

AARA PROCESS CHECKLIST

Year 7 - 11



Complete AARA document

Complete the Albany Creek State High School AARA form. Attach Medical Certificate and/or other supporting evidence to the form.

Email the completed AARA form and attached supporting evidence to AARA@albanycreekshs.eq.edu.au

Email AARA documentation



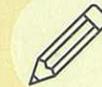
Wait for notification of approval

Parents will be emailed an approval notification once the AARA has been approved.

Year 12

Follow the Year 7 - 11 Process.

Unit 1 & 2



Unit 3 & 4

Ensure you have completed the QCAA Medical Statement with your external provider. Forward the completed document to AARA@albanycreekshs.eq.edu.au

Parents will be emailed an approval notification once the AARA has been approved.

Wait for notification of approval



For any questions regarding the AARA process, please contact:

AARA@albanycreekshs.eq.edu.au

WELCOME TO THE RESILIENCE PROJECT™

Families

Why wellbeing?



1 in 4 primary students

experience high levels of depression or anxiety. ¹



1 in 3 secondary students

experience high levels of depression or anxiety. ¹



2 in 5 adults

experience a mental disorder in their lifetime. ²

¹ State of the Nation Report 2024

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

School wellbeing program

With staggering statistics among children, young people and adults in Australia, The Resilience Project is working to **drive change through a preventative approach by building a culture of wellbeing in schools.**

Based on the evidence-based principles of **Gratitude**, **Empathy**, **Mindfulness** (GEM) and **Emotional Literacy**, our program equips students with lifelong wellbeing habits and **empowers families to support wellbeing at home.**

The whole-school wellbeing program involves explicit teaching through our **evidence-based curriculum** alongside wellbeing habits being integrated in school routines.

Supporting wellbeing at home

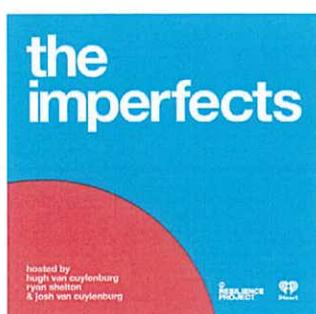
We know that when schools, families and communities **speak the same language around mental health, our young people thrive.** Throughout the year, you'll receive resources to help you develop wellbeing and resilience at home.

Proven impact

Through multiple independent evaluations, students participating in our School Wellbeing Program have shown **measurable improvements** compared to students at schools that aren't involved.



Scan the QR code or [click here](#) to learn more.



The Imperfects podcast

[On this podcast](#), founder of The Resilience Project **Hugh van Cuylenburg**, his good friend **Ryan Shelton**, and only one of their brothers, **Josh van Cuylenburg**, talk to a variety of interesting people who **vulnerably share their own struggles and imperfections, or expertly pass on their wisdom on the subject of imperfection.** Whether it's in The Vulnerabilitea House, The Academy of Imperfection, or with their resident psychologist, Dr Emily, The Imperfects are here to find some valuable takeaways we can all apply to our own imperfect lives.

Interim Progress Reports

Academic, Effort and Behaviour Matrix

**ALBANY
CREEK
STATE
HIGH
SCHOOL**



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.

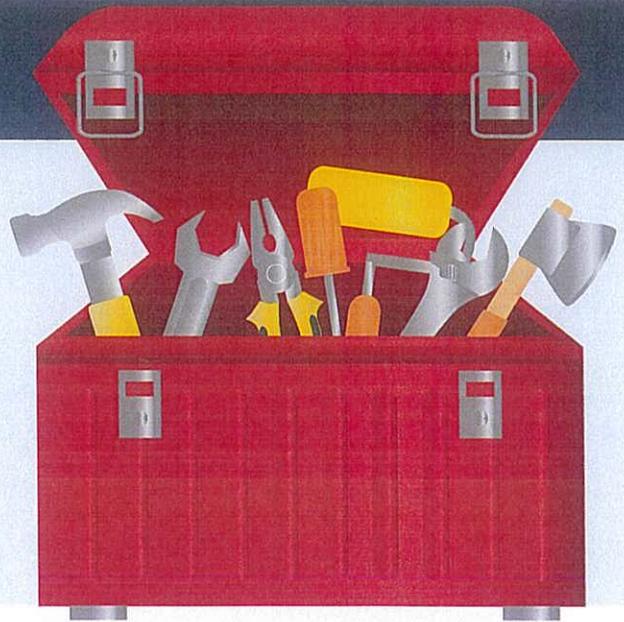
On-balance progress judgements are based on a range of evidence to date. This may include diagnostic/ formative tasks (tests, quizzes); class activities (quick-writes; quizzes; worksheets); drafts and progress checks from assignment/ project work; anecdotal records from teachers (verbal quizzing, in-class 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
A	EXCELLENT	The student is showing excellent progress towards demonstrating 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	VERY GOOD	The student is showing very good progress towards demonstrating 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.
C	SATISFACTORY	The student is showing satisfactory progress towards demonstrating 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.
D	NEEDS ATTENTION	The student is showing some progress towards demonstrating 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.
E	UNACCEPTABLE	The student is showing limited progress towards demonstrating 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.

