

STRETTON SATE COLLEGE

YEAR 11 2020

INFORMATION EVENING

WELCOME



# PROGRAM

- ▶ Brad Stewart - Campus Principal
- ▶ Lisa Hawkin - Deputy Principal
- ▶ Vanessa Garvie - Head of Department Senior Schooling
- ▶ Yanina Briffa - Guidance Officer
- ▶ Alison Smith - Year 11 and 12 Co-ordinator

# ILLAWEEENA CAMPUS PRINCIPAL BRAD STEWART

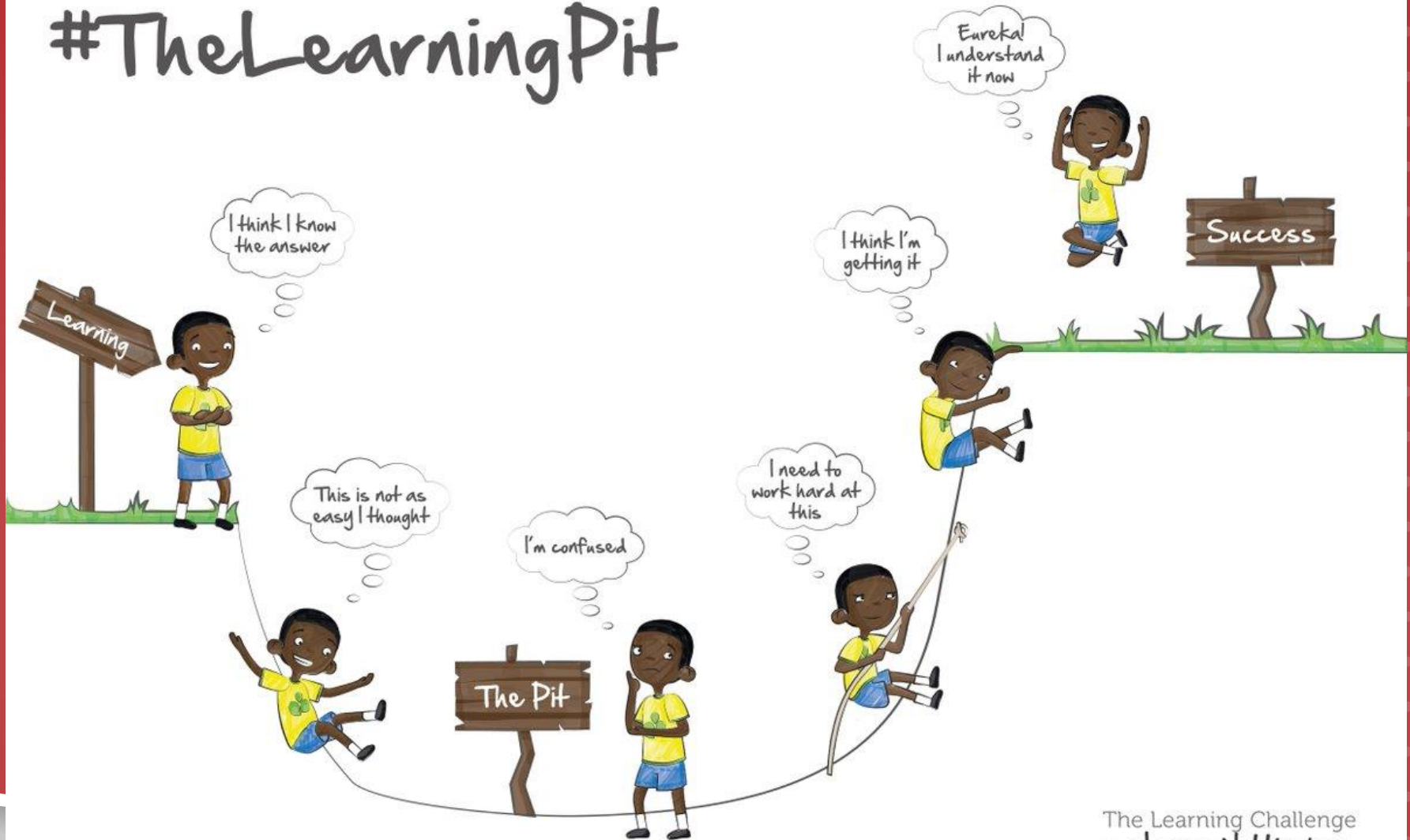


# DEPUTY PRINCIPAL YEAR 11/12

## LISA HAWKIN



# #TheLearningPit



The Learning Challenge  
by James Nottingham

SINCERITY

S

PERSEVERANCE

P

INTEGRITY

I

RESPONSIBILITY  
& RESPECT

R

INCLUSIVITY

I

THOUGHTFULNESS

T

## STRATEGIC PLAN 2020-2023

### Stretton State College – With Purpose and Spirit



#### MIND

*'The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.'*  
ALVIN TOFFLER

We are committed to growing a community of learners by embracing opportunities, interactions and environments that empower us to use growth mindsets and agile thinking with confidence and passion.

