



# Welcome to Year 9

*Introductory Parent and Student  
Information Session*



# Acknowledgement of Country

# Welcome From The Principal

*- Mr Derek Weeks*



# *Who Is The Year Level Team?*

## *- Year 9 2026 -*

Year Level HOSS = Mr Rodger

Year Level Deputy Principal = Miss Grant

Year Level Guidance Officer = Ms Ruth Donovan

Year Level Case Manager = Ms Hackenberg



# *Focus of Year 9 ...*

- *Positive habits; Attendance, learning behaviours, engagement in learning and positive relationships – staff and peers.*
- *Investing in achieving personal best. Time, effort, commitment, support, focus on individual student progress.*
- *Being active members of the A.C.S.H.S community. Getting involved in the fullness of school life where ever possible, this promotes a sense of connection and belonging.*
- *Practice GEM + EL from The Resilience Project at school and in life outside of school.*



# ***Focus of Year 9 ...***

- ***Living our school values, words and actions. Integrity, Creativity, Courage and Contribution.***
- ***Exploring future pathways and areas of interest for future study in the senior years.***
- ***Full engagement in current subjects to develop skills and knowledge that will support subject selections for year 10 and success in year 10 preparatory subjects***



# ***Academic Success and Personal Best ...***

- ***Laying the foundations for progress and achieving personal best.***
- ***Progress and academic achievement leads to the right subject choices and future pathways when moving into the senior phase of learning.***
- ***Students need to aim to develop and apply a growth mindset as well as a focused approach to studies, putting in the time and effort to maximise learning and achieve their personal best.***



# 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 and subject selections**



# *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 and we lock in senior pathways and subject selections.**



# NAPLAN

**An opportunity for us to understand where our students are at and how we can support them to continue learning and growing.**

**We encourage all of our students to put their best efforts into all of the NAPLAN tests. No pressure, just encouragement.**

<b>Tuesday 17/03/2026</b>	<b>Wednesday 18/03</b>	<b>Thursday 19/03</b>	<b>Friday 20/03/2026</b>	<b>Monday 23/02/2026</b>
Writing	Reading	Conventions of Language	Numeracy Test	Catch up day



# Interim Reporting Week 6

## 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
<b>A</b>	<b>EXCELLENT</b>	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>	<b>VERY GOOD</b>	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>	<b>SATISFACTORY</b>	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>	<b>NEEDS ATTENTION</b>	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>	<b>UNACCEPTABLE</b>	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.



