

NARANGBA VALLEY STATE HIGH SCHOOL



SENIOR SECONDARY HANDBOOK

*Challenging the
future*

SENIOR SECONDARY HANDBOOK

Acknowledgements

Narangba Valley SHS would like to acknowledge the following sources and their contribution to this handbook.

Education Queensland

Queensland Curriculum & Assessment Authority
www.qcaa.qld.edu.au, 2017

Queensland Tertiary Admissions Centre, 2018
www.qtac.edu.au

TAFE Queensland
www.tafe.qld.gov.au

Introduction

The Senior Secondary Handbook is a guide to assist you in planning your senior education pathway for 2019 and beyond. It will provide you with information regarding this next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SET Plan). You will then be able to discuss and confirm your choices at your SET Plan interview. The SET Plan interview is an individual student appointment with a member of staff. With the purpose of assisting students in structuring their senior phase of learning around their abilities, interests and ambitions.

Key dates:

Year 10 Parent Information sessions were held on Tuesday 13/03/2018 and Wednesday 30/05/2018

Wednesday 8th August Subject Selection Evening

Wednesday 15th and Thursday 16th August SET Plan Interviews (Year 11 2019)

How do I choose a pathway?

Important questions to consider when choosing a pathway and selecting subjects:

- What do I want to do with my future?
- Do I want to study at University or TAFE?
- What are the prerequisites for the University course I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in years 9 and 10?
- Have I met the prerequisites for year 11 entry into my subjects?
- Are my year 10 grades strong enough for me to be able to cope with the work in years 11 & 12?

If you haven't already, discuss the answers to these questions with your parents, a Guidance Officer or your Home Group / VAP teacher. You may wish to write down your answers to refer to when making your subject selections.

Queensland Certificate of Education (QCE)

Narangba Valley State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

Students can track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

The QCAA stipulates that:

You need:



An amount of learning

20 Credit Points



At a set standard

C or Satisfactory Grade



In a set pattern

At least 12 credits from completed Core courses of study
plus
an additional 8 credits from a combination of any courses of
study

But a maximum of 4 credits from Preparatory courses of study

And meet literacy and numeracy requirements



To gain a QCE

SENIOR PATHWAYS

In year 10 students have 3 senior pathways to choose from and complete in Years 11 and 12. Students who undertake both the Vocational/Rank and Tertiary pathway **will be eligible for a QCE** depending on their choice and performance in subjects.

Vocational/Rank Pathway	Tertiary Pathway	Individual Achievements (special entry only)
<p>For students who plan to undertake an APPRENTICESHIP, TRAINEESHIP or GAIN EMPLOYMENT.</p> <p>Students may also plan to attend TAFE or University after completing Year 12.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">NOT ATAR eligible</p> <p>But you will be able to enter TAFE after year 12. Some Universities may also accept a Cert III or higher AQF VET Qualification for entry into some of their programs.</p> <p style="text-align: center;">↓</p> <p>Students must study a minimum of 3 subjects for the entire duration of Years 11 and 12 and pass all units of study to be eligible for a QCE.</p> <p><i>This means subject changes are limited.</i></p> <p>1 unit = studying one unit of a subject and completing all assessment requirements.</p>	<p>For students who plan on going to UNIVERSITY / and a small number of TAFE courses after completing Year 12.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">ATAR eligible</p> <p>Used to rank students for University entrance.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">University / TAFE</p> <p>Students must study a minimum of 3 subjects for the entire duration of Years 11 and 12 and pass all units of study to be eligible for a QCE.</p> <p><i>This means subject changes are limited.</i></p> <p>Students must satisfactorily complete their English subject to qualify for an ATAR calculation.</p> <p>The ATAR is calculated from best 5 General subject results <u>or</u> 4 General and 1 Applied subject <u>or</u> 4 General subjects plus one AQF Cert III or higher VET qualification.</p>	<p>The Queensland Certificate of Individual Achievement (QCIA) is designed to cater for students with a verified disability, and who are receiving support via the school's Individual Learning Centre.</p>
<p>Choosing Senior Subjects (Please note: whichever pathway students select they must choose 1 English and 1 Maths subject)</p>		
Students must select six (6) subjects	Students must select six (6) subjects.	Student courses under this pathway will be constructed as part of the Education Adjustment program in consultation with the Individual Learning Centre (ILC).
	School-based traineeships or externally delivered VET (eg TAFE) are not available to students on an ATAR Pathway	