THE POWER OF YET

a growth mindset attribute



I don't understand this...

I can't do this...

I'm not good at this...

It doesn't work...

This doesn't make sense...

I'm not an expert at this...

YET

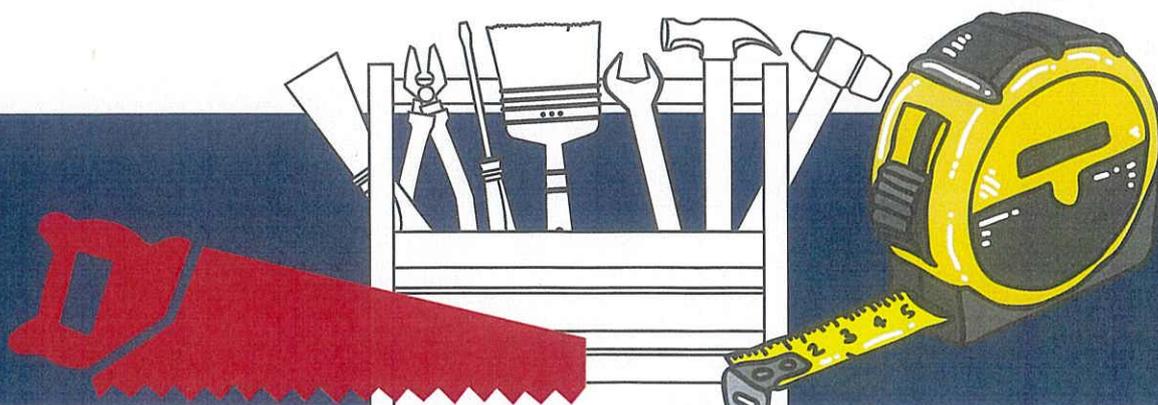
YET

YET

YET

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YET



Student Id			
LUI			
Roll Class	12	Gender	
Exit Year	2025	ATSI N	
Academic Coach			
	last yr	this yr	YTD+A
Absences	9		100%
Behaviour	0		

Additional Information

ATSI	N
ICP	N
Custody Order	N
Out of Home Care	N
EAL/D	N
ICP	N
Custody Order	N
Out of Home Care	N
EAL/D	N
ICP	N

Tags

AIMS
S2/20 EX B
T1/21 5+ B
S1/2 EX B &
T3/21 EX B
T4/21 EX B
AR T1 2022
T1/22 EX B
S1/22 EX B
T3/22 EX B

Class ID	Staff ID	20	YEAR 10				YEAR 11				YEAR 12				Latest			
			1	2	3	4	1	2	3	4	1	2	3	4	Beh	Eff		
ENG122C	ERNSOL	4	B	B	C	B	C			C				B			A	B
MAM122C	MEIZKR	4					A			B				B			A	A
PHY122B	HARRBR	4					B			B				C			A	A
ACC122A	FISCJE	4					A			A				B			A	A
MAP122B	CLARKE	4					B			A				B			A	A
VIN122A	WIGGTI									WTC				WTC			A	A
SCI102F	MCKESA		B	B	C	C												
HPE102D	MURRCA				A	B												
DIG102A	WIGGTI		C	B	B	B												
MAX102A	WALSCL				A	A												
TMT102B	FEGAPE		B	B	B	B												
MAT101X	WALSCL		A	A														
HIS101A	PEARMA		C	C														
GPA			3.83	4.00	4.00	4.00	4.20			4.20				3.80			5.00	4.83

Senior Schooling

Class ID	Staff ID	QCE				ATAR Estimate				70-76	
		Unit 1	Unit 2	U 3&4	20	IA1	IA2	IA3	EA/IA4	Assessed	Est. Final
ENG122C	ERNSOL	S	S		4	17/25	20/25	18/25	/25	75	73.3%
MAM122C	MEIZKR	S	S		4	16/20	9/15	9/15	/50	50	68%
PHY122B	HARRBR	S	S		4	9/10	13/20	15/20	/50	50	74%
ACC122A	FISCJE	S	S		4	21/25	17/25	19/25	/25	75	76%
MAP122B	CLARKE	S	S		4	A	B	A	B		B
VIN122A	WIGGTI										

VET Note: This information is provided as a guide only. The decision for awarding the QCE will be made and certified by the QCAA.

Learning Name	Enrolled	Category	Est Pts	Points
Information Technology	22/1/2024	Core	8	8
Cert I in Workplace Skills	1/2/2024	Preparatory	2	2

Est. QCE

	Estimated VET	
	core	total
Est. Subject QCE	20	20
Est. VET QCE	8	10
Est. Other QCE		1
Est. Total QCE	28	31

Ov. LIT
Ov. NUM

