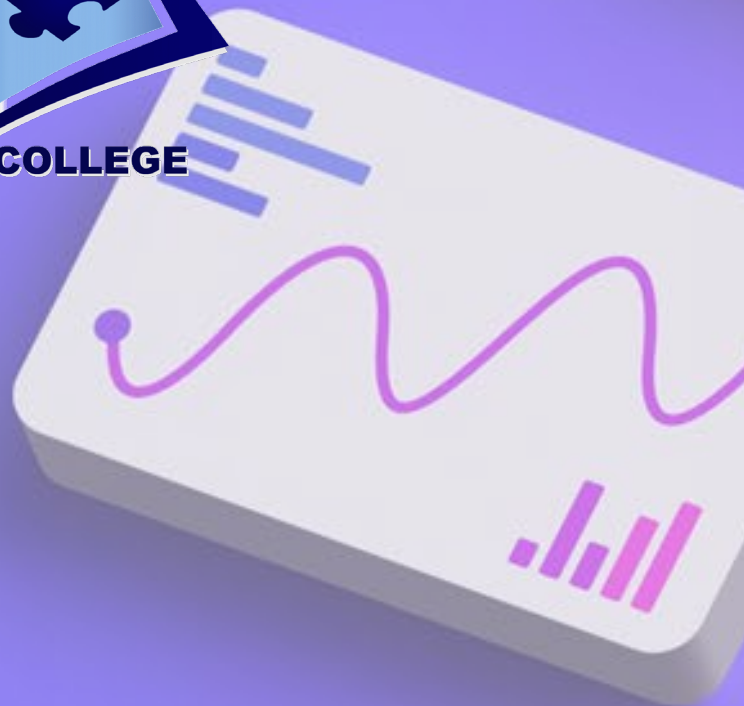
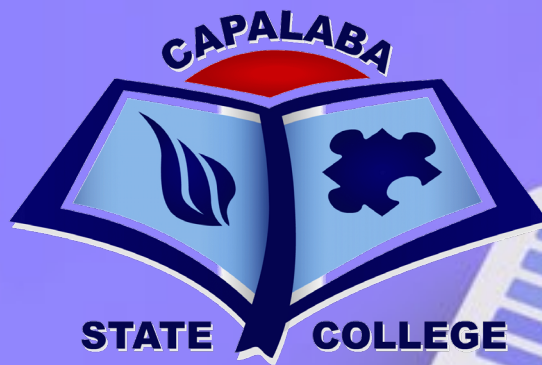




# 2026 ENTERPREUNURIAL PATHWAY





## 1. PURPOSE AND VISION

This framework outlines a flexible, future-focused educational pathway that nurtures entrepreneurial thinking, self-directed learning, and personalised career preparation for students in Years 10 to 12.

Capalaba State College acknowledges that some students possess a distinctive drive to create, lead, and innovate beyond conventional classroom boundaries. This pathway is designed to legitimise and support that drive. The Enterprise Pathway is not a second chance for disengaged students. It's a deliberate, high-quality learning choice designed for students with a clear interest in innovation, creativity, and purpose-led futures.

This framework reflects Capalaba State College's commitment to redefining success through personalised, future-focused education. It invites entrepreneurial learners back into the educational narrative, with their vision, and with the full backing of an adaptive and inclusive school community.

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### OUR VISION: EMPOWERED PATHWAYS TO PURPOSE

The College is dedicated to helping all students achieve their best educational results and supporting them in reaching their full potential within an inclusive and supportive learning environment. The Enterprise Pathway aligns with this vision, offering students who demonstrate an entrepreneurial mindset and self-direction the opportunity to participate in authentic learning experiences that align with their future goals.

