

# Year 8 Parent Information Evening



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Acknowledgement of Country



# Welcome to Year 8 at ACSHS

**Mr Shaun Cathro**

Deputy Principal

Year 8



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# Welcome to Year 8 at ACSHS

**Mr Shaun Cathro**

Deputy Principal

Year 8



**Ms Hayley Schaeffer**

Guidance Officer

Year 8, 10, 12



**Mr Joshua Connolly**

Head of Student Services

Year 8



**Ms Kiska Stojkovski**

Case Manager

Year 8



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# A Word From Our Junior Captains



**Ewan Betts**

Year 9 Junior School  
Captain



**Eseose Arehia**

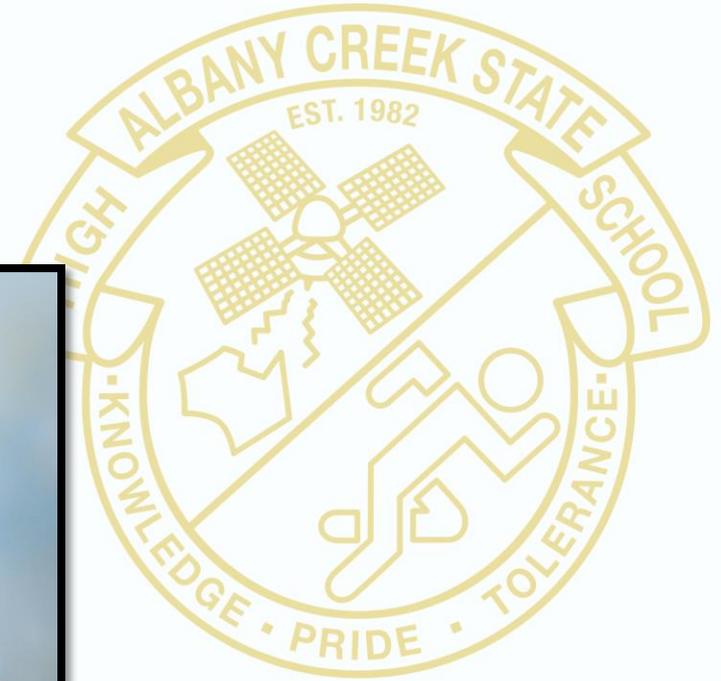
Year 9 Junior School  
Captain



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# On Offer In Year 8

**Mr Joshua Connolly**  
Head of Student Services  
Year 8



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# What does our week look like?



Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"><li>• <b>YLA- MPC</b></li><li>• Roll Marking</li><li>• Notices</li></ul>	<ul style="list-style-type: none"><li>• TEAM Roll Marking</li><li>• Notices</li><li>• Value of the Week</li></ul>	<ul style="list-style-type: none"><li>• TEAM Roll Marking</li><li>• Notices</li><li>• GEM Chat</li></ul>	<ul style="list-style-type: none"><li>• TEAM Roll Marking</li><li>• Notices</li><li>• Class Choice Activity</li></ul>	<ul style="list-style-type: none"><li>• TEAM Roll Marking</li><li>• Notices</li><li>• Weekly Challenge for the following week</li></ul>



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# Find your Thing....



