Preparing for Senior School (Yr 10-12)
The progression from year 10 to 11 marks a significant stage in your schooling and life generally. In Year 10 you will have more opportunity to explore and expand your interests and natural talents and match these with your aspirations for life after school.

**Year 10** is a transition year to your near future and this is an exciting time to consider and make plans for the final two years of your schooling. Your compulsory schooling phase comes to an end in this year and you will be faced with choosing a pathway that best suits your abilities and ambitions. In particular you will be guided through this important phase of your schooling by creating your unique **Student Education and Training Plan**. Think of this plan as a compass that plots your overall direction, the way that you see it and your parents/carer would hope for, at the conclusion of your schooling. You can change direction.

**Years 11 and 12** are the compulsory participation phase of schooling. You will need to build on your transition year of year 10 and lay some firm foundations for your life and careers beyond secondary school. You will be required to re-commit to a high standard of **work ethic, attendance** at school and doing your best in **achievement** to ensure you give yourself every chance of achieving the path you have set on your personal compass. The school will give every opportunity to students who make this commitment and your enrolment will be reviewed should you be unable to complete these commitments. Shailer Park State High School offers you a wide range of pathways to prepare you for beyond school e.g. employment, university or further training, but ultimately it will be up to you to make your dreams a reality.

**Your GOALS, Courses We Offer and Subject Selection.**

For students entering Year 11 learning and achievement leading to a worthwhile outcome for **YOU** is our goal as educators at Shailer Park SHS. Lifelong learning will be a feature of your life. Some of you will see Senior as a pathway to an immediate vocation or occupation as a starting point, while others will have a sense of fields of interest to explore post-school rather than an occupation, job or immediate career. Further study at University or TAFE may be your next step after school.

The school will work with you to ensure you reach your potential but with these school goals in mind:

- All students should aim to complete credits to gain a QCE
- For OP eligible students you should strive for an OP of 15 or greater to gain best opportunity to enter tertiary courses of preference
- Non-OP students MUST achieve at least ONE Certificate 2 qualification

**2010 and Beyond – Course Ideas**

Subject selection for 2010 has been re-designed to match your natural talents and “smarts” to the varied pathways that will take you on life's journey through the 21st Century. We have also provided sample course structures that you can select as a “package”.

All current Year 10 students will be completing a Senior **Education and Training Plan (SETP)**. This plan MUST be the basis upon which you consider the options available so that you can make choices suited to your particular needs.

Should you require any assistance in making your subject selections, there are many people available to provide additional help: **Administration, Heads of Department, Guidance Officers** and teachers are willing to assist where possible.

I wish you well in making your decisions and then commencing Year 11 confident that your choice of subjects will make your final two years at secondary school challenging and rewarding.

**Richard Usher**  
**BA LLB Dip Teach**  
**Principal**
EDUCATION AND TRAINING LAWS
The Queensland Certificate of Education complements the government’s “Learning or Earning” laws which mean that unless entering full time work or an apprenticeship, everyone will be required to complete year 10 and a further two years of education and training, until 17 years of age – Compulsory Participation (Senior) Phase. There are exceptions to this obligation and further information can be found below.

OUR FOCUS
All students are expected to be engaged in learning that is meaningful. The measure of meaningful education in the Senior Phase of Learning is the qualification(s) awarded at the conclusion of your final two years of schooling. Our focus is to have you achieve your preferred post-school goals.

What WE do to assist YOU to achieve your Learning Options.
• All students are guided towards achievement of a Queensland Certificate of Education (QCE).
• This is achieved at Shailer Park SHS by you enrolling in and completing sufficient coursework or training that a QCE will be awarded at the conclusion of Senior schooling.
• University entry. Some students will choose to be applicants for tertiary study and must therefore study subjects that qualify for an Overall Position (OP) plus
• you may choose a vocational path gaining Certificate II or Certificate III qualifications.

ELIGIBILITY FOR A QCE
• To be eligible for a QCE a student must be, and the school ensures you are
• registered with the Queensland Studies Authority who will issue a Learner Unique Identifier (LUI) Number and
• enrolled with a school or other education or training provider.

