William Ross State High School
Success Through Commitment

SENIOR SECONDARY CURRICULUM HANDBOOK

INDUSTRY PATHWAY
YEARS 11&12
An Important Message to our Senior Students . . .

In the past, post-compulsory schooling was seen mainly as a preparation for higher education. Today, however, more and more jobs and careers have as their pre-requisite a Queensland Certificate of Education (QCE) irrespective of the OP results. We are reaching a period when almost all young people will complete a full secondary education.

Whatever your particular reasons for continuing your studies at William Ross State High School as a senior student, it is important for you to make the best use of your time over the next two years.

To do this, you must have a number of clear and realistic personal goals that you plan to achieve by certain stages during your senior schooling. Your SET Plan will help you to set clear and realistic individual goals by providing a focus for discussion with other students, your parents and with teachers on many aspects of the Senior School. If you are clear on your goals, and you are prepared to work to achieve them, you are well prepared to achieve success.

Each student will be monitored by Administration on their commitment to their senior studies. A variety of interviews are held with students and parents when we believe a lack of commitment and engagement has been shown.

In the senior school students are expected to conduct themselves as young adults. The possibility of a mature and friendly relationship between staff and students is one of the great things about being in the Senior School and something both students and teachers value and remember.

Mutual respect, demonstrated by common courtesy and co-operation, is the basis for a good working relationship between teachers and students. A senior student at William Ross has many opportunities to exercise courtesy and co-operation and build good relationships with teachers, administration and fellow students.

If you, as a Senior Student, make the right decisions, your time at school will be, like that of many students before you, a valuable and rewarding experience which will prepare you to follow your chosen path in life.

Mr Allan Evans
Principal
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INFORMATION FOR PARENTS AND STUDENTS

William Ross State High School has a range of options that caters for its senior students. Students are encouraged to explore the pathways available to them to ensure that they obtain the knowledge and skills required to achieve their goals.

Before enrolling in the Senior School, students should be aware that there is an expectation of full compliance with the terms of the senior school commitment. This book is provided to assist students and their parents in making an appropriate selection of subjects for Years 11 and 12. A wise choice of subjects has a vitally important bearing on results and outcomes at school, success in studies and the range of options available for further study or for entry to a desired vocation.

William Ross State High School students will be required to complete a Senior Education and Training Plan (SETP) in Year 10. This plan is designed to map out what, where and how a student intends to study during their senior phase of learning. The SETP will assist the students to structure their learning around their abilities, interests and ambitions. The school and students will regularly review the SETP to monitor progress towards each student’s intended learning outcome. Each student will present this SETP to a teacher and their parents during an interview in August.

Education Queensland mandates this initiative and all students are expected to complete a Senior Education and Training Plan (SETP).

This book should be read in conjunction with a number of publications contained within the Subject Selection information folder. Especially helpful at this point are the following: Job Guide; QTAC Tertiary Prerequisites; What Next?; Choosing Senior Subjects; Pathways to Further Education and Training; Occupations Related to Subjects in Years 11 and 12; and Options After Year 10. Please refer to the Additional Information section of this book.

At the completion of Year 12, students will be eligible for some or all of the following certificates. The combination of these certificates is referred to as the Student Education Profile.

SENIOR STATEMENT

This statement is issued by the Queensland Curriculum and Assessment Authority (QCAA) to ALL students who complete Year 12. The Senior Statement records three pieces of information
- the subjects studied, the number of semester units completed and a single Level of Achievement per subject
- the successful completion of vocational education units of competency included in subjects where appropriate
- the individual student result on the Queensland Core Skills Test (QCS Test).

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland’s Senior Schooling qualification, awarded by the Queensland Curriculum and Assessment Authority (QCAA) to all students when they complete the senior phase of learning - usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when students learn. To be awarded a QCE, students will need to achieve a significant amount of learning in a set pattern, at a set standard that includes basic requirements in literacy and numeracy.

A wide range of learning including academic subjects, vocational education, workplace learning and university subjects, undertaken whilst at school, can contribute towards the QCE. Different types of learning contribute different credits. More information regarding the QCE is contained in the subject selection folder received with this handbook.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The QCIA is an alternative to the QCE. This certificate recognises the achievements of students who undertake individualised learning programs.

TERTIARY ENTRANCE STATEMENT

This statement is issued by the Queensland Curriculum and Assessment Authority (QCAA) only to those students ELIGIBLE for an Overall Position (OP) and Field Positions (FP). The Tertiary Entrance Statement records two pieces of information;
- the Overall Position (OP) Ranked 1 to 25
- the Field Position (FP) in one to five Fields A-E Ranked 1 - 10

UNIVERSITY/TERTIARY ENTRANCE

Students apply through the Queensland Tertiary Admissions Centre (QTAC) for a place at a tertiary institution. QTAC decides upon eligibility and offers a student a place based on the student’s preferences. A student’s OP or Selection Rank is used to determine eligibility. To qualify for an OP a student must study 5 authority subjects for 4 semesters and sit the QCS tests. Both an OP and a Selection Rank are considered equally in determining acceptance into a tertiary courses in Queensland.
TAFE CERTIFICATE
These Certificates are issued by individual TAFE Colleges to those students who complete TAFE accredited subjects either as part of their subjects studied at William Ross State High School or through part time attendance at a specific TAFE College. These subjects may also be recorded on the Senior Statement.

CERTIFICATE I, II AND III
These certificates are issued through either the school, TAFE or the external training provider on the successful completion of all the relevant units of competency for each certificate.

STATEMENT OF ATTAINMENT
These statements are issued through either the school, TAFE or the external training provider periodically on the successful completion of vocational educational units of competency.

