

External assessment 2024

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Stimulus book

# Health

## General instruction

- Work in this book will not be marked.

# Context

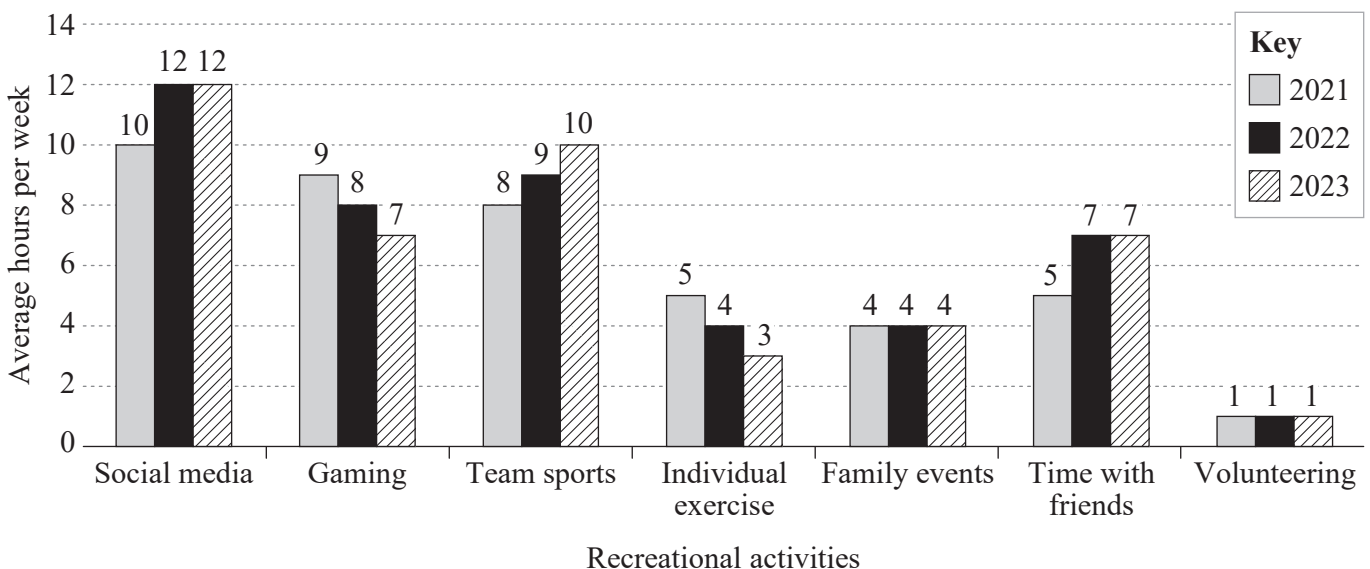
## Stimulus 1: Profile of Wattelle High School

- Wattelle High School (WHS) is located 40 km from the centre of the city in a suburb with high-density living and only 5.3% green spaces.
- There are 571 students: Year 7 (130), Year 8 (115), Year 9 (80), Year 10 (78), Year 11 (84) and Year 12 (84).
- Diverse cultural groups are represented in the community.
- WHS has a gender diversity acceptance policy where students can identify as male, female or non-binary.
- Attendance at parent–teacher interviews has decreased significantly compared to previous years, particularly for students in Years 8–10.
- The school’s parent advisory group meets once a year.
- Sport, recreation and arts facilities have fallen into disrepair following reductions in funding due to high staff turnover.
- All inter-house events and school arts productions have been cancelled indefinitely.
- The Senior Sports Excellence program, which is subsidised by a local sports club, has been retained.
- The school has a Year 12 Endeavour Awards program, which includes 10 sporting scholarships, a free laptop for Year 12 students who achieved B or higher in all subjects in Year 11, and a free 1-week resilience camp.

## Stimulus 2: Student engagement by year level (2023)

|  | Year |    |    |    |    |    |
|--|------|----|----|----|----|----|
|  | 7    | 8  | 9  | 10 | 11 | 12 |
| Students with regular attendance (%)                   | 88   | 56 | 44 | 51 | 78 | 84 |
| Students participating in co-curricular activities (%) | 79   | 53 | 50 | 68 | 75 | 76 |
| Students with one or more suspension or exclusion (%)  | 8    | 16 | 18 | 11 | 7  | 5  |
| Students achieving B or higher in all subjects (%)     | 56   | 33 | 34 | 55 | 59 | 61 |

