Section 1

SENIOR SCHOOLING PATHWAYS at
St Thomas More College
St Thomas More College offers quality senior school pathway options for our young men and women embarking on this important phase in their education. Our enriching senior curriculum equips students with the knowledge, understanding, skills and abilities to be successful in their pathway – both in the short and long term.

Students seeking to undertake Year 11 and Year 12 should choose their pathway of study wisely. To help students make sound decisions, this Selection Handbook provides valuable information about:

- Pathways options available for senior study whilst at the College
- Authority (OP) Subjects, Authority Registered (VP) Subjects & Certificate (VP) Courses
- University study options and TAFE options whilst in Year 11 and Year 12
- Information about the due dates and procedures for selection of subjects online
- A planning template for the selection of senior subjects and/or courses

We look forward to working with you on this journey and wish every success to all students embarking on their senior schooling pathway.

Ms Karen Chandler – Assistant Principal - Curriculum (acting)

Key Dates

Tuesday 26th JULY:

1) Senior Subject EXPO and Information Evening – this is a compulsory event for all Year 10 students and their parents. Along with subject displays, Academic Middle Leaders will discuss course offerings in Year 11 & 12 from 5pm to 6pm. The main presentation about senior pathway options and the process around selecting subjects will be from 6pm to 7pm.

2) Subject Selection Online (SSO) opens – STUDENTS receive their personal login to access SSO through the College Website. Students and parents complete the on-line program in preparation for their SET Plan Interview.

3) Parent Teacher Online (PTO) opens – PARENTS receive their personal login in order to access PTO and make a booking for a SET Plan Interview the following week. Parents book an interview time to finalise the SET Plan process (see below). PTO will open immediately after the Information Evening.

Sunday 31st JULY: SUBJECT SELECTION PREFERENCES COMPLETED online. SSO will close at midnight on this date.

1st – 5th AUGUST

S.E.T. PLAN INTERVIEWS – these are conducted in conjunction with a College Leadership Team member or Middle Leader to finalise students’ SET Plans. Parents and students are required to sign the SET Plan to confirm a student’s learning intention. A copy of the student’s plan will be kept at the College and relevant information forwarded to QCAA for the purposes of registering the student’s senior education and training plan thus allowing them to be eligible for a Queensland Certificate of Education (QCE).

Early Term 4

Subject allocation for Year 11 – students will receive acknowledgement of their senior studies pathways and suite of subjects.
Transition to Senior Learning

Year 11 and 12 is a significant time in a student’s life. Whilst the transition from the Middle School to the Senior School can be demanding, it is also an exciting time and one that can be a very rewarding experience. With the right knowledge, advice, support and encouragement, students can make wise choices for their learning journey, allowing it to be both fulfilling and satisfying. To help students make the transition successfully, the College has developed a comprehensive program as follows.

In Term 1 and Term 2, all Year 10 students have participated in a Careers Education Program in order to help students learn about future options and design their senior program of study to realise their aspirations. Students:

- learnt about the world of work
- gained access to resources about career options
- listened to presentations by university, TAFE and employment agencies
- visited universities and TAFEs
- participated in the College Careers EXPO
- listened to Academic Leaders as they provided subject specific information
- broadened their knowledge about successful approaches to career decision-making

During Term 3, students work towards becoming well-informed about the options available during the senior phase of learning and the requirements and responsibilities involved. The SET Plan, which is agreed upon by the student, parent, and the College, requires students to:

- review past and present achievements
- consider strengths, interests and abilities
- identify goals and aspirations
- explore options in further education, training or employment
- provide a plan to promote a cohesive transition into the senior years

Our students’ transition program culminates with the Senior Studies Subject EXPO and Information Evening and the subsequent SENIOR EDUCATION & TRAINING (S.E.T.) PLAN INTERVIEWS, held one week later. These interviews are conducted by selected members of the College Leadership Team or Middle Leaders to help students, and their parents, select their pathway, subjects and/or courses, and be successful during the senior phase of learning.

Review of Academic Performance

For students embarking on Year 11 and 12, performance in studies in previous years is of great importance. Results from subjects studied whilst in Year 10 may determine whether particular subjects or a combination of subjects are appropriate. Eligibility for some courses is dependent upon attaining pre-requisite Levels of Achievement.

Similarly, continuation in a senior subject after Semester One Year 11 is also conditional upon satisfactory results and/or behaviour. For the above reasons, students in Semester Two Year 10, need to be engaged in their studies to achieve their best possible results and thus ensure that pathway options, subjects or courses are open to them.
Coping with Senior - Classwork, Homework and Home Study

In conjunction with the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Queensland Curriculum and Assessment Authority (QCAA) is the overarching educational body that regulates all students’ learning across the state. Senior subjects and course offerings at St Thomas More College must be accredited in order to meet QCAA requirements. Students are also required to comply with a range of policies that are mandated by both QCAA and the College.

It is the clear expectation of the College that students make the best possible use of the learning experiences provided in their classes in order to achieve success. Students need to apply themselves diligently to their senior studies to acquire the knowledge, skills and processes that are covered in these programs. The College will not accept student behaviour which does not contribute to the learning intended for each student and the class.

Students are required to be prepared for class, to be keenly involved and contribute to class activities in a productive way. Students in the senior phase of learning are expected to develop skills in guiding their own learning and assume greater responsibility for their education. An important part of the learning experience planned by the College is work to be done by the student at home.

There is a clear expectation that students will not only complete all homework assigned by their teacher but will also undertake ongoing study and revision of material covered in the subject. This should be part of an overall study plan in preparation for later assessment. The College cannot accept that homework will be left uncompleted by students.