# ***GROWTH Mindset & The Learning Pit***

## **Growth vs. Fixed Mindset**

### **GROWTH MINDSET**

#### **RULE #1**

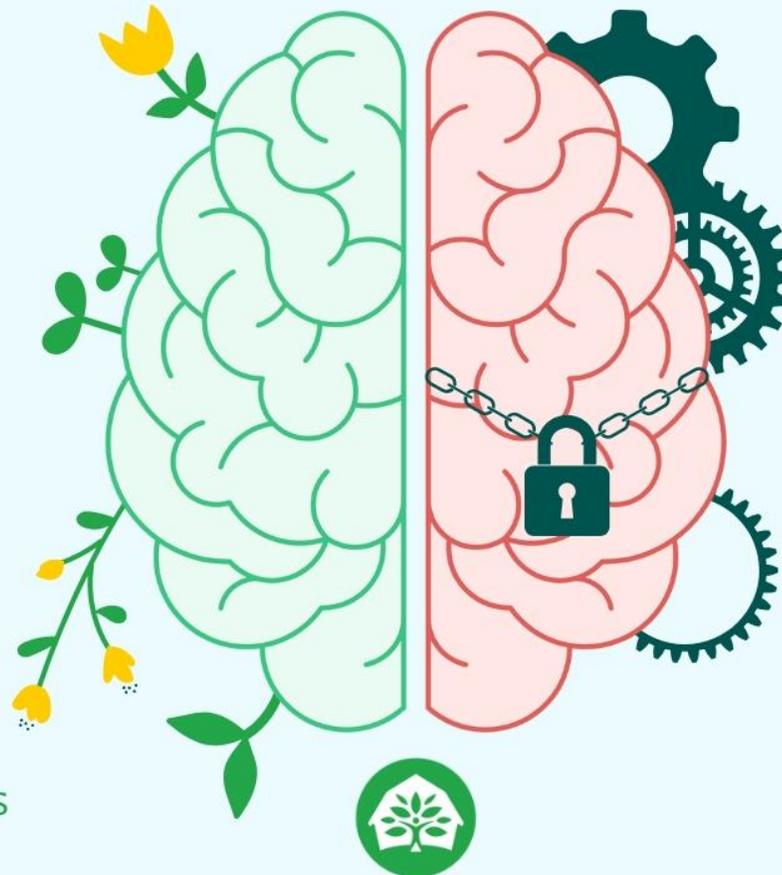
Focus on learning

#### **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

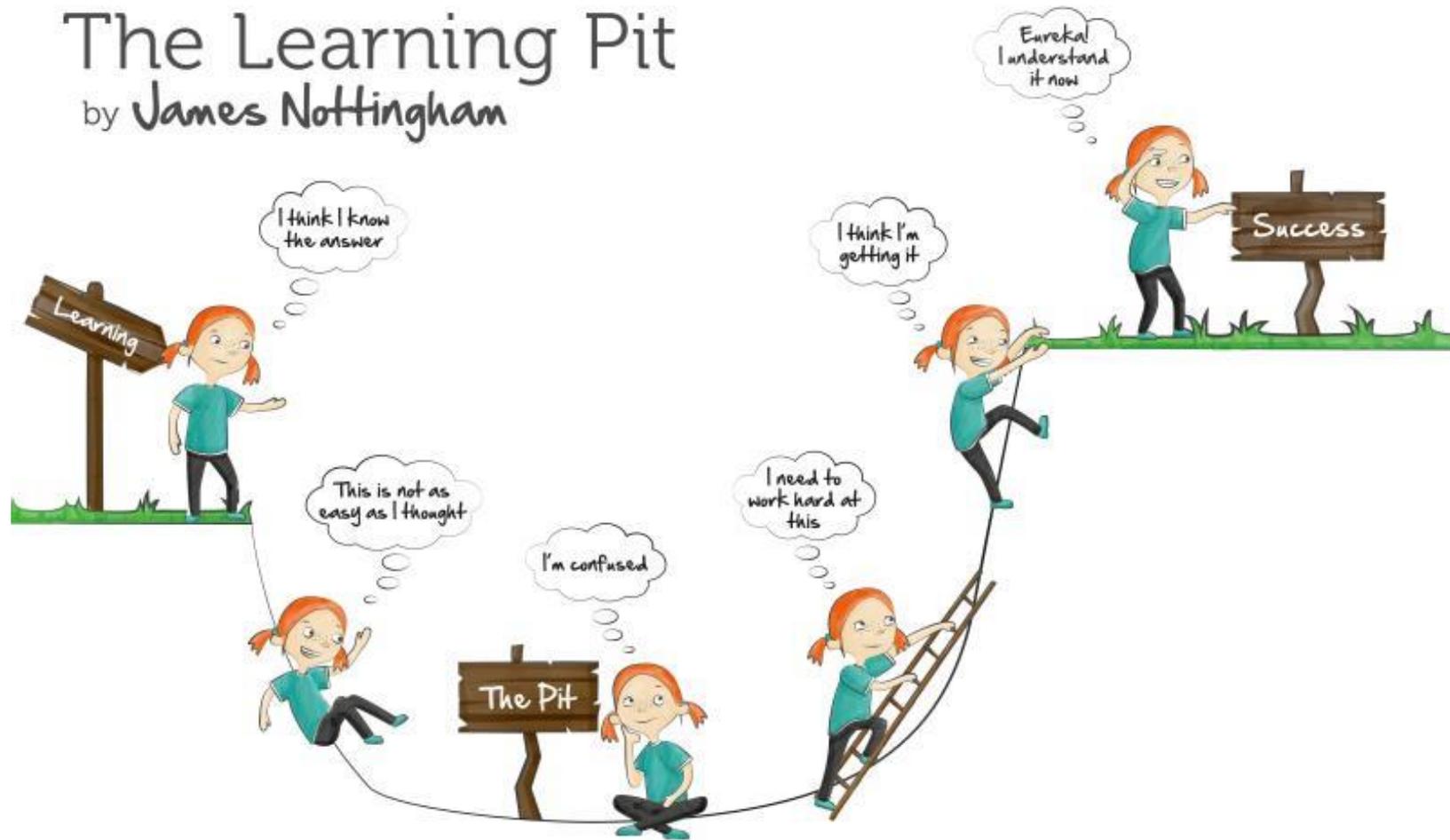
#### **RULE #3**

Hide mistakes & avoid challenges



# GROWTH Mindset & The Learning Pit

## The Learning Pit by James Nottingham



# *Together Everyone Achieves More (TEAM)*



**TEAM  
LESSON**



# ***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 practise our school values of Integrity, Creativity, Courage, and Contribution***



# *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.*



# ***The TEAM lessons will be made up of the following:***

- \* Lessons from The Resilience Project.
  - \* Wellbeing focus.
  - \* Team building challenges.
  - \* Building positive relationships.
- \* Goal setting and academic reviews – Linked to academic conferencing.
- \* GEM Chats = Gratitude, Empathy, Mindfulness + Emotional Literacy.
  - \* Opportunities for student voice.
  - \* Learning and living our school values.
  - \* House challenges, activities and events.
- \* INTERACT Linked / Charity focused lesson segments.
  - \* Exciting guest speakers.