The main provider (Shailer Park State High School) takes responsibility for registering a young person. Each provider with whom a student has enrolled records credit achieved in a young person’s learning account. This allows the student flexibility in sourcing qualifications and credit for study or training from a range of providers if desired or necessary.

PERSONALISED PROGRESS
For most students the QCE will be achieved over years 11 and 12. Others may not achieve it until after year 12. Students have learning accounts opened for them by the school with the Queensland Studies Authority and these accounts remain open for 8 years or the student attains 24 years of age. This allows students to build on their studies and achieve a QCE even though they leave school to pursue vocational interests or employment. Subjects or courses of study have been allocated credit points. Upon successful completion these credit points are automatically credited to students’ learning accounts.

The total amount of learning required is at least 20 credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the senior phase of learning.
EXEMPTIONS FROM COMPULSORY SCHOOLING & COMPULSORY PARTICIPATION

Young people in the compulsory participation phase, or their parents/carers, apply for an exemption from compulsory participation if, for a period of more than 10 consecutive school days, the young person cannot participate in any eligible option or it would be unreasonable to require the young person to participate in any eligible option.

Students with exemptions from compulsory schooling or compulsory participation are not considered to be enrolled during the period of the exemption, and the principal is not responsible for the student’s educational program.

The student is excused from being enrolled and attending an educational program for the period of the exemption, and the student’s parents are excused from their obligation in respect to compulsory schooling and compulsory participation.

Parents apply for an exemption from compulsory schooling or compulsory participation using an approved form available from the school. The form should be returned to the school, where staff will check that all necessary documentation has been provided then forward the application on to the decision-maker if necessary.

Decisions about exemptions from compulsory schooling for up to 1 school year are made by the principal of the school the student attends. Decisions about exemptions from compulsory schooling for more than 1 school year are made by the Executive Director (Schools) of the district in which the student attends school. Decisions about exemptions from compulsory participation are also made by the Executive Director (Schools). The application form for such an exemption should be completed and provided to the school principal who will forward it on to the Executive Director (Schools).

Notices about the exemption made are provided to the student and parent/carer and if any conditions have been imposed. Most exemptions from compulsory schooling will have one or more conditions imposed which will vary according to the reasons given in the application for exemption.

Appeals
If a person who has applied for an exemption is not satisfied with the decision made, they can make a submission for the decision to be reviewed.
Summary of Credits for the QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
Advice to school from the Department of Education, Training and the Arts (Curriculum Branch) and the Queensland Studies Authority
(Please note: This is accurate as at 10 August 2007)

<table>
<thead>
<tr>
<th>12-20 Credits from Completed CORE</th>
<th>Standard</th>
<th>Credit</th>
<th>Conceded CORE contributing to the 8 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority/Authority Registered subject</td>
<td>At least a Sound LOA</td>
<td>4</td>
<td>1 Credit per semester (at least Sound LOA)</td>
</tr>
<tr>
<td>A Senior External Exam</td>
<td>At least a Sound LOA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>VET Certificate II (including Traineeships)</td>
<td>Certificate achieved</td>
<td>4</td>
<td>Certificate II and exempted Certificates III and IV: 25% = 1; 50% = 2; 75% = 3</td>
</tr>
<tr>
<td>VET Certificate III to IV (including Traineeships)</td>
<td>Certificate achieved</td>
<td>8*</td>
<td>Certificates III and IV: 25% = 2; 50% = 4; 75% = 6</td>
</tr>
<tr>
<td>School-based Apprenticeships</td>
<td>Competence in 30% of the competencies and 96 days of on-the-job training</td>
<td>6</td>
<td>At least 25% of the competencies – 2 credits (or 1 credit if an excepted Certificate III or IV) and/or 1 credit per 20 days of paid work (maximum of 4 credits if 80 – 96 days paid work is completed.</td>
</tr>
<tr>
<td>Tailored Training Program</td>
<td>Completed</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>International Learning Program</td>
<td>At least a pass as defined by the course</td>
<td>4 (each subject)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Up to 8 Credits from a combination of:</th>
<th>Standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional completed Core (as above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete Core (above right)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conceded Credits: up to 2 semesters of Authority and Authority-Registered subjects at Limited Achievement, if needed, providing student has exited the subject(s) after the first or second semester of the courses (i.e. if exiting after semester 3 or 4, no conceded credits apply).