This pathway:

- **Fosters Self-Directed Growth and Enterprise Skills**  
Students will enhance skills in financial literacy, communication, digital innovation, and critical thinking through structured learning experiences, including a Certificate III in Business, supported work or business opportunities, and personalised mentoring.
- **Prioritises Engagement through Flexibility and Real-World Learning**  
Students will participate in a flexible timetable that supports the pursuit of external work, self-run businesses, or creative enterprises, while still meeting core academic requirements.
- **Fosters a Culture of Innovation and Trust**  
Through genuine learning, student choice, and strong mentorship, the pathway supports innovation, personal responsibility, and ethical leadership. It recognises that learning can happen in diverse environments and values each individual's strengths.
- **Connects Learning to the World Beyond School.** Partnering with industry mentors, training organisations, and community experts, students will link their academic programme to enterprise outcomes that matter to them and society.
- **Responds to the Needs of the Modern Learner**  
Recognising that many capable students become disengaged from traditional schooling due to a mismatch between their needs and the current system, this pathway repositions the school as a partner in their development, rather than a barrier.

We believe that independence, innovation, and self-direction are not alternatives to academic success—they are ways to achieve it.

Capalaba State College is dedicated to respecting the human rights of all students. Participation in the Enterprise Pathway is voluntary and based on consent, collaboration, and student voice. Although the pathway offers flexible attendance options and alternative learning methods, all decisions are made with the student's best interests in mind, striking a balance between academic opportunities and social-emotional well-being. Students and families are equal partners in shaping this journey, and all pathways remain open for future re-entry or adjustments.

## 2. TARGET STUDENT PROFILE

The Enterprise Pathway is designed for students who are strongly motivated by entrepreneurship, business, or creative innovation and who seek a learning environment that aligns with their self-directed goals. These students may not find conventional schooling structures conducive to their aspirations, not because they lack ability, but because they seek greater autonomy, relevance, and practical application in the real world.

These students often demonstrate creativity, independence, and a future-focused mindset. They are not ‘non-compliant’ — they do not fit with traditional timetables, teacher-led instruction, or work that lacks authenticity. The Enterprise Pathway recognises and directs their energy, ambition, and ideas into a structured yet flexible learning journey.

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### ELIGIBILITY AND APPLICATION

Participation in the pathway is by application only. Students must demonstrate a genuine interest in business or entrepreneurship and display a level of independence appropriate for self-directed learning and flexible scheduling.

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#### ELIGIBILITY INDICATORS MAY INCLUDE:

- Consistent demonstration of entrepreneurial thinking or problem-solving
- Passion for starting or growing a business, product, or service
- Evidence of current disengagement or disconnection from mainstream subjects
- Willingness to commit to a personalised learning plan and participate in scheduled check-ins
- Readiness to balance autonomy with accountability
- Positive collaboration with parents/carers in support of the student’s goals

Applicants will be invited for an interview, where they will be asked to outline their vision for participation, current business ideas or interests, and how they plan to manage the pathway's expectations. A readiness rubric or mentor checklist may be used to support the process.

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### FINANCIAL COMMITMENT

**\$4500**

### 3. STRUCTURE AND CURRICULUM

The Enterprise Pathway combines personalised learning flexibility with essential academic requirements, creating a hybrid model that values both student independence and educational accountability. Students will follow a blended timetable, participating in core mainstream classes while engaging in enterprise and vocational learning outside traditional schedules.

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#### ACADEMIC CORE

All participants will remain enrolled in and attend:

- English
- Mathematics

These subjects offer essential literacy, numeracy, and interpersonal skills foundational to entrepreneurial success and wider post-school options.

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#### ENTERPRISE AND VOCATIONAL LEARNING

Alongside their academic core, students will complete a **Certificate III in Business**, delivered on-site through an external Registered Training Organisation (RTO). This component focuses on:

- Entrepreneurship and innovation
- Business planning and operations
- Financial literacy
- Marketing and communication
- Workplace technologies

This qualification will be delivered through a practical and flexible approach, where competencies are demonstrated through real-world enterprise work rather than traditional instruction followed by testing.

Students will not participate in formal lessons for each competency. Instead, as they develop their own businesses or entrepreneurial projects, the trainer will work alongside them to identify and record evidence demonstrating their achievement of the necessary skills and knowledge. This method ensures that learning is genuine, personalised, and closely aligned with student goals.