  - \* Whole school assemblies.
  - \* Extended year level assemblies.

**TEAM  
LESSON**

**THE  
RESILIENCE  
PROJECT™**



THE

# 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>



THE

# RESILIENCE PROJECT™

Firstly, what does GEM  
+ EL stand for?

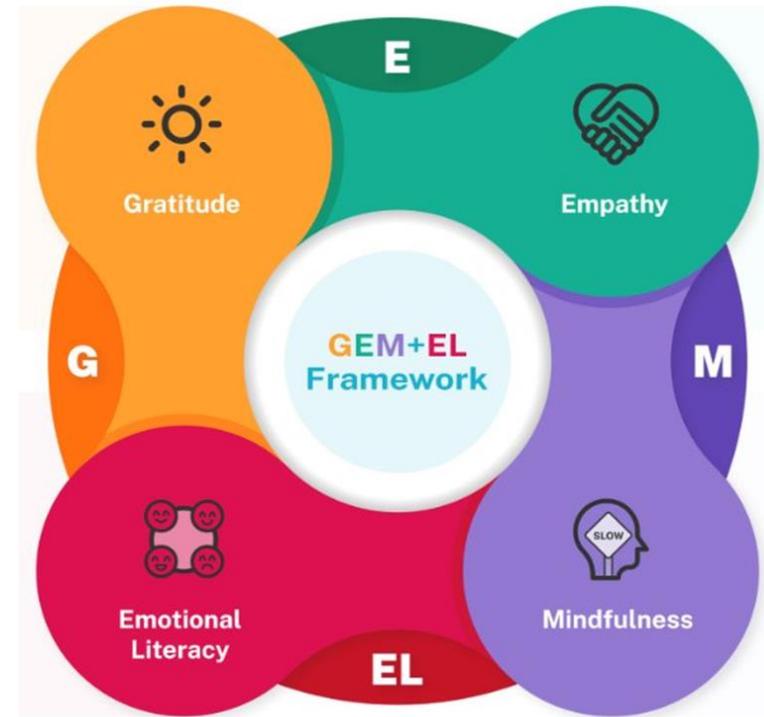
It stands for:

*Gratitude*

*Empathy*

*Mindfulness*

*Emotional Literacy*





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™

# ***Career Education Program ...***

- ***The Essential Skills Program runs every Wednesday during Period 4***
- ***Term 1 of the program is focusing on topics such as academic integrity and applying for part-time jobs***
- ***Term 2 and 3 of the program focuses on Career Education and subject selection***
- ***Subject selection for Year 10 will occur in the middle of Term 3***
- ***During Term 2 and 3, students will have access to HOD subject and pathways talks to give them a better understanding about the subjects we have on offer and the career paths that they can take.***
- ***During Term 2 students and parents will be invited to a subject selection information evening.***
- ***Careers and Pathways Day.***
- ***All resources for the Essential Skills Program are on QLearn***