Given the above, senior students at St Thomas More College are expected to make a substantial commitment to their schoolwork outside school hours. This may need to be a factor in students and their parents making decisions about part-time employment and other extracurricular commitments. The College supports senior students in their primary occupation as students and asks that parents reinforce this message at home.

One aspect of the Senior School that is different to Middle School is that senior subjects are designed as a TWO year course of study. Each subject is usually organised into four semester units of work (i.e. Year 11 – Semester 1, Year 11 – Semester 2, Year 12 – Semester 3, Year 12 – Semester 4). The following is a guide to the minimum time an average student would need to devote to their homework and study during a typical week:

- **OP Pathway students**: Year 11 and Year 12: 2 to 3 hours per night through the semester (4 to 6 hours on weekends)
- **VP Pathway students**: Year 11 and Year 12: 1 to 1½ hour per night through the semester

Students need to recognise that few weeks during a semester are “typical” weeks, that few students are “average” students and that doing the bare minimum would be insufficient for maximum success.
Senior Assessment

Assessment is an important part of the ongoing development of student knowledge and skills in any course of study. At St Thomas More College assessment is an integrated part of the curriculum which enables all stakeholders to be informed about students’ levels of achievement.

In order to assist students with their senior studies, at the start of each semester an assessment calendar which outlines the due dates is published. Prior to the Mid-Semester Exam Block and End-Semester Exam Block, students also receive an Exam Timetable for that period and, over the course of each semester in Year 11 and Year 12, students’ progress in their subjects is carefully tracked.

It is the clear expectation of the College that students complete assessment items at the time that they are scheduled to occur by preparing adequately and completing to a standard which represents their best efforts. The College cannot accept that assessment items be missed except through exceptional circumstances, in which case students are required to provide appropriate documentation and have parents sign the relevant forms. If an exemption from the assessment task is approved by the College (please refer to Special Provision form), students may be required to undertake alternative tasks.

Because of the planned, sequential nature of all courses of senior study, students need to recognise the importance of maintaining a very high attendance rate at school. Students should only be absent from school for legitimate reasons. Absence on days that assessment is due or conducted should only be on medical or other serious grounds. A medical certificate or similar documentation is required to explain the absence. Similarly, absence on days leading up to assessment is unacceptable. Any other issues which arise should be notified to the school through the appropriate Variation to School Routine form (Form S2). This enables a more accurate tracking process and notification to staff of the variation and/or ongoing Special Provision.

Both the College and the students have responsibilities with respect to the learning environment:

- It is a responsibility of the College to provide a learning environment of the highest possible standard, and to be open to suggestions of all its students and teachers where these suggestions are directed towards enhancing the total learning environment;

- It is a responsibility of the College to provide an appeals process by which students may appeal if they are subject to disciplinary action or exclusion;

- It is a responsibility of each student to be committed to their own learning, personal development and religious growth, and that of every other student;

- It is a responsibility of each student to contribute to the total ethos of College life by their commitment to good order, adherence to dress standards, contribution to the neatness and maintenance of the College facilities, participation in College affairs and concern for the personal welfare of all people at the College;

- It is a responsibility of each student to contribute to College life by active participation in College assemblies and functions such as religious services, sporting affairs, social functions, the Senior Retreat and vocational guidance events.
Choosing what best suits you

Which subjects or courses
When students consider what course of study they wish to undertake during the final two years of school, it is important to select subjects that:

- students will enjoy studying
- enable students to work from their strengths
- challenge students to make the most of their capabilities
- offer a range of study that is manageable (i.e. consider a balance between theoretical and practical subjects)
- meet pre-requisite requirements for post school pathways
- provide students with the qualification required to pursue a career or ambition
- develop life skills
- are the student’s choice - not the choices of others

Choosing to study certain subjects may put students on the first step towards a particular career. Whilst it is helpful to have a few career choices in mind when choosing subjects, if students are uncertain about future options then it is important to choose subjects that keep several pathways.

Talk to College Staff

It is valuable for students to speak with parents, family and friends before making subject selections. Similarly, it is very important that students are prepared to ask for help. At St Thomas More College, key personnel work with students during Year 11 and Year 12:

Ms Julie Burkett (Assistant Principal – Administration) for advice about the OP pathway and the QCST.

Ms Karen Chandler (Assistant Principal - Curriculum) for advice about subjects and overall course requirements for senior studies pathways.

Ms Jacqui Lee (VET Leader) for advice about vocational education and training options, work placement, TAFE courses, traineeships or apprenticeships during Year 11 or Year 12.

Mr Stephen Muller and Ms Joanne O’Bryan (Guidance Counsellors) for career advice and information.

Look back at your achievements

Students should also look back at past achievements to determine subject choices and consider:

- subjects in which students have achieved success
- what their achievements tell students about their abilities (i.e. mechanical aptitude, verbal ability, numerical ability, commitment, enthusiasm).
Build a picture of yourself

To help in the decision-making process, all students should:

- develop a profile of your strengths, abilities, skills, knowledge and interests
- reflect on how your family and other people in your life influence your decisions
- research different career fields students may be suited to or interested in

Making connections between choices in school subjects and career choices means students should:

- identify and investigate areas of interest for possible work experience
- investigate vocational options that may lead to choosing practical subjects

Where a student chooses the **Vocational Program (VP) Pathway**, they are required to do **work placement** twice over the course of Year 11 & 12. Similarly, students are required to do **Certificate II in Active Volunteering at St Thomas More College**.

