

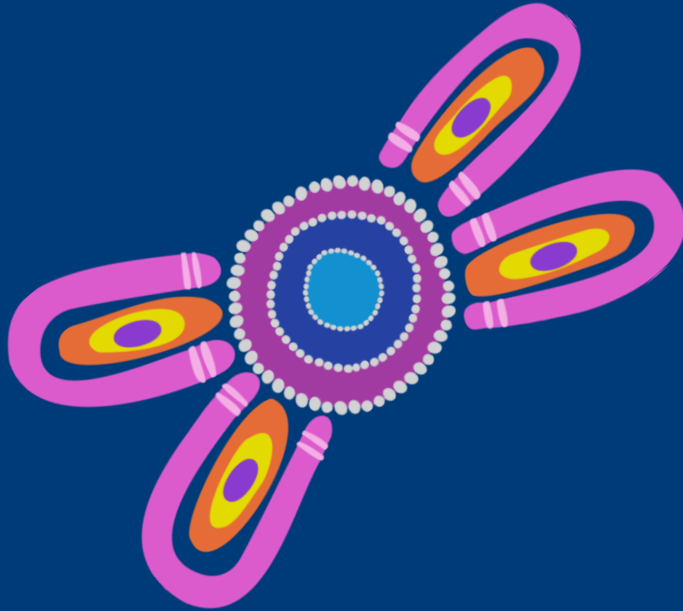


A decorative graphic on the left side of the slide. It consists of four concentric circles in green, red, blue, and yellow, arranged in a diagonal line from bottom-left to top-right. Each circle is surrounded by a light blue, wavy, smoke-like shape that follows the path of the circles.

# Year 11 Online Information Evening 2025

# Acknowledgement of Country





# Mr Mike Edwards

Head of Department – Year 11

## Year 11 Cohort update

# Year 11 Success Team

**Associate Principal**

Ms Rebecca Nicholas

**Deputy Principal - Year 11 & 12**

Ms Natalie Coleman

**Head of Department Year 11**

Mr Mike Edwards

**Guidance Officer**

Ms Bianca Sommerville

**Deputy Principal - Student Culture and Engagement**

Mrs Rachel Hobson

**Deputy Principal Teaching and Learning**

Mr Jeff Woodroffe

***Student Services Team***

***Learning and Enrichment Team***


**FIND  
YOUR  
TRIBE.**

**BSHS  
CLASS  
OF '26**

**STEP WITH  
PURPOSE.  
STAY THE  
COURSE.**




# YEAR 11 ROADMAP 2025

- 
- 
- **Unit 1** completion for all students.
  - Academic Review - **1<sup>st</sup> QCE check point**
  - **Learning Mentor Conversations** (1<sup>st</sup> round weeks 4-9)
  - **ARC rotations** - Pathways, Well-being, Learning and IMPACT projects.
  - Start of **unit 2** across all subjects
  - Year 11 Parents as Partners - **online information evening** (week 5)
  - **Semi Formal** - 11<sup>th</sup> September
  - **Block exams** (week 10)

TERM  
3

4  
TERM

- **Parent Teacher Interviews** (week 1)
  - **Unit 2 completion** across all subjects.
  - Academic Review - **2<sup>nd</sup> QCE check point**
  - Learning Mentor Conversations (2nd round weeks 2-7)
  - **Block exams** (week 8)
  - Year 11 Parents as Partners - **information evening.** (week 8)
- 

# Year 11 Cohort Data

- Currently sit at exactly 660 students in the cohort
- ~95% of cohort currently on ATAR pathway and ~5% on VET pathway
- Whole cohort attendance 94.5% on average
- >90% involved in Extracurricular programs

	Term 1				Term 2			
Academics	A	AB	ABC	DE	A	AB	ABC	DE
11	48%	78%	93%	6%	48%	83%	97%	2%
	Term 1				Term 2			
Effort	EX	EX/VG	NA/U	A	AB	DE		
11	67%	90%	2.4%	56%	86%	3%		
	Term 1				Term 2			
Behaviour	EX	EX/VG	NA/U	A	AB	DE		
11	82%	96%	0.4%	78%	95%	0.6%		



# Goal Setting in ARC

## Scan & Assess

1

*ARC Activities - Values Pre-work & The Importance of Goal Setting*  
Students complete in-class learning of our school values and in-class goal setting activities.