Additional Learning Options

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:

- undertake a school based traineeship or apprenticeship
- undertake a Certificate or Diploma level course offered at school
- attend TAFE to begin or complete a Certificate I – IV or Diploma course
- enrol in one or two subjects at university

School-based Certificate & Diploma courses

Several Certificate II, III and IV courses are offered directly through our faculties here at school through external providers as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Using a Certificate III (or higher qualification) AQF VET Qualification to gain entry into some tertiary institutions for some courses.
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education & Training (VET) through External Providers

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond year 12. Benefits of undertaking a certificate or diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that would allow direct entry into the workforce.
- Students may be able to reduce the time taken to complete a university degree or use the VET Qualification for direct entry into some courses.

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations. Students electing to complete a vocational qualification will still complete an additional 5 out of 6 subjects to study at school as a part of their senior secondary curriculum.

For further information on available Vocational Education qualifications please see the Head of Senior Schooling for Vocational Pathways, Ms Janelle Harwood in the Student Services building.

Subject Selections

Selecting your subjects

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and do well in. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results.

This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required for that course at the university level.

Year 11 & 12 students:

- **MUST** study either English OR Essential English (as per recommendations).
- **MUST** study either General Maths, Mathematical Methods or Essential Maths (as per recommendations).
- **MUST** study 6 subjects in both Year 11 and Year 12.
- **CHOOSE** any combination of 4 additional subjects (excluding English and Maths choices). Two additional electives (back-up subjects) should also be listed in order of preference.
- **STUDENTS** wanting to study Specialist Maths must also study Mathematical Methods.

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints. Subjects are offered only if the number of students selecting a subject is sufficient to form a viable class group. Timetabling of classes may not allow particular combinations of subjects. Where Vocational and Technical courses are offered the school must also withdraw the subject from our offerings if the nature of the physical or human resources of the school change and therefore we do not meet AQF (Australian Qualifications framework) requirements.

How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy and you are motivated to do well in.
- Subjects you perform well in.
- Subjects that you need as tertiary prerequisites, as listed on the QTAC Website <https://www.qtac.edu.au/atar-my-path/my-path> .

DO NOT choose your subjects for the following reasons:

1. **“My friend is taking that subject”**. *There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.*
2. **“I do/don't really like the teacher”**. *There is no guarantee that you will have any particular teacher.*
3. **“Someone told me that the subject is fun (or easy, or interesting)”**. *It may be enjoyable/ easy/ interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
4. **“Someone told me that the subject is boring”**. *See point 3.*
5. **“Someone told me that I do/ don't need that subject for the course I want to take at university”**. *Check tertiary prerequisites or see a Guidance Officer.*

Choose very carefully

At Narangba Valley State High School subjects are timetabled based on student demand in a way that produces the least number of clashes. Subject changes are therefore not always possible once Year 11 commences due to space and availability constraints. Subject changes only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's ATAR eligibility and QCE eligibility (see QCE requirements table).

Subjects for years 11 and 12 should be chosen so that options are kept open. Subjects should be compatible with students' INTERESTS and ABILITY LEVELS. Performance and results from years 8, 9 and 10 will give a good indication of ability, commitment to study and interests. It is the practice at Narangba Valley State High School to design the timetable so that as many students as possible are able to study the subjects of their choice.

Students and their parents should choose subjects carefully. Subject choices will determine the number of classes in each subject, timetabling and staffing for this school. Therefore changes of initial choices will be subject to these considerations.

There can be no subject changes once Unit 3 has commenced as Units 3 & 4 are studied as a pair and are assessed as such.