##### WE WILL DEVELOP CURIOUS MINDS BY:

- ▶ clarifying and amplifying an aligned and consistent approach to learning based on research and evidence-based pedagogy
- ▶ leveraging time as a cultural force by prioritising what we value most; learning through the explicit and rigorous delivery of the curriculum
- ▶ empowering learners to embrace the notion that learning occurs at the point of challenge
- ▶ providing flexible and dynamic learning spaces that promote curiosity and stimulate learning, thinking and collaboration beyond the boundaries of the classroom
- ▶ clearly articulating learning goals and seeking descriptive, timely feedback to propel learning and create momentum towards mastery
- ▶ learning through inquiry – learning to think together – to promote rich conceptual development and robust reasoning
- ▶ creating experiential opportunities for engagement complemented by expert guidance and feedback
- ▶ enacting authentic cross disciplinary assessment that reinforces and encourages deep learning and reflection



#### CHARACTER

*'Knowing yourself is the beginning of all wisdom.'*  
ARISTOTLE

We are committed to a strengths based approach to developing good people who can intelligently apply the latest research in human flourishing to lead happy and meaningful lives.

##### WE WILL DEVELOP GOOD PEOPLE WITH STRONG CHARACTER BY:

- ▶ ensuring that character development and wellbeing is a core, overt principle of our P-12 College community in order to enable all students to flourish
- ▶ explicitly and purposefully prioritising the development of student character and academic achievement in equal measure
- ▶ educating our community about human flourishing through evidence based frameworks
- ▶ developing and encouraging experiences for our community which enhance engagement and understanding of character education, wellbeing and positive education
- ▶ providing opportunities to develop confident and compassionate students who are effective contributors to society, successful learners and responsible citizens
- ▶ providing opportunities and learning which allow our students to discover and shape their personal qualities, attributes and character strengths
- ▶ introducing explicit teaching strategies focused on the development of good character and wellbeing
- ▶ creating leadership and character development opportunities for all students that strengthen student voice, build confidence, resilience and optimism, and allow students to discover new individual talents and strengths



#### COMMUNITY

*'Alone, we can do so little; together, we can do so much.'*  
HELEN KELLER.

We are committed to fostering a sense of belonging by celebrating our cultural diversity and building authentic, positive relationships both locally and globally.

##### WE WILL DEVELOP CONNECTED COMMUNITY BY:

- ▶ actively and deliberately participating to achieve a sense of meaning and belonging
- ▶ embracing connections to celebrate the growth and achievement of all individuals
- ▶ engaging in service-based learning opportunities through local and international connections
- ▶ fostering a strong sense of environmental awareness and stewardship
- ▶ embracing our diversity to further strengthen our inclusivity
- ▶ expanding partnerships to build on and create new community alliances to ensure excellence and success for all
- ▶ harnessing and celebrating the expertise and talent of our alumni
- ▶ developing strong partnerships with external providers both local and global



*With purpose and spirit we strive to develop curious minds, strong character and connected community*

# SUCCESS LOOKS LIKE

## *Mind*

- ▶ *QCE / ATAR / 100% Completion of Vocational Education and Training Qualifications*
- ▶ *Year 13 entrance into your chosen field- University, TAFE, Apprenticeship or Work*