## Develop & Plan

### *Writing Goals*

2

In collaboration with their ARC teachers students engage in goal setting during ARC & write their own personal goals.

## Act

### *Goal Tracking*

3

Students reflect on and track their own progress using a reflection/tracking tool. This can be completed as part of class routine activities during ARC time.

## Reflect

### *Final Review*

4

Students complete a final review of their goals during ARC. Peer Support Leaders may visit Junior classes. Time to celebrate success!

## Prioritise

### *Optimise & Next Steps*

5

Goal setting cycle starts again as students use feedback and evidence (with the support of ARC teachers) to brainstorm next steps, refine previous goals or write new goals.

# IMPACT Project – Step with Purpose

## What

Year 11 initiative where students design and deliver a project that makes a positive difference to their school, community, or a chosen cause.

## How

- Identify a passion or need
- Plan with clear goals and measures of success
- Take action to implement the project
- Reflect on process and outcomes
- Share results with the community

## Why

- Develop real-world skills: communication, teamwork, problem-solving
- Build independence and student agency
- Connect learning to real-life contexts
- Strengthen school–community connections
- Prepare for Year 12 and life beyond school

# IMPACT Project – Step with Purpose

## ***Conversation starters:***

- What are you doing for your IMPACT project?
- What impact are you trying to make on your community?
- What have you learned about yourself or others through your IMPACT project?



**Let's Talk**

A decorative illustration of a blue vine with several light blue leaves, each outlined in brown, running vertically along the left side of the slide.

# Ms Natalie Coleman

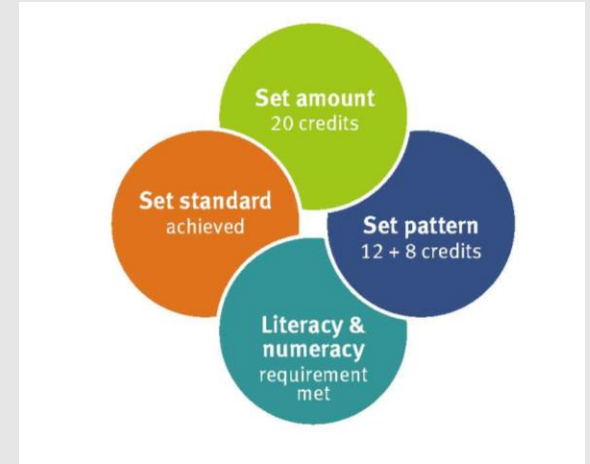
Deputy Principal – Year 11 and 12

**QCE and ATAR Information**

# Queensland Certificate of Education (QCE)

To achieve a QCE students must:

- Pass English / Maths
- Attain at least 20 'credits'
- 12 credits from subjects undertaken all the way through Year 11 & 12



*1 QCE 'credit' awarded for every completed Unit*

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qce-resources-school-communities/quick-guide-qce-system>

# QCE: Student A

## Student A — General subjects with no subject changes

Student A enrolled in General subjects (Core category). No subject changes were made.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
Literature	S	S	A	Core	4*
Mathematical Methods	S	S	B	Core	4*
Psychology	S	S	A	Core	4*
Geography	S	S	B	Core	4*
Philosophy & Reason	S	S	A	Core	4*
Dance	S	S	D	Core	2
				<b>Total QCE credits</b>	<b>22</b>

\*Credits meet criteria to contribute to the completed Core requirement of the QCE.

## QCE requirement checklist — Student A

Requirement		Met by student ✓/✗	Details
<b>Set amount</b>	20 credits accrued when set standard met	✓	22 credits accrued from units where the set standard was met.
<b>Set pattern</b>	12 credits accrued from <b>completed Core</b> courses of study	✓	20 credits accrued from completed courses in the Core category of learning.
	Additional credits from <b>Core</b> category (not contributing to completed Core)		2 credits accrued from additional courses in the Core category of learning.
	<b>Preparatory</b> category (maximum 4 credits)	✓	0 credits accrued in the Preparatory category of learning.
	<b>Complementary</b> category (maximum 8 credits)		0 credits accrued in the Complementary category of learning.
<b>Literacy and numeracy</b>	Literacy requirement	✓	A in Literature (Unit 3 and 4 pair) Satisfactory in Literature (Unit 1, Unit 2)
	Numeracy requirement	✓	B in Mathematical Methods (Unit 3 and 4 pair) Satisfactory in Mathematical Methods (Unit 1, Unit 2)
<b>QCE eligibility</b>		✓	The student will be issued a QCE at the end of Year 12.