This model is ideal for self-directed learners and reflects how entrepreneurs develop skills in real-world settings—by doing, reflecting, and continually improving.

In addition to formal training, students will participate in:

- Independent project work (e.g. business development, product creation, marketing plans)
- Reflective journaling or digital portfolios to track progress
- Opportunities to connect with mentors, external trainers, or community experts as partnerships develop

## 4. TIMETABLING AND FLEXIBILITY

The Enterprise Pathway offers students a hybrid structure that allows for time dedicated to essential academic learning while providing space for flexible, self-directed enterprise work. This model is designed to simulate real-world responsibility and foster independence, while maintaining meaningful connection to school and staff support.

The flexible component of the timetable allows students to:

- Allocate time toward their own business or apprenticeship
- Work with external trainers or pursue accredited learning outside school hours
- Attend community events, markets, or professional workshops as part of their entrepreneurial journey

Flexibility is offered in good faith, with an expectation of regular communication, progress tracking, and mutual accountability between the student, family, and school.

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### PROTECTED ACADEMIC CLASSES

All students in the pathway will be required to attend school in person for two core subjects per week (usually three sessions per subject), where they will complete:

- English (3 lessons)
- Mathematics (3 lessons)

Additionally, we recommend that students undertake one semester of Drama in Year 10 or extracurricular Debating to build confidence and develop public speaking skills.

Where possible, these subjects will be scheduled deliberately on the same day to ensure students can engage meaningfully while maximising flexibility across the remainder of the week.

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### FLEXIBLE LEARNING TIME

The remaining days in the timetable are flexible and may include:

- Remote or self-paced work on the Certificate III in Business
- Project time for entrepreneurial ventures
- Attendance at markets, trade events, or work placements
- Time with external trainers, mentors, or community networks

Students can also access learning spaces on campus (e.g., the library) during flexible days if they prefer or need to.

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### MONITORING AND ACCOUNTABILITY

Flexibility is granted based on maturity, clarity of purpose, and consistent follow-through. Students will be supported and monitored through:

- Mentor check-ins (weekly or fortnightly) to track goals, challenges, and next steps
- Progress documentation, such as business journals, pitch decks, or logbooks
- Flexible learning agreements are signed by students, families, and the case manager

This approach recognises that independence is not the absence of structure, but the co-creation of it.

## 5. ACCOUNTABILITY AND EVIDENCE OF LEARNING

Students in the Enterprise Pathway will be supported through structured flexibility, where clear expectations and individualised planning form the backbone of authentic learning. Accountability is not compliance-driven—it is purpose-driven.

### SUCCESS INDICATORS

Progress and achievement in the pathway will be measured through a range of flexible, strength-aligned evidence. These may include:

- Completion of Certificate III in Business units in line with agreed timelines
- Business development milestones, such as product creation, service delivery, profit benchmarks, or marketing reach
- Connections to further training, including microcredentials, workshops, or short courses aligned with individual enterprise goals
- Reflections on key concepts, such as leadership, ethics, branding, sustainability, or market needs

Success will look different for every student, but all students must show meaningful engagement with their learning pathway.


### SENIOR EDUCATION AND TRAINING (SET) PLANNING

Each student will co-develop a Junior Education and Training Plan (JETP) for Year 10 and a Senior Education and Training Plan (SETP) for Years 11 and 12 in partnership with a mentor, family, and case manager. This plan will:

- Outline learning and business goals
- Map timelines for academic and enterprise milestones
- Include agreed-upon expectations for communication, attendance, and check-ins
- Be reviewed regularly and updated responsively

### CELEBRATION OF GROWTH AND SKILLS

Growth in confidence, communication, and self-direction is a key outcome of the pathway. While specific tools to capture and **celebrate this are still under development**, the school will:

- Document student reflections through mentor conversations and learning journals
- Use student work samples, enterprise outcomes, and narrative reports to reflect growth
- Explore public showcases or pitch events as a celebration of student work 

Students will be encouraged to define success in their terms while being held to shared community standards of effort, ethics, and reflection.

