

External assessment 2023

Stimulus book

Health

General instruction

- Work in this book will not be marked.



Queensland
Government

QCAA

Queensland Curriculum
& Assessment Authority

Context

Stimulus 1: Profile of School A

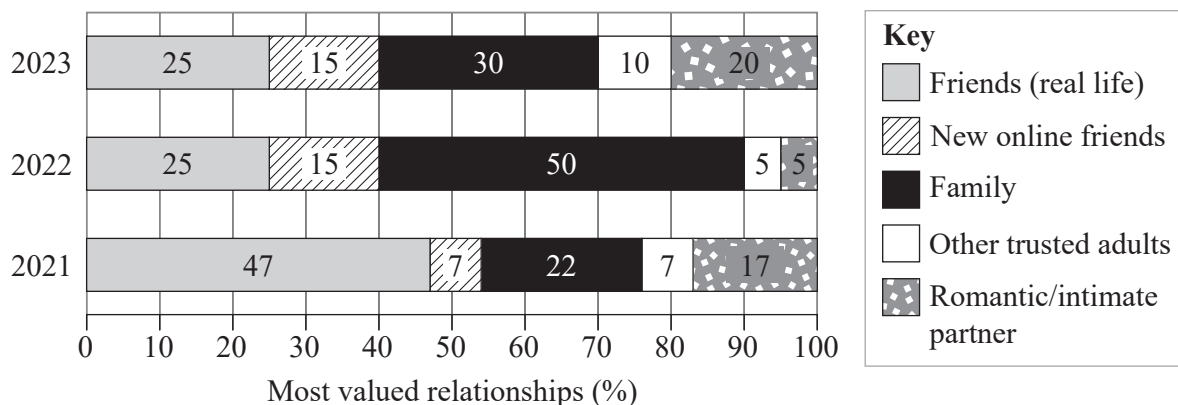
- School A is located in an inner-city suburb.
- The school population is made up mostly of students with a high socioeconomic status.
- Health literacy is an identified priority and taught explicitly from Year 7–12 by HPE teachers — survey data from 2022 showed interactive and critical health literacy had improved.
- A pandemic impacted the senior schooling years (10–12) of the Year 12 (2022) cohort. The year most impacted was Year 11 (2021).
- 81% of the Year 12 cohort signed up to a mental fitness program within two weeks of post-pandemic implementation; 70% regularly attend.
- 20% of the Year 12 cohort identify as LGBTQI+ (40% female, 35% male, 25% unspecified).
- Student representatives identified three awareness priorities: gender identity, inclusion and climate change.
- A Pride celebration and Pride jerseys for sports teams were introduced to celebrate diversity and inclusion week in 2023. This will become an annual event.

Stimulus 2: Year 12 cohort top values, strengths and concerns

The following data is drawn from a Year 12 respectful relationships survey.

	Values	Strengths	Concerns
1	Inclusivity	Empathy	Anxiety
2	Respect	Effort	Losing connections with others
3	Kindness	Resilience	Climate change

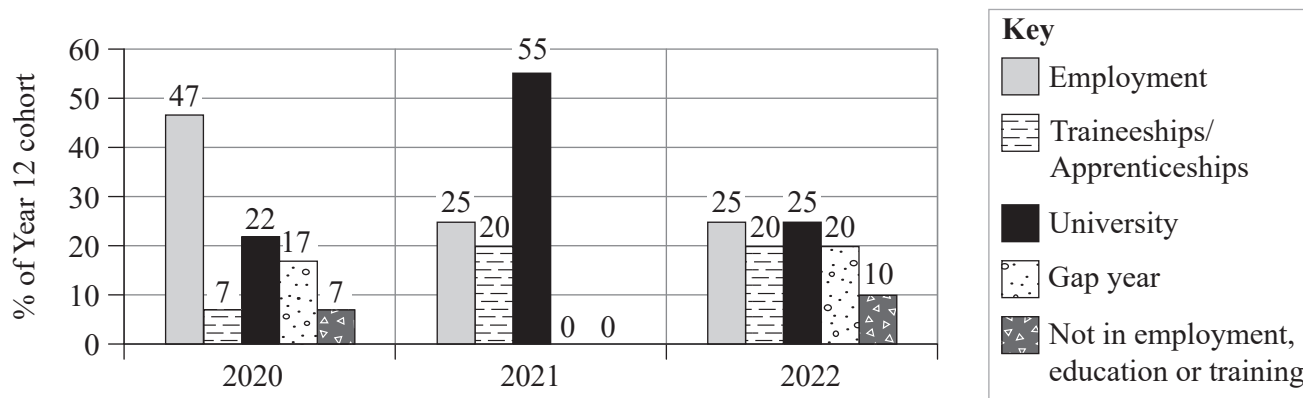
Stimulus 3: Year 12 cohort most valued relationships



