

Welcome to the  
**Year 10**  
Parent Information Evening



**ALBANY  
CREEK  
STATE  
HIGH  
SCHOOL**

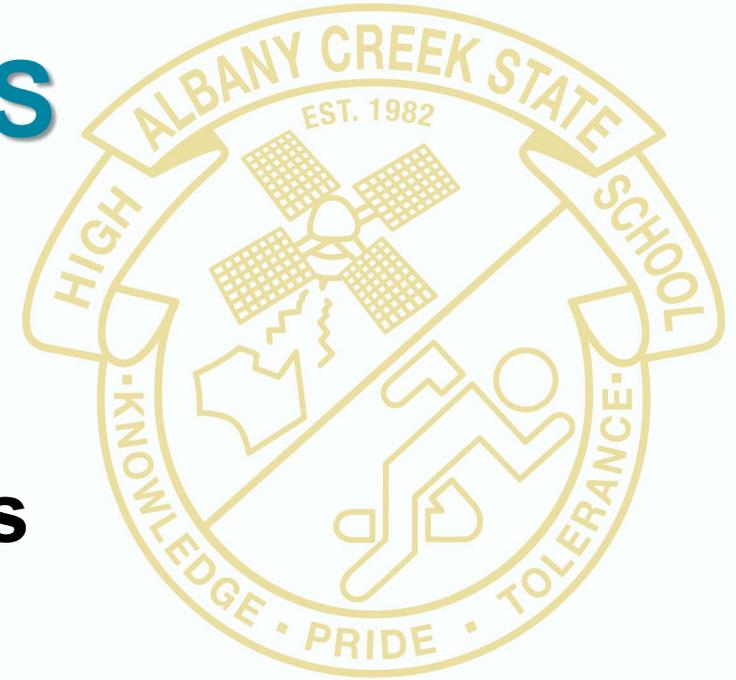


Acknowledgement of Country

# Welcome to Year 10 at ACSHS



**Miss Jay Collins**  
Deputy Principal  
Year 10/Inclusion



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# Welcome to Year 10 at AC

**Miss Jay Collins**

Deputy Principal

Year 10



**Ms Hayley Schaefer**

Guidance Officer

Year 8, 10, 12



**Ms Sue Swan**

Head of Student Services

Year 10



**Ms Celie Forbes**

Case Manager

Year 10



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# Welcome to Year 10

**Ms Sue Swan**

Head of Student Services

Year 10



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# What does our week look like?



Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"><li>• Roll marking</li><li>• Notices</li><li>• Value of the week</li></ul>	<ul style="list-style-type: none"><li>• Roll marking</li><li>• Notices</li><li>• Gem Chat</li></ul>	<ul style="list-style-type: none"><li>• Year level assembly</li></ul>	<ul style="list-style-type: none"><li>• Roll marking</li><li>• Notices</li><li>• Class activity</li></ul>	<ul style="list-style-type: none"><li>• Roll marking</li><li>• Notices</li><li>• Introduce the weekly challenge for the following week</li></ul>



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# Find your Thing....



## FIND YOUR THING @ AC - TERM 1

<b>Monday</b>	Senior and Year 8 Debating Time: First Break Location: M8	Gaming Club Time: First Break Location: Library (L1)	Study Session Time: After School Location: Library	Maths Tutoring Time: Monday 2:55pm – 3:35pm Location: Library	Volleyball Club Time: 3pm-4pm Location: MPC
<b>Tuesday</b>	Cafe Time: First Break Location: D Block	Maths Tutoring Time: 8:00am-8:40am Location : Library	Gaming Club Time: First Break Location: Library (L1)		
<b>Wednesday</b>	AC Racing Training Time: 8:00am (Odd Weeks only) Location: Lemke Park	Volleyball Club Time: 7:45am - 8:45am Location :	Gaming Club Time: First Break Location Library (L1)	Cafe Time: First Break Location: D Block	Interact Club Time: 11:25am Location : M18
<b>Thursday</b>	Vocal Ensemble Time: 7:30am Location: Music Block	Music for Leisure with Mrs Coe Time: First + Second Break Location: Music Rooms	Science Tutorials Time: 3:00pm-4:00pm Location: Library	House Carnival Training (Cross Country) Time: 7:30am Location: Oval/Shed From Week 5*	Japanese Tutorials Time: 2:50-3:50pm Location: T4
<b>Friday</b>	Gaming Club Time: First Break Location: Library (L1)	Music for Leisure with Ms O'Bryan Time: First and Second Break Location : Music Block	Life Essentials Time: Second Break Location: Library Courtyard		