For students who choose the **Overall Position (OP) Pathway**, work experience is a recommended **option** but this must be undertaken during block holiday periods. OP students also have access to a range of programs to assist them in their journey towards university study including: **St Thomas More College’s Becoming M.O.R.E. Program, Uni-reach program** and holiday work experience.

Set your goals

Once you have made your decision, look at actions that will support your success in the subjects you have decided to study such as:

- identifying good study habits, environments and skills
- investigating subjects available for the following school year
- analysing your school reports so that you can monitor your progress

Remember to talk to as many people as possible so that the decision you make about the subjects that you choose is one that you feel most comfortable about.

Making Changes

Because all students mature and grow during the senior phase of learning, some change their minds about pathway options. Whilst it is possible to do this, students and their parents need to be mindful that **multiple changes may impact on a student’s eligibility for the QCE**. Students should be careful to select subjects that enable them to pursue the **broadest range of choices** for further education and training and/or to meet employer expectations. We strongly recommend students and parents take full advantage of careers markets, tertiary EXPOs and Open Days to gain further information about post-Year 12 options and to ensure decisions have been made carefully.

Each fortnight students receive a **Careers Newsletter** via email outlining information related to University and TAFE courses, pre-requisite guides, upcoming Open Days and industry competition. The newsletter is an excellent and current resource for students.

**Late subject changes** in the senior school once students have commenced their pathway and suite of subjects or courses are **not advisable** as students may find it difficult to ‘catch up’. In some instances, it may not be possible for a student to join a subject or course.
Senior Education Profile

During Year 10, St Thomas More College registers the names of all students entering the senior phase of learning with the Queensland Curriculum and Assessment Authority (QCAA). Upon registration, an individual web-based learning account is opened for each student, and they are assigned a Learner Unique Identify (LUI) and password that enables them to access their account.

Students can monitor their progress towards a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA), Certificate Courses or other Intended Learning Options. Credits towards a student’s learning are only banked upon completion of the course of study by the relevant learning provider (St Thomas More College, TAFE Queensland, Binnacle Training, The Institute of Faith Education and Volunteering Queensland, and other providers commissioned through the College).

At the end of Year 12, students are issued with a Senior Education Profile by QCAA. Because this is done by QCAA, Year 12 students at St Thomas More College receive their final school report at the end of Semester 3. A senior student’s profile from QCAA may consist of the following:

**Senior Statement – all students receive this**

This is a transcript of all the studies and results achieved by a student during the senior phase of learning that may contribute to the awarding of a QCE or Tertiary Entrance Statement (i.e. OP).

**Tertiary Entrance Statement – only OP eligible students receive this**

The Tertiary Entrance Statement shows an eligible student’s Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. The Tertiary Entrance Statement provides information that is recognised by universities and tertiary providers, and may be required to enrol in study at institutions outside Queensland.

**Queensland Core Skills (QCS) Test result – only for students who have sat the test**

The QCS is a state-wide test held over two days in late August or early September each year. It is a compulsory test for any Year 12 student wanting to be OP eligible. The test does not assess content of individual senior subjects, nor is it an aptitude test. Students are required to follow instructions, answer questions and complete tasks or problems that assess a set of common curriculum elements (CCEs) that any student completing Year 12 should have gained from their OP subjects. St Thomas More has a dedicated QCS prep program which runs as a part of the regular timetable for Year 11 and 12 students.

**Queensland Certificate of Individual Achievement - only for relevant students**

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on an individualised learning program. To be eligible students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

**Queensland Certificate of Education** – please see details about this on page 12.
Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school qualification, which is awarded to eligible students, usually at the end of Year 12. To gain this qualification student must have completed:

- a set amount of learning (i.e. achieve 20 credits)
- at a set standard (i.e. sound achievement or equivalent pass)
- in a set pattern (i.e. at least 12 credits from completed core studies and another 8 credits from a combination of courses of study)
- PLUS meet numeracy and literacy requirements.

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 of learning 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% (amount of learning) of the competencies (set standard). 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. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

New flexibility

The new qualification recognises more learning options so students embarking on senior can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. Regardless of this new flexibility the basic principle of choosing the appropriate pathway through senior schooling remains. Students need to ensure that they remain realistic about their choices.

PLEASE NOTE: Tertiary Ranks

Students who complete Year 12 and do not qualify for a tertiary entrance score (OP) may still gain entry to courses offered at tertiary institutions participating through the Queensland Tertiary Admissions Centre (QTAC). The QTAC selection rank, called a ‘Tertiary Rank’, is based on an individual’s results as per their Senior Statement and results attained on the QCS Test, if it has been sat. Tertiary Ranks are awarded on a scale from 99 (highest) to 1 (lowest). Students who use a tertiary rank to apply to QTAC still need to satisfy any tertiary institution course pre-requisites in order to be considered for a place.

N.B. Whilst the QCS Test is not compulsory for OP ineligible students, St Thomas More College highly recommends that students wishing to be eligible for tertiary entry sit the test as it may boost a student’s overall rank.

At St Thomas More College, the overwhelming majority of our students attain the QCE at the end of Year 12. Students achieve this qualification largely because sensible decisions about senior pathway programs have been made, students have worked hard to pass their subjects or complete their courses and because staff at the College work diligently with students to ensure they remain ‘on track’ towards attaining the certification.
**QCE – Summary**

To be eligible for the QCE, students must complete 20 credits ...

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### The required amount of learning

- Students must attain between 12 and 20 credits from completed courses of study.
- Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses.