<table>
<thead>
<tr>
<th>Preparatory courses (a maximum of 4 credits can count):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate I (a maximum of 2 can count)</td>
<td>Competence</td>
<td>2</td>
</tr>
<tr>
<td>Employment Skills (only 1 can count)</td>
<td>Completed</td>
<td>2</td>
</tr>
<tr>
<td>Re-engagement Program (only 1 can count)</td>
<td>Completed</td>
<td>2</td>
</tr>
<tr>
<td>Short Course in Literacy</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Short Course in Numeracy</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Enrichment Courses:
- Recognised certificate or award in areas such as music, dance, drama, sport and community development
- Authority Extension subject
- Negotiated learning object (workplace, community or self-directed)
- 160 hours (20 days) Structured Workplace Learning (employer endorsed and recognised by QSA) or Structured Community-based learning

** Credit to be determined upon application

<table>
<thead>
<tr>
<th>Advanced Courses:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1-semester University subject while at school</td>
<td>At least a Pass as defined by the Course</td>
<td>2</td>
</tr>
<tr>
<td>A 2-semester University subject while at school</td>
<td>At least a Pass a defined by the Course</td>
<td>4</td>
</tr>
<tr>
<td>Competencies in a Diploma or Advanced Diploma over at least a Semester or its equivalent</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy requirement</th>
<th>Numeracy requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A semester of an Authority or Authority-Registered English subject; <strong>OR</strong> VET Modules 39153QLD course in Vocational Literacy 3; <strong>OR</strong> A Literacy course recognised by the QSA (NRS level 3 or above); <strong>OR</strong> Short Course in Literacy (developed by the QSA); <strong>OR</strong> Queensland Core Skills Test</td>
<td>At least a Sound LOA</td>
</tr>
<tr>
<td>Competence</td>
<td>Competence</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>At least a Sound LOA</td>
<td>Short Course in Numeraly (developed by the QSA); <strong>OR</strong> Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

*Exceptions apply: some Certificates III and IV contribute fewer than 8 credits. For a list of exceptions, refer to: www.qsa.qld.edu.au/learning_priorities/qce/exempt-certs.html
Refer to the Queensland Studies Authority QCE Handbook (available after August 2007) for further information.
WHAT IS A CREDIT?
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25 percent (amount of learning) of the competencies (set standard). This means a student to gain credit; a statement must study subjects for a whole semester and pass those subjects.

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. Any grade less than a Sound – C in a school subject does not meet the set standard to be a credit.

A scale of subjects, courses and their current credit point allocation is attached here in this document.

WHAT OPTIONS DO I HAVE?
The new qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs.

Not all learning need take place at school. Some learning can be with a Registered Training Organisation (RTO), in a workplace or with a community group.

WHAT AM I REQUIRED TO DO?
Students must demonstrate a sufficient level of competency in both literacy and numeracy to be eligible for a QCE. (The minimum standard is at least one semester at pass or competent level in either English or English Communication and a pass or competent level in any senior Mathematics course OR competent in a recognised Literacy and Numeracy program) Twenty (20) credit points are required to be awarded a Queensland Certificate of Education.

HOW IS MY ACHIEVEMENT RECOGNISED?
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The Queensland Studies Authority will issue a Senior Statement to young people who:
- Have met the requirements for the Queensland Certificate of Education; or
- Are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of year 12; or
- Have completed a pattern of study which makes them OP eligible.

FOR MORE INFORMATION
- Please contact the school on 3451 2777
- Visit the QSA website at www.qsa.qld.edu.au
- Visit the Careers Information Service at www.cis.qsa.qld.edu.au
- Visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.
FACTORS TO BE CONSIDERED WHEN MAKING SUBJECT / COURSE SELECTIONS

Though subject selection can involve some difficult decisions, the process will be made a little easier if you consider the following points:

1. WHAT IS MY ANTICIPATED FUTURE DIRECTION? - AN INDIVIDUAL CHOICE
   Because students differ widely in terms of interests, abilities and future plans, subject and course selection is very much an individual matter - after consultation with all the people who can provide help. (Do not be influenced by a friend's choice of subjects when making your choices.)