# QCE Student U

## Student U — General subjects and General Senior External Examinations (SEE)

Student U enrolled in five General subjects. After completing Unit 2, the student discontinued Business. The student completed one General Senior External Examination subject (Core category) as it was not offered by their school.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
English	S	S	A	Core	4*
Mathematical Methods	S	S	B	Core	4*
Chemistry	S	S	C	Core	4*
Business	S	S		Core	2
Religion and Ethics	S	S	C	Core	4*
SEE Modern Greek	B			Core	4*
				Total QCE credits	22

\*Credits meet criteria to contribute to the completed Core requirement of the QCE.

### QCE requirement checklist — Student U

Requirement		Met by student ✓/✗	Details
<b>Set amount</b>	20 credits accrued when set standard met	✓	22 credits accrued from units where the set standard was met.
<b>Set pattern</b>	12 credits accrued from completed Core courses of study	✓	20 credits accrued from completed courses in the Core category of learning.
	Additional credits from Core category (not contributing to completed Core)	✓	2 credits accrued from additional courses in the Core category of learning.
	Preparatory category (maximum 4 credits)		0 credits accrued in the Preparatory category of learning.
	Complementary category (maximum 8 credits)		0 credits accrued in the Complementary category of learning.
<b>Literacy and numeracy</b>	Literacy requirement	✓	A in English (Unit 3 and 4 pair) Satisfactory in English (Unit 1, Unit 2)
	Numeracy requirement	✓	B in Mathematical Methods (Unit 3 and 4 pair) Satisfactory in Mathematical Methods (Unit 1, Unit 2)
<b>QCE eligibility</b>		✓	The student will be issued a QCE at the end of Year 12.



# QCE: Student E

## Student E — Combination of courses including a school-based apprenticeship

Student E enrolled in a combination of General and Applied subjects and VET qualifications (Core and Preparatory categories). The student completed the maximum learning possible as part of a school-based apprenticeship in Carpentry. Automatic relaxation of the completed Core requirement applied for the change to General Mathematics.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
Essential English	S	S	B	Core	4*
Essential Mathematics	S			Core	1*
General Mathematics		S	C	Core	3*
MEM10119 Certificate I in Engineering	100% complete			Preparatory	2
Science in Practice	S	S	C	Core	4*
CPC30220 Certificate III in Carpentry (SAT)	30% certificate complete			Core	2
	50 days/year on-the-job (100 in total)				4*
				Total QCE credits	20

\*Credits meet criteria to contribute to the completed Core requirement of the QCE.

### QCE requirement checklist — Student E

Requirement		Met by student ✓/x	Details
<b>Set amount</b>	20 credits accrued when set standard met	✓	20 credits accrued from units where the set standard was met.
<b>Set pattern</b>	12 credits accrued from <b>completed Core</b> courses of study	✓	16 credits accrued from completed courses in the Core category of learning (automatic relaxation of the completed Core — Essential Mathematics to General Mathematics).
	Additional credits from <b>Core</b> category (not contributing to completed Core)	✓	2 credits accrued from additional courses in the Core category of learning.
	<b>Preparatory</b> category (maximum 4 credits)		2 credits accrued in the Preparatory category of learning.
	<b>Complementary</b> category (maximum 8 credits)		0 credits accrued in the Complementary category of learning.
<b>Literacy and numeracy</b>	Literacy requirement	✓	B in Essential English (Unit 3 and 4 pair) Satisfactory in Essential English (Unit 1, Unit 2)
	Numeracy requirement	✓	C in General Mathematics (Unit 3 and 4 pair) Satisfactory in Essential Mathematics (Unit 1) and General Mathematics (Unit 2)
<b>QCE eligibility</b>		✓	The student will be issued a QCE at the end of Year 12.