## *Character*

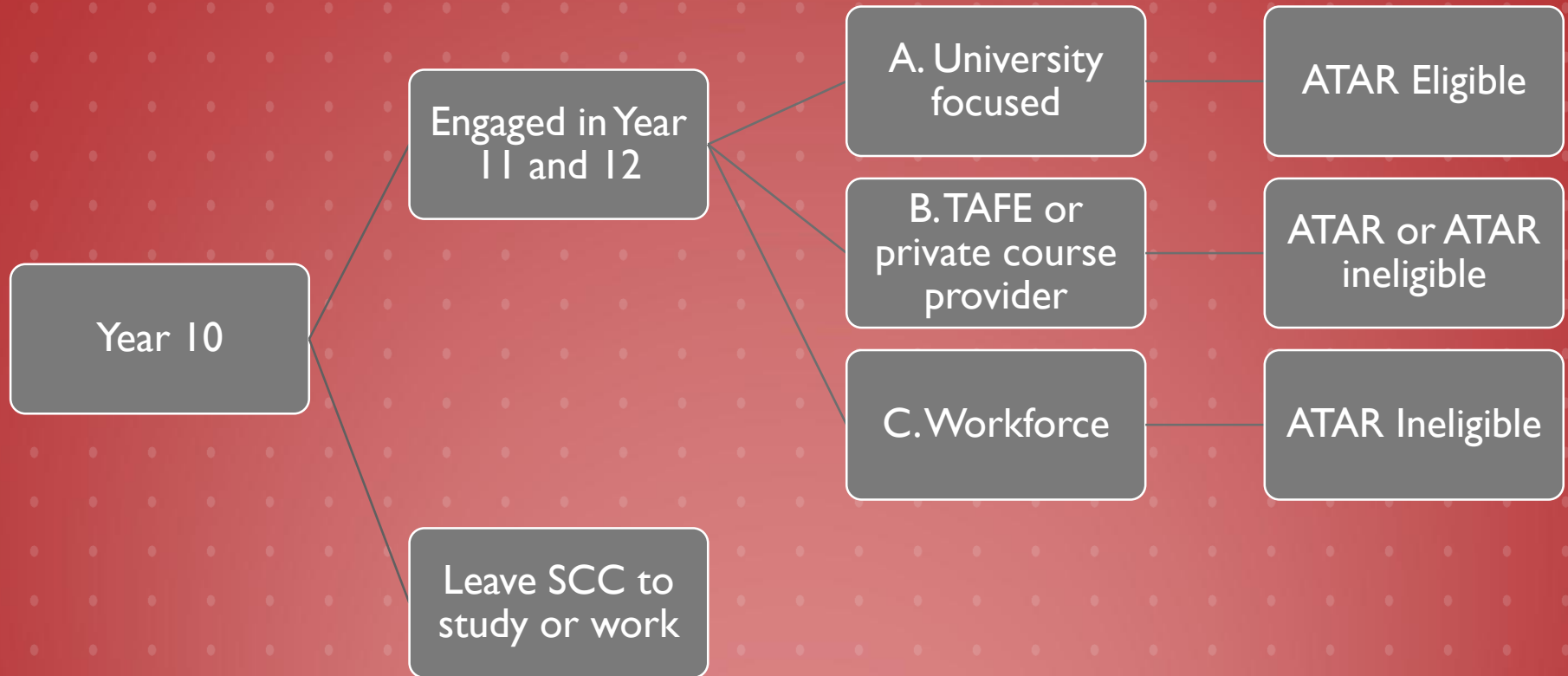
- *The SPIRIT values are a habit*

## *Community*

- ▶ *Demonstrated contribution to the college community through academia, sport or cultural activities.*



# PATHWAYS





# WHAT IS AN ATAR?

- ▶ Australian Tertiary Admission Rank (ATAR)
- ▶ 99.95 (highest) down to 0.00 (lowest)
- ▶ Primarily used for tertiary admissions
- ▶ Calculated by Queensland Tertiary Admissions Centre (QTAC)

# AM I ATAR ELIGIBLE ?

## ATAR - Eligibility

5 General Subjects

OR

4 General Subjects  
+

Either:

Applied Subject  
Complete Certificate III  
or higher VET  
qualification

Must pass an English subject (Essential English, General English, Literature, English and Literature Extension)

COMPARED  
WITH AN OP

OP	ATAR
1	99
2	97
3	96
4	94
5	91.95
6	88.90
7	86.85
8	83.65
9	81.45
10	78.10
11	75.70
12	73.30
13	69.35
14	66.45
15	63.15
16	59.40

# QCAA - SENIOR SYLLABUS 2019

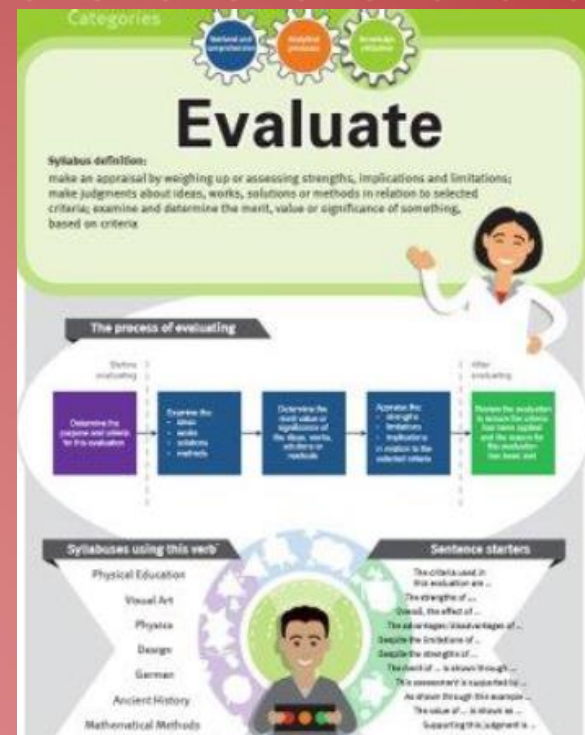
## DEVELOPING INDEPENDENT 21<sup>ST</sup> CENTURY LEARNERS

### General /Applied subjects

- ▶ 4 units across two years
- ▶ Year 11 - 4 pieces of formative assessment
- ▶ Year 12 - 3 internal & 1 external summative assessments (or CIA)
- ▶ Thinking skills based curriculum (Cognitive Verbs)



# COGNITIVE VERBS ARE KEY - THEY TELL YOU WHAT THE MARKER IS LOOKING FOR



# IT'S A MARATHON NOT A SPRINT



**THE LEARNING SCIENTISTS**

- ▶ Six Strategies for Effective Learning



# Six Strategies for Effective Learning

[www.learningscientists.org](http://www.learningscientists.org)

In this series, we provide information so students can learn how to study using..



All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.