## FIND YOUR THING @ AC - TERM 1

<b>Monday</b>	<b>Senior and Year 8 Debating</b> Time: First Break Location: M8	<b>Gaming Club</b> Time: First Break Location: Library (L1)	<b>Study Session</b> Time: After School Location: Library	<b>Maths Tutoring</b> Time: Monday 2:55pm – 3:35pm Location: Library	<b>Volleyball Club</b> Time: 3pm-4pm Location: MPC
<b>Tuesday</b>	<b>Interact Club</b> Time: 11:25am Location : M18	<b>Maths Tutoring</b> Time: 8:00am-8:40am Location : Library	<b>Gaming Club</b> Time: First Break Location: Library (L1)		
<b>Wednesday</b>	<b>AC Racing Training</b> Time: 8:00am (Odd Weeks only) Location: Lemke Park	<b>Volleyball Club</b> Time: 7:45am - 8:45am Location :	<b>Gaming Club</b> Time: First Break Location Library (L1)		
<b>Thursday</b>	<b>Vocal Ensemble</b> Time: 7:30am Location: Music Block	<b>Music for Leisure with Mrs Coe</b> Time: First + Second Break Location: Music Rooms	<b>Science Tutorials</b> Time: 3:00pm-4:00pm Location: Library	<b>House Carnival Training (Cross Country)</b> Time: 7:30am Location: Oval/Shed From Week 5*	
<b>Friday</b>	<b>Gaming Club</b> Time: First Break Location: Library (L1)	<b>Music for Leisure with Ms O'Bryan</b> Time: First and Second Break Location : Music Block	<b>Life Essentials</b> Time: Second Break Location: Library Courtyard		



# Together Everyone Achieves More (TEAM)



**TEAM  
LESSON**



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# Together Everyone Achieves More (TEAM)

A wellbeing program that empowers students to build connection, strengthen resilience, and work collaboratively to support one another. Students will also explore and practice our school values of Integrity, Creativity, Courage, and Contribution



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# Together Everyone Achieves More (TEAM)

## TEAM LESSON

### **TEAM Roll Marking:**

- These short lessons occur every morning, Monday through to Friday, from 8.50am to 9.00am, with one of the lessons being devoted to a Year Level Assembly (Ours is Monday in MPC)

### **TEAM Extended Lesson:**

- This lesson occurs weekly on Thursdays in Period 3

# WHAT IS TEAM?

**Integrating Wellbeing Pillars into classroom routines will allow our students to:**

- \* Cultivate positive emotions*
- \* Boost mood and engagement*
- \* Develop a sense of gratitude*
- \* Strengthen relationships through genuine kindness and empathy*
- \* Enhance focus and emotional regulation through mindfulness.*



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# WHAT IS TEAM?

## TEAM will also include:

- \* *Whole school and year level assemblies*
- \* *Guest speakers and presentations related to the exploration of current youth issues*
- \* *House challenges and meetings*
- \* *Student goal setting and elements of academic conferencing*



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# RESILIENCE PROJECT™

## Why wellbeing?



**1 in 4 primary students** experience high levels of depression or anxiety. <sup>1</sup>



**1 in 3 secondary students** experience high levels of depression or anxiety. <sup>1</sup>



**2 in 5 adults** experience a mental disorder in their lifetime. <sup>2</sup>

<sup>1</sup> State of the Nation Report 2024

<sup>2</sup> Australian Bureau of Statistics: National Study of Mental Health and Wellbeing, 2020-2022.



<https://vimeo.com/1124702592/bf8fa700fd?ts=15000&share=copy>



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# RESILIENCE PROJECT™

Firstly, what does GEM + EL stand for?

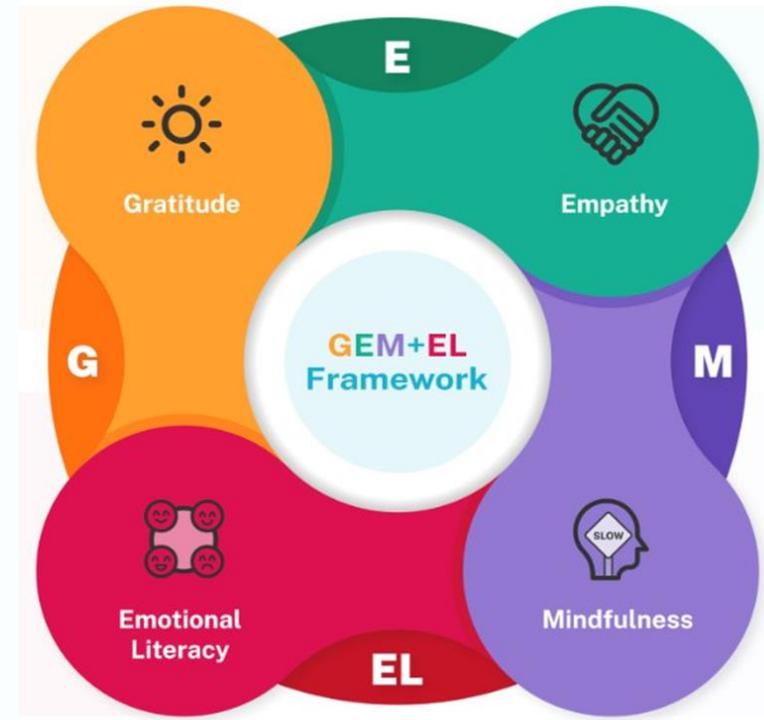
It stands for:

