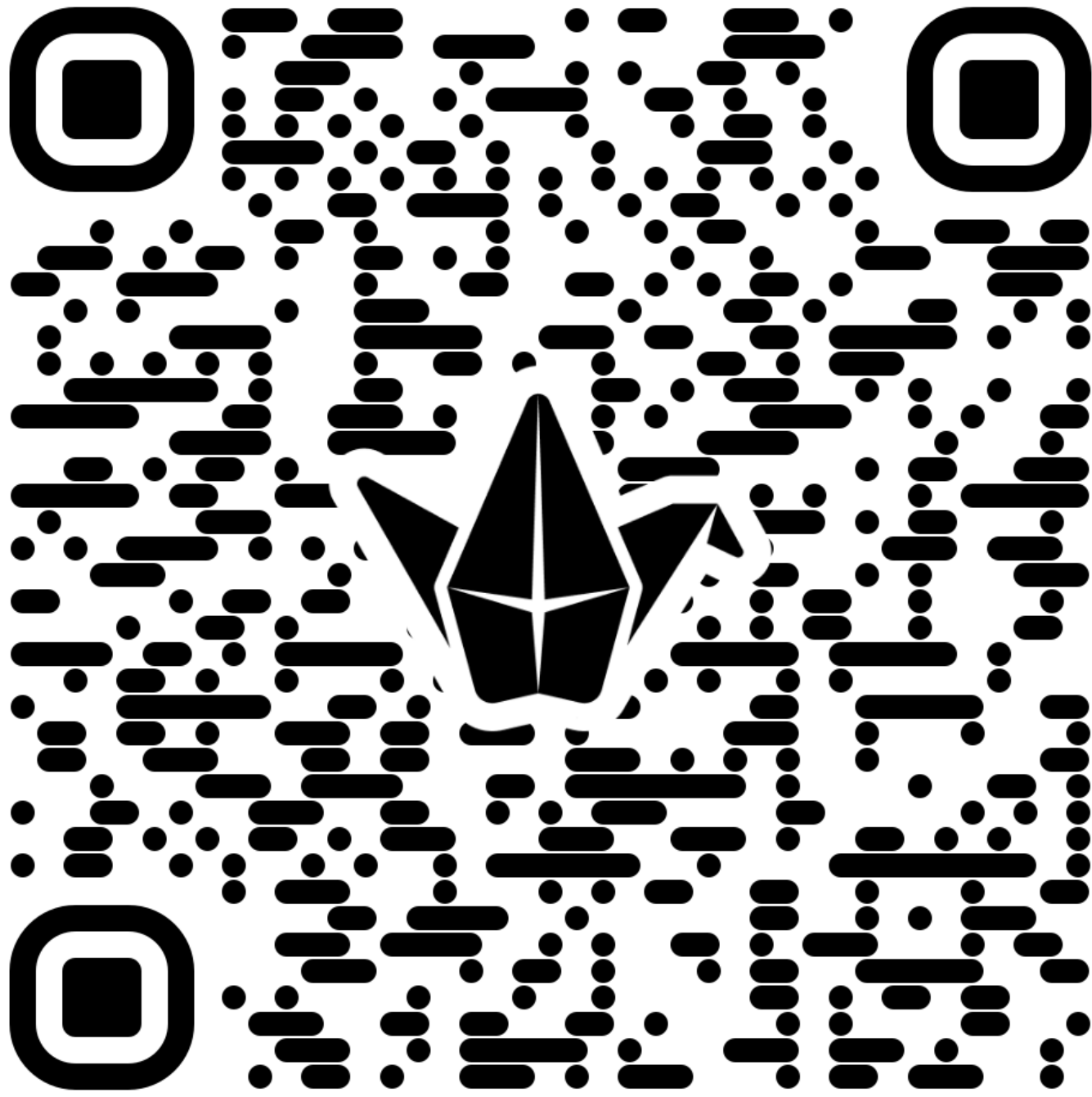




Welcome to the Senior School in 2027



Lead Artist

Jennifer Kent

Quandamooka • Jinibara • Darumbal

Jennifer has resided in Ipswich for over a decade and has lived in Mt Isa, Cloncurry, Townsville, Mackay and Beenleigh.

Jennifer identifies her First Nations ancestry with Quandamooka, Jinibara and Darumbal and has kinship with the Waluwarra and Kalkadoon of North West Queensland among others.

Jennifer acquired a love for painting when she attended boarding school at Shalom Christian College in Townsville during the 1990's, but didn't start professionally until 2017. With a background in Education Jennifer enjoys sharing First Nations cultural art styles to students of all ages.