Senior (year 11 & 12) subjects are grouped into three categories:

General Subjects

- are suited to students who are interested in pathways that lead primarily to tertiary studies.
- contribute to your ATAR
- in these subjects work will be classified as formative and summative assessment
- if you change out of a subject after one or 2 units, this subject will not contribute to your ATAR, but may still contribute to your QCE.

Applied Subjects

- are suited to students who are interested in pathways that lead to primarily to vocational education and training.
- emphasise practical skills and knowledge relevant to specific industries.
- may contribute to your ATAR (maximum of one Applied Subject result)
- students are able to take a full set of General subjects, a full set of Applied subjects, or a mixture of the two

Vocational Subjects

Consider taking subjects with vocational education modules:

- If you are interested in a particular subject because it relates to or could provide a pathway to a job that attracts you.
- If successful in the subject may give you advanced standing (credit) in a higher level course in which you are interested. If you can RPL prior learning for another VET course

Opportunities exist for students to start a school based apprenticeship, traineeship or TAFE course while at school and this vocational pathway can be done in conjunction with General or Applied courses of study. Students interested in these courses need to contact the Head of Senior Schooling for Vocational Pathways, Ms Harwood.

All students and their parents are advised that if enrolling into General subjects a very high level of commitment is required throughout the course if they are to be successful. It is expected that students will undertake the full amount of recommended homework/study (currently 2½ to 3 hours each night)

Tertiary Entrance

Queensland Tertiary Admissions Centre (QTAC)

Most school leavers wishing to enter further study apply for university or TAFE entrance through QTAC. Applications are made online, and generally open in early August. A number of courses also have additional entry requirements, such as sitting the UMAT (Medicine), an audition (Performing Arts) or submitting a portfolio (Visual or Fine Arts). Further information about entrance requirements and course pre-requisites can be found on the QTAC website. Most courses will require a ATAR however some may not. For example, ATARs are not relevant for Diploma courses or Advanced Diploma courses.

Adjustment Factors

A number of Queensland Universities apply “adjustment factors” for Year 12 students applying to commence tertiary study at these universities. These schemes recognise achievement in a range of study areas. Adjustment Factors are applied by QTAC following the lodgement of a QTAC application at the end of Year 12.

Adjustment Factors are currently applied by:

Australian Catholic University
Griffith University
Queensland University of Technology
Southern Cross University
The University of Queensland
University of Southern Queensland
University of the Sunshine Coast

Adjustment Factors can vary for each university so it is important to investigate each of the university admissions websites for current details of applicable adjustment factors, as each institution applies its own caps.

Making Career Decisions

Step 1 Understand the basic concepts

- Career decision making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

Step 2 Look inwards – develop a profile of yourself

What do you want from a job? Think about it. Do you want to:

- Work with other people or by yourself?
- Work outdoors or indoors?
- Sit at a desk or be physically active?
- Work with ideas or apply ideas (hands on) or do both?
- Help people in some way?
- Make a lot of money?
- Be always learning on the job?
- Have lots of variety and activity?
- Have a structured, predictable workday?
- Feel that the job you have is a secure job?
- Work intensely on a project and see it through to the end?
- Feel you are contributing to the community?
- Work with particular things or people e.g. engines, animals, children, the elderly, etc.?

What do you do best? What are your strengths? Are they in:

- Humanities, mathematics, science, etc.?
- Working with ideas, words, things, etc.?
- Working with people?
- Working with your hands?
- Working with computers or machines?

What other things influence your decision? Perhaps:

- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of?

You can add to these ideas by completing a career questionnaire from one of the following websites.

- My future – My guide www.myfuture.edu.au
- Australian Careers – Career quiz
- Career Quiz

Step 3 Look outwards – gather information

Read about the jobs in your occupational ideas list. The following resources will help you and explore the Guidance Officer website for more information.

- My future – The facts www.myfuture.edu.au
- Good Careers website - <https://www.goodcareersguide.com.au/>
- Job Outlook – www.jobsearch.gov.au
- Tertiary Prerequisites – <https://www.gtac.edu.au/atar-my-path/my-path>

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents' friends, your friends, parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples' insights can sometimes help us clarify our thinking. Talk to people – the Guidance Officers, teachers, relatives and friends. Attend University Open Days and the Tertiary Studies Expo. Check the Guidance notice boards

Step 4 Prioritise the jobs

By this time you should be able to put the jobs you have selected in order of your preference.