*Gratitude*

*Empathy*

*Mindfulness*

*Emotional Literacy*



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What is something you are  
**looking forward to** tomorrow?

THE RESILIENCE PROJECT™



Take a moment to bring **awareness to your body**.

Can you drop your shoulders away from your ears?  
Can you relax your jaw and the muscles in your forehead? Ease any other areas of your body where you feel tension and take three deep breaths.

How do you feel now?

THE RESILIENCE PROJECT™



Think of someone who has done something kind for you recently.

What did they do, and how did it  
**make you feel?**

THE RESILIENCE PROJECT™



What emotions have you noticed today in your friends, students or family members?

How did you **recognise these emotions?**

THE RESILIENCE PROJECT™

# Year 8 and Beyond

**Mr Shaun Cathro**

Deputy Principal

Year 8



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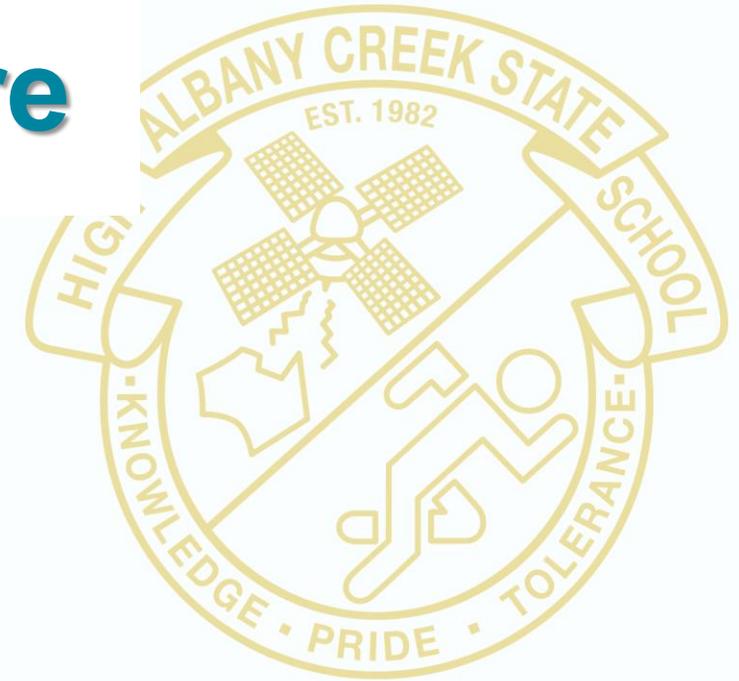
# Year 8 Curriculum Structure

## Full Year:

- English
- Maths
- Science
- Humanities
- TEAM
- WAM

## Half-Year

- HPE
- Japanese
- Elective subject x 2 (TFF, TMT, Digital Technologies, Media Arts, Music, Visual Art, Dance, Drama)