Jennifer has a unique story telling attribute that allows her to engage and relate to audiences from all over the world.



Acknowledgement of Country

At Brisbane State High School, we acknowledge the Jagera and Turrbal people, Traditional Custodians, who are the keepers and preservers of the lands, waterways, and skies where Brisbane State High School now stands. In the spirit of reconciliation, we honour and respect their Elders past, present and emerging. We extend that respect and gratitude to Aboriginal and Torres Strait Islander peoples here today, acknowledging that these have always been places of teaching and learning.

Study, Flex and Student Agency

Head of Department Year 11

Ms Stacey Main



Ready for the future: 2025 literature review

Research for discussing approaches
to senior schooling

June 2025

DELIVERING
FOR QUEENSLAND



Queensland
Government

Information provided in this presentation has been informed by the *Ready for the future: 2025 literature review*.

Student Agency – Why?

Student agency matters because as students move from Year 9 into Year 10 they will:

- Be completing more complex tasks at a faster pace, requiring more independent practice and revision.
- Be marked according to the ISMGs (criteria) used in Year 11 and Year 12, tapered to their development stage.
- Experience assessment timelines that are different to the pattern of junior schooling, requiring them to take ownership and responsibility over their time management and organisation.
- Begin participating in Flex and Block Exams, where teachers plan for and expect that students are using this independent time for their learning.

Student Agency – How?

Goal setting

- “As students’ motivations become more autonomous as they move through school, they are driven by the alignment of the activity with the student’s plans for their future, and the benefits that will come from that.”

Strengthening engagement

- “A student who is more engaged in school is more likely to perform better ...”
- “Behavioural (participating in day-to-day activities of school life), emotional (feeling belonging and enjoyment of school and valuing success in school-related outcomes) and cognitive (willingness to put effort into complex problems) components of engagement are interrelated.”

How can you support?

- Encouraging active participation in school life – from punctual attendance, building relationships, and maintaining commitment to extra-curricular activities
- Encouraging the mindsets and skills related to problem solving – e.g. growth mindset, persistence, help seeking, ...
- Engaging in/ encouraging experiences for meaningful exploration of pathways – e.g. work experience

Ryan and Deci (2020) identify a wide range of practices to support student autonomy:



(Ryan and Deci 2020)

Taking Ownership & Responsibility

Routines

- ☐ Checking emails and Compass every morning
- ☐ Syncing the Assessment Calendar to their learning device
- ☐ Using a diary or organiser to manage their time

Learning Habits

- ☐ Developing criteria literacy – using the ISMG
- ☐ Homework + study (they are not the same thing)
- ☐ Chunking task completion to submit complete drafts

Mindsets

- ☐ Valuing mistakes and feedback as a basis for learning
- ☐ Using summative results as a basis for learning and growth
- ☐ Focusing on what's in their control

Flex – Organisation Non-Examples

WEEK 9

Time	Subject	Content / Skill	Goals
Monday	Dance	Practice writing exam which is the following Monday	Write a full practice exam and practice finding dance skills to evaluate.
Flex Period 3	Chemistry	Catch up on missed lessons	Catch up and understand the content from all the missed previous lessons
Flex Period 4	Methods	Catch up on missed lessons	Catch up and understand the content from all the missed previous lessons

WEEK 9

Time	Subject	Content / Skill	Goals
Monday	Math	PSMT	- Complete necessary checkpoints
Flex Period 3	Biology	Revision	- Revise concepts gone over in class
Flex Period 4	English	Revision	- Practice short story writing in timed conditions

Flex – Organisation Examples

WEEK 9

Time	Subject	Content / Skill	Goals
Monday	physics	- complete physics SE - " " homework + retrieval	· Finish everything only editing left for SE ↳ write any last minute questions and ask at physics tutorials on tuesday
Flex Period 3	methods or specialist maths	- index laws in methods - complex numbers in specialist	· Finish atleast either one of those chapters
Flex Period 4	physics	- student experiment	· Finish refereencing and editing · Finalising last details and submit draft

WEEK 9

Time	Subject	Content / Skill	Goals
Monday	Chemistry	Aqueous solutions and molarity	Practicing empirical and molecular formulas Understanding how to draw VSEPR diagrams Completing stoichiometry revision related to concentration/volume
Flex Period 3	Physics	Student Experiment	Finalising data collection Creating excel spreadsheets Starting research for rationale
Flex Period 4	Physics	Student Experiment	Completing rationale Finalising research question Completing risk assessment

Flex and Study – Effective Learning Strategies

A student should be more tested/
challenged in their
study than in their
assessment

What do students often rely on?