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# Together Everyone Achieves More (TEAM)



**TEAM  
LESSON**



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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 these 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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# 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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# RESILIENCE PROJECT™

## Why wellbeing?



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



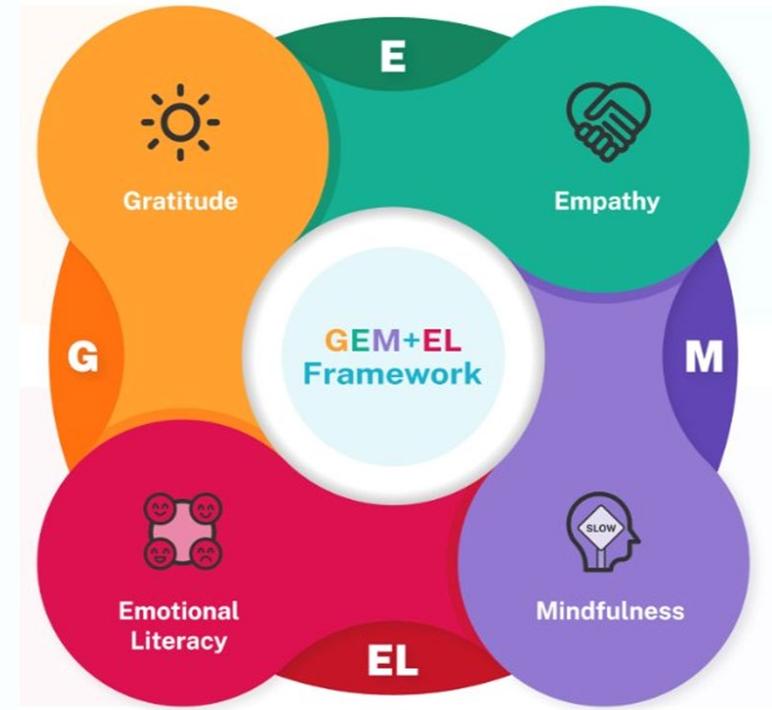
**1 in 3 secondary students** experience high levels of depression or anxiety.<sup>1</sup>



**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.



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# RESILIENCE PROJECT™

Firstly, what does GEM + EL stand for?

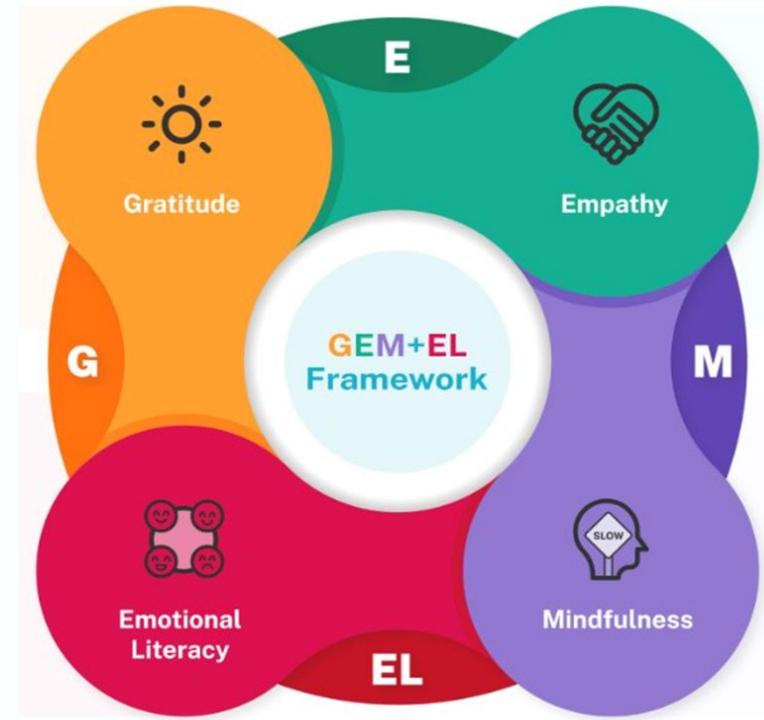
It stands for:

*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 10 and Beyond

**Miss Jay Collins**

Deputy Principal

Year 10



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# Focus for Year 10

- Growth Mindset
- Personal Progress not Perfection
- First year of Senior School
- Accountability and Asking for Help
- Actioning Feedback from teachers



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## 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

# Subject Choices and Pathways

- Students are now experiencing their subject choices at the end of last year – lots of changes but hopefully settled well
- Subject selection for Year 11 happens during the SET Planning process in August
- The results from semester 1 inform this process
- Success in the Year 10 subject indicates likely success in the matching year 11





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## PREREQUISITES FOR SUCCESS IN SENIOR SUBJECTS

Prerequisites are requirements from each faculty for the successful completion of the subject. Student must complete a Preparation Course to a C level of achievement to be eligible to select the corresponding Senior Subject. (Example, a C in Year 10 General Chemistry Preparation Course is required to study General Chemistry in Year 11).

Senior Subject	Prerequisite
Accounting	C in Year 10 General Accounting and Business Preparation Course required
Ancient History	C in Year 10 General History Preparation Course required
Biology	C in Year 10 General Biology Preparation Course required
Business	C in Year 10 General Accounting and Business Preparation Course required
Chemistry	C in Year 10 General Chemistry Preparation Course required
Dance	C in Year 10 General Dance Preparation Course required
Design	C in Year 10 General Design Preparation Course required
Digital Solutions	C in Year 10 General Digital Solutions Preparation Course required
Drama	C in Year 10 a General English Preparation Course required
Engineering	C in Year 10 General Engineering Technology Preparation Course required
English	C in Year 10 General English Preparation Course required
Film, Television & New Media	C in Year 10 General Film, Television & New Media Preparation Course required
Food and Nutrition	C in Year 10 General Food and Nutrition Preparation Course required
General Mathematics	C in Year 10 a General Mathematics and Essential Mathematics Preparation Course required
Geography	C in Year 10 General Geography Preparation Course required
Health	C in Year 10 General Health and Physical Education Preparation Course required
Japanese	C in Year 10 General Japanese Preparation Course required
Legal Studies	C in Year 10 General Legal Studies Preparation Course required
Literature	C in Year 10 General Literature Preparation Course required
Mathematical Methods	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course required
Modern History	C in Year 10 General History Preparation Course required
Music	C in Year 10 General Music Preparation Course required
Physical Education	C in Year 10 General Health and Physical Education Preparation Course required
Physics	C in Year 10 General Physics Preparation Course required
Psychology	C in Year 10 General Psychology required
Specialist Mathematics	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course required
Visual Art	C in Year 10 General Visual Art Preparation Course required
Diploma of Business	C in Year 10 General English and General Mathematics Preparation Courses



# 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



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# Subject Changes

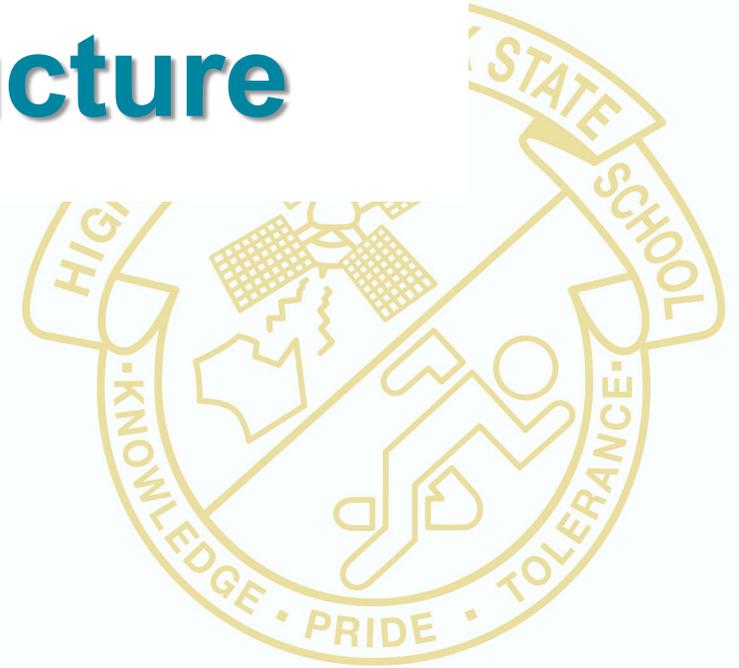
- Students can commence the process to change subjects in the **last two weeks of term** and the **first two weeks of term**.
- Students will complete a subject change form which they will need to have signed by curriculum HOD and Parent/Carer before being submitted to Deputy Principal for approval.
- Subject Change form is being updated and will be available to students in Week 8 of this term