Stimulus 4: Year 12 respectful relationships survey — key findings (95% response rate)


- 1 in 5 were in a romantic or intimate relationship.
- 3 in 5 reported their current relationship was nurturing and safe.
- 1 in 8 had experienced harassment; highest rate for females, lowest rate for LGBTQI+ students.
- Top concerns students had when considering reporting harassment: fear of being blamed and homophobia.

Stimulus 5: Previous Year 12 cohort post-schooling destinations (2020–2022)



Innovation: Post-schooling transition (PST) program characteristics and features

This infographic has been provided to highlight the characteristics and features of the Post-schooling transition (PST) program.



What we do
Partner with key school leaders to implement PST in schools.

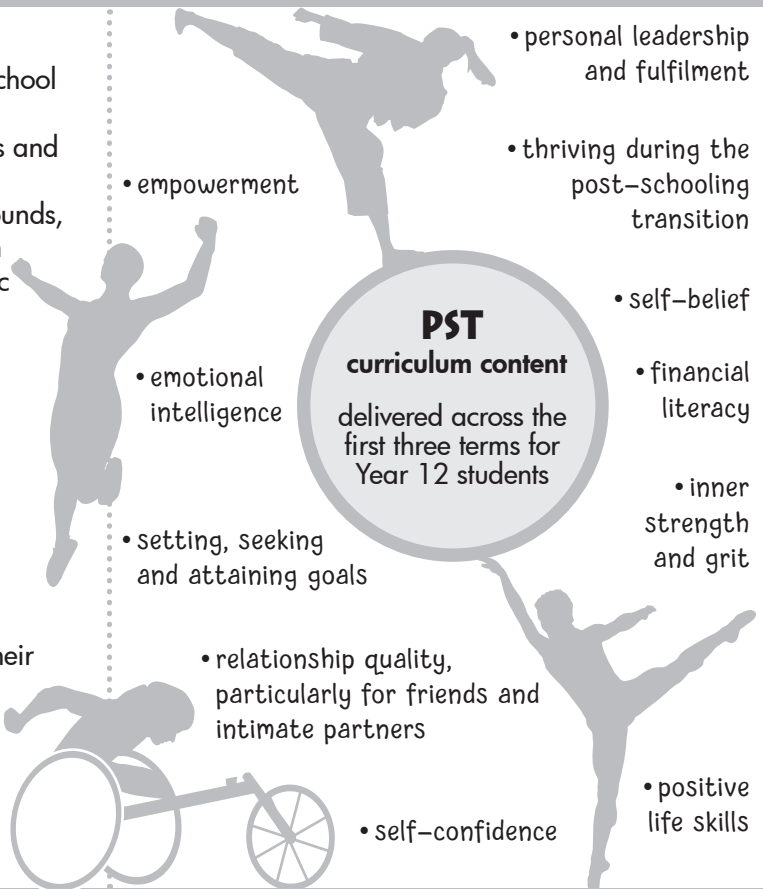
Vision
To empower Year 12 students to step confidently into their future relationships and trajectories.

PST providers have

- over 10 years experience working within school settings with young people from diverse backgrounds, including Aboriginal peoples and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, the LGBTQI+ community, people living with disabilities, and victim-survivors of domestic and family violence
- extensive skills in positive psychology and cognitive behaviour therapy, and are highly motivated, enthusiastic, engaging and empathetic towards school staff and young people
- exceptional communication and interpersonal skills.