# QCE: Student J

## Student J — General subjects with subject changes

Student J enrolled in five General subjects (Core category). The student chose to change two subjects after Unit 1. Automatic relaxation of the completed Core requirement applied for the change to General Mathematics.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
English	S	S	B	Core	4*
Mathematical Methods	U			Core	0
General Mathematics		S	C	Core	3*
Physics	U			Core	0
Chemistry		S	C	Core	3
Modern History	S	S	B	Core	4*
Music	S	S	B	Core	4*
Total QCE credits					18

\*Credits meet criteria to contribute to the completed Core requirement of the QCE.

## QCE requirement checklist — Student J

Requirement		Met by student ✓/✗	Details
<b>Set amount</b>	20 credits accrued when set standard met	✗	18 credits accrued from units where the set standard was met.
<b>Set pattern</b>	12 credits accrued from <b>completed Core</b> courses of study	✓	15 credits accrued from completed courses in the Core category of learning (automatic relaxation of completed Core for change to General Mathematics).
	Additional credits from <b>Core</b> category (not contributing to completed Core)	✗	3 credits accrued from additional courses in the Core category of learning.
	<b>Preparatory</b> category (maximum 4 credits)		0 credits accrued in the Preparatory category of learning.
	<b>Complementary</b> category (maximum 8 credits)		0 credits accrued in the Complementary category of learning.
<b>Literacy and numeracy</b>	Literacy requirement	✓	B in English (Unit 3 and 4 pair) Satisfactory in English (Unit 1, Unit 2)
	Numeracy requirement	✓	C in General Mathematics (Unit 3 and 4 pair) Satisfactory in General Mathematics (Unit 2)
<b>QCE eligibility</b>		✗	The student will not be issued a QCE at the end of Year 12. The student may continue to accrue credit to be issued a QCE in the future.

# ATAR – Eligibility

5 General  
Subjects

or

4 General  
Subjects  
and  
an Applied  
subject

or

4 General  
Subjects  
and  
a certificate  
III or higher

*Must pass an English subject in unit 3 and 4:*  
Essential English, General English, Literature, English & Literature  
Extension

# Australian Tertiary Admissions Rank (ATAR)

This rank is for tertiary institutions to assist them in determine who enters a course.

## It is:

- a measure of academic achievement
- based on units 3 & 4 which are assessed in year 12.