# Year 9 Curriculum Structure

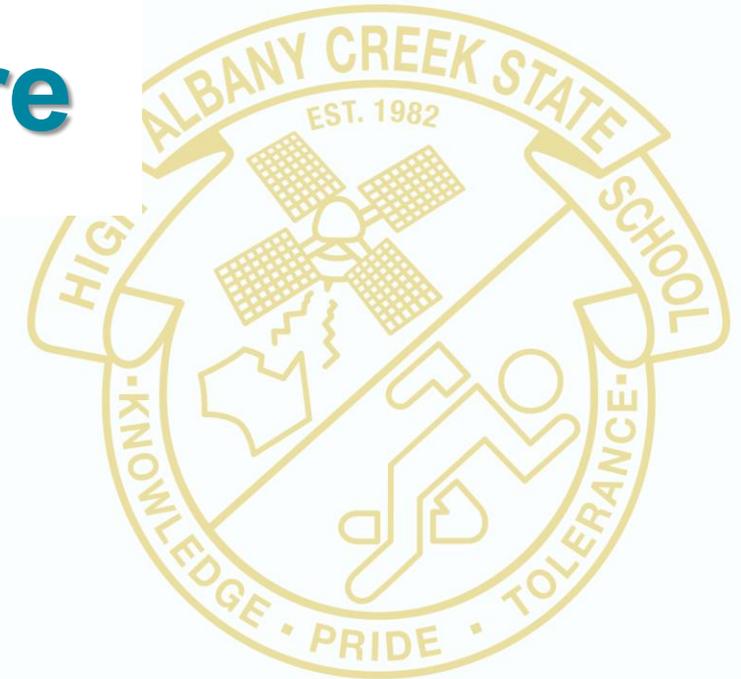
## Full Year:

- English
- Maths
- Science
- TEAM
- Essential Skills

## Half-Year

- HPE
- Humanities
- Elective subject x 4 (Food and Fibre Production, Fashion, Design and Technologies, Materials and Technologies Specialisations, Digital Technologies, Economics and Business, Geography, Legal Studies, Dance, Drama, Media Arts, Music, Visual Arts, Japanese)

Academic Conferencing as we look to senior pathways



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# Year 10 Curriculum Structure

## Full Year:

- An English subject
- A Maths subject
- TEAM
- Essential Skills
- Elective subject x 4

All Subjects in Year 10 are designed to prepare students for the Year 11/12 equivalent subject

SET Planning as we lock in senior pathways



# Year 11/12 Curriculum Structure

## Full Year:

- An English subject
- A Maths subject
- TEAM
- Essential Skills
- Elective subject x 4
- Potentially School-based TAFE, traineeship, certificate courses

Academic Conferencing to track and monitor student pathway progress



# Looking Ahead to Junior Leadership

- Junior Leadership Positions
  - Captains x 2
  - Vice Captains x 2
  - House Captains x 8
  - Sports Captains x 2
  - Cultural Captains x 2
  - First Nations Captains x 2
  - SRC Captain
  - Interact Captain



# Looking Ahead to Junior Leadership

- Students are encouraged to get involved
  - Participating in school events and activities
  - Taking opportunities for leadership (captaining teams, organising events, etc.)
  - Volunteering in the community
  - Demonstrating the school values of Integrity, Creativity, Courage and Contribution