- Re-reading PPTs
- Watching online content
- Writing study notes

Passive

What highly effective strategies should students be using?

- Practice questions. Even better if under timed conditions
- Brain dumps
- Flash cards
- Note taking that incorporates retrieval practice - e.g. Cornell notes
- Spaced practice
- Interleaving

Active retrieval

How can you support?

- Helping to build connections between their schooling and their future
- Help reinforce the importance of using Monday afternoons and Flex time for effective learning
- Support the development of conditions for effective study – e.g. study environment, technology routines, etc.
- Ask about study practices, not just homework completion
- Support an environment where mistakes and having a go is valued
- Engage in dialogue not just about what was learned today, but also what was learned last week or last month
- Help students with a growth mindset if they feel they can't do something or believe they aren't capable of growth

Understanding QCE and the ATAR System

Associate Principal

Ms Rebecca Nicholas

rnich101@eq.edu.au

Welcome to the Senior School in 2027!

QTAC[®] | CHOOSE
THE FUTURE

Everything you
need to know
about the ATAR



QCAA Queensland Curriculum
& Assessment Authority

myQCE



Queensland Certificate of Education

Awarded to
Jane Citizen
having met the requirements for certification

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane
Date of issue: 1 July 2014



CAA
and Curriculum
Assessment Authority

SAMPLE ONLY

LUI: 1234 5678 n 9110

Subjects in the Senior School

- General subjects
- General Extension subjects
- Applied subjects
- Certificate and Diploma courses

Each course is divided into Units.

Unit 1 and 2 are traditionally in Year 11.

Unit 3 & 4 are traditionally in Year 12

Assessment in the Senior School

- Internal assessment (IA)
 - At State High – Year 10 = PIA and Year 11 = FIA
- External assessment (EA)
- Use marks (22/25) rather than A-E
- Some subjects have 75% internal assessment (IA) and some subjects have 50% internal assessment (IA)

Year 11 – Unit 1 and Unit 2 – Satisfactory or Unsatisfactory

Year 12 – Unit 3 & 4 – Mark /100 at the end of the year

Preparatory subjects in Year 10 and unit 1 & 2 in year 11 build what is required for success in unit 3 & 4.

Subject Selection & Subject Mastery

Once students have selected their pathway and subject they should be aiming to master the content, skills and assessment types for each subject.



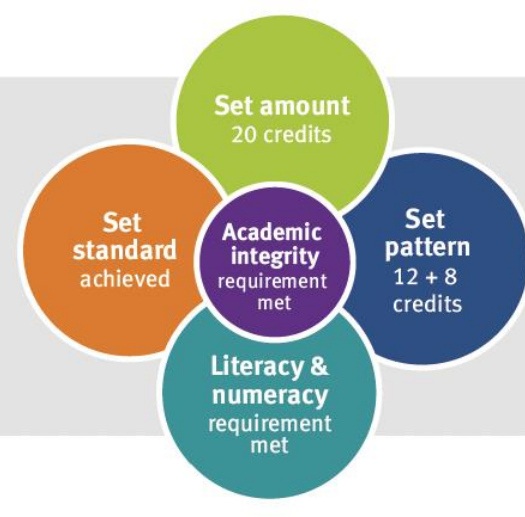
Learning Experiences

Make the most of your learning so you can perform at your best in assessment:



- Be present and active in class
- Engage in the feedback process and action it
- Plan your time and your work
- Learning Scientist – 6 strategies for effective learning
- Use QCAA syllabus documents and resources
- Make the most of Student Led Conferences
- Find your balance

QCE



To achieve a QCE students must:

- Pass English / Maths (literacy/numeracy)
- Attain at least 20 'credits'
- 12 credits from subjects undertaken all the way through Year 11 & 12 (Core)
- Completed the QCAA Academic Integrity Course.

1 QCE 'credit' awarded for every completed Unit

QCE

Student A — General subjects with no subject changes

Student A enrolls in General subjects (Core category). No subject changes are 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
				Total QCE credits	22

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

Literacy &
Numeracy met

6 x subjects for
entirety of course

Minimum of 20
credits

QCE

Unsatisfactory = 1
less credit

Student J — General subjects with subject changes

Student J enrolls in five General subjects (Core category). The student changes two subjects because they didn't meet the set standard.

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.

Literacy &
Numeracy met

3 x subjects for
entirety of course

Did not meet minimum of
20 credits

What is an ATAR?