PST teachers

- are trained to deliver the PST program in their school setting
- mentor HPE and pastoral/wellbeing teams to deliver respectful relationships education, including consent.



PST curriculum content
delivered across the first three terms for Year 12 students

- empowerment
- emotional intelligence
- setting, seeking and attaining goals
- relationship quality, particularly for friends and intimate partners
- self-confidence
- personal leadership and fulfilment
- thriving during the post-schooling transition
- self-belief
- financial literacy
- inner strength and grit
- positive life skills

PST offers two program levels (both with one-off payment) for the school:

Premium (Cost = \$15 000)	Base (Cost = \$3000)
<ul style="list-style-type: none"> • Program is implemented into school wellbeing programs. • PST assists school staff in the rollout of the program in the first year of implementation. • Program outline and resources are provided for 30 lessons. • Professional development is provided for PST teachers, enabling them to deliver the program to the Year 12 cohort in the school setting. • Ongoing assistance is provided via program online portal. • Program provider visits the school to meet with PST teachers once a term. • Program provider conducts a celebration event and program evaluation at the end of the year for staff and students. 	<ul style="list-style-type: none"> • Program is implemented into school wellbeing programs. • PST assists school staff in the rollout of the program in the first year of implementation. • Program outline and resources are provided for 30 lessons.

PST program outcomes

Table 1: History of PST use by schools in two regions

Year	Number of schools			Total number of students in both regions	Students participating in the PST program
	Region A	Region B	Total (% of schools in both regions)		
2018	7	4	11 (24%)	2595	780 (30%)
2019	8	5	13 (28%)	2601	842 (32%)
2020	9	6	15 (33%)	2605	909 (35%)
2021	11	7	18 (39%)	2611	982 (38%)
2022	13	8	21 (46%)	2615	1061 (41%)

Table 2: Outcomes for program level — 2020

Premium — 9 schools (456 students)	Base — 12 schools (605 students)
<p>Year 12 cohort outcomes</p> <ul style="list-style-type: none"> 85% reported a greater sense of wellbeing. 79% had a greater sense of value in their relationships. 70% reported two years later that they were continuing to use the knowledge and skills they had obtained from the program. <p>PST teacher outcomes</p> <ul style="list-style-type: none"> 90% reported enhanced student–teacher relationships. 18% reported difficulties presenting the PST program activities as per the provided outline. 87% reported that professional development allowed them to deliver the program effectively. <p>School outcomes</p> <ul style="list-style-type: none"> 87% of students improved their school results. 93% of Year 12 students who used PST recommended the program to Year 11 students. 90% of schools intended to continue using program over the next two years. <p>Parent and caregiver outcomes</p> <ul style="list-style-type: none"> 75% reported better relationships with their children. 	<p>Year 12 cohort outcomes</p> <ul style="list-style-type: none"> 63% reported a greater sense of wellbeing. 89% had a greater sense of value in their relationships. 68% reported two years later that they were continuing to use the knowledge and skills they had obtained from the program. <p>PST teacher outcomes</p> <ul style="list-style-type: none"> 65% reported enhanced student–teacher relationships. 32% reported difficulties presenting the PST program activities as per the provided outline. <p>School outcomes</p> <ul style="list-style-type: none"> 67% of students improved their school results. 73% of Year 12 students who used PST recommended the program to Year 11 students. 80% of schools intended to continue using program over the next two years. <p>Parent and caregiver outcomes</p> <ul style="list-style-type: none"> 68% reported better relationships with their children.

Testimonial



There is no doubt that PST has assisted students, because it extends the core values of schools, empowering students to step confidently into their future relationships and achieve a successful post-schooling transition.

— Education Director for Region A and B

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References

Stimulus 6

QCAA created infographic incorporates:

Gate by adidad8 on Vecteezy <https://www.vecteezy.com/vector-art/134980-free-open-gate-vector>

Dancer silhouette by GDJ on Openclipart.org <https://openclipart.org/download/309217/1540767511.svg>

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