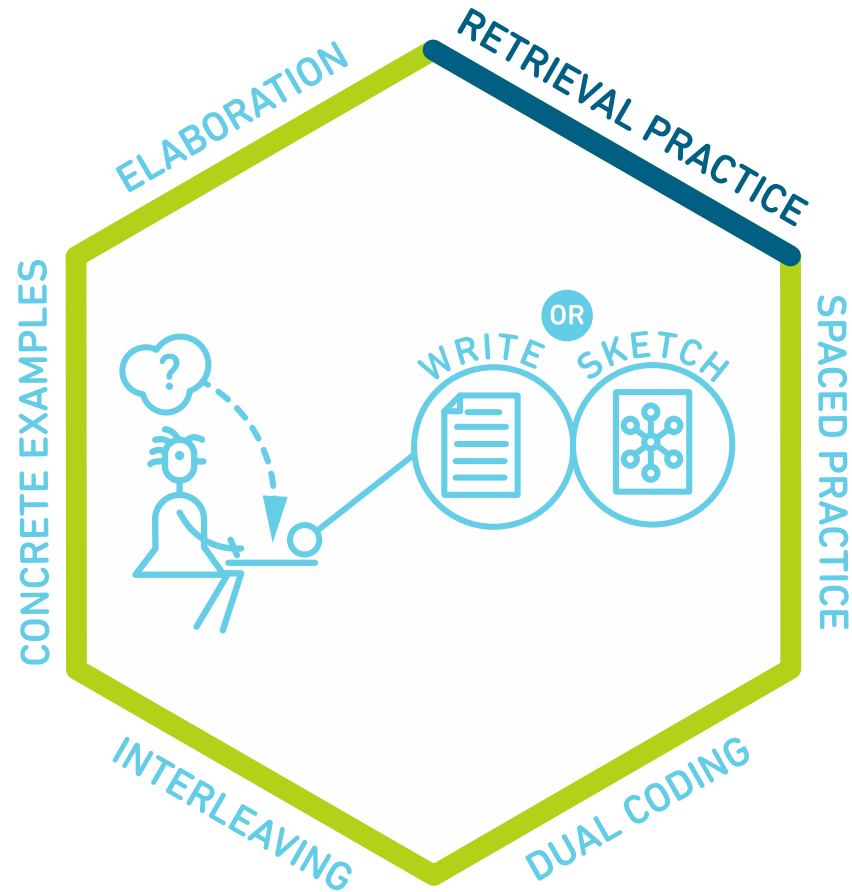




LEARN TO STUDY USING...

# Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

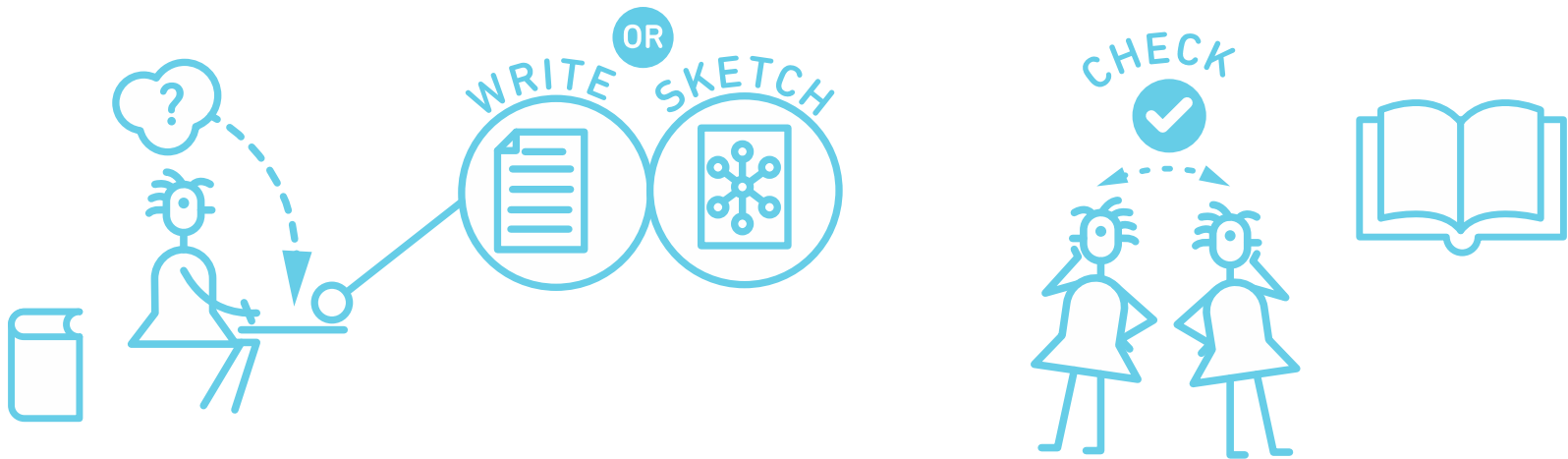




# Retrieval Practice

## HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

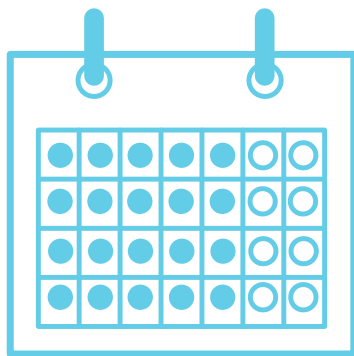




# Retrieval Practice

## HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

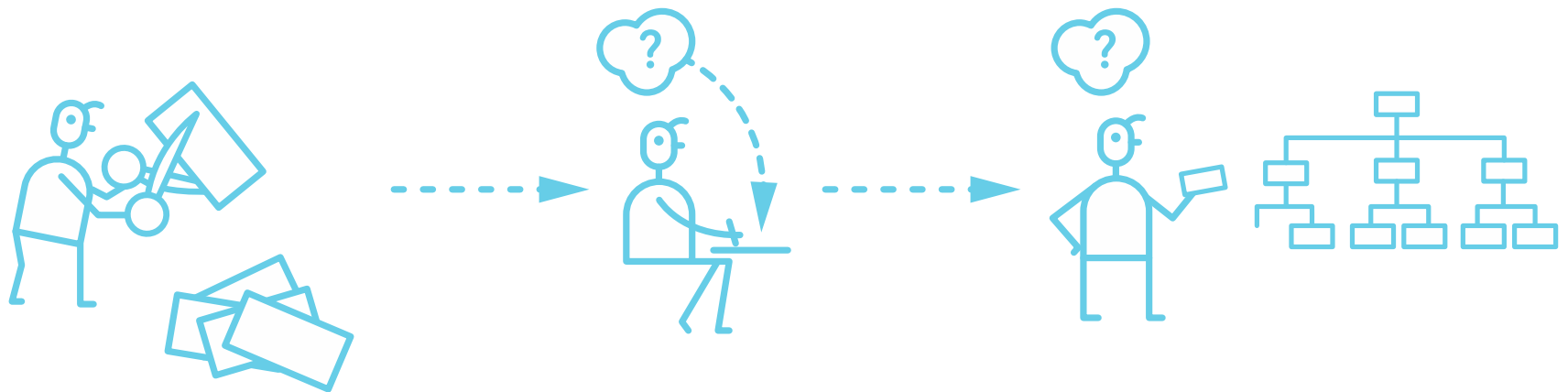




# Retrieval Practice

## HOW TO DO IT

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.





# Retrieval Practice

HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.

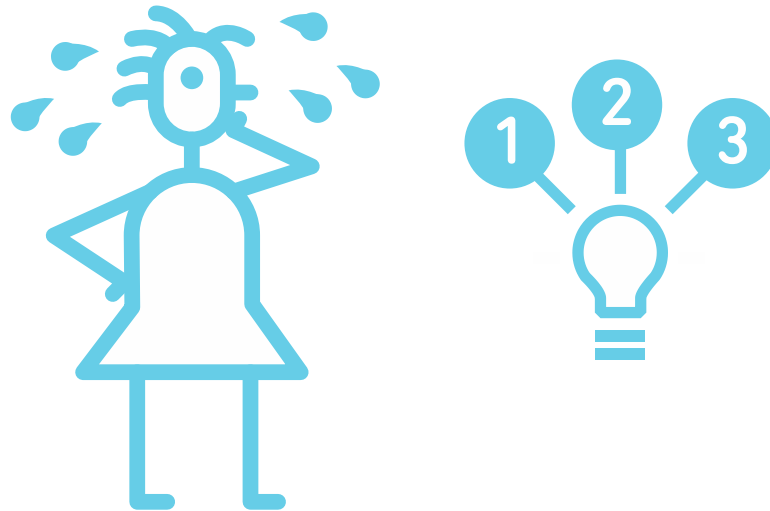




# Retrieval Practice

HOLD ON!

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.

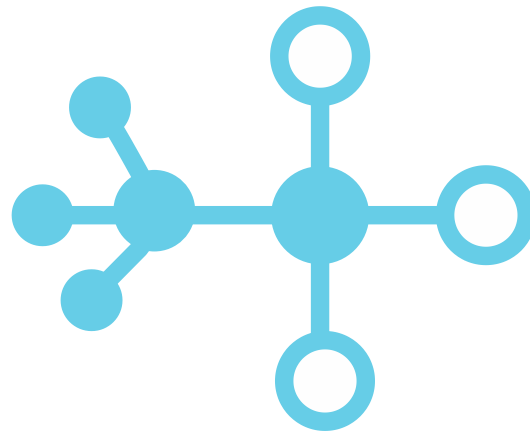
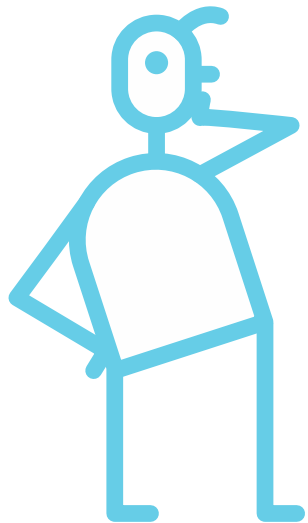




# Retrieval Practice

HOLD ON!

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.







# Retrieval Practice

## RESEARCH

Read more about retrieval practice as a study strategy

- Learning how to Learn: Practicing Retrieval

<http://www.learningscientists.org/blog/2016/6/23-1>

- Concept Map: What Does Retrieval Practice Do?

<http://www.learningscientists.org/blog/2016/4/1-1>

- How to Study with Flashcards

<http://www.learningscientists.org/blog/2016/2/20-1>

- Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in Education* (pp. 1-36). Oxford: Elsevier.