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
<th>Enrichment</th>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4</td>
<td>Certificate I vocational qualification – a maximum of 2 can count</td>
<td>2</td>
<td>A level of a recognised certificate or award in areas such as music, dance, drama, sport and community development.</td>
<td>1</td>
<td>A one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>A Senior External Examination</td>
<td>4</td>
<td>An employment skills development program – only 1 can count</td>
<td>2</td>
<td>A negotiated community or self-directed project</td>
<td>1</td>
<td>A two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>8</td>
<td>A re-engagement program – only 1 can count</td>
<td>2</td>
<td>160 hours (20 days) of structured workplace learning that an employer endorses</td>
<td>1</td>
<td>Competencies in a diploma or advanced diploma over at least a semester (or its equivalent)</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate III-IV*</td>
<td>4</td>
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<tr>
<td>School-based apprenticeships and traineeships</td>
<td>4</td>
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<tr>
<td>Tailored training program</td>
<td>4</td>
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<tr>
<td>International learning program</td>
<td>4</td>
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</tbody>
</table>

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... achieve the required standard ....

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### Literacy

- At least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; or
- Competence in VET modules LIT204 or LIT205; or
- A pass in a literacy course recognised by the QSA (NRS Level 3 or above); or
- At least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or
- At least a C on the Queensland Core Skills Test

### Numeracy

- At least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject; or
- Competence in VET modules NUM205 or NUM205; or
- A pass in a numeracy course recognised by the QSA (NRS Level 3 or above); or
- At least a Sound Level of Achievement in the Numeracy strand of Authority-registered Literacy and Numeracy; or
- At least a C on the Queensland Core Skills Test
Senior Schooling Policy

St Thomas More College 2017 and 2018

During the senior phase of learning, students in Year 11 and 12 may select from a comprehensive suite of study options. The College is committed to enabling students to be successful with their learning, achieve the Queensland Certificate of Education and have viable options post Year 12. Students at St Thomas More College need to be mindful of the points outlined below when considering their elected senior pathway and suite of subjects and/or courses to be studied.

<table>
<thead>
<tr>
<th>Overall Position</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OP Pathway</strong></td>
<td><strong>VP Pathway</strong></td>
</tr>
<tr>
<td>This pathway offers a comprehensive range of subjects that allow students to pursue direct university entrance post Year 12. An Overall Position (OP) is the tertiary entrance score that is calculated on the best 20 Semester units of study and results in the QCS Test.</td>
<td>This pathway offers an extensive range of Vocational Education options which include VP subjects (e.g. Authority Registered or Subject Area Specification subjects OR VP Courses (e.g. Certificates). Students interested in this pathway are looking to pursue TAFE, apprenticeships, traineeships or direct employment as their immediate post Year 12 pathway.</td>
</tr>
<tr>
<td>Students who study <strong>six OP subjects</strong> also complete Queensland Core Skills (QCS) Preparation and automatically receive a <strong>Study Lesson</strong> built into their program (i.e. 8 lines in total). Students who elect to study <strong>five OP subjects</strong> and seek to undertake some vocational education complete the QCS Preparation and must do one Certificate III course in addition to another VP subject or a VP course (i.e. 8 lines).</td>
<td>Students who elect the VP Pathway need to undertake <strong>seven subjects</strong> or courses in addition to studying <strong>Certificate II Active Volunteering</strong> (8 lines in total) and do <strong>Structured Work Placement</strong> (SWP) during school time. All students are issued with a VET student handbook that needs to be maintained.</td>
</tr>
<tr>
<td>There are <strong>minimum entry requirements</strong> for Authority subjects studied in Year 11 and 12 based on results attained in Year 10 (i.e. prerequisites). These requirements are available in this Senior Subject Selection Handbook, which is presented to students on the Senior Pathways Information evening.</td>
<td>There are <strong>minimum requirements</strong> for VP subjects or VP courses. These requirements and expectations are based on the specific understandings of these study areas and are available in the Senior Subject Selection Handbook, which is presented to students on the Senior Pathways Information evening.</td>
</tr>
<tr>
<td>Staff teach <strong>units of work</strong> from approved work programs that are well designed, organised and monitored, and comply with the Queensland Curriculum and Assessment Authority (QCAA) which is the governing educational body for all students in Queensland.</td>
<td>Staff possess <strong>Certificate IV Training and Assessment (TAE) qualifications and experience in relevant industries</strong> to facilitate and/or teach the courses that are approved and meet the standards sets by the Queensland Curriculum and Assessment Authority (QCAA) and Australian Skills Quality Authority (ASQA).</td>
</tr>
</tbody>
</table>
Students on an OP Pathway are expected to approach their studies **diligently and make this their priority.**

Students can access a variety of programs to enhance their studies including Uni-reach programs, mentoring programs by outside professionals (*e.g.* **Becoming M.O.R.E. Program**) or involvement in Young Scholars’ Programs. Similarly, students may seek assistance through Student Support Services, if required.

Parents of students on an OP Pathway are expected to support their **son/daughter** over the course of the two years and work collaboratively with the College, particularly regarding College expectations with assessment due dates and authentication of student work.

**Personal monitoring** and goal setting for students on an OP Pathway will occur and a **targeted support plan for each student on this pathway will be implemented by the College.** Students who achieve less than a “C” in any senior subject at the end of any semester will require an intervention interview with a Middle Leader which may result in a change of subject or program. This will be done in consultation with the student, parents and College staff.