## 6. SUPPORT AND MENTORING

Students in the Enterprise Pathway will assume adult-level responsibilities while continuing to develop as adolescents. Therefore, layered and responsive support systems are essential to ensuring their success, well-being, and resilience throughout the journey.

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### OVERSIGHT AND PATHWAY LEADERSHIP

The Enterprise Pathway will be overseen by a collaborative leadership team comprising:

- The Deputy Principal (pathway lead and case manager)
- The Guidance Officer (wellbeing and personal growth support)
- The College Principal (strategic oversight and quality assurance)

This team will coordinate enrolment, review progress, monitor student wellbeing, and ensure that the pathway continues to evolve in alignment with school values and student needs.

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### WELLBEING SUPPORT

Students will continue to access all existing school-based wellbeing supports, including:

- Guidance services
- Year Level Coordinators
- Support Teachers and Case Managers

Regular check-ins with mentors will provide an added layer of relational safety and accountability.

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### ENTREPRENEURIAL COACHING AND PEER MENTORSHIP

As the pathway grows, the College will seek to build connections with trusted entrepreneurs, creatives, and professionals who can offer:

- Time to access targeted coaching
- Guest presentations
- Feedback on student ideas and projects

While external entrepreneurial coaching is currently under development, peer mentorship will be encouraged and facilitated, especially when senior students or alumni can share their lived experiences and advice.



## 7. EXIT AND RE-ENTRY PATHWAYS

This pathway is designed to be aspirational, yet reversible. Students may opt to exit the Enterprise Pathway if they find it is no longer aligned with their goals, capacity, or readiness. However, given the flexible nature of the timetable and non-linear learning structure, transitions require thoughtful planning.

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### VOLUNTARY EXIT

Students who wish to leave the pathway must:

- Meet with the Deputy Principal and Guidance Officer to discuss their decision
- Complete a short reflective process and review their academic progress to date
- Acknowledge that due to the flexible subject progression, re-entry into mainstream Year 11/12 may impact their eligibility for a full QCE, depending on timing and subject completion

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### MID-YEAR RETURN TO MAINSTREAM

- Reintegration is possible mid-year. However:
- Students must understand that QCE points may be reduced or require additional VET or short-course options to reach the 20-point minimum
- A transition plan will be developed, ensuring smooth re-entry into traditional subjects and learning routines
- The reintegration process will mirror the structure used in the school's Acceleration Policy, including checkpoints, communication with all stakeholders, and individualised wellbeing support.

This pathway is not punitive; it is *adaptive*. Reintegration will be managed with dignity, support, and strategic planning.

## 8. APPROVALS AND COMPLIANCE

The Enterprise Pathway is governed by existing school processes, supplemented by additional documentation that reflects its unique structure.

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### QCAA AND FLEXIBLE DELIVERY

This pathway is designed to function without requiring QCAA Flexible Learning Arrangements (FLA). All academic and vocational components fit within current senior schooling guidelines, including:

- English and Mathematics for general literacy/numeracy requirements,
- A Certificate III qualification,
- Drama and project-based learning enrich the General Capabilities and communication skills.

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### LEARNING ACCOUNTS AND VET TRACKING

Student Learning Accounts, QCE points, and VET progress will be monitored using the same systems applied to all students, under the supervision of the Head of Senior Schooling and the QCE Tracking Committee.

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### CONSENT AND DOCUMENTATION

Parental/carer consent is mandatory for participation in any of the following:

- Flexible attendance outside regular timetabled days
- External work placements, site visits, or operating business ventures
- Engagement with third-party trainers, entrepreneurs, or mentors
- Use of third-party platforms for portfolio development or enterprise promotion

All students and families will sign a Personalised Learning Agreement outlining expectations, structures, and support provisions.