# Six Strategies for Effective Learning

[www.learningscientists.org](http://www.learningscientists.org)



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[www.teachinghow2s.com/cogsci](http://www.teachinghow2s.com/cogsci)



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# QCAA - SENIOR SYLLABUS 2019

## DEVELOPING INDEPENDENT LEARNERS

- ▶ Scaffolding
- ▶ Drafting and Submissions
- ▶ Criteria (ISMG numerical)
- ▶ Feedback
- ▶ Referencing - APA
- ▶ Exams
- ▶ AARAs - Access Arrangements and Reasonable Adjustments

# ASSESSMENT

- ▶ All students provided with an assessment calendar
- ▶ All assessment task sheets include:
  - ▶ Distribution Date
  - ▶ Check-in Dates/Draft Dates
  - ▶ Due Date
  - ▶ Criteria Assessed
  - ▶ Conditions
  - ▶ Task Instructions
  - ▶ Authenticity declaration
  - ▶ Feedback section

# ACADEMIC INTEGRITY

- ▶ A major focus on the QCAA in this new system
- ▶ QCAA online course
- ▶ Students must sign an authenticity statement
- ▶ Acknowledge all sources using APA referencing system

# AARA.....

- ▶ Access Arrangements Reasonable Adjustments (AARA)
- ▶ Broken into three main barriers:
  - ▶ Permanent
  - ▶ Temporary
  - ▶ Intermittent



# CATEGORIES FOR AARA

- ▶ Cognitive
- ▶ Physical
- ▶ Sensory
- ▶ Social/Emotion





# AN AARA MIGHT BE ONE OR A COMBINATION OF....

- ▶ An extension
- ▶ An alternative location
- ▶ Additional time
- ▶ A reader or scribe
- ▶ A comparable task
- ▶ A digital device



# INELIGIBILITY FOR AARA...

- ▶ Unfamiliarity with the English language
- ▶ Teacher absence or other teacher-related difficulties
- ▶ Matters that the student could have avoided
- ▶ Matters of students or parent/caregivers own choosing  
e.g. holiday



# AARA APPLICATION PROCESS

Make an appointment with

- ▶ Mrs Hawkin
- ▶ Mrs Briffa

Bring as much documentation as possible.

- ▶ **Temporary** AARAs – minimum 2 days prior to assessment date. Maximum 7 days post assessment date.
- ▶ **Permanent / intermittent AARAs** - start the process now.

# HEAD OF DEPARTMENT – SENIOR SCHOOLING MS GARVIE



# QCE REQUIREMENTS

## Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects/ courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

## Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

## Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

## Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

# QCE CREDITS

Subject	Set Standard	QCE Credits
<b>General and Applied</b>		
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Unit 3 and 4	Grade of C or better	2
		Max 4 Core Credits
<b>Extension</b>		
Unit 3 and 4	Grade of C or better	2
		Max 2 Core Credits

# VOCATIONAL EDUCATION AND TRAINING

Qualification	Set Standard	QCE Credits
Certificate I	100% Completion	2 or 3 Preparatory Credits
Certificate II	25% / 50% / 75% / 100%	1-4 Core Credits
Certificate III	25% / 50% / 75% / 100%	2-8 Core Credits
School Based Traineeship	Aligned to relevant VET Certificate Level	Up to 8 Core Credits
School Based Apprenticeship 1. Trade Qualification 2. On-the-job hours	Limit to the amount of learning that SBA may complete while at school i.e.. 33% for a 4 year Trade	Up to 2 Credits 2 credits for each 50 days (completed in a 12 month period)



# BANKING CREDITS- EXAMPLE

Subject	Unit 1	Unit 2	Unit 3 and 4	QCE Credit	Contributes to completed core
Essential English	S	S	C	4	YES
General Mathematics	U	S	B	3	YES
Recreation Studies	U	U	C	2	YES
Visual Art	S	S	D	2	NO
Music	S	U	C	3	YES
Certificate II Hospitality				4	YES

# NO SUBJECT CHANGES

Subject	Unit 1	Unit 2	Unit 3 and 4	QCE Credit	Category of Learning
English	S	S	A	4	Core*
Maths Methods	S	S	B	4	Core*
Chemistry	S	S	C	4	Core*
Design	S	S	B	4	Core*
Digital Solutions	S	S	D	2	Core
Certificate II Engineering Pathways				4	
			TOTAL QCE CREDITS	22	

\*meets criteria to contribute to the completed Core requirements of the QCE

# TRACKING AND QCE AT RISK

- Students should have banked approximately 10 QCE Credits by the end of Unit 2.
- Students not on track after each unit are deemed to be 'QCE at Risk'
- 'QCE at Risk' students may require:**
  - subject changes
  - and/or
  - additional VET Qualifications
  - Top Ups may take place over school holiday periods and may require payment to the Registered Training Organisation.