**University study during Year 12**

At the end of Year 11, OP bound students who have achieved very high results in their subjects may wish to study a first year university subject whilst in Year 12. Such programs include:

- University of Queensland
- **ENHANCED STUDIES PROGRAM**
- Queensland University of Technology
- **S.T.A.R.T. Program**
- Griffith University
- **G.U.E.S.T. Program**
- University of Southern Queensland

Students on a VP Pathway are expected to be **accountable for their time and manage the requirements and expectations of their courses (both in school time and out of school time).**

Students are required to obtain a **Unique Student Identifier (USI).** The USI is a requirement of all students undertaking nationally recognised training and must be obtained upon enrolment into certificate courses.

Student may be required to obtain a Blue Card, White Card or Yellow Card in order to undertake particular courses and training.

Students will need to be in **regular contact** with their teachers and the VET Leader, and may need to catch up on subjects as a result of lost class time. Students may seek assistance through Students Support Services, if required.

Parents of students on a VP Pathway need to be conscious of the requirements and expectations of this course of study, including the **need to complete industry placements and off-campus undertakings** as part of the pathway. Parents **need to remain abreast of these requirements and work collaboratively with the College.**

**Personal monitoring** and goal setting for students on a VP Pathway will occur and a **targeted support plan for each student on this pathway will be implemented.** Students who are not meeting the requirements of the course or who do not adequately meet the time requirements for submission of tasks in any semester will be required to have a review interview which may result in a change of program. This will be done in consultation with the student, parents and College staff.

**TAFE, Traineeships or Apprenticeships**

Students wishing to do vocational education have an opportunity to pursue TAFE whilst in Year 11 and Year 12 and/or undertake a School Based Traineeship or a School Based Apprenticeship.
HEAD START Program

The benefits are:

- Wide choice of 1st year university subjects
- Opportunities to extend academic boundaries
- Cost of the subject/s covered by the tertiary institutions
- Possible credit towards future study
- Access to university facilities
- Students sample university life
- Possible direct entry to the university (dependent upon the student passing the subject and the particular university)

Requirements:

1. Students must be nominated and recommended by the College.
2. Students must complete the application form and comply with set pre-requisites
3. Students must maintain their high achievement in their senior subjects.
4. Students need to possess maturity, ability, motivation and self-discipline.
5. Students need to attend lectures, tutorials and study for approximately 10 hours per week on top of their Year 12 program.

Students who complete traineeships or apprenticeships:

- Take part in competency-based training and assessment
- May be granted recognition for relevant skills and knowledge achieved before studying a VP course (i.e. Recognition of Prior Learning – RPL)
- Attend work placement on a regular basis (i.e. once a week).
- May access job training through the Registered Training Organisation (RTO)

The benefits are:

- Achievement of national qualifications recognised by industry
- Insight into career pathways and further education
- Interaction with people working in industry outside the College
- Credit for articulation of qualifications to reduce further study time or apprenticeship time
- Have vocational education results recorded on the Senior Statement and receive industry specific vocational certificate/s or statement/s of attainment.

Requirements:

Students seeking to undertake TAFE, a traineeship or an apprenticeship must maintain satisfactory results in all other subjects at the College and demonstrate maturity, motivation and self-discipline. N.B. Only students who undertake TAFE externally or complete a School Based Apprenticeship or Traineeship are able to access a study lesson.
Other Sources for Information

**My Future Website** [http://www.myfuture.edu.au/](http://www.myfuture.edu.au/): Access information on career related topics. Select a topic and search, browse or read through detailed information.

**Good Universities Guide**

**Job Outlook**

**Options Career Newsletters**
Available on the STMC School Moodle site.

**Department of Employment and Training – Client site:** Queensland’s entry point to jobs, careers and training, apprenticeships and traineeships, and employment and training government assistance [http://www.training.qld.gov.au/](http://www.training.qld.gov.au/)

**Apprenticeships**
New apprenticeships training information service train for a qualification while you are employed [www.aatinfo.com.au](http://www.aatinfo.com.au)

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**Australian Catholic University**
[www.acu.edu.au](http://www.acu.edu.au)

**Careers Australia**
[www.careersaustralia.edu.au](http://www.careersaustralia.edu.au)

**Griffith University**
[www.griffith.edu.au](http://www.griffith.edu.au)

**Queensland University of Technology**
[www.qut.edu.au](http://www.qut.edu.au)

**School Community Industry Partnership Service**
[www.scips.org.au](http://www.scips.org.au)

**TAFE Queensland**
[www.tafeqld.edu.au](http://www.tafeqld.edu.au)

**University of Queensland**
[www.uq.edu.au](http://www.uq.edu.au)

**University of Southern Queensland**
[www.usq.edu.au](http://www.usq.edu.au)
Section 2

Senior Subjects and Courses at St Thomas More College
Subjects, Courses and Academic Leaders