# Year 11/12 Curriculum Structure

Full Year:

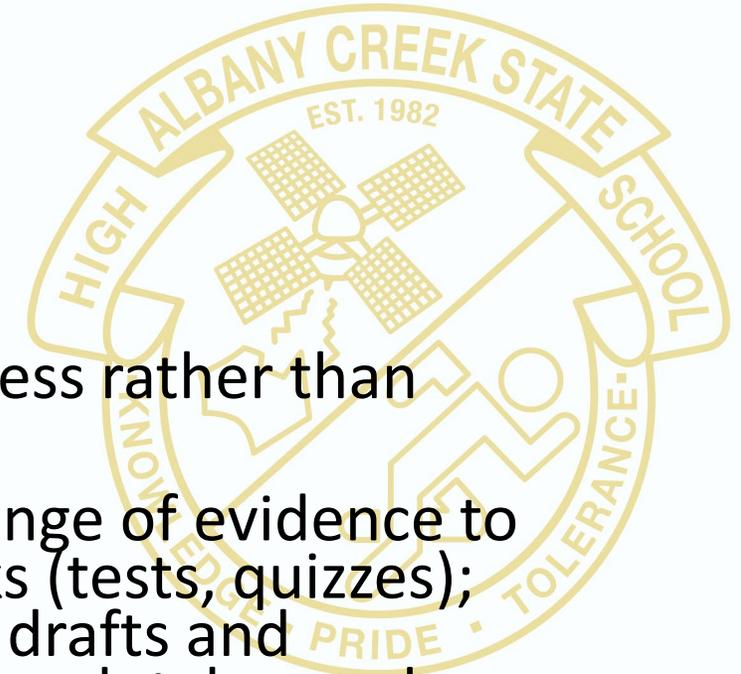
- An English subject
- A Maths subject
- TEAM
- Essential Skills
- Elective subject x 4
- Potentially School-based TAFE, traineeship/apprenticeships, certificate courses



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# Interim Reporting

- Completed Week 6 of Term 1 and Term 3
- Reports will be emailed home
- **Academic progress reporting** communicates progress rather than achievement.
- On-balance progress judgements are based on a range of evidence to date. These 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).
- These judgements are not summative results. Students, families and teachers will receive updated results via TrackEd after the unit of work's summative assessment is complete, as well as formal Semester reports twice a year.



# Access Arrangements and Reasonable Adjustments - AARAs

- An AARA is required anytime a student requires an extension to the due date of assessment and/or a change of the access arrangements of the assessment piece, for example additional time, assistive technology, varied seating etc
- Students are responsible for applying for AARAs by submitting an AARA application and evidence to support the application.
- Medical evidence from a treating medical professional or GP must be current eg within 6 months of the application – The more specific the report is, outlining the adjustments required the greater the chance of success in approval.



# 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](mailto: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](mailto:AARA@albanycreekshs.eq.edu.au)