# QCE AT RISK

Subject	Unit 1	Unit 2	Unit 3 and 4	QCE Credit	Category of Learning
Essential English	S	S	D	2	Core
Tourism Studies	U	U	C	2	Core*
Physical Education	N/S	S	A	3	Core
Essential Maths	S	U	B	3	Core*
Science in Practice	S	U	D	1	Core
Cert II Engineering Pathways				4	Core*
			TOTAL	15	NO QCE

# WILL THEY OR WON'T THEY?

Subject	Unit 1	Unit 2	Unit 3 and 4	QCE Credit	Category of Learning
English	S	S	D		Core
General Maths	U	U	C		Core
Business	S	S	B		Core*
Recreation Studies	S	U	B		Core*
Earth and Environmental Science	S	U	D		Core
Cert III Business					Core*
			TOTAL		

# THEY WILL NOT

Subject	Unit 1	Unit 2	Unit 3 and 4	QCE Credit	Category of Learning
English	S	S	D	2	Core
General Maths	U	U	C	2	Core*
Business	U	S	B	3	Core*
Recreation Studies	S	U	B	3	Core*
Earth and Environmental Science	S	U	D	1	Core
Cert III Business				8	Core*
			TOTAL	19	NO QCE

# VOCATIONAL EDUCATION AND TRAINING

- ▶ Is a valuable and important pathway for students, can lead to a variety of pathways opportunities.
- ▶ Achievement of a VET Certificate III or above, in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR).
- ▶ Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

# APPRENTICESHIPS & TRAINEESHIPS

- ▶ School 4 days/Work 1 day
- ▶ Theory (usually a Certificate II or III) and Practical components
- ▶ Get paid for your 1 day a week
- ▶ Can lead to further work
- ▶ Must be ATAR ineligible
- ▶ Students receive a study line
- ▶ Students are required to be completing all their school requirements and maintain high standards of effort and behaviour





# TAFE COURSES

- ▶ TAFE at Schools Program
- ▶ Contact HOD of Senior Schooling PRIOR to enrolment (Expression of Interest Form)
- ▶ Study line
- ▶ BOTH school and TAFE must be notified of absences.
- ▶ Students are required to be completing all their school requirements and maintain high standards of effort and behaviour



# WORK EXPERIENCE

- Negotiated with the DP II/I2 and HOD Senior Schooling
- Be relevant to the student's post pathway options
- Documentation returned to school prior to commencement.
- Students can complete 30 days in a calendar year

**Work experience placements for school students**  
Agreement

**Privacy statement**  
The Department of Education (the department) is collecting personal information on this form in order to make a work experience placement for a student under the direction of the department. The personal information will only be used for the purposes of the placement and will not be shared with any other person. The information will be stored in a secure database and will be destroyed when the placement has ended. The information will not be used for any other purpose. The information will be stored in a secure database and will be destroyed when the placement has ended. The information will not be used for any other purpose.

**School details**  
School name: STRETTON STATE COLLEGE  
School address: 228 SLAMBERG STREET STRETTON QLD 4052  
Phone: 07 5555 5555  
Email: info@stretton.qld.edu.au

**Placement details**  
Industry: [blank]  
Description: [blank]  
Dates of placement: [blank]  
Number of days: [blank]  
Hours per week: [blank]

**Summary of proposed student workplace activities (20 main activities):**  
[blank]

**Special requirements for placement (e.g. uniform, personal protective clothing/equipment):**  
[blank]

**Student details**  
Student name: [blank]  
Phone: [blank]  
Emergency contact: [blank]  
Date of birth: [blank]  
Gender: [blank]  
Date of school hours emergency advice: [blank]

YEAR CO-ORDINATOR YEAR 11/12

MRS ALLISON SMITH



# PASTORAL CARE

- ▶ Preparing senior student to be responsible adults
- ▶ to effectively meet the personal, social (wellbeing) and academic needs of students
  - ▶ Promote health and wellbeing
  - ▶ Build resilience
  - ▶ Enhance academic care
  - ▶ Build human and social relationships
- ▶ Pastoral care is not the destination but the nourishment for the learning journey ... (Mann 2006)



# YEAR CO-ORDINATOR RESPONSIBILITIES

- ▶ Communication
- ▶ Uniform
- ▶ Attendance
- ▶ Assembly / Year Level Parades
- ▶ Pastoral Care Program & Student Wellbeing
- ▶ Events:
  - ▶ Year 11 – Camp, Senior Jersey orders
  - ▶ Year 12 – Pre-formal, Formal, Mystery Bus Tour, Graduation Week



# YEAR 11 PC PROGRAM

- ▶ Term 1 – Setting Up Seniors for Success
  - ▶ Time management, organisation, researching & note taking skills, memory retention and academic integrity.
  - ▶ Developing meaning of the SPIRIT values as senior students at SSC  
→ persistence, resilience, integrity, responsibility, leadership.
- ▶ Term 2 – Healthy Relationships & Leadership
  - ▶ Sexual Health Education
  - ▶ Healthy & Respectful Relationships
  - ▶ Year 11 Leadership Camp → Wk9, T2

# YEAR 11 PC PROGRAM

- ▶ Term 3 – Career Planning
  - ▶ University / TAFE / Employment Agency Visits
  - ▶ Post Year 12 Pathway Planning
- ▶ Term 4 – Mental Health & Hope for the Future
  - ▶ Mental Health, Self- Regulation and Mindfulness
  - ▶ Preparation for Year 12
    - ▶ Cognitive Verbs consolidation
    - ▶ External Assessment preparation



# YEAR 12 PC PROGRAM

- ▶ Term 1 - Stepping Up into Year 12
  - ▶ Organisation, Management and Academic Processes
  - ▶ Learning Pit
- ▶ Term 2 & 3 – ‘Adulting’
  - ▶ Tax, Money Management and becoming Financially independent
  - ▶ Renting vs Buying a House, Loans, Credit
  - ▶ Getting that job, soft skills, interview techniques
  - ▶ Road Safety
  - ▶ Feedback, Resilience and Gratitude
- ▶ Term 4 – Preparation for QCE Completion
  - ▶ Physical and Mental Health, Exam Preparation Skills, Celebrations