<table>
<thead>
<tr>
<th>Subjects or Courses</th>
<th>Academic Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OP) <strong>Study of Religion</strong> (VP) Cert III Christian Ministry and Theology, Religion and Ethics</td>
<td>Mr John Thomas - APRE</td>
</tr>
<tr>
<td>(OP) <strong>Chinese, English, English for ESL</strong> (VP) English Communication</td>
<td>Mrs Carol Yaxley</td>
</tr>
<tr>
<td>(OP) <strong>Mathematics A, Mathematics B, Mathematics C</strong> (VP) Pre-Vocational Mathematics</td>
<td>Ms Juliana Vasanthakumar</td>
</tr>
<tr>
<td>(OP) <strong>Ancient History, Economics, Geography, Modern History</strong> (VP) Social and Community Studies</td>
<td>Mrs Paula Booth</td>
</tr>
<tr>
<td>(OP) <strong>Biology, Chemistry, Physics, Science 21</strong> (VP) Certificate II Sampling and Measurement</td>
<td>Mrs Renee Christie</td>
</tr>
<tr>
<td>(OP) <strong>Drama, Music, Visual Art</strong> (VP) Dance in Practice, Media Arts in Practice, Visual Arts in Practice</td>
<td>Mrs Bonnie Howard</td>
</tr>
<tr>
<td>(OP) <strong>Accounting, Business Management</strong> (VP) Certificate III Business</td>
<td>Mrs Jacqui Lee</td>
</tr>
<tr>
<td>(OP) <strong>Graphics, Technology Studies</strong> (VP) Certificate II Electrotechnology, Building and Construction Skills</td>
<td>Mr Alan Kemp</td>
</tr>
<tr>
<td>(OP) <strong>Information Technology Systems</strong> (VP) Information Communication and Technology</td>
<td>Mr Scott Booth</td>
</tr>
<tr>
<td>(OP) <strong>Health Education, Physical Education</strong></td>
<td>Ms Cath Sandurski</td>
</tr>
<tr>
<td><strong>Vocational Education &amp; Training</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate II Active Volunteering, Certificate III Fitness, Certificate II Hospitality, Cert III Sport and Recreation</td>
<td>Mrs Jacqui Lee</td>
</tr>
<tr>
<td><strong>Student Services – Enhancement and Learning Support</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Guidance Counsellor - Careers</strong></td>
<td></td>
</tr>
</tbody>
</table>

Ms Kathleen Ashton

Ms Joanne O’Brien
Subjects and Courses of interest for 2017

Subject: ___________________________ Presenter: _______________________

Main points: __________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Prerequisites or knowledge needed to do the subject in senior (if applicable):

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_____________________________________________________________________

Professions or industries that the subject may lead to:

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_____________________________________________________________________

Assessment over the two years:

_____________________________________________________________________

_____________________________________________________________________

Criteria for determining exit levels:

_____________________________________________________________________

_____________________________________________________________________

Any extra costs (levies, excursions, etc.) that may be associated with the subject:

_____________________________________________________________________

_____________________________________________________________________

Other useful information:

_____________________________________________________________________

_____________________________________________________________________
Subjects and Courses of interest for 2017

Subject: _______________________________ Presenter: _______________________________

Main points:
________________________________________________________________________________
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Subject: __________________________________________  Presenter: ____________________________

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Other useful information:
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# Subjects and Courses of interest for 2017

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Presenter:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Main points:**

- [ ]
- [ ]
- [ ]

**Prerequisites or knowledge needed to do the subject in senior (if applicable):**

- [ ]
- [ ]
- [ ]

**Professions or industries that the subject may lead to:**

- [ ]
- [ ]
- [ ]

**Assessment over the two years:**

- [ ]
- [ ]
- [ ]

**Criteria for determining exit levels:**

- [ ]
- [ ]
- [ ]

**Any extra costs (levies, excursions etc.) that may be associated with the subject:**

- [ ]
- [ ]
- [ ]

**Other useful information:**

- [ ]
- [ ]
- [ ]
Subjects and Courses of interest for 2017

Subject: ________________________________  Presenter: ________________________________

Main points:

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Other useful information:

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__________________________________________________________________________
Advice to Parents – My Future

If you support your child to choose subjects they are good at, interested in and can see themselves using in the future, they are likely to achieve good results in their final years of schooling. Even if at this stage they are not considering further education beyond secondary school, it’s important for your child to give themselves as many options as possible.

Engaging the support of the school Guidance Counsellor and staff is always advisable in order to help your child to see the bigger picture of career planning.

In the final years of formal schooling it is important that your child chooses subjects that:

- enable them to work from their strengths
- challenge them to make the most of their capabilities
- provide them with the qualifications they need to pursue their ambitions after school
- are enjoyable
- offer a range of study that is manageable, with a balance between theoretical and practical subjects
- provide life skills
- are their choice and not the choice of others.

Each provider and each course has individual prerequisites that students must meet. If your child knows what they want to study after leaving school then they need to be aware of the course and any other prerequisites.

Who to talk to

The Guidance Counsellor at your child's school will be able to give career advice and advice about the subjects that they select in Years 11 and 12. When your child chooses subjects, they will need to make sure that they match the ongoing career choices that they want to make. The Guidance Counsellor will be able to help with information related to subjects:

- required for entry to university
- related to careers/occupations
- for post-secondary courses at Registered Training Organisations (RTOs).

There are other people who you can also be used as resources to assist your child in making informed decisions. They could include:

- Subject teachers
- Indigenous education workers
- Parents
- Friends
- Lecturers/instructors at RTOs and universities
- Representatives of community agencies
- Students who are currently studying the subjects your child is interested in
- Employers or people within an industry or organisation that interests your child
- Role models or successful people in the career of their choice.
My career profile (completed during the Careers Program in Term 2) will help to identify career fields for your child by guiding them through activities that explore career directions.

When they visit their My career profile it is important that they work through the activities to enable them to:

- generate career ideas
- explore the ideas that suit them
- select and decide on the ideas that suit them.

If your child already has a clear idea about the career direction they want to take, then visiting the Browse occupations by A–Z section will provide them with information to explore subjects associated with the occupations of interest to them.

Appropriate subjects will be a blend of what they are good at or enjoy doing, and those that they need to have in order to get into a particular course. This section will also clarify whether a chosen career path is actually realistic or achievable.

Connections between school subjects and career choices
As young people mature and collect more information, it is likely that they will change their understanding about their choices. The subjects they choose should be able to deliver the broadest range of choices for further education and training and for meeting employer expectations. You can also encourage your child to identify and consider areas of interest for possible work experience.

