Background:
Capella SS was opened in 1882 and is located midway between Emerald and Clermont, within the Central Queensland education region. The P – 7 school has a current enrolment of approximately 191 students. The Principal, Troy Sanson, was appointed to the position in 2014.

Commendations:
- The Principal accepts personal responsibility for ensuring a safe, supportive and disciplined learning environment. The focus on positive behaviours is a feature of the behaviour program being implemented.
- The school behaviour expectations: Be Safe, Be Responsible and Be Respectful are visible in every classroom, are known by all staff members and students, and form a basis for all behavioural conversations, both positive and negative.
- The Parent and Citizens Association (P&C) strongly support the school’s Responsible Behaviour Plan for Students (RBPS).
- A Pastoral Care program offered by the School Chaplain, which includes specific teaching strategies to clarify and develop high behavioural expectations, is being implemented for targeted students.
- Teaching staff take pride in their work and ensure that all students are actively engaged in their own learning. Staff members’ morale is very good.

Affirmations:
- The strategic formation of the Behaviour Management Team to review the current policy.
- Teachers have developed individualised class systems that compliment the school system for managing student behaviour in a positive manner.
- The school has a positive profile in the community evidenced in the Department’s School Opinion Survey (SOS) data and through parent discussions.
- The school is well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015.

Recommendations:
- Ensure the Behaviour Management Team consult with staff members to develop an agreed set of protocols in regard to classroom positive reward systems.
- Develop whole school protocols for entering positive, minor and major behaviour incidents in OneSchool. Discuss the required number of entries to achieve a balanced data capture for making informed decisions around whole school, year level and individual issues.
- Develop a program of professional development, to ensure that behaviour processes are consistently applied across the school.
- Consider the inclusion of the Essential Skills for Classroom Management (ESCM) program to further enhance the Peer Observation program that is already in place.
- Ensure that a matrix to guide teacher decisions on standards of Behaviour and Effort on report cards is in place.
- Develop and resource a scope and sequence of lessons that align with the school’s behaviour expectations. This will ensure consistency of language and deliver a whole school focus to behaviour expectations.