Step 5 Plan a training pathway

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SETP).

Step 6 Act on your plan

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to the Guidance Officer, Head of Department Senior Schooling or the relevant Deputy Principal. Don't be afraid to seek their assistance. They are all prepared to help.

OCCUPATIONS RELATED TO SUBJECTS IN YEARS 11 & 12

This guide can help you investigate occupations by providing you with a selection of occupational titles that are related to the subjects you may be studying. The following steps are recommended.

- Identify the subjects you enjoy and in which you have some success.
- Use this handout to find the names of occupations that are related to these subjects.
- Gather information about these occupations. Use the Jobguide by accessing the information online at www.myfuture.edu.au
- Discuss other possibilities with your guidance officer or careers counsellor.

Although related to the occupations in this guide, the subjects are not necessarily prerequisites for them.

The following distinctions can be made:

- **Prerequisite** subjects must be taken in Years 11 and 12 for specific tertiary courses and occupations.
- **Recommended** subjects are not essential, but are likely to make future courses easier to succeed in.
- **Useful** subjects are not essential, but give a general background or help develop particular skills.

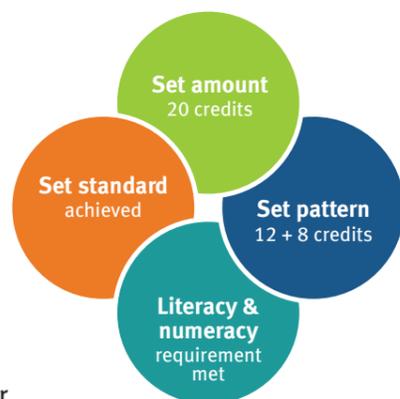
Subject entry requirements should be investigated for any courses or occupations that interest you.

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

- **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

- **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

- **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

ENGLISH	LANGUAGES OTHER THAN ENGLISH (LOTE)	SOCIAL SCIENCES/RELIGIOUS AND ETHICAL STUDIES
Actor Announcer Archivist Barrister Copywriter Desktop publisher Editor Events coordinator Film, stage and television director Journalist Lawyer Librarian Publisher Proof reader Public relations officer Speech pathologist Stage manager Teacher – secondary English Teacher – English as a second language University lecturer Writer	Airline passenger officer Announcer Anthropologist Australian Federal police officer Customs officer Diplomatic officer Exporter/importer Foreign affairs and trade officer Flight attendant Hotel/motel front office clerk International/overseas officer Interpreter Journalist Marketing officer Police officer Teacher – LOTE Tourism manager Tourist information officer Tour Guide Translator Travel consultant	Archaeologist Cartographer Community worker Criminologist Cultural heritage officer Employee relations officer Geographer Guide dog instructor Historian Home care worker Market researcher Museum curator Police Officer Psychologist Public relations officer Rehabilitation counsellor Residential care worker Social worker Town planner Welfare worker Youth worker

COMPUTER STUDIES	TOURISM AND HOSPITALITY/ HOME ECONOMICS	BUSINESS EDUCATIONAL/LEGAL STUDIES
Architectural drafter Business systems analyst Computer tester Computer systems engineer Computer hardware service technician Computer systems auditor Data processing operator Database administrator Desktop publisher Games developer (multimedia developer) Help desk operator Multimedia developer Programmer Software designer Software engineer Systems architect Systems designer Training officer Technical writer Telecommunications engineer Web developer	Beauty therapist Cook/chef Dressmaker Events coordinator Fashion coordinator Flight attendant Florist Food technologist Functions coordinator Gaming worker Hairdresser Home care worker Home economist Hospital food service manager Hotel/motel front office clerk Kitchen hand Nanny Retail buyer Tour guide Tourist information officer Waiter/food and beverage attendant	Accountant Auctioneer Bank/building society/credit union officer Court and Hansard reporter Court registrar Economist Health information manager Hospital administrator Human resources officer Insurance officer Lawyer – barrister, solicitor Legal practitioner Legal secretary Management consultant Merchant banker Purchasing officer Real estate salesperson Receptionist Records manager Sales assistant Secretary