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

**Wait for notification of approval** 



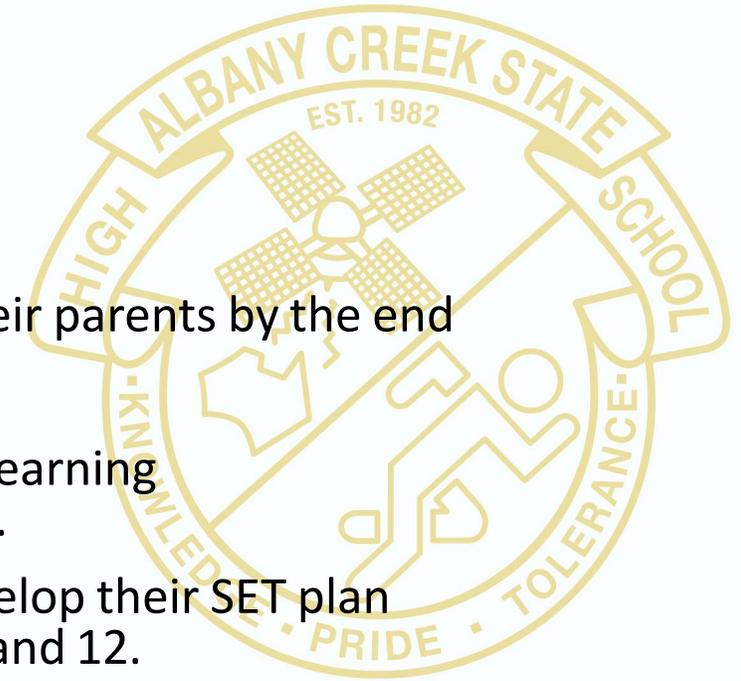
**ALBANY CREEK STATE HIGH SCHOOL**

For any questions regarding the AARA process, please contact:

[AARA@albanycreekshs.eq.edu.au](mailto:AARA@albanycreekshs.eq.edu.au)

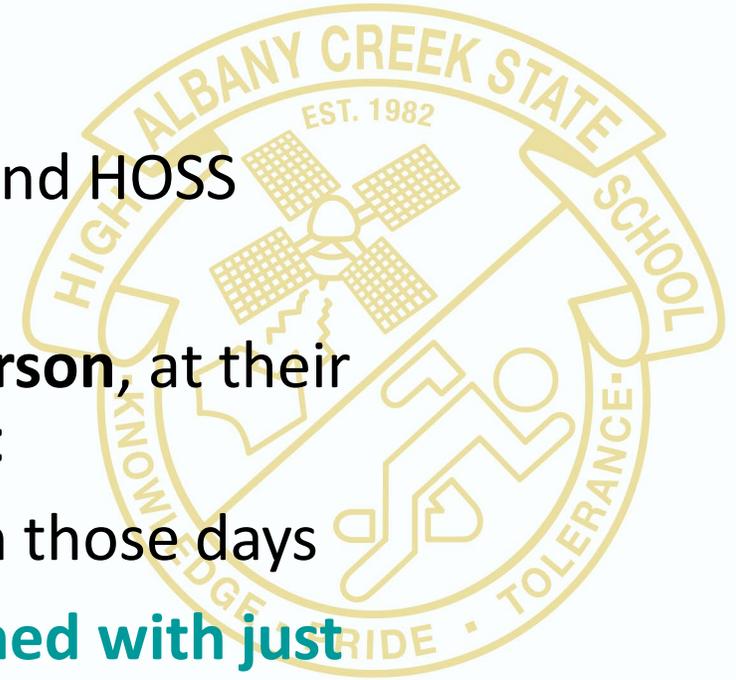
# Senior Education and Training Planning – SET Plan

- Schools ensure students develop a SET plan in partnership with their parents by the end of Year 10.
- During the SET planning process, students identify their intended learning option to be achieved through the compulsory participation phase.
- Students are supported to acquire the knowledge and skills to develop their SET plan and to review and revise it, where necessary, throughout Years 11 and 12.
- During the compulsory participation phase, the school ensures that learning opportunities are provided in accordance with the SET plan.
- The SET plan is reviewed and updated as necessary and transferred when required



# SET Plan Process at ACSHS

- In August SET Plan meetings are managed by HODS and HOSS
- GOs and DPs are on hand to assist
- Students book in using Daymap at their **preferred person**, at their **preferred time between 7am and 6pm on 12 August**
- Students only attend for their scheduled meetings on those days
- **Parents are required to attend. No meetings happened with just the student – followed up at a later time**
- Inclusion team held afternoon parent information session
- Preparation work had been completed during Essential Skills Program lessons