<https://www.qtac.edu.au/understanding-atar/>

99.95

30 students  
in Qld

99.90

30 students  
in Qld

99.85

30 students  
in Qld

99.80

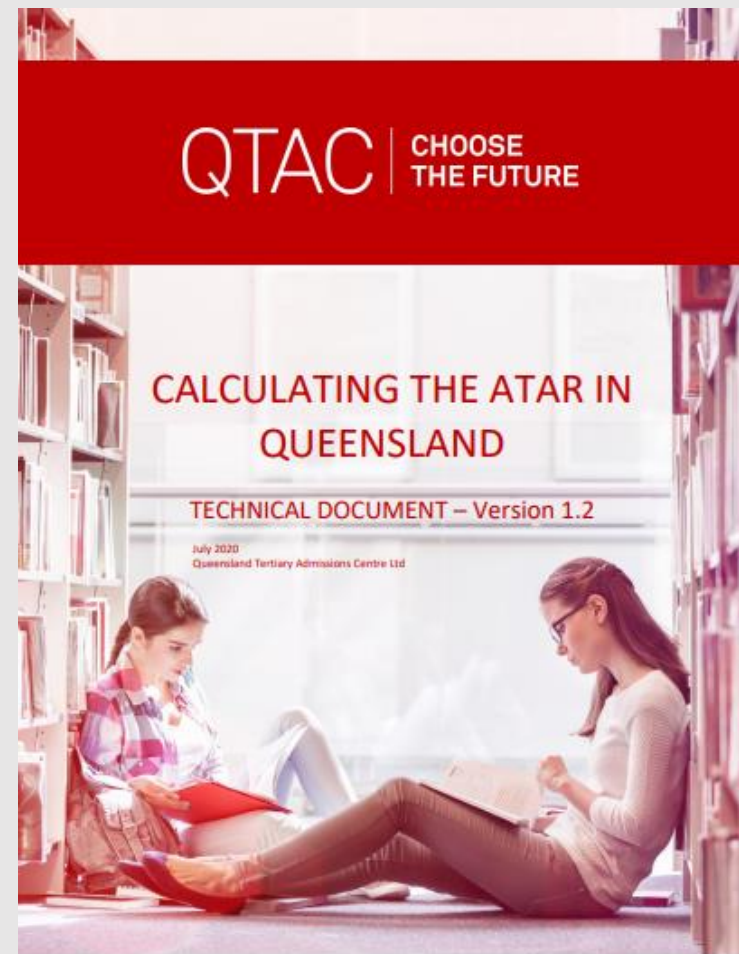
30 Students  
in Qld

⋮

0.00

# What is Scaling?

- Undertaken to map each QCAA subject and completed VET qualification to a common scale. This allows raw results in different subjects to be compared fairly.
- A comparative measure based on actual subject achievement data and is expected to be different from one year to the next based on the capability of the student cohort for each year. QCAA subject results are the true achievement levels.

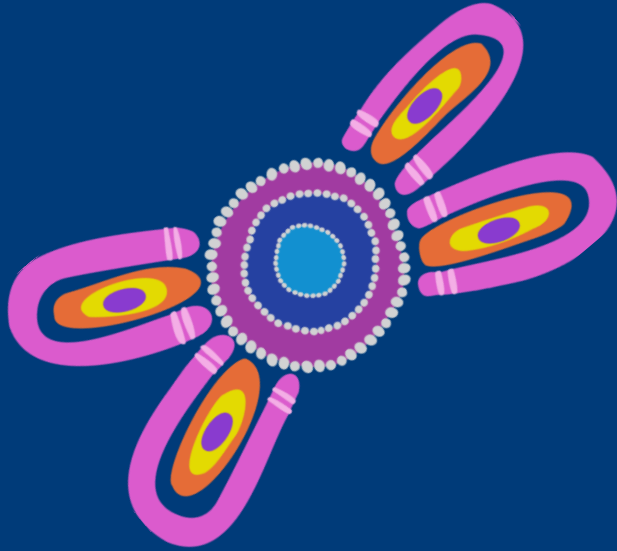


What we know	What we don't know
Previous subject scaling	Future scaling – it is input dependent
The algorithm/ process used to scale	
The best thing you can do to maximise your ATAR is to do your best, refine your learning in your subjects and your assessment strategy (eg knowledge of ISMGs)	
What students need to learn and how they will be assessed.	

# Consider the pathway

ATAR Range	University Courses
99.95 - 90.00	Advanced Finance and Economics Medicine Dentistry Law Physiotherapy
89.95 - 80.00	Engineering Nursing Exercise and Sports Science Pharmacy Business Biomedical Science
79.95 - 70.00	Education Arts