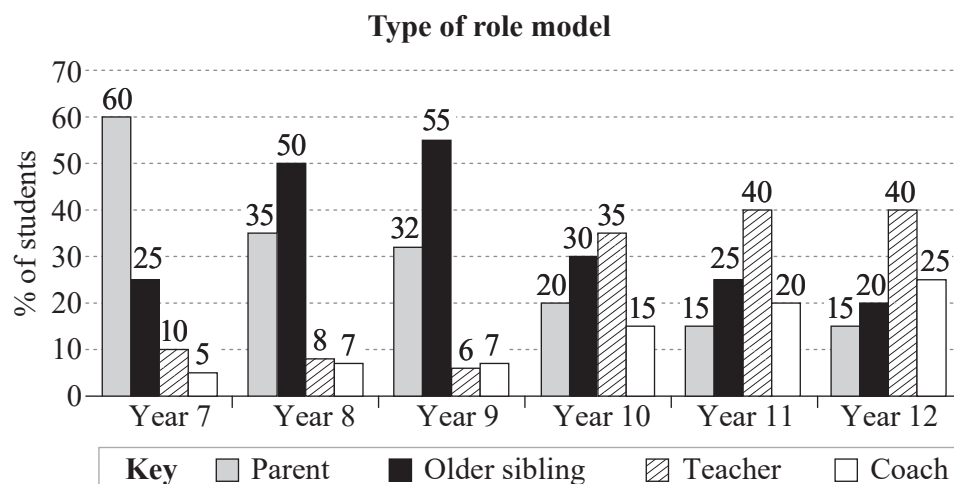
## Stimulus 3: Student hours per week spent on recreational activities, all year levels (2021–23)



**Stimulus 4: External study on WHS student access to respectful relationship role models (average from 2019–23)**

Students with at least one role model

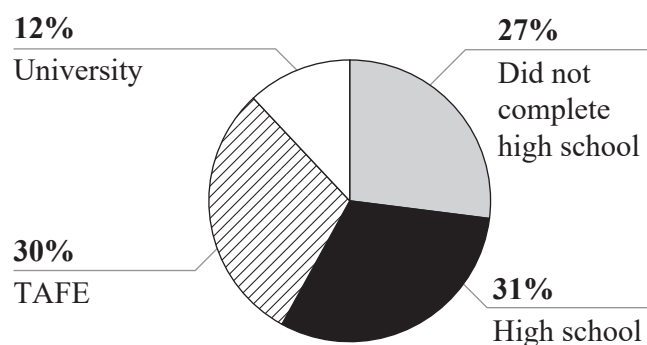
|         | % of cohort |
|---------|-------------|
| Year 7  | 28          |
| Year 8  | 8           |
| Year 9  | 9           |
| Year 10 | 12          |
| Year 11 | 17          |
| Year 12 | 26          |



**Stimulus 5: Characteristics of empathetic students at WHS (multiple responses accepted)**

| Students who intervene in bullying      |      | Students who show compassion               |     |
|---|------|--|-----|
| participate in sports                   | 85%  | participate in sports                      | 80% |
| demonstrate high initiative and courage | 100% | achieve good grades                        | 80% |
| previously experienced bullying         | 50%  | feel connected to the school and to nature | 65% |
| were previously injured in a fight      | 15%  | feel hopeful about the future              | 90% |

**Stimulus 6: Highest level of education in WHS community households (%)**



**Stimulus 7: Family activities in WHS community households**

| Activity                      | % households |
|-------------------------------|--------------|
| Attending a place of worship  | 61           |
| Attending sports clubs        | 82           |
| Attending community festivals | 53           |
| Dining with family            | 35           |
| Family holidays               | 8            |

**Stimulus 8: Average household composition in WHS community households**

| Young people                              |            | Adults                              |            |
|---|------------|-------------------------------------|------------|
| Infants                                   | 0.7        | Young adults                        | 0.5        |
| Primary school children (primary–Year 6)  | 1.0        | Biological parents                  | 1.5        |
| Middle school adolescents (Years 7–9)     | 1.0        | Non-biological carers               | 0.5        |
| Senior school adolescents (Years 10–12)   | 1.0        | Grandparents                        | 0.5        |
| <b>Average young people per household</b> | <b>3.7</b> | <b>Average adults per household</b> | <b>3.0</b> |

# Innovation: Cohort Companion program

This Cohort Companion Incorporated flyer highlights characteristics and features of the program.

## What is Cohort Companion?

A social buddy program aimed at connecting Year 12 and Year 7 students.