# Queensland Certificate of Education

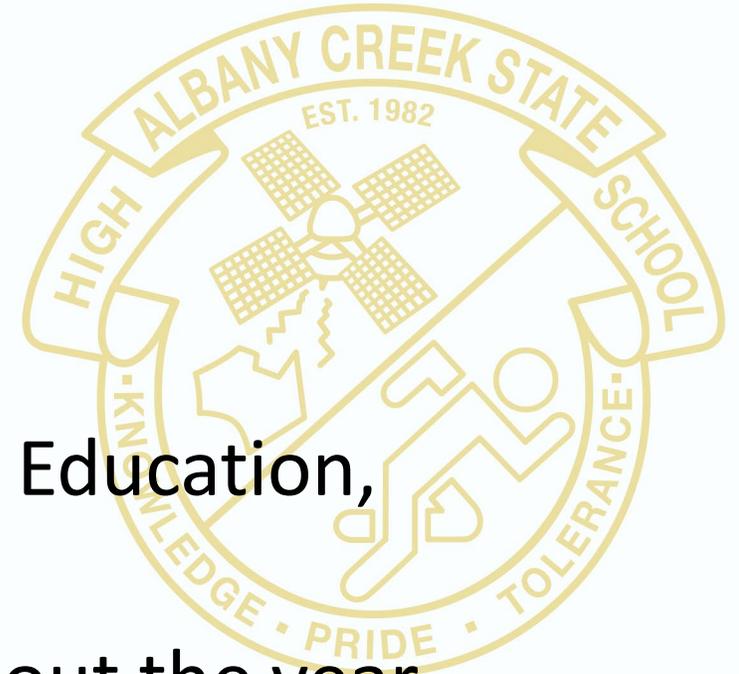
## Generally – but more later in the year

- QCE requires 20 points in a particular pattern
- Each subject passed = 1 point
  - If a student passes VAP for each unit = 4 points
- VET Certificates = range of points
- 12 core points = passing 4 units of 3 subjects, or VET certificates
  
- **Our Essential Skills Program allows Year 10 students to have “banked” 6 points**
  - **Certificate I in Work Place Skills = 2 points**
  - **Certificate II Foundation Skills = 4 points**



# Essential Skills Program - Sue

- Runs every Wednesday during Period 4
- Resources are on Qlearn
- Students complete a Certificate I in Career Education, which is worth one QCE point
- Students complete 4 assessments throughout the year to achieve this
- SET Plan preparation is also undertaken during this time, including subject and pathways talks



# GROWTH Mindset & The Learning Pit

## Growth vs. Fixed Mindset

### GROWTH MINDSET

#### RULE #1

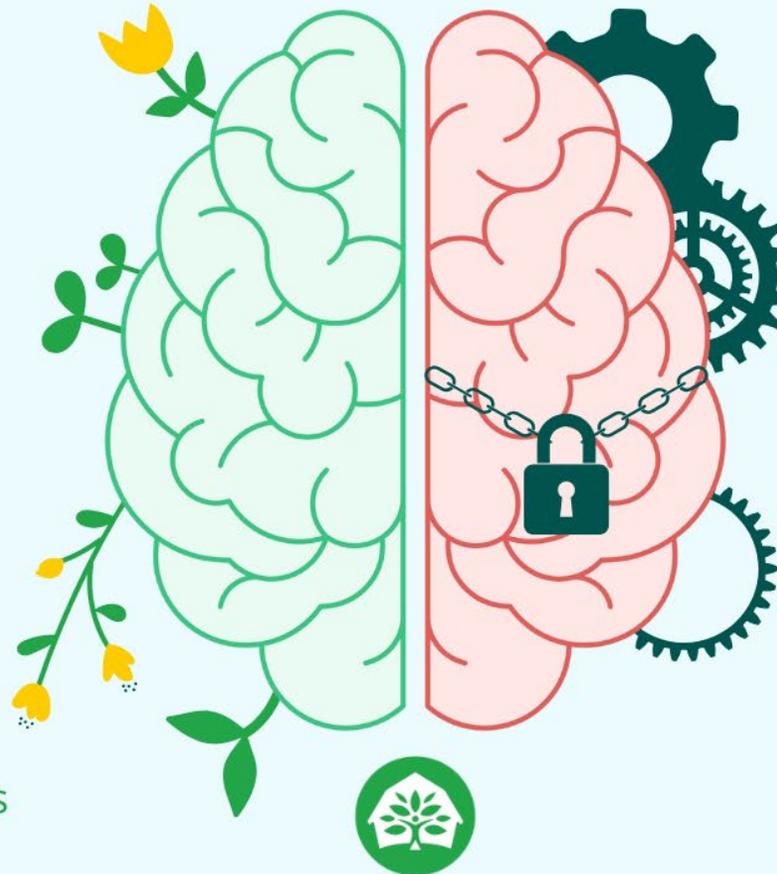
Focus on learning

#### RULE #2

Hard work leads to improvement

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Learn from mistakes & face challenges