# GROWTH Mindset & The Learning Pit

## Growth vs. Fixed Mindset

### GROWTH MINDSET

#### RULE #1

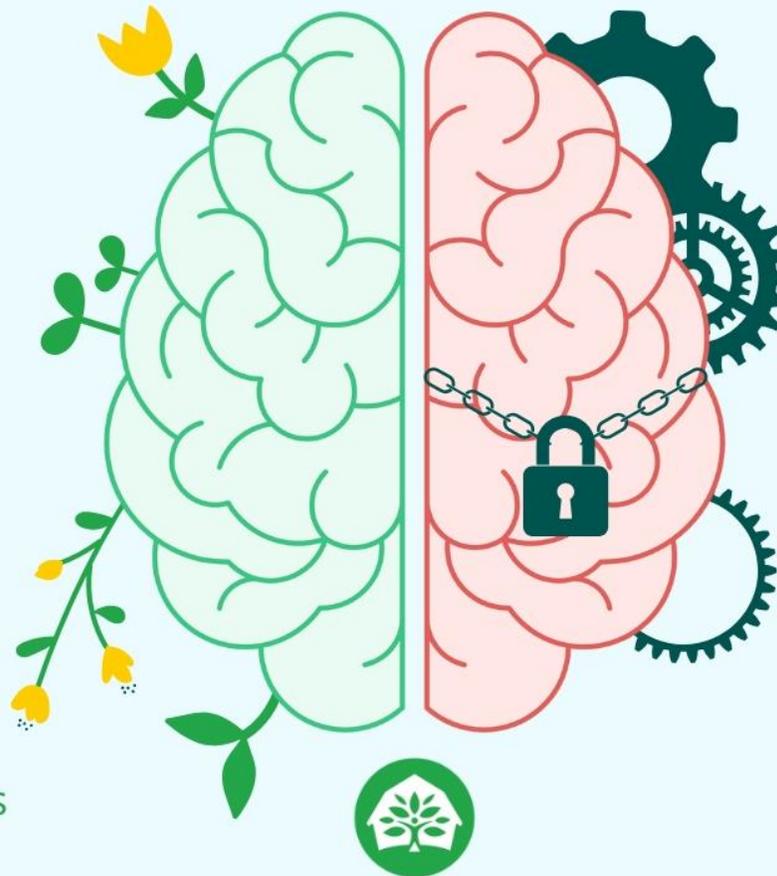
Focus on learning

#### RULE #2

Hard work leads to improvement

#### RULE #3

Learn from mistakes & face challenges



### FIXED MINDSET

#### RULE #1

Focus on looking talented & smart

#### RULE #2

Success should be effortless

#### RULE #3

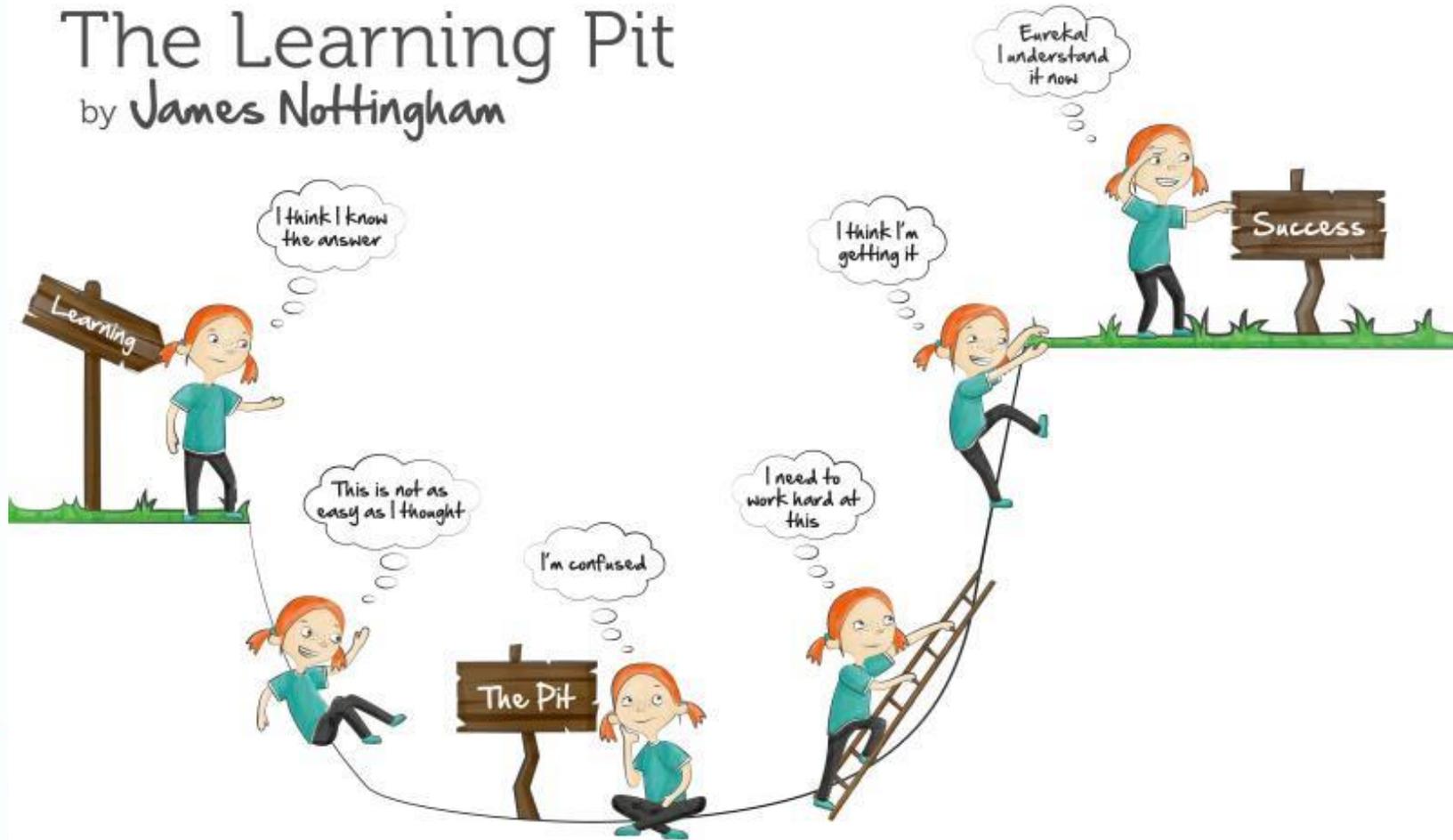
Hide mistakes & avoid challenges



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# GROWTH Mindset & The Learning Pit

The Learning Pit  
by James Nottingham



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# Interim Reporting

## Interim Progress Reports Academic, Effort and Behaviour Matrix

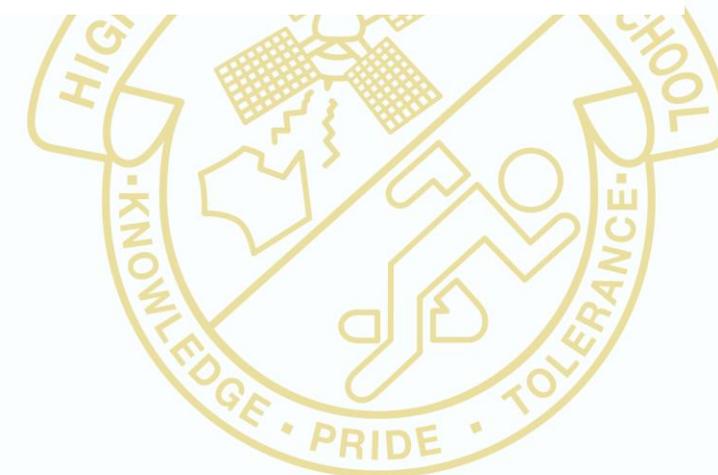


Students, parents and carers will receive an Interim Progress Report in Week Six of Term One and Term Three. This report communicates learning progress, effort and behaviour. The purpose of this report is to provide an early progress indication to parents and students prior to undertaking further assessment in their subjects.

On-balance progress judgements are based on a range of evidence to date. This may include diagnostic/ formative tasks (tests, quizzes); class activities (quick-writes; quizzes; worksheets); drafts and progress checks from assignment/ project work; anecdotal records from teachers (verbal quizzing, in-class discussions, feedback). Interim judgements are not summative results.

Students and families will receive updated results via **TrackEd** after the unit of work's summative assessment is complete as well as formal Semester or Unit reports twice a year. These reports are based on finalised summative assessment.