### Our goals

- ▶ develop Year 12 students as leaders and mentors
- ▶ provide social support for Year 7 students
- ▶ enhance interpersonal skills, academic care and connectedness for both Year 7 and Year 12 students

### What we do ...

We provide a buddy training program including:

- ▶ training for teachers to enable school-based delivery
- ▶ online modules, materials and venues for camps and workshops
- ▶ trained facilitators from Cohort Companion Incorporated and a critical friend/mentor

### What your school does ...

- ▶ select a program champion within the leadership team (e.g. Assistant Principal, Head of Wellbeing, Dean)
- ▶ appoint teachers to become Cohort Companion teachers and guide students through the program
- ▶ modify provided materials to suit your school
- ▶ give students the technology needed to access the program (phones, tablets etc.)
- ▶ schedule events and fortnightly check-ins

### How it works ...

#### Buddy training camp

**Who:** Students entering Year 12

**When:** Last week of Term 4, Year 11

**What:** Social media ambassador training to encourage positive use of social and digital media, and mindfulness training

#### Program induction camp

**Who:** Year 12 and Year 7 students

**When:** First week of Term 1

**What:** Communication and team building activities

#### Weekly lessons

(delivered as part of the school wellbeing program)



| Module 1                                  | Module 2  | Module 3                                       |
|---|---|--|
| Understanding academic success factors    | Enhancing interpersonal skills                        | Personal challenge and courage building skills |
| Understanding stress and stress responses | Physical care strategies: yoga, sleep, healthy eating | Cognitive strategies: imagery, memorisation    |
| Understanding the impacts of social media | E-safety principles and legislation                   | Creating positive digital diaries              |

#### Mindfulness practice

1 day in the last week of each term

#### Fortnightly check-ins

A 30-minute check-in between companions to discuss progress and create digital diaries

## Region A's story

Region A has:

- 10 schools (Years 7–12) and 2 schools (Years 7–11) — two all-boys, two all-girls and eight co-educational
- funded the first two years of Cohort Companion (CC) use in participating schools since 2020.

Two of the co-educational schools are expanding and will have Year 12 cohorts for the first time in 2025.

These two schools have a strong commitment to:

- building respectful relationships and reducing anxiety associated with transitioning to high school
- reducing bullying rates and student absenteeism.

**Table 1: Cohort Companion program uptake in Region A (2020–24)**

|                               |                        | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------------|------------------------|------|------|------|------|------|
| <b>All-boy schools</b>        | Schools using CC       | 0    | 1    | 2    | 2    | 2    |
|                               | Participating students | 0    | 10   | 20   | 20   | 20   |
| <b>All-girl schools</b>       | Schools using CC       | 1    | 2    | 2    | 2    | 2    |
|                               | Participating students | 12   | 24   | 24   | 24   | 24   |
| <b>Co-educational schools</b> | Schools using CC       | 1    | 1    | 2    | 3    | 5    |
|                               | Participating students | 24   | 24   | 48   | 72   | 120  |

**Note:** CC was launched in 2020 as a pilot program in two schools (1 all-girl and 1 co-educational). Both schools continue to use the program today. Some co-educational schools initially struggled to use the program due to technology and timetabling issues. These issues were all resolved by 2023.

**Table 2: Outcomes for Cohort Companion program after two years of use**

|                                 |   |
|---------------------------------|---|
| <b>Year 7 student outcomes</b>  | <ul style="list-style-type: none"> <li>• 68% felt more connected to the school</li> <li>• 75% improved their academic results over Years 8 and 9</li> <li>• 80% felt Year 12 students were a trusted source of support</li> <li>• 90% felt increased confidence in interacting with peers</li> </ul>                                    |
| <b>Year 12 student outcomes</b> | <ul style="list-style-type: none"> <li>• 32% enrolled in care-oriented or people-oriented courses after graduation</li> <li>• 68% felt their personal study skills improved</li> <li>• 48% felt their companion helped them thrive in Year 12</li> <li>• 85% felt increased confidence in negotiating personal relationships</li> </ul> |
| <b>School outcomes</b>          | <ul style="list-style-type: none"> <li>• 65% reported an improved sense of community</li> <li>• 100% of principals reported Cohort Companion is great value for money</li> <li>• 50% reduction in reports of bullying</li> <li>• 5% increase in attendance across all year levels</li> </ul>  |

## Testimonials

‘The support provided by the Cohort Companion facilitators and mentor has led to a smooth start to our program. The program is easy to use and has had amazing outcomes at our school. Students really understand their strengths, are highly engaged and enjoy coming to school.’ — *Cohort Companion Program Champion*

‘We have seen a significant growth in the number of schools using Cohort Companion in our region. The Cohort Companion staff are very enthusiastic, and the outcomes of the program will drive further funding for the program in our region.’ — *Education Director for Region A*

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## References

### Innovation: Cohort companion program

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