



HEAD OF YEAR 11 *Newsletter*

Jason Ashton

Dear Parents & Carers,

What a busy term we have had so far, I hope you and your child are feeling positive and preparing for our last few weeks of assessment. I am personally very excited about our upcoming End of Year Celebration event, for us to recognise all the hard work of our students through the year.

CONNECT PROGRAM – TERM 4

Thinking Big in Term 4

As the academic demands grow, it's easy for students to let health and wellbeing take a back seat—but stepping up in this area is key to long-term success. Prioritising sleep, staying active, eating nutritious meals, and taking regular breaks can boost concentration, memory, and mood, making study sessions more effective. Creating a balanced routine that includes time for relaxation, hobbies, and social connection helps reduce stress and prevent burnout. By making wellbeing a priority, our students can not only perform better academically but also build habits that support a healthier, happier life.



I invite you to ask the following questions over the dinner table this week:

- Have you been having enough sleep lately, or are you feeling constantly tired or irritable?
- Are you taking regular breaks to move around, eat well, and do things that you enjoy?
- Do you feel overwhelmed or stressed? Have you talked to someone about it?

Recognising emotional and physical strain early can make a big difference in seeking support and managing stress.



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ASSESSMENT POLICY – AARA Applications

With our assessment period starting to build up and an Exam Block commencing on Friday of Week 7, I wanted to remind you of our school's assessment policy. The direct links for our documents are below:

[Assessment Policy](#)

[AARA Form](#)

It is crucial that we support our students with applying for AARAs before the due date if they have been impacted by illness or misadventure.

All applications need to go to the AARA@thegapshs.eq.edu.au email account. Please attached all of the signed documentation to these emails. The snippet below is directly from our assessment policy regarding AARA applications.

Access Arrangements and Reasonable Adjustments (AARA)

	Procedure
AARA, including illness and misadventure (AARA)	Applications for AARA The Gap State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The school principal or delegate manages all approval of AARA for students. All long term AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. Applications for extensions to due dates for unforeseen illness or misadventure Students and parents/carers must contact AARA@thegapshs.eq.edu.au as soon as possible and submit the relevant supporting documentation. Copies of the documentary evidence template, extension application and other supporting documentation are available on the School website.



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Guest Speaker – Glen Gerreyn ‘The Hopeful Institute’

During Week 5, our students were lucky enough to have Glen Gerreyn return to our school to present a session ‘Unplug and Untangle – Addiction’. The session centered around the stages of addiction, how addictions are formed and actionable strategies within each stage to assist in seeking help. Throughout the session Glen discussed that any range of things can form an addiction – for example: drugs, alcohol, gambling, gaming, pornography, social media etc. Your child was provided with a workbook in which students were guided through structure note taking as part of the presentation. I encourage you to use this resource as a talking point with your child to continue these important conversations in your home. You can read more about Glen’s story and our session on his website:

<https://www.thehopefullinstitute.com/>

We have a range of supports available to you and your child if you believe they may be struggling with addiction in some way, please reach out to myself

(headofyea11@thegapshs.eq.edu.au) or Mrs Sarah Toohey (stooh11@eq.edu.au).



Wishing you all a successful assessment period and a restful Christmas holiday break ahead.

Kind Regards,

Jason Ashton