- Australian Tertiary Admission Rank (ATAR)
- Primarily used for tertiary admissions
- Calculated by Queensland Tertiary Admissions Centre (QTAC)



It is:

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

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

Australian Tertiary Admissions Rank

ATAR Eligibility

5 General Subjects

OR

4 General Subjects
+

Either:

Applied subject
Completed Certificate
III or higher VET
qualification

Must pass an English subject (Essential English, General English, Literature, English & Literature Extension) and a Maths subject (Essential Maths, General Maths & Maths Methods).

IA: Internal Assessment
TEA: Tertiary Entrance
Aggregate

BSHS

Subject 1
IA results

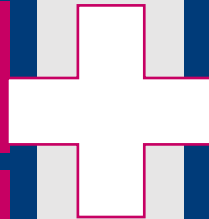
Subject 2
IA results

Subject 3
IA results

Subject 4
IA results

Subject 5
IA results

Subject 6
IA results



QCAA/Q

Subject 1
result /100

Subject 2
result /100

Subject 3
result /100

Subject 4
result /100

Subject 5
result /100

Subject 6
result/100

scaling

QTAC

Scaled value 1

Scaled value 2

Scaled value 3

Scaled value 4

Scaled value 5

***Top 5 subjects
gives TEA***

QTAC

Scaled value 1

Scaled value 2

Scaled value 3

Scaled value 4

Scaled value 5

*Top 5 subjects
gives TEA*

Top 30 TEAs
ATAR 99.95

Next 30 TEAs
99.90

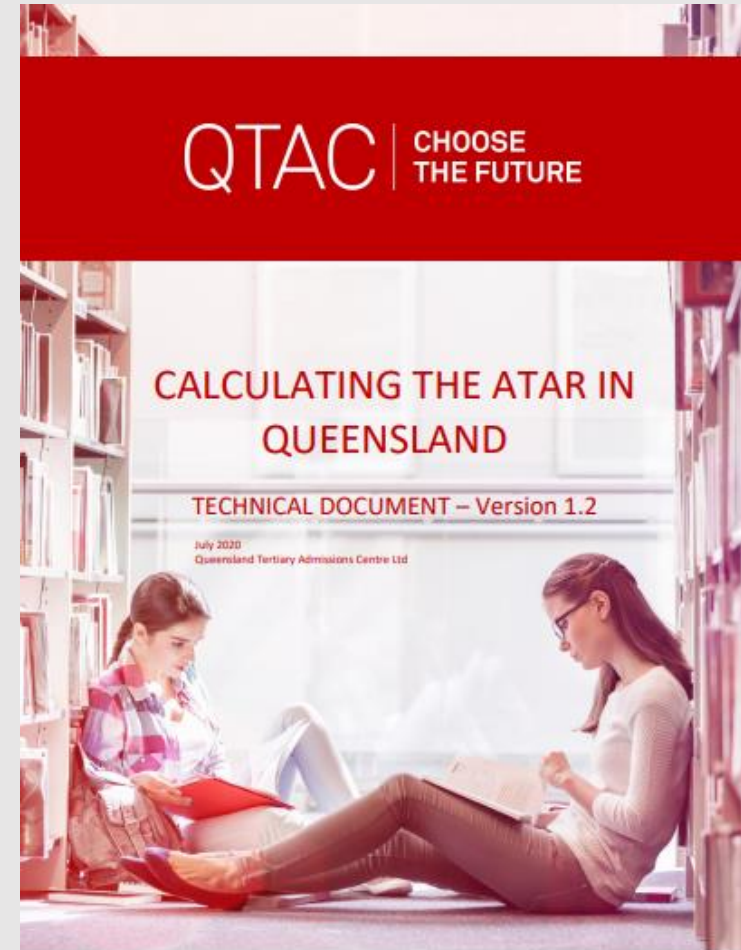
Next 30 TEAs
99.85



TEA: Tertiary Entrance Aggregate

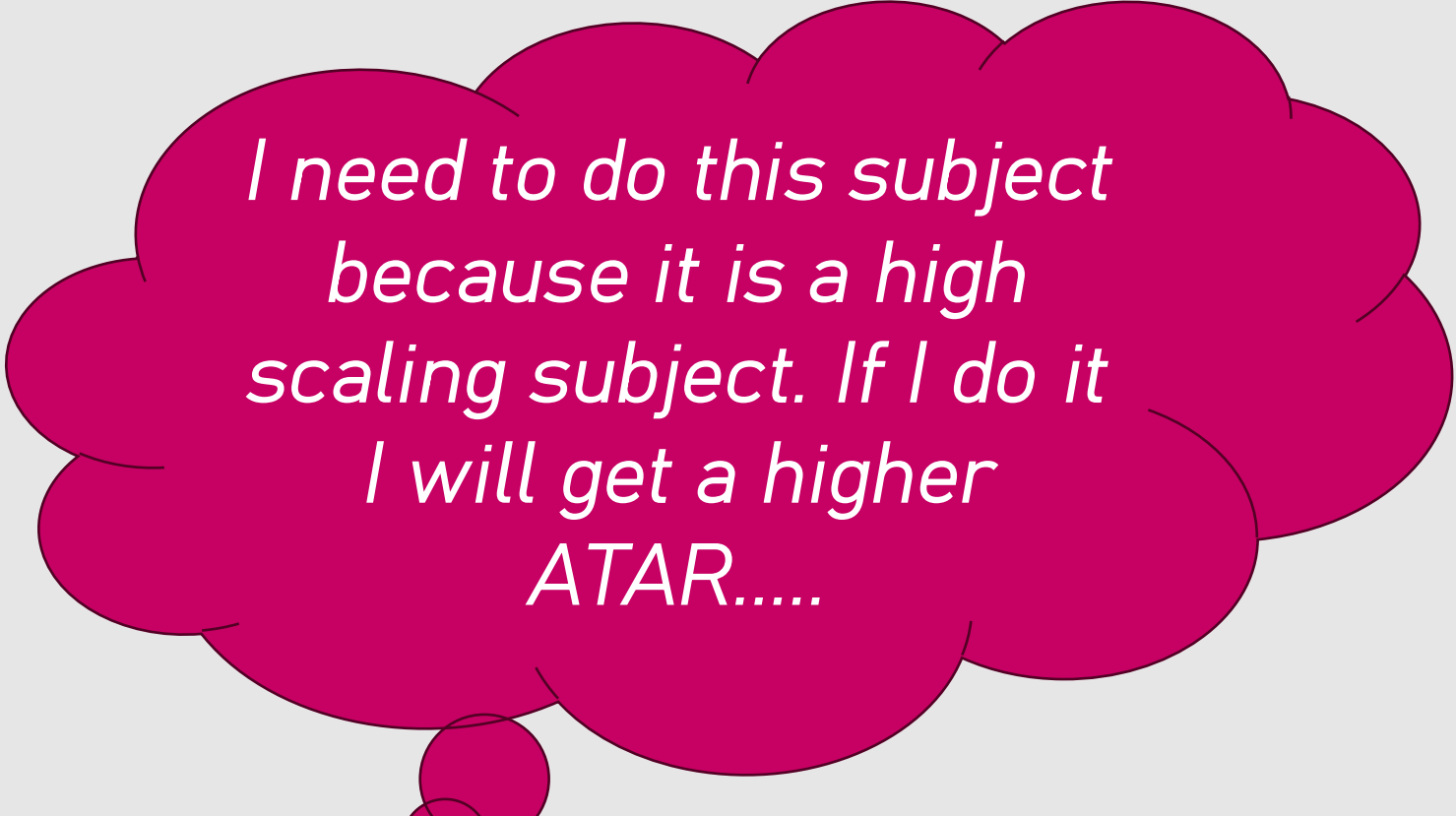
What is Scaling?

- 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.	

A common phrase we hear.....



*I need to do this subject
because it is a high
scaling subject. If I do it
I will get a higher
ATAR.....*