# ***Sporting Opportunities For Our Students ...***

- ***School/District Sport Carnivals – Swimming, Cross Country and Athletics***
- ***TAM Gala Days***
  - ***Held Terms 2, 3 and 4 against local high schools at South Pine Sports Complex***
  - ***Multiple sports offered including: Netball, Basketball, Futsal, Beach Volleyball and Touch***
  - ***Training to occur during lunchtimes, before/after school.***
- ***District Sport Trials***
  - ***Opportunities to trial for your chosen sport (usually involves you being a participant outside school hours)***
- ***Extra Curricular Sporting opportunities***
  - ***Volleyball***
  - ***Basketball***
  - ***Rugby League***
  - ***AC Racing***
  - ***Football/Futsal***
  - ***AFL***
  - ***Touch Football***



2024 TAM Basketball Champions



# 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>	Interact Club Time: 11:25am Location : M18	Maths Tutoring Time: 8:00am-8:40am Location : Library	Gaming Club Time: First Break Location: Library (L1)	Cafe Time: First Break Location: D Block	
<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	
<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*	Cafe Time: First break Location : D Block
<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		



# *Support Services Year 9*

**Ms Ruth Donovan**  
Guidance Officer  
Year 7, 9, 11



# *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



# Support Services at Albany Creek State High School

**Brooke Bowley** -  
*School-Based  
Youth Health  
Nurse (SBYHN)*

- Whole school health promotion.
- Individual health consultations including assessment and referral to other support services.
- SBYHN is confidential except where there is serious risk to student's safety.
- Self-referral and referral through Year Level Team.

**Chloe Dorkhom** -  
*Speech Language  
Pathologist*

- Individual assessment of speech language barriers to education.
- Consult with student, teachers and case managers regarding strategies to support educational access.
- Referral through Year Level Team.

**Jess Hornby** -  
*Social Worker*

- Referral through Year Level Team.
- Short-Term Counselling (1 Term).
- Consult with student, teachers and case managers regarding strategies to support educational access.
- Support families with complex concerns where they have been accessing counselling support.

**Bek Smith** -  
*Defence Mentor*

- Support for students from Defence Force families.
- One-on-One Mentoring
- Activities to support belonging and connection for Defence Force students.
- Self-referral, mentor initiated and through Year Level Team.

**Dave Hockey**  
*- Chaplain*

- Support students with connection and belonging at school
- Create opportunities for students to connect with each other
- Referral through Year Level Team and Self-Referral

# Accessing Support

For Referral – 1 to 2 week turnaround

[CONFIDENTIAL Student Wellbeing Referral Form 2026 – Fill out form](#)

For Questions

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

# ***Inclusion Case Management Year 9***

**Ms Jen Hackenberg**  
Case Manager  
Year 9



# *Wrap Around Support at A.C...*

## *Learning Connections*

*Deputy Principal: Jay Collins*

*Year 9 Inclusion Case Manager: Jen Hackenberg*

*Our team of teacher aides – allocated to students with extensive and substantial needs*

### *Support Provisions 2026*

- *Case Management for substantial and extensive students*
- *Small classes (Maths and English)*
- *Teacher Aide support*
- *Tutorials – in year 9 this is supported by medical documentation*
- *AARA – made by families/facilitated by case managers/DP*
- *Strength Based Profiles*
- *Differentiation and Reasonable Adjustments*



# *How can parents support learning?*

- Discuss learning goals, homework / assignments and progress
- Set high expectations and progress
- Talk about learning and school
- Talk about the future (eg subject, choices, occupations)
- Ask about feedback

***- Partner with teachers***

***- Communicate and build a meaningful relationship with school and home***

***- Model a positive attitude about school, education and learning***



Q & A...