Your child can investigate vocational options that can lead to choosing vocational pathways in upper/secondary school. Encourage them to talk to the Guidance Counsellor or the Vocational Education and Training (VET) Coordinator in their school about undertaking VET certificates and to enquire as to whether they are credited towards the Senior School Certificate of Education in their state or territory.
Section 3

THE S.E.T Plan Process at
St Thomas More College
Preview of subject Selection Online (SSO)

The following pages provide you with a step by step guide to the SSO process you will complete to select your Senior Pathways - **Overall Position (OP) or Vocational Program (VP)** and your suite of subjects or courses that you elect to undertake in Year 11 2017 and Year 12 2018.

You will be given a **Student Login and Password** to access SSO. You will find the link to SSO on the front page of the College Website, the Student Portal and the Parent Portal when it is available.

Your parents will receive a **Parent Electronic Signature** password which needs to be brought to the SET Plan Interview to be used to confirm the SET Plan by the parent.

**STEP 1**

**STEP 2**
STEP 3

Year 10 Semester 1 Results will be entered by the College

To make selections you must select a subject and CLICK THE ADD BUTTON

Add 10BUS2 - Business

Please go to the next step

STEP 4

Year 10 Semester 2 Results will be entered by the College

To make selections you must select a subject and CLICK THE ADD BUTTON

Add 10BUS2 - Business

Please go to the next step

STEP 5

Using the checkboxes listed, please indicate your future plans. [NOTE: You may select more than one option].

After Year 10 I plan to:

- Continue my education at St Thomas More College.
- Continue my education at another school.
- Leave school and get a job (25 hours or more per week).
- Other

Please indicate your goals for your Senior Studies. [NOTE: consider Queensland Certificate of Education AND at least one other option].

In Year 11 and 12, I am aiming to:

- Receive a Qld Certificate Of Education
- Receive a Qld Tertiary Entrance Number (OP) or a Selection Rank
- Complete a Registered Training Organisation offered course i.e. Certificate I - IV, Diploma Course
- Complete a School-based traineeship/apprenticeship
- Complete one or more VET Statement of Attainments
- Participate in a Structured Work Placement
STEP 6

<table>
<thead>
<tr>
<th>Short term or long term goals that could impact on your Senior Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term goals</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Long term goals</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

List three subjects you enjoy and rate each one using a scale from 1 (lowest) to 5 (highest)

**Subject 1**
- My rating in this subject is:
  - 1  2  3  4  5

**Subject 2**
- My rating in this subject is:
  - 1  2  3  4  5

**Subject 3**
- My rating in this subject is:
  - 1  2  3  4  5

List any School and Community programs you have been involved in and what associated skills and personal qualities you brought to these programs.

Include activity / sport, team and any representative honours.

**Program 1**
- Personal Skills and Qualities involved:

**Program 2**
- Personal Skills and Qualities involved:

Please go to the next step
STEP 7

My possible Pathway for my Senior studies

- Tertiary Pathway (OP eligible)
- Vocational Pathway (OP ineligible)

General course information is available in the QTAC Tertiary Prerequisite Guide - QTAC.

Indicate your areas of interest.

- Built Environment and Design
- Business and Tourism
- Creative and Performing Arts
- Education
- Engineering and Technology
- Health and Recreation
- Humanities and Social Sciences
- Information Technology Systems
- Law
- Primary Industries and Environment
- Sciences

Please go to the next step

STEP 8

Which Career?

A Career Search can help you answer this very important question.

The work you have done in the Careers program and on the myfuture website should help you answer these questions.

You can learn about many different careers by using the following link:

myfuture

Careers I am interested in:

Career 1

Career 2

- Reasons for my career choices:

Enter details about any work experience you have done or would like to do:

Work Experience I have done:

Work Experience I would like to do:

Please go to the next step
STEP 9

Enter the names of Tertiary Courses (University and TAFE) or any Apprenticeship or School Based Traineeship you are considering applying for and any prerequisites the course requires.

Course 1

- Prerequisites

Course 2

- Prerequisites

Course 3

- Prerequisites

Please go to the next step

STEP 10

My Resume

A resume is a very important tool for establishing yourself in a Career.

The Word document templates in Microsoft Online can help you develop an effective resume and save it for future use.

The college may offer support during Year 11 to help you complete your resume.

STEP 11

The 2017 Senior Subject Selection Guide is available from this link:

St Thomas More College Senior Subject Selection Guide

You should read this document carefully before you select your subjects.

Indicate your OP eligibility:

- OP eligible
- OP ineligible
STEP 12 – OP PATHWAY

You have chosen to qualify for an OP.

It is recommended that you study SIX OP subjects. If you do this you will automatically receive a STUDY line.

If you wish to only study FIVE OP subjects, ONE of your other two electives MUST be a Certificate III course.

☐ I wish to study SIX OP subjects with a study line.

☐ I wish to study FIVE OP subjects, one Certificate III course and one other VP subject or course.

Please go to the next step

---

6 OP + STUDY

At this step, you will choose the subjects you would like to study in your senior phase of learning.

There are some MANDATORY SUBJECTS that have been pre-selected for you.

The QCS Preparation Program has automatically been pre-selected for all OP students.

Study of Religion has automatically been pre-selected for all OP students.

You must select the English subject you wish to study.

English

English for ESL Learners

Please select your Mathematics subject you wish to study.

Mathematics 8 - I understand that I will be required to purchase a Graphics Calculator to complete this course.