2. WHAT AM I GOOD AT? WHAT DO I ENJOY? WHAT ARE MY ASPIRATIONS?
   Subject choice is critical for future course and career options. It is most important therefore that students and parents make an honest appraisal of past achievements and demonstrated abilities, and a realistic assessment of possible future directions before making firm choices. This should ensure that students make appropriate selections - selections that are neither too difficult, nor frustrating or lacking interest and challenge and possibly leading to boredom.

3. HOW DO I GET THERE?
   a. Pre-requisite Subjects. Certain subjects must be taken in Years 11 and 12 to make students eligible for particular courses, careers or occupations. Check the booklet "Summary of Selection Criteria for Entry to Universities and Colleges" to ensure that necessary subjects are chosen if tertiary study is one of your options.
   b. Field Positions. Under the tertiary entry procedures Field Positions may be used in the final selection of students for some tertiary courses. Because of the various weightings given to Queensland Studies Authority subjects in the five (5) Field Positions and the fact there are many possible combinations of subjects that will make students eligible for ratings in those Field Positions, no attempt is made in this document to address this issue. The question of eligibility for Field Positions will be addressed as a separate (but related) issue in career classes and in interviews with the Guidance Officer.

Make sure you know the requirements for TAFE courses or specific employment by doing your own research; consult the Guidance Officer, Job Centres, the Careers Reference Centre or the particular institutions involved.

4. DO I NEED TERTIARY ENTRY?
   An Overall Position is required specifically for entry to many tertiary courses in universities. Not all students are destined for, or academically qualified for tertiary study at University - which will require at least three years of further full-time study at a higher academic level after the completion of Year 12.

If past results and future plans make tertiary study at university a realistic possibility, make sure you do select sufficient AUTHORITY A (previously Category A or Board) Subjects (i.e.: at least five) to make you eligible for an Overall Position.

If past results and later options show that tertiary study is not required or realistic, select wisely. Look closely at the Category B (previously Board Registered) and Subject Area Specifications Subjects - they may be more appropriate for you.

Many students could be better prepared for life and work after Year 12, and cope better with senior study by choosing a course which does not force them into eligibility for tertiary entrance.
5. **WHAT SUBJECTS DO I NEED AND STILL GIVE ME FLEXIBILITY?**
Whilst not being compulsory for certain courses or occupations, some subjects do provide useful background knowledge and skills for them, and may therefore serve as a sound basis for later courses or employment.

6. **WILL I BE SUCCESSFUL?**
There is no short-cut or special recipe to either high Overall Positions or high levels of achievement through selecting certain special subjects at Senior level.

After taking the previous factors into account, students are then strongly advised to consider subjects in those areas or disciplines in which they have performed well and shown some aptitude in the Junior School. Teachers and Heads of Departments have a sound knowledge of student performance in their own subject areas and should be consulted for advice and information in this regard.

7. **DO I HAVE UP TO DATE INFORMATION TO MAKE GOOD CHOICES?**
Course requirements at schools and institutions for further study change from year to year as new courses/options are being introduced regularly. Do not assume that the same requirements apply today as applied in the past; check carefully to ensure that decisions are made on the basis of the most recent information, not simply on hearsay.

8. **CAN I MANAGE THE WORK LOAD?**
All Senior subjects require hard work and application; students looking for “easy options” will be disappointed and will not perform to their potential.

It is important, too, to look carefully at the balance of the course of subjects selected. How many of the subjects require extensive library research and assignment writing? How many emphasise end of Semester tests? Which subjects have an emphasis on more practical skills? Is the course too broad or too narrow in view of the student’s plans?

Difficult questions which need to be looked at carefully - and which make it critical those students read the relevant subject descriptions thoroughly and follow up with any questions that may need to be clarified by Heads of Departments.