QTAC® ATAR Navigator



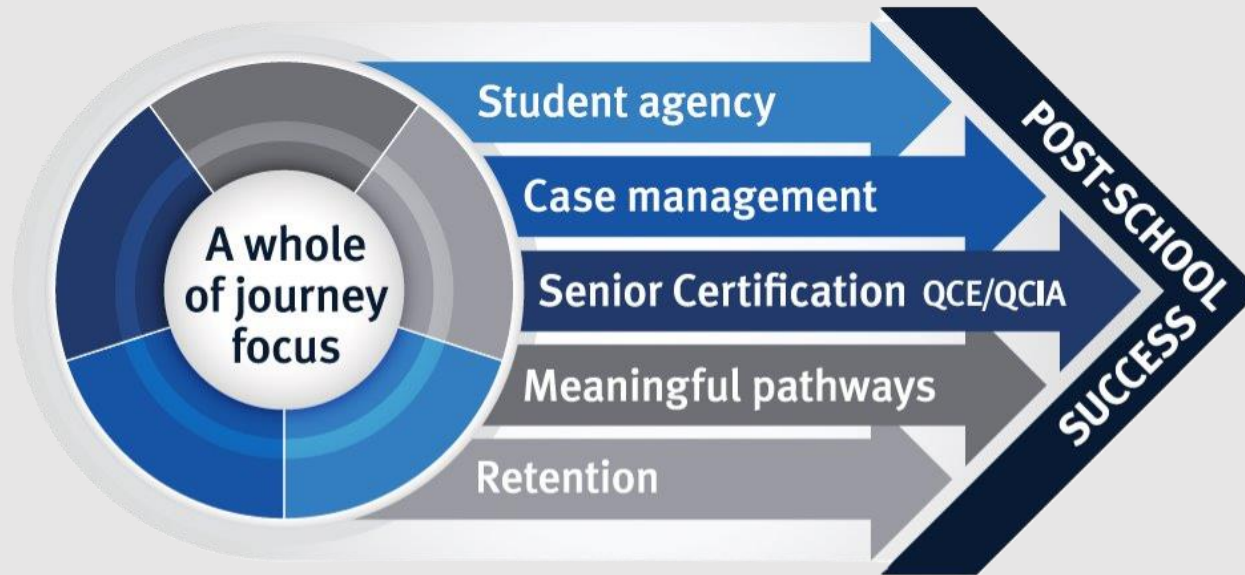
Ready for the Future

Deputy Principal Year 10 -12

Ms Natalie Coleman

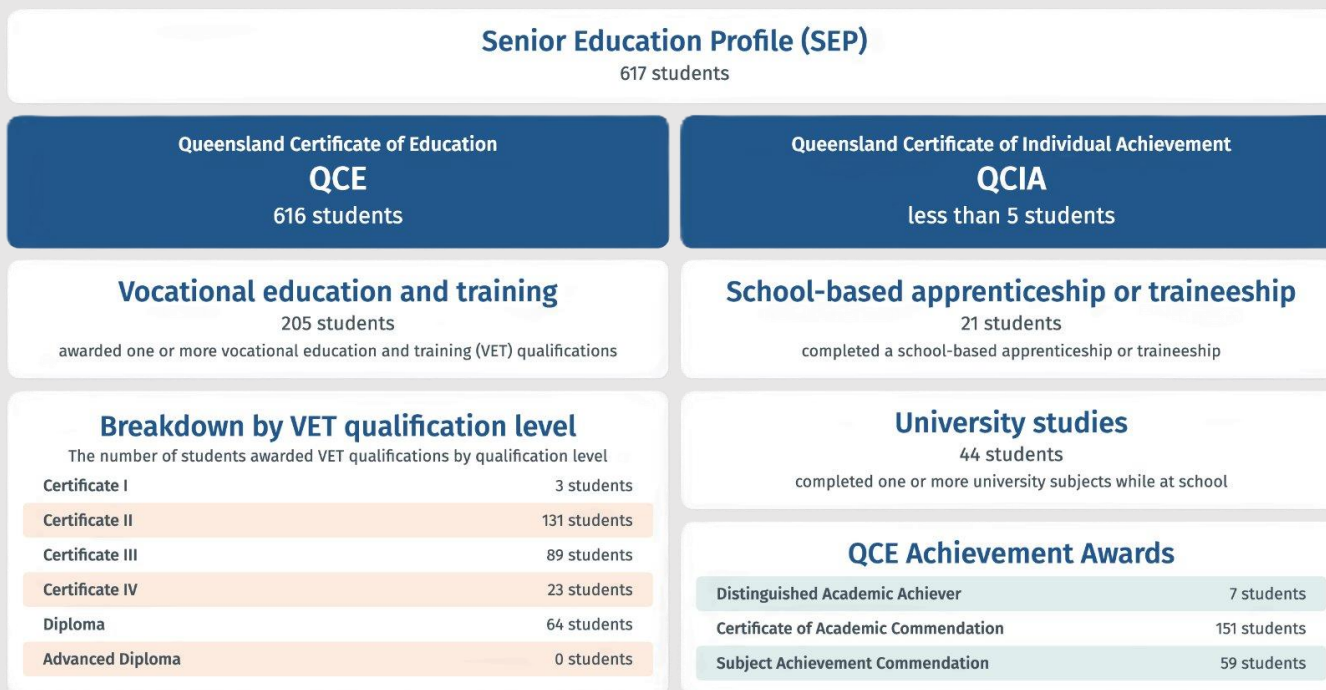
ndcol0@eq.edu.au

A whole of journey focus



2025 measures in senior schooling

- **100%** of Year 12 students graduated with their QCE/QCIA
- 617 students
- 617 **pathways**
- 93% of students choosing a **university pathway** *(Next Steps, 2025. 369 respondents)*



Year 10's place in the transition to Senior Schooling



YEAR 10 IS AN IMPORTANT YEAR FOR EVERY STUDENT.