Mathematics A

Study automatically pre-selected for OP students with 6 Authority Subjects

Study

Select THREE OP subjects from this dropdown list in order of preference. You can reorder your preferences using the blue arrows on the right of the subject names.

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Accounting

Select TWO reserve subjects:

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Accounting

---

5 OP + Certificate III

At this step, you will choose the subjects you would like to study in your senior phase of learning.

There are some MANDATORY SUBJECTS that have been pre-selected for you. You cannot change these selections.

The QCS Preparation Program has automatically been pre-selected for all OP students.

Study of Religion has automatically been pre-selected for all OP students.

You must select the English subject you wish to study.

English

English for ESL Learners

Please select your Mathematics subject you wish to study.

Mathematics 8 - I understand that I will be required to purchase a Graphics Calculator to complete this course.

Mathematics A

Select TWO OP subjects in order of preference.

You can reorder your preferences using the blue arrows on the right of the subject names.

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Accounting

Students studying 5 OP subjects MUST select ONE (1) Certificate III course AND then any other VP course or VP subject.

Select ONE Certificate III course.

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Certificate III in Business

Select ONE Certificate III course and ONE other VP Course (Certificate or Non OP Subject).

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Certificate III in Business

Select ONE Authority reserve subject.

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Accounting

Select ONE RESERVE SUBJECT (either VP Subject, Certificate or VP course).

To make selections, you must select a subject and CLICK THE ADD BUTTON

ADD 11ABC = Certificate III in Business
STEP 12 – VP PATHWAY

Select either Certificate II Active Volunteering or QCS Preparation:

- Certificate II Active Volunteering - To attain this certificate all students must complete 30 hours of volunteering over Year 11 and Year 12.

- QCS Preparation

Religious Education choice:

- Religion and Ethics
- Certificate III Christian Ministry and Theology

English choice:

- English
- English Communication
- English for ESL Learners

Mathematics choice.

- Mathematics A
- Pre Vocational Mathematics

Choose one (1) Certificate III course:

To make selections you must select a subject and CLICK THE ADD BUTTON

Add [Subject Code] – Certificate III in Business

Please choose TWO (2) SUBJECTS or COURSES from the dropdown list below, in order of preference. The order may be rearranged using the blue arrows on the right of the subject name.

To make selections you must select a subject and CLICK THE ADD BUTTON

Add [Subject Code] – Certificate III in Business

Select TWO (2) RESERVE subjects:

To make selections you must select a subject and CLICK THE ADD BUTTON

Add [Subject Code] – Certificate III in Business

Do you want to do a TAFE course?

- [ ] I do not want to do a TAFE course. (Go to next step)
- [ ] I wish to complete a TAFE course.

If you are hoping to undertake a TAFE course please provide the following information. NOTE: Once your allocated subjects have been imported this information can only be edited by an administrator.

What is the name of the course you are hoping to complete?

What Institution is offering this course?

Have you entered an Expression of Interest? [ ] yes [ ] no

Have you received an offer? [ ] yes [ ] no

Have you accepted the offer and paid for your course? [ ] yes [ ] no

Are you enrolled in your course? [ ] yes [ ] no

Please go to the next step
SUMMARY of DRAFT Choices 2017 - Name: ______________________________

**OP Pathway & Subject Selection (6 OP and a Study)**

<table>
<thead>
<tr>
<th>Optional Subjects (Circle your choices)</th>
<th>Elective Subjects (enter 3 choices below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or ESL</td>
<td>1.</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>2.</td>
</tr>
<tr>
<td>Maths A or Maths B</td>
<td>3.</td>
</tr>
<tr>
<td>QCS Preparation</td>
<td>Reserve choice: ________________________</td>
</tr>
<tr>
<td>Study Lesson only for students with 6 OP</td>
<td></td>
</tr>
</tbody>
</table>

**OP Pathway and Subject Selection (5 OP & Certificate III)**

<table>
<thead>
<tr>
<th>Optional Subjects (Circle your choices)</th>
<th>Elective Subjects (enter 3 choices below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or ESL or English Communication</td>
<td>1.</td>
</tr>
<tr>
<td>Study of Religion or Cert III CMT</td>
<td>2.</td>
</tr>
<tr>
<td>Religion and Ethics or Maths A</td>
<td>3.</td>
</tr>
<tr>
<td>Pre-vocational Maths or Maths A</td>
<td>4.</td>
</tr>
<tr>
<td>QCS Preparation</td>
<td>Indicate TWO (2) reserves (preferably one OP and one VP)</td>
</tr>
<tr>
<td></td>
<td>1.</td>
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<td></td>
<td>2.</td>
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</tbody>
</table>

**Selection VP PATHWAY & Subject (combination of subjects & courses)**

<table>
<thead>
<tr>
<th>Optional Subjects (Circle your choices)</th>
<th>Elective Subjects (enter 4 choices below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or ESL or English Communication</td>
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</tr>
<tr>
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<tr>
<td>Pre-vocational Maths or Maths A</td>
<td>4.</td>
</tr>
<tr>
<td>QCS Preparation</td>
<td>Reserve No 1: ________________________</td>
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<tr>
<td></td>
<td>Reserve No 2: ________________________</td>
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</tbody>
</table>

Discuss your subject choices, career choices and draft SET plan with your parents or guardians. Be aware that the choices you have made so far are for discussion only and do not constitute the actual SET Plan that is to be completed online. Also be aware that there may be further information at the Senior Studies Information night on Tuesday 25th July or the SET Plan Interview which may necessitate changes to my intended subjects for 2017.

Student signature: ________________________________ Date: ________________

Parent / Guardian signature: ________________________________ Date: ________________