AGRICULTURE	MATHEMATICS	INDUSTRIAL TECHNOLOGY
Agricultural and resource economist Agricultural scientist Animal attendant Botanist Bushland regenerater Environmental engineer Farmer/farm manager Fisheries officer Food technologist Forester Gardener Horticultural technical officer Jackeroo/Jillaroo Landscape gardener Pest and week controller Stable hand Stock and station agent Sugar Cane analyst Timber/forest products worker Veterinary nurse Wool classer	Accountant Actuary Analyst (information technology) Bank/building society/credit union officer Credit and loans officer Costing officer Economist Financial planner Geographic information systems officer Inventory and supply officer Market researcher Mathematician Physicist Programmer (information technology) Purchasing officer Quantity surveyor Statistician Taxation agent Teacher University lecturer Valuer	Architectural drafter Aircraft maintenance engineer Automotive electrician Building contractor Cabinetmaker Dental technician Engineering tradesperson – electrical Fitter Furniture polisher Glazier Heavy vehicle motor mechanic Industrial designer Locksmith Metal machinist Motor mechanic Optical mechanic Panel beater Plumber Shipwright Soft furnishing maker Tiler – roof, wall and floor

SCIENCE – PHYSICAL SCIENCES	SCIENCE – BIOLOGICAL/ENVIRONMENTAL	SCIENCE – HEALTH SCIENCES
Astronomer Chemical Scientist Chemical plant operator Chemist Engineering – Aerospace, Biomedical: <ul style="list-style-type: none"> ▪ Chemical, Civil, Electrical, Electronic, Industrial, Marine, Mechatronic, Mechanical, Minerals processing, Mining, Materials, Telecommunications, etc. Engineering associate (mechanical) Geologist Geophysicist Geoscience Technician Metallurgist Metallurgical technician Meteorologist Naval architect Patent examiner Physicist Pilot Quality assurance inspector Sound Technician Surveyor Surveying technician	Agricultural scientist Agricultural technical officer Biochemist Biotechnologist Botanist Conservator Environmental scientist Fisheries officer Forensic scientist Forest/technical officer Geologist Geoscience technician Horticultural scientist Hydrographer Marine biologist Marine scientist Meteorologist Microbiologist Natural resource manager Park ranger Primary products inspector Sugar cane analyst Veterinarian Zoologist	Ambulance officer Audiologist Cardiac Technologist Chiropractor Dental hygienist Dental therapist Dentist Dietician/nutritionist Medical practitioner Medical imaging technologist Medical scientist Naturopath Nurse – enrolled Nurse – registered Occupational therapist Optometrist Orthoptist Osteopath Pharmacologist Physiotherapist Podiatrist Prosthetic technician Psychologist Radiation therapist

CREATIVE/PERFORMING ARTS	HEALTH/PHYSICAL EDUCATION	
Actor Artist Arts administrator Beauty therapist Camera operator – film, television, video Conservator Craftsperson Dancer Film and television lighting operator Film, stage and television director Fashion designer Graphic designer Interior designer Jeweller Musician Millner Make-up artist Model Museum technician Multimedia developer Music therapist Musical instrument maker Set designer Sound technician Stage manager Visual merchandiser	Ambulance officer Diver Environmental health officer Ergonomist Fitness instructor Health promotion officer Lifeguard Massage therapist Naturopath Nutritionist/dietician Occupational health and safety officer Occupational therapist Physiotherapist Recreation officer Sports administrator Sports coach Sports commentator Sports development officer Sports medicine practitioner Podiatrist Sport psychologist Sports trainer Sportsperson Teacher – health and physical education	

SCHOOL-BASED APPRENTICESHIPS and TRAINEESHIPS

School-based apprenticeships and traineeships (SATs) allow high school students to work for an employer, train towards a recognised qualification, and complete their secondary school studies. A flexible school program allows students to effectively combine a school-based apprenticeship or traineeship (SAT) while studying for their Queensland Certificate of Education (QCE).

