2]	68.8%	76.2%
Student behaviour is well managed at this school.[2]	70.6%	37.5%
This school looks for ways to improve.[2]	88.2%	95.2%
This school is well maintained.[2]	93.8%	82.6%

Notes
1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree[1] that:	2021	2022
I like being at my school.[2]	50.0%	55.0%
I feel safe at my school.[2]	83.3%	68.3%
My teachers motivate me to learn.[2]	100.0%	77.5%
My teachers expect me to do my best.[2]	100.0%	92.3%
My teachers provide me with useful feedback about my school work.[2]	100.0%	85.0%
Teachers at my school treat students fairly.[2]	100.0%	65.9%
I can talk to my teachers about my concerns.[2]	83.3%	70.0%
My school takes students' opinions seriously.[2]	66.7%	65.9%

Student behaviour is well managed at my school.[2]	33.3%	46.3%
My school looks for ways to improve.[2]	100.0%	80.0%
My school is well maintained.[2]	83.3%	61.0%
My school gives me opportunities to do interesting things.[2]	50.0%	85.0%

Notes
1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Table 5: Student Survey

Percentage of staff who agree[1] that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	91.7%
I enjoy working at this school.[2]	80.0%	94.7%
I feel this school is a safe place in which to work.[2]	86.7%	94.7%
I receive useful feedback about my work at this school.[2]	64.3%	78.9%
Students are encouraged to do their best at this school.[2]	100.0%	100.0%
Students are treated fairly at this school.[2]	75.0%	63.2%
Student behaviour is well managed at this school.[2]	43.8%	47.4%
Staff are well supported at this school.[2]	53.3%	68.4%
This school takes staff opinions seriously.[2]	66.7%	77.8%
This school looks for ways to improve.[2]	100.0%	94.7%
This school is well maintained.[2]	100.0%	94.7%
This school gives me opportunities to do interesting things.[2]	80.0%	94.7%

Notes
1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

Managing School Attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Our school has a range of positive support strategies to promote attendance:

- Student personal responsibility through data tracking;

- Weekly homeroom attendance updates;

- Termly homeroom celebration for best average homeroom attendance;

- Rewards points for reaching attendance targets;

- Attendance awards at termly celebration assemblies;

- Continuous parent communications in newsletters, report cards and email broadcasts;

- Monitoring and support through individual case management of the student support services team.

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.

School Disciplinary Absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2020	2021	2022
Short suspension	30	19	30
Long suspension	0	0	0
Exclusion	0	0	0
Cancellation	0	0	2
Total	**30**	**19**	**32**

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions, and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data do not reflect the outcomes of appeal decisions.

School Funding

School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

How To Access Our Income Details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on *View School Profile* to access the school's profile.

View School Profile

4. Click on *Finances* and select the appropriate year to view school financial information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Our Staff

Teacher Standards and Qualifications

The *Teacher registration eligibility requirements policy* states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either:

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to https://www.qct.edu.au/registration/qualifications.

Workforce Composition

Table 7: Headcount of staff at this school

Description	Teaching Staff			Non-Teaching Staff		
	2020	2021	2022	2020	2021	2022
Headcount	13	15	15	14	13	12
FTE	12	12	15	8	8	8

Notes
1. Teaching staff includes school leaders.
2. FTE = full-time equivalent.

Continuous Improvement and Professional Development

At Capella State High School, we have worked together as a team to determine a set of feedback tools that support our teachers to continuously improve their practice as educators.

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. National and international evidence indicates that a teacher's effectiveness has a powerful impact on students, with broad consensus that teacher quality is the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work, and life. (AITSL, 2022)

We support our teachers through a structured coaching process to determine their own path of improvement in classroom and pedagogical practices. *The Impact Cycle* facilitates professional learning through a range of means, including through self-evaluation of practice, engaging in research, exploring new teaching strategies, conducting student surveys, seeking guidance and input into practice from members of the leadership team, engaging in specific professional

development opportunities both internally and externally including through the Centre for Learning and Wellbeing, and collaborating with colleagues both formally and informally.

The Impact Cycle

*The Impact Cycle* consists of three stages:

Identify
The teacher and their coach collaborate to set a goal and select a teaching strategy to meet the goal.

Learn
The coach supports the teacher to explore, understand and experiment with the teaching strategy so the teacher can successfully implement it.

Improve
The coach monitors how the teacher implements the teaching strategy and whether students meet the goal. Then coach and teacher decide any adjustments necessary for the practice to be as effective as possible. When the teacher is confident with the implementation of the strategy, the process can recommence.
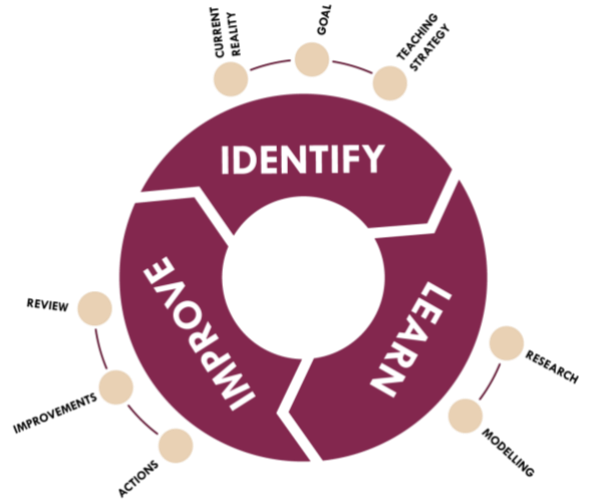
Student Performance

Student Attendance

Tables 8 and 9 show attendance rates at our school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at our school

Description	2020	2021	2022
Overall attendance rate for students at our school	84%	83%	79%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at our school

Description	2020	2021	2022
Year 7	88%	86%	84%
Year 8	81%	85%	78%
Year 9	90%	80%	75%
Year 10	78%	80%	73%
Year 11	78%	84%	80%
Year 12	90%	87%	85%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Year 12 Outcomes

Details about the types of outcomes for students who finish year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) is available at www.aqf.edu.au.

Table 9: Year 12 outcomes

Description	2020	2021	2022
Number of students who received a Senior Statement at the end of year 12	10	11	8
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of year 12	100%	100%	100%

Percentage of year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	10	11	8
Number of students who were completing/continuing a SAT	0	1	3
Number of students awarded a VET Certificate I	8	9	5
Number of students awarded a VET Certificate II	10	11	8
Number of students awarded a VET Certificate II+	10	11	8

Notes
1. The 2020 cohort was the first to complete year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. Data for each year is the latest available.

Student Destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers
Schools work closely with a range of external agencies to support students who leave school early. Our Principal, Dean of Students, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations
The results of the 2023 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed year 12 in 2022), will be uploaded to this school's website in September 2023.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

Our school's report will be available at https://capellashs.eq.edu.au.

Post-school destinations information is also available via the *My School* website.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for years 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Visit the *My School* website http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on *View School Profile* of the appropriate school to access the school's profile.

| View School Profile |

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes
1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.