

Learner Profile Report: Year 11



Student's Learning Reflection

This semester, I have been challenged to balance my time between all of the subjects and extracurricular opportunities I am taking part in at school, as well as my responsibilities outside of school. In particular, I have had to balance my time between completing the Activating Identities and Futures (AIF) subject, a TAFE Cert III in IT and Stage 2 Mathematical Methods, which I am doing in advance for Year 12, each of which has for the most part been completed outside of class time. This has significantly grown my Operational Action and Mindful Agency Learner Attributes as I plan productively and mindfully to avoid burnout and unnecessary stress. I have found the academic content manageable and would say I am excelling at the tasks I have been given, however I often take this as an opportunity to push myself further, whether by taking on additional work or by extending the task further. Outside of academics, I have become involved in the Changemakers and Collaborative & Strategic Innovation in Education (COSINE) strategic planning groups, participated in multiple national competitions such as Kangourou Sans Frontières (KSF), attended multiple student expositions such as the Quantum Australia Conference 2026, and continued my involvement in the Next-Generation Learning Initiative (NGLI) in partnership with the University of Melbourne and schools around the country. I have also continued with other school opportunities such as being a Discovery Day buddy and being involved in the Primary Maths Extension Group (PMEG). My Resilience Learner Attribute has been particularly challenged in juggling all of these commitments. In Curiosity in the Community (CIC) Week, I travelled to local primary schools and shared about STEM with other students, which grew my Community Learner Attribute. Thus far, the subject that has interested me most is the Brains or Bots (BOB) Central Study, where we have been learning about electrochemistry and redox reactions. This has made me reconsider my Year 12 subject selection, and I am now considering including Chemistry. More importantly, however, it has challenged me to explore unfamiliar territory in my learning. As I approach the end of this semester, my primary focus is on distributing my time and efforts well so that I can finish all of the tasks required for my subjects at a high level. I would also like to make more time to learn about other topics I am less familiar with, such as neuroscience.

Learning Studies Teacher Comments

Matthew you are a highly valued member of Learning Studies Group 5. You bring a thoughtful and positive presence to the group and consistently demonstrate the qualities of a self-directed learner. Throughout the semester, you have shown increasing confidence in managing your time and workload effectively, setting clear goals and working steadily towards them. This growing independence and sense of responsibility are reflected in the solid progress you've made and the commendable level of achievement you have attained. Your continued efforts to take ownership of your learning are appreciated and contribute positively to both your personal growth and the learning environment of the group.


Matthew Buxton
Learning Studies Teacher:
Maryann Doolette, Nathanael Moss

Subject + Achievement

English	A
Mathematical Methods	A+
Mathematics	A
Scientific Studies	A

Transferable Experience

In the areas of: Learning Leadership, School Promotion, Promoting Learning and Out of the Building Learning

For information
about the ASMS
Learner Attributes,
subjects or grades
please scan the QR
code.



Absences

Lessons attended	92%
Lessons absent unexplained / unapproved	0%



**Mathematical Methods****(Femia Bakuszowski)**

For the subject of Mathematical Methods, students have completed Differential Calculus, Integral Calculus, and Logarithms. The topics remaining are Discrete Random Variables, Continuous Random Variables and Confidence Intervals. For their assessment, students have completed two out of six Skills and Applications Tasks (SATs) and are yet to complete their single investigation. The grade shown is indicative and is based on the assessments completed so far. Matthew has been engaging with the course independently and has shown exemplary achievement thus far. He has met all challenges with a positive attitude to produce work of a sustained high standard.