STUDENTS ARE PREPARING TO MAKE DECISIONS ABOUT SENIOR SCHOOLING AND LIFE BEYOND STATE HIGH.



STUDENTS ARE LEARNING HOW THEIR CHOICES IMPACT THEIR FUTURE.

Year 10's place in the transition to Senior Schooling



Recognising and valuing

Recognising and valuing varied pathways.



Providing

Providing access to options and opportunities for students.



Driving

Driving engagement.



Building

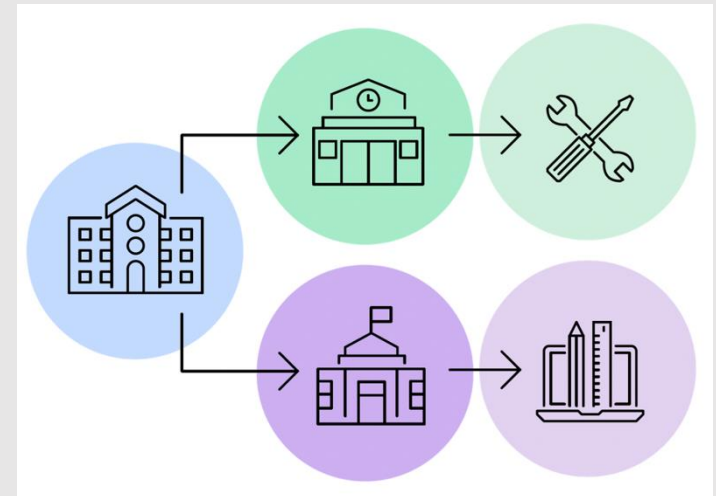
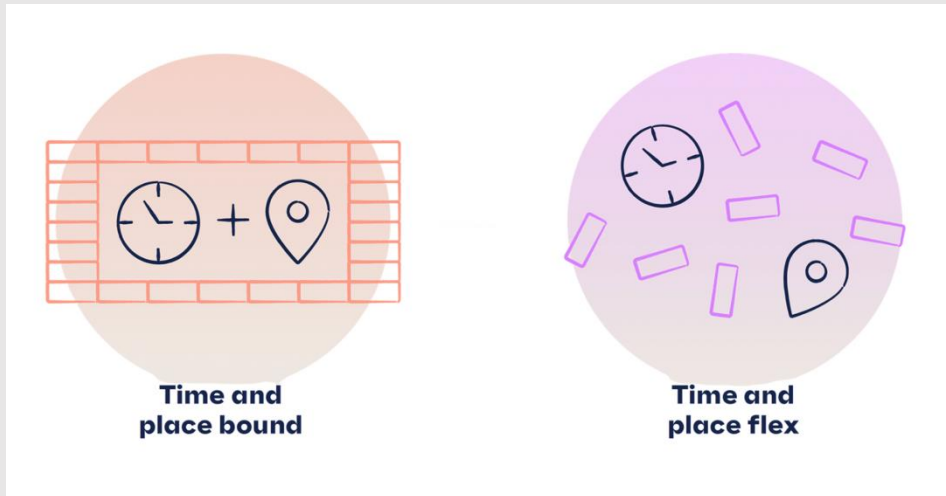
Building connections between education and post-school pathways.



Delivering

Delivering high-quality career education.

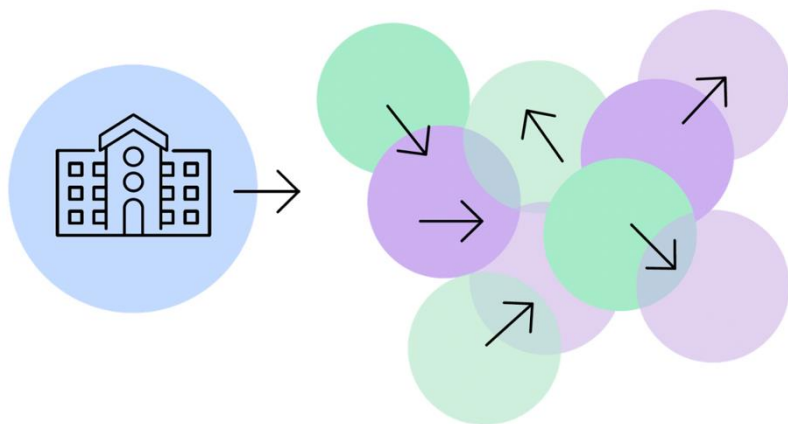
McCrindle – How has work changed?