### FIXED MINDSET

#### RULE #1

Focus on looking talented & smart

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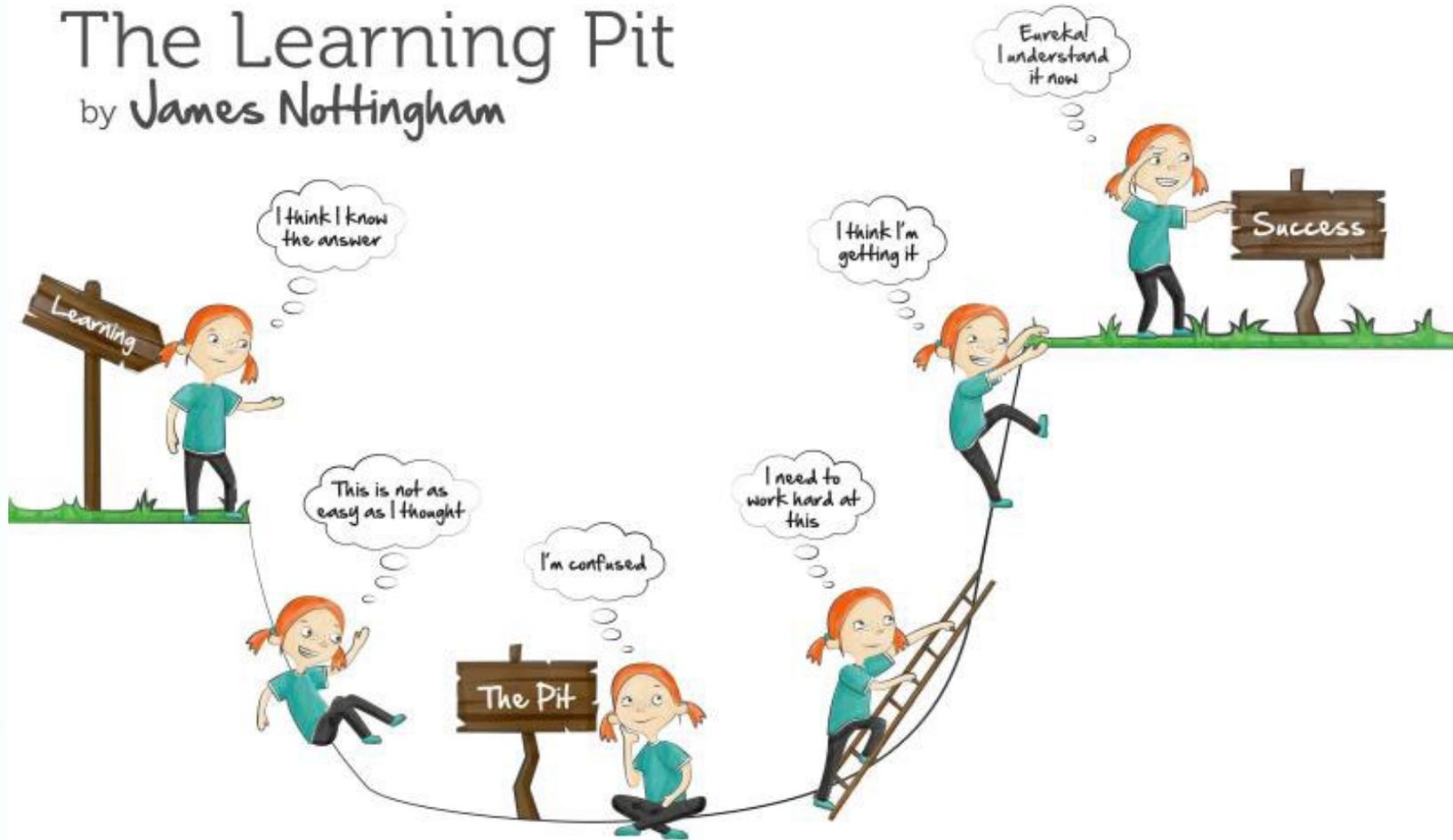
Hide mistakes & avoid challenges



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# GROWTH Mindset & The Learning Pit