	ACADEMIC PROGRESS	EFFORT	BEHAVIOUR
<b>A</b> EXCELLENT	The student is <b>showing excellent progress towards demonstrating</b> knowledge, understanding and skills from the achievement standard.	The student is a model learner, demonstrating personal commitment, persistence and adaptability.	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
<b>B</b> VERY GOOD	The student is <b>showing very good progress towards demonstrating</b> knowledge, understanding and skills from the achievement standard.	The student consistently demonstrates personal commitment, persistence and adaptability in their learning.	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
<b>C</b> SATISFACTORY	The student is <b>showing satisfactory progress towards demonstrating</b> knowledge, understanding and skills from the achievement standard.	The student typically demonstrates commitment, persistence and adaptability in their learning.	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
<b>D</b> NEEDS ATTENTION	The student is <b>showing some progress towards demonstrating</b> knowledge, understanding and skills from the achievement standard.	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
<b>E</b> UNACCEPTABLE	The student is <b>showing limited progress towards demonstrating</b> knowledge, understanding and skills from the achievement standard.	The student requires frequent encouragement to persist and persevere with learning.	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.



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# Support Services Year 8

**Ms Hayley Schaeffer**

Guidance Officer

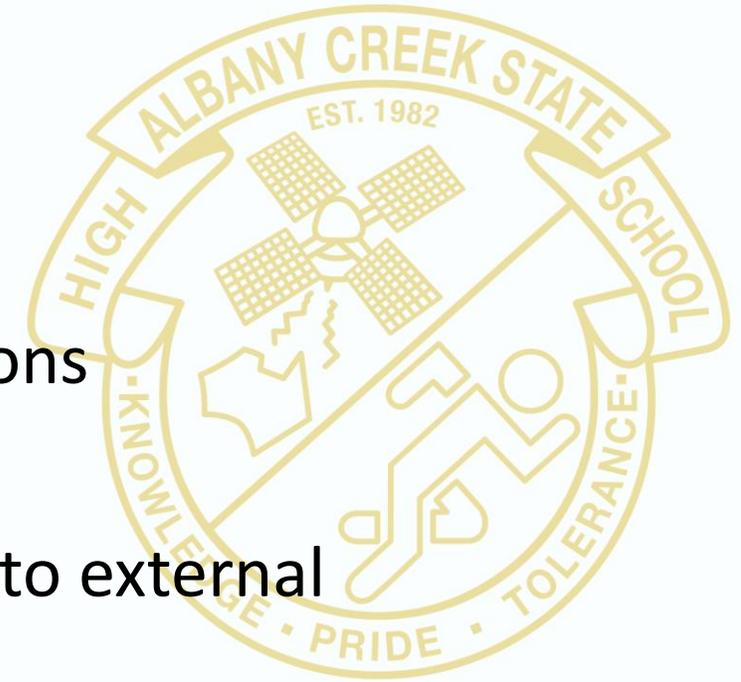
Year 8, 10, 12



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# The role of a Guidance Officer

- Provide short-term brief counselling/interventions
- Conduct psychoeducational assessment
- Supporting students and families with referrals to external supports/agencies
- Career guidance and support, pathways conversations (alternative education)
- Year 12 – Applications to university, TAFE