# Mr Mike Edwards

Head of Department – Year 11

# Ms Natalie Coleman

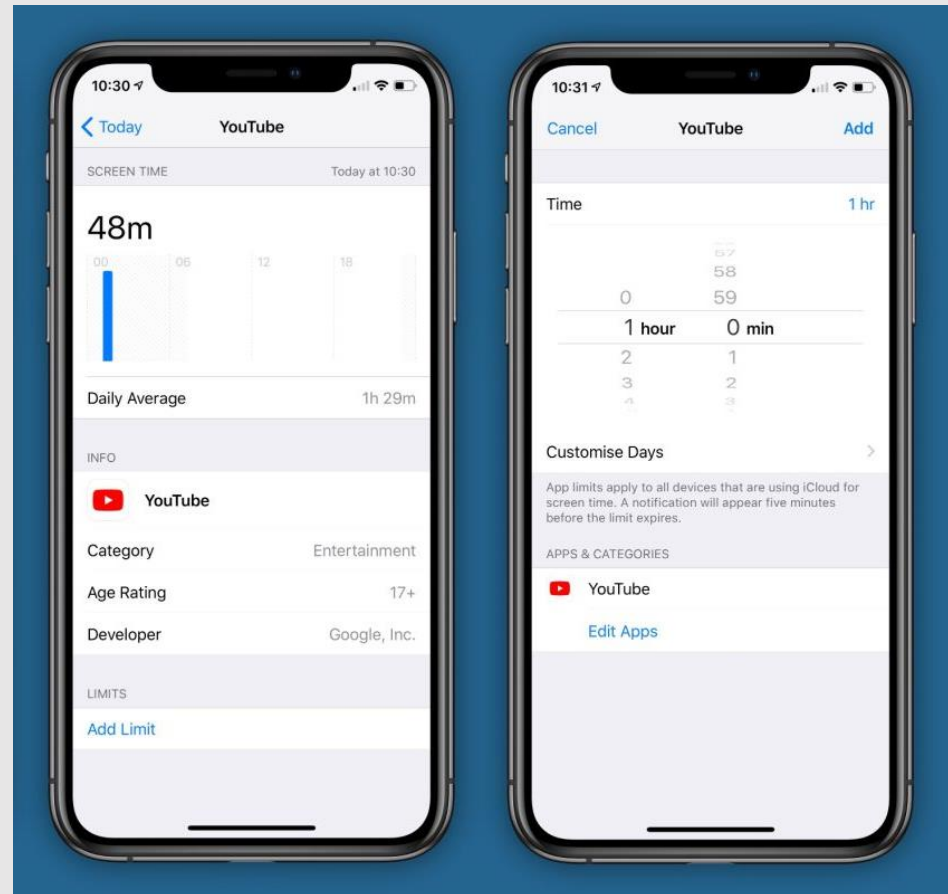
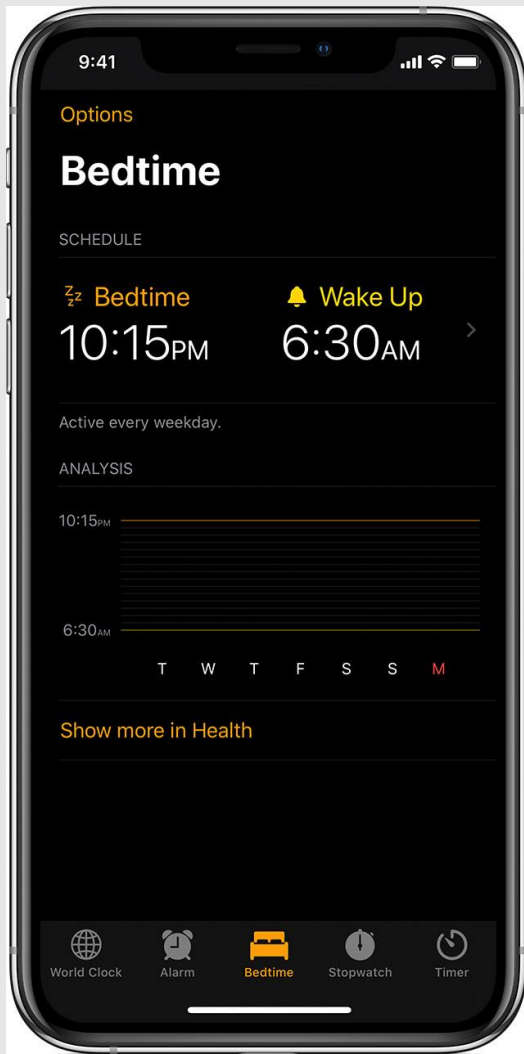
Deputy Principal – Year 11 and 12