The Learning Pit  
by James Nottingham



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# Support Services Year 10

**Ms Hayley Schaefer**

Guidance Officer

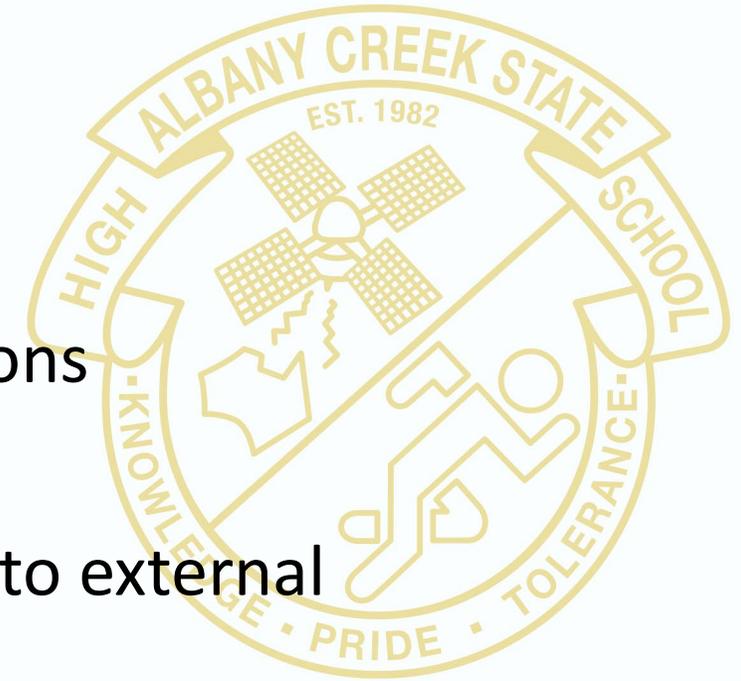
Year 8, 10, 12



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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)



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**GUIDANCE**  
**Officers**

Support Guide Inspire

**75**  
YEARS  
in Queensland  
schools

# Referrals to ACCESS Team

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Our school Enrolments Curriculum Extra-curricular Facilities Calendar and news Our community **Support and resources**

Home > Support and resources > Guidance Officer

**Support and resources**

- Forms and documents
- Payments
- QParents
- Students with a disability
- Chaplain
- Guidance Officer**
- Nurse

## Guidance Officer

Our Guidance Officers are fully qualified teachers with postgraduate degrees in education and counselling. They work closely with teachers, parents, community members, external agencies, and other stakeholders to support students' mental, social, and emotional wellbeing while maximising their educational outcomes. This occurs through evidence-based practices in case management, as well as educational, vocational, and personal counselling.

Our Guidance Officers work within a multi-disciplinary team, contributing to Albany Creek State High School's comprehensive student support and wellbeing framework, which is responsive to the needs of our school community. As part of this framework, our **ACCESS team** is also available to provide additional wellbeing support, ensuring students have access to a wide range of services to help them navigate challenges

Print Email

### Resources to support student wellbeing

- [12 ways to look after your wellbeing during senior assessment \(PDF, 402KB\)](#)
- [9 quick study tips for senior students \(PDF, 396KB\)](#)
- [Student Wellbeing Referral Form 2026 \(Confidential\) ↗](#)



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## CONFIDENTIAL Student Wellbeing Referral Form 2026

The purpose of this form is to bring to Year Level Leadership's attention a NEW wellbeing concern for a student.

These concerns should not be URGENT. A reminder that if you have any URGENT concerns for a child's safety, you must contact your year level GO/DP via phone as soon as possible. In an emergency for staff, Dial 8.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

\* Required

1. Is this referral in relation to an urgent concern for student's safety? \*

Yes

No

Next



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# Case Management Year 10

**Ms Celie Forbes**  
Case Manager  
Year 10



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# Contact Details

## Miss Jay Collins

Deputy Principal

Year 10

[jcoll547@eq.edu.au](mailto:jcoll547@eq.edu.au)



## Ms Hayley Schaefer

Guidance Officer

Year 8, 10, 12

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



## Ms Sue Swan

Head of Student Services

Year 10

[sswan12@eq.edu.au](mailto:sswan12@eq.edu.au)



## Ms Celie Forbes

Case Manager

Year 10

[cforb4@eq.edu.au](mailto:cforb4@eq.edu.au)



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