School-based apprenticeships and traineeships (SATs) also provide opportunities to:

- gain new skills, learn about workplaces, and develop confidence
- put skills learnt at school into practice in a real work environment
- work towards a vocational qualification that's recognised by industry and can count towards a Queensland Certificate of Education (QCE)
- fast-track students to where they want to be when they finish school - whether that's a job, university, or other training

How SATs Work

SATs combine high school study, paid work and training.

For more information, visit the Queensland Government website:

<http://www.apprenticeshipsinfo.qld.gov.au/school-based/how-sats-work/steps.html>

Work Experience

Work Experience Placement assists students in their transition from school to work. It provides a formal arrangement whereby students, while enrolled at a school, participate in activities at a place of paid or voluntary work.

Students need to follow the correct procedure through the Senior Schooling office if they wish to participate in work experience.

Who should I contact for further information?

School:	Mrs Helen Wilkinson Senior Schooling Aide	3385 4571
	Ms Janelle Harwood HOD Senior Schooling – (Vocational Pathways)	3385 4578

BRISBANE NORTH INSTITUTE OF TAFE (BNIT)

How does it work?

Brisbane North Institute of TAFE offers the opportunity for high school students in year 10 (must be 14 years, 9 months), year 11 and year 12 a range of training options eg: BNIT one day a week during the school term over two years to complete a Certificate II or Certificate III. Alternately, in some programs, if a school has the required student numbers and the necessary resources there is the possibility of running the program from the school site.

How to students participate in courses?

Study should be identified in the students SET Plan.

Prior to commencement of TAFE courses schools/students must post/email/fax completed New Students Details form to BNIT on 3258 5315 by the end of September. The school will receive notification in October of students who have been successful in gaining a place in programs for the following year. Students will be sent a letter to their home address over the holidays advising them also.

What fees do students pay?

School students who undertake a nationally recognised VET qualification at TAFE as part of their senior studies will pay no tuition fees where the qualification is part of, or progresses towards, a Certificate III or higher level qualification (as per the Queensland Skills Plan). However the following associated costs will be charged.

Material fees will be advised prior to course commencement as they vary in each course. These fees must be paid prior to commencement of a program.

International fees will apply to all international students.

No refund is available once course commences. Schools are to advise BNIT School Liaison Officer of any students who wish to withdraw from the program.

Some courses require students to purchase a text book.

Attendance

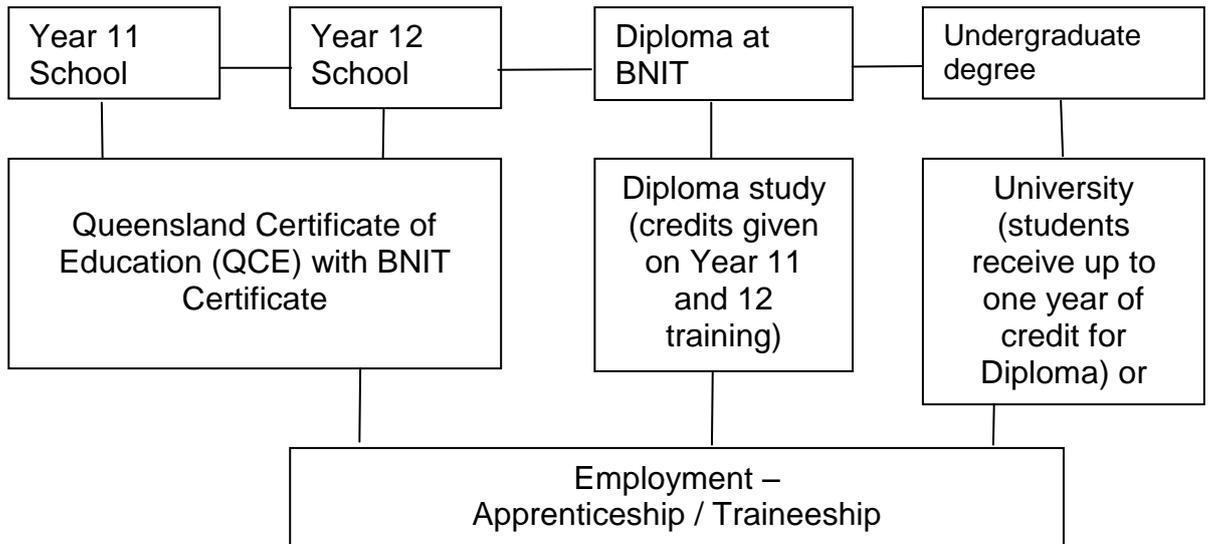
It is important that students, schools, and parents commit to the program to ensure students attend all scheduled classes. This will greatly enhance their opportunities to successfully complete all units of competency. Students missing classes during a term will be at risk of not successfully completing their program.