## Strategies to support at home

# Supporting our learners to self-regulate



# Supporting our learners to self-regulate





# Developing Strong Foundations with Time-Management and Planning

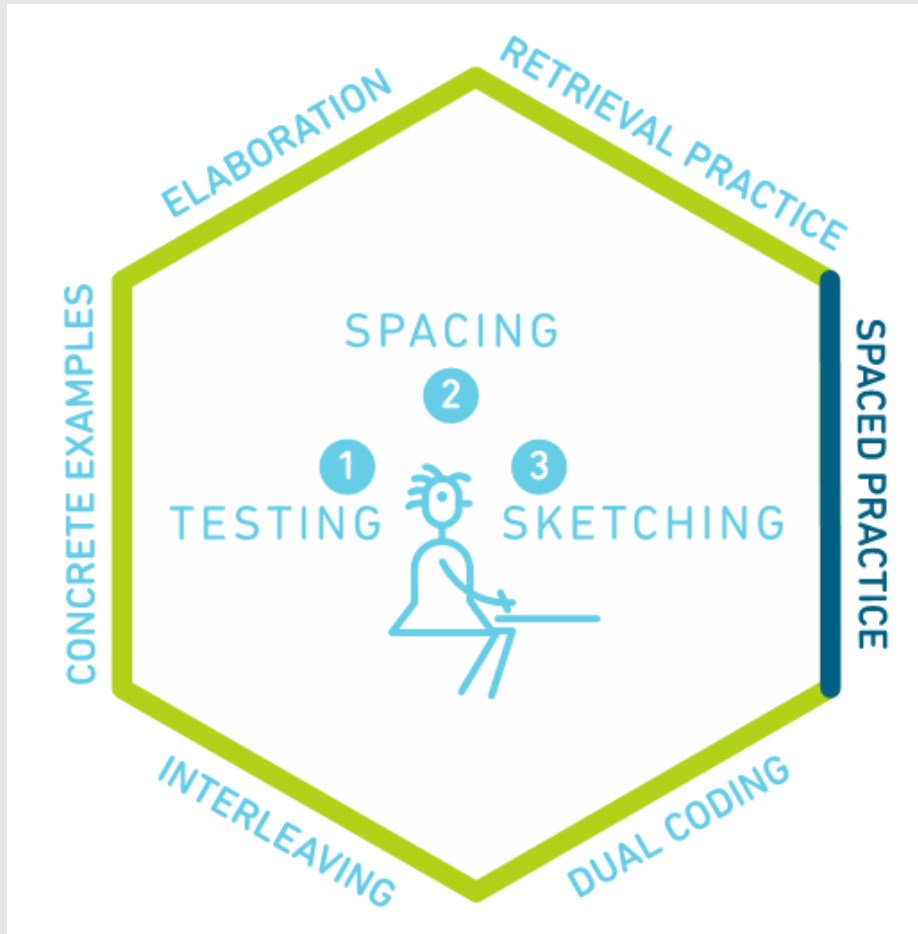
## ***Conversation starters:***

- Where are you recording your assessment dates?
- Which assessments are coming up this week?
- What do you still have to do to complete and how have you allocated time?
- How did you go with the assessment last week?



**Let's Talk**

# Building and Refining Effective Study Habits



Spaced practice involves spacing out studying over time instead of cramming right before an exam.

# Building and Refining Effective Study Habits

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
				Maths Due today		
Maths	Philosophy	Physics	Philosophy	Maths	Sport Game	
English	Drama	Modern	Drama	English		
Physics	Maths	ARC	Physics	Philosophy		
	English	Modern	Modern	Drama		
Training	Homework	Training	Homework	Work		
		Spaced Study	Spaced Study		Spaced Study	Spaced Study



# Building and Refining Effective Study Habits



Retrieval practice involves recreating something you've learned in the past from your memory, and thinking about it right now.

# Building and Refining Effective Study Habits



- Do or create and then do your own **practice test**.
- Create **flashcards** and use them for retrieval.
- **Write down everything you know** on a topic without referencing any other information.
- **Draw** what you know or create a **concept map** without referencing any other information.

# Building and Refining Effective Study Habits

There is a difference  
between knowing and  
retrieving.

It's precisely this "struggle" or  
challenge that improves our memory  
and learning – by trying to recall  
information, we exercise or strengthen  
our memory, and identify gaps in our  
learning.

Retrieval practice makes  
learning effortful and  
challenging.

We may feel like progress is  
slow, but that's when our  
best learning takes place.

# Building and Refining Effective Study Habits

## ***Conversation starters:***

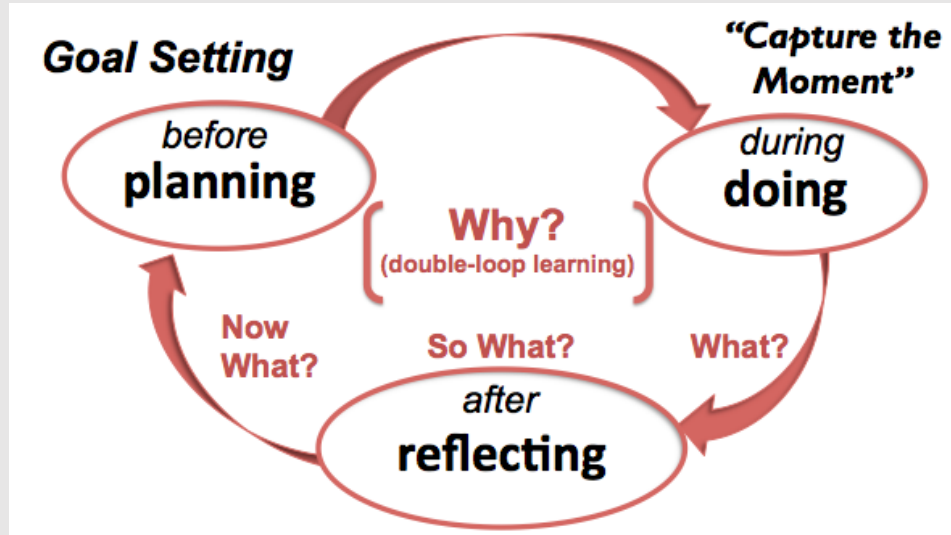
- When have you organised your spaced practice for each subject?
- Which retrieval strategies are you using for each subject?
- Do you need any help with your retrieval practice?