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**GUIDANCE**  
**Officers**

Support Guide Inspire

**75**  
YEARS  
in Queensland  
schools

# Case Management Year 8

**Ms Kiska Stojkovski**

Case Manager

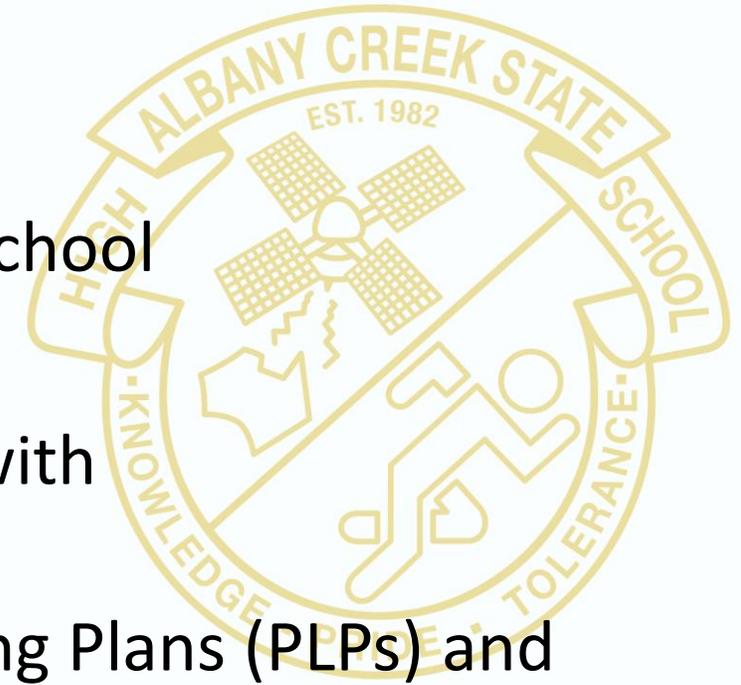
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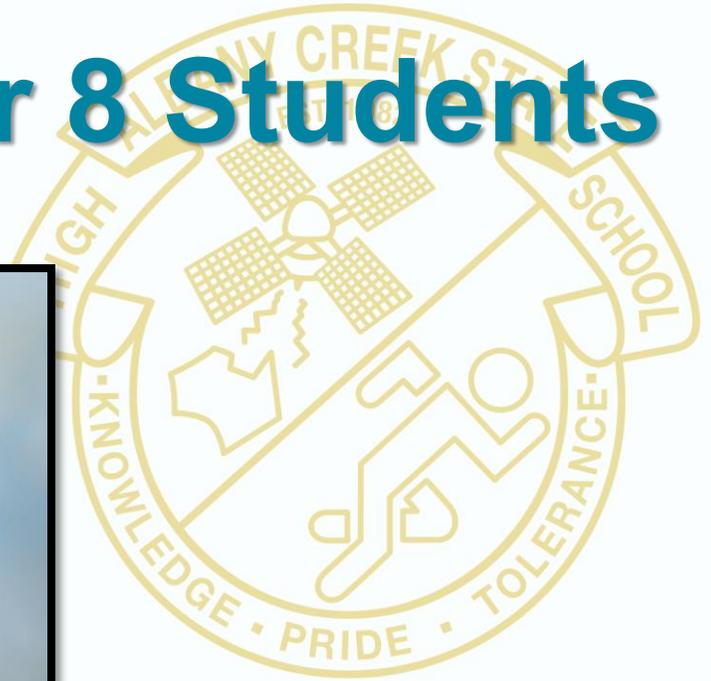
# Inclusion Case Manager

- Support students with diverse needs to thrive at school
- Collaborating with families and teachers
- Lead the case management process for students with additional needs
- Develop, monitor, and review Personalised Learning Plans (PLPs) and Individual Curriculum Plans (ICPs)
- Prepare documentation for NCCD (Nationally Consistent Collection of Data)



# High Expectations For Year 8 Students

**Mr Joshua Connolly**  
Head of Student Services  
Year 8



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# Contact Details

## Mr Shaun Cathro

Deputy Principal

Year 8

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## Mr Joshua Connolly

Head of Student Services

Year 8

[Jconn280@eq.edu.au](mailto:Jconn280@eq.edu.au)



## Ms Hayley Schaeffer

Guidance Officer

Year 8, 10, 12

[hscha44@eq.edu.au](mailto:hscha44@eq.edu.au)



## Ms Kiska Stojkovski

Case Manager

Year 8

[Kpusi2@eq.edu.au](mailto:Kpusi2@eq.edu.au)



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