Student Support

Schools and TAFE work together to provide access to a range of vocational courses.

Students gain vocational skills and academic qualifications while studying their Queensland Certificate of Education (QCE).

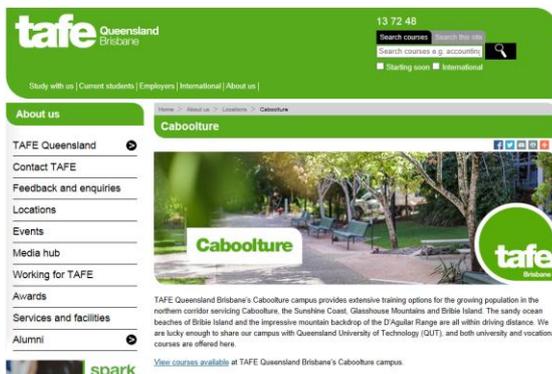
Delivery on a school site is an option in some courses.



Deadline for all applications are required to be lodged to the BNIT Schools' unit by **the last Friday of Term 3 each year.**

To view courses offered at the BNIT - Caboolture Campus visit the website below

<http://tafebrisbane.edu.au/about-us/locations/caboolture>



Queensland Brisbane's Caboolture campus.

[View courses available](#) at TAFE

Please Note: Participation in these courses is subject to students being able to make their own transport arrangements.

Who should I contact for further information?

School:

Mrs Helen Wilkinson - Senior Schooling Aide 3385 4571

Ms Janelle Harwood - HOD Senior Schooling – Vocational 3385 4578

GLOSSARY OF TERMS

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from the school.

- **Australian Tertiary Admission Rank (ATAR)** is used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers. To be eligible for an ATAR, a student must have satisfactorily completed an English subject and completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above. While students must satisfactorily complete English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.
- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.
- **Articulation** is the process used to progress from one level of qualification to another program on the basis of previous study, experience or competencies held.
- **Assumed knowledge** the minimum level of achievement in senior studies considered necessary for successful first year tertiary study. Students lacking the assumed level of knowledge are not prevented from enrolling; however, they may be disadvantaged unless they undertake recommended bridging, preparatory or introductory subjects prior to or during first year of study.
- The **Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.
- **Competencies** are the knowledge and skills a person must have to do a specific job or to gain a specific AQF qualification.
- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, VET modules assessed as competent in Authority and Authority Registered subjects may attract credit towards study in a TAFE qualification.
- **Prerequisites.** The minimum requirements an applicant must satisfy to be considered for entry to a particular course. They may include, for example, Year 12 subjects completed to a specified level of achievement, a portfolio or audition, employment, or a completed qualification such as a diploma.
- **Queensland Tertiary Admissions Centre Ltd (QTAC)** acts on behalf of universities and TAFE institutes to publish course information and requirements, to provide application materials and to receive and process applications.
- **Recognition of prior learning (RPL)** is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually. program on the basis of previous study, experience or competencies held.
- **Recommended study** although the stated subjects are not compulsory, it is strongly recommended that the applicant have knowledge of these subjects.
- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.