**Let's Talk**

# Engaging with the Learning Cycle

- Engaging in classroom learning.
- Understanding the Unit criteria.
- Setting learning goals for each subject.



- Understanding the cognitions for the task.
- Seeking feedback from others.
- Completing the BEST draft, on time.

- Engaging in the subject feedback process.
- Using feedback to improve or enhance final submission.
- Reflect on what you have learnt about the assessment TYPE to support your learning in year 12.

# Engaging with the Learning Cycle

## ***Conversation starters:***

- Which criteria are you focusing on improving in Maths? Do you know how to access support and resources?
- Explain the feedback from your teacher on your English assessment item and what you will do differently next time.
- What was discussed in your Learning Mentor conversation?



**Let's Talk**

# State High Support Network





# Beyond State High Program - 2026

## Term 1

- Overview of the program and resources shared

## Term 2

- Career Clusters Sessions

## Term 3

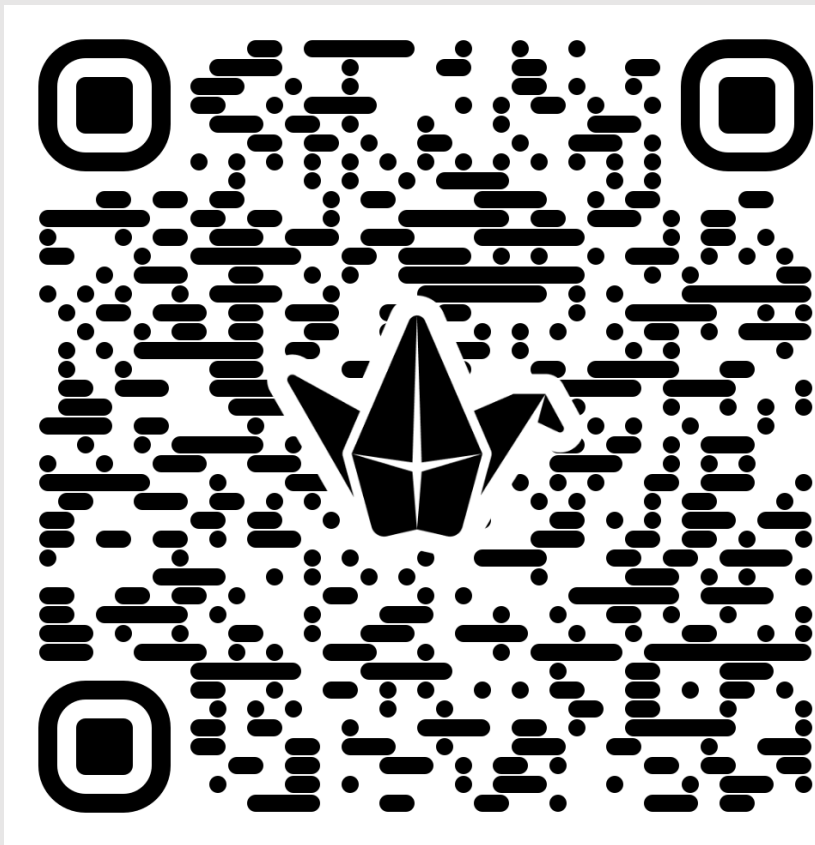
- Destination Conversations

## Term 4

- Review of QTAC applications



# Beyond State High: Padlet



Password: 2025



# Thank you for joining us today.

The session recording will be made available on the school website.