# HOMEWORK AND THE SENIOR YEARS

- ▶ Homework requirements may vary from student depending on subject work loads and student needs.
- ▶ Homework expectations:
  - ▶ Yr 11  $\rightarrow$  2 hours per subject / week = 12 hours/week
  - ▶ Yr12  $\rightarrow$  2.5 hours per subject / week = 15 hours/week
- ▶ Tasks set by classroom teachers
- ▶ Self-directed study

# TOP TEN STUDY TIPS

1. BUY A DIARY and USE A TERM PLANNER
2. Pick a place and time
3. Study every day
4. Plan your time wisely – have a study timetable
5. Discover your learning style and strengths
6. Review, revise and value feedback
7. Take breaks
8. Ask for help – ‘Who is on my team?’
9. Stay motivated
10. Use Apps to support the Year 11 & 12 Journey
11. Look after your mental Health

# WHAT CAN PARENTS DO TO HELP?

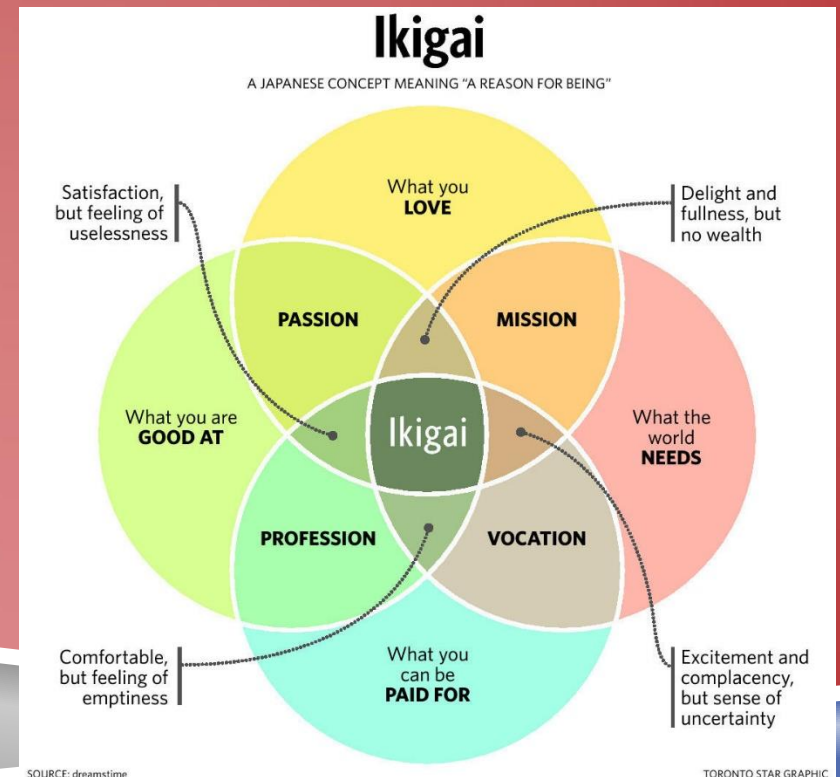
- ✓ Encourage students to organise their time and ask for help
- ✓ Encourage students to read and take an interest in current affairs
- ✓ Help students to balance the amount of time they spend working, socialising, playing sport and using technology and playing computer games
- ✓ Stay in regular contact with teachers regarding assessment types, due dates, set homework – we are here for you as much as we are for our students
- ✓ Keep assessment and draft due dates visible – on the fridge
- ✓ Keep lines of communication open – continually engage your child in discussions about school, assessment, what they did today in class today

# GUIDANCE OFFICER MRS YANINA BRIFFA



# GUIDANCE OFFICER & SENIOR SCHOOLING

- ▶ Individual student support
- ▶ Support Students around the AARA process
- ▶ Liaise with Universities
- ▶ Career Counselling



# RESOURCES TO SUPPORT YOU

## Podcasts

- Dr. Caroline Leaf: A Cognitive neuroscientist, best selling author, mental health and mind expert.

## Books

- The conscious Parent – Shefali Tsabary

## Websites

- <https://joboutlook.gov.au/>
- <https://impacttheory.com/> is a weekly interview show that explores the mindsets of the world's highest achievers to learn their secrets to success

# WHO TO CONTACT

- ▶ Lisa Hawkin – Year 11/12 Deputy Principal  
[lhawk7@eq.edu.au](mailto:lhawk7@eq.edu.au)
- ▶ Vanessa Garvie – Head of department Senior Schooling [vgarv1@eq.edu.au](mailto:vgarv1@eq.edu.au)
- ▶ Allison Smith – Year 11 and 12 Co-ordinator  
[alsmil@eq.edu.au](mailto:alsmil@eq.edu.au)
- ▶ Yanina Briffa – Guidance Officer [ynunel@eq.edu.au](mailto:ynunel@eq.edu.au)
- ▶ Daniella Farrell – Senior Schooling Teacher Aid  
[dfarr89@eq.edu.au](mailto:dfarr89@eq.edu.au)

THANK YOU AND GOOD EVENING