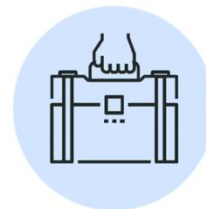
The Future of Skills and Education, MCCRINDLE 2026.

200 students indicated that they are working and studying.

Next Steps, 2025. 369 respondents



Gen Z



18 jobs



6 careers

In a lifetime

85% of students working part time

Next Steps, 2025. 369 respondents

Redefined life stages

OLD WAY



NEW WAY



A pathway of choice not chance



Subject alignment



Capabilities, interest and skills



Alignment to career clusters



University prerequisites



ABCD plan

University - Medicine

Student A – 99.95	Student B – 99.9	Student C – 99.8
Chemistry	Economics	Chemistry
Physics	Literature	English & Literature Extension
Math Methods	Math Methods	Italian
Specialist Maths	Physics	Math Methods
Literature	Chemistry	Physics
French	Specialist Maths	Specialist Maths
UQ Enhanced Studies Work Experience	Work Experience	UniSQ Headstart START QUT

University

BA (Hons) Advanced Finance and Economics. – 97.6	BA (Hons) Engineering/ Master of Engineering – 99	BA Health Sciences– 95.65
Economics	Chemistry	Chemistry
English	Engineering	Digital Solutions
Math Methods	Math Methods	Literature
Specialist Maths	English	Math Methods
Modern History	Physics	Physics
Physics	Specialist Maths	Psychology
	START QUT Engineering 101 Unit	Certificate II Sampling and Measurement

University

BA Nursing/BA Public Health – 80	BA Animation – 87	BA Business / BA Creative Arts 90
Biology	Visual Art	Chemistry
Business	Business	Economics
Dance	English	Film, Television & New Media
English	Japanese	Math Methods
Legal Studies	General Maths	Literature
General Maths	Music	Philosophy & Reasoning
Cert II Sampling and Measurement	UQ Enhanced Studies	Work Experience Year 10 and 11

University – certificates

BA Architectural Design/BA Built Environment – DBU	BA Nursing – Cert III & English	BA Human Movement/Nutrition Science – Cert III Fitness & English
Diploma of Business(\$)	Biology	Cert III Fitness (\$)
English	Cert II/III Health Support Assistance (\$)	Biology
Philosophy & Reason	English	English
Design	Health	General Maths
Legal Studies	Essential Maths	Modern History
General Maths	Drama	Physical Education
	Work Experience	

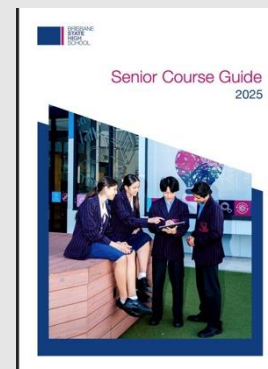
Training and Employment

BA Architectural Design/BA Built Environment – DBU	Diploma of Nursing – Cert II/III	Building Apprenticeship – Cert II
Diploma of Business (\$)	Visual Art	Cert II Construction (1 day a week)
English	Ancient History	Essential English
Philosophy & Reason	English	General Maths
Design	Essential Maths	Business
Legal Studies	Certificate II/III Health Services Assistant (\$)	Cert III Fitness (\$)
General Maths	Drama	Geography
Work Experience Year 10	Work Experience Year 11	Work Experience – Year 10 & 11

Vocational Education and Training

- Career Tasters - Year 10
 - Automotive
 - Health and Community Services
 - Electrical (including engineering)
- A student in Year 10, 11 and 12 can undertake a:
 - funded certificate I or II – general training
 - funded school-based apprenticeship or traineeship
- Cert III – Diploma Certificates are fee for services.

Bringing the future into focus



Year 9 ARC
Program

Padlet

Senior Course
Guide

Senior Showcase

Family discussions
– what does this
look like

Selecting your
subjects

What subjects have you enjoyed through junior school?
Where have you seen success?
What career clusters have you considered?
What do you believe your strengths are?
What are you finding challenging?
Let's have a look at the course guide to understand each subject?

You want a pathway of choice not chance

- Each student is different.
- Cohort Team of Experts
- Beyond State High Program
- Partnerships and Transitions Department
- Curriculum Experts
- Research and Evidence