SCHOOL REFERENCE
A School reference is available to all students at the end of year 12. It provides a statement relating to personal qualities, attitude, interpersonal relationships with peers and staff, participation in and contribution towards school activities.

SUBJECT SELECTION at WILLIAM ROSS STATE HIGH SCHOOL
It is important to note that whilst it is understood that student goals and aspirations may change over the course of the next two years, subject selection is something that must occur only after consultation with parents, students and school staff. There may be scope for some future changes to be made, as long as the requirements of the QCE are met, and that all consequences of these changes are considered carefully.

The following need to be considered carefully:

1. MANDATORY CHOICES
All students must select subjects according to their SET Plan. All students MUST choose six (6) subjects - one (1) must be an English and one (1) must be a Mathematics and four (4) electives must also be chosen.

2. CHOOSING SENIOR SUBJECTS
At William Ross State High School we understand how crucial it is for each student to make the best decisions when selecting their senior subjects. Students should choose subjects:
   • that they enjoy.
   • in which they have shown ability or aptitude.
   • in which they have experienced success.
   • which will develop skills, knowledge and attitudes useful throughout their lives.
   • which optimise opportunities to reach their potential.
   • are pre-requisites for tertiary or further studies.

3. PREREQUISITES FOR SENIOR SUBJECTS
William Ross State High School works to ensure that students make realistic, goal oriented subject selections for their senior studies and have students avoid unnecessary subject changes as a consequence of subject selections for which they do not possess the underlying skills and/or knowledge base.

As such, a range of Year 11 subjects have Year 10 prerequisite achievement levels that generally relate to standards of achievement in Year 10 English, Mathematics, Science and Humanities. Students are only permitted to select these Year 11 subjects if they meet the identified Year 10 prerequisites.

In situations where a student does not have the necessary Year 10 prerequisites but wishes to study a subject with prerequisites, they must make an appointment with the Deputy Principal of Senior Schooling to discuss their individual situation. Students who select Year 11 subjects for which they do not have prerequisites and have not consulted with the relevant Head of Department, will be required to reselect.

4. SUBJECT CHANGES
Students will work over Years 11/12 towards the attainment of a Queensland Certificate of Education. It is most important that students make appropriate subject selections from the commencement of Year 11 to avoid unnecessary subject changes which may affect their QCE attainment.

As such, it should be noted, that whilst individual cases will be considered on their merits, in general, subjects selected for Senior are to be studied for at least 4 semesters (i.e. the whole of Year 11 and 12).

5. Final subject offerings will depend upon the number of students electing to do a specific subject. Subjects will only be offered if student numbers are viable.

Please note: Parents and Students should be aware that in any Certificate Courses, the school must have certain teachers and equipment to run the courses. If the school loses access to these resources we will attempt to provide students with alternative opportunities to complete the course and related qualifications.
TYPES of SUBJECTS OFFERED

There are three types of subjects which are offered through Senior Studies at William Ross State High School.

- Authority Subjects
- Authority Registered Subjects
- VET Training Packages (both internal and external)

AUTHORITY SUBJECTS

These subjects
- Derived from the state-wide syllabus developed by the Queensland Curriculum and Assessment Authority (QCAA)
- Have school work programs reviewed and accredited by the QCAA
- Have standards of assessment reviewed and accredited by the QCAA
- Contribute to a student’s eligibility for University entrance
- Contribute to Overall Position (OP) and Field Position
- A student must study 5 Authority Subjects to be eligible for an OP
- Contributes 4 credits over 2 years toward the QCE

AUTHORITY REGISTERED SUBJECTS

These subjects
- Are derived from Study Area Specifications (SASs) developed by the QCAA
- Are vocationally oriented and may include national recognition of vocational units of competency
- Have study plans approved by QCAA
- Do NOT contribute to a student’s eligibility for tertiary entrance (through an OP) but do contribute to your Selection Rank/OP equivalent. To be eligible for Selection Rank you can study no more than 4 Authority Subjects and sitting for the QCS test may improve your Selection Rank.
- Are recorded on the Senior Statement and the School Exit Statement
- Have a practical orientation
- Contribute 4 credits over 2 years towards the QCE

VOCATIONAL EDUCATION AND TRAINING PACKAGES/COURSES

These courses
- Carry a National Accreditation at a specific level of competence
- Result in the issue of a specific certificate upon successful completion of all the Units of Competency
- Are recorded on the Senior Statement and the School Exit Statement
- Contribute to credits for the QCE (up to 8 credits for a Certificate III course) (Please see QCAA website for variations to credit points for different certificates) www.qca.qld.edu.au
- Can be delivered by any registered RTO – William Ross State High School/TAFE/private provider
- May streamline into Higher Certificates or Diplomas
### National Recognised Training Courses

<table>
<thead>
<tr>
<th>SUBJECTS OFFERED</th>
<th>2017 Code</th>
<th>DEPARTMENT</th>
<th>QCAA No. / VET Certificate No.</th>
<th>AUTHORITY REGISTERED</th>
<th>VOCATIONAL MODULES</th>
<th>RECORDED ON QCIA</th>
<th>QCE POINTS</th>
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<td>VCD</td>
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<td>CPC10111</td>
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<td>VEN</td>
<td>Practical Technology</td>
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<td>✓</td>
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<td>VET</td>
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<td>Business Technology</td>
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<tr>
<td>Certificate II in Hospitality</td>
<td>VHS</td>
<td>Technology</td>
<td>SIT20316</td>
<td>✓</td>
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<tr>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>VDT</td>
<td>Technology</td>
<td>ICA20115</td>
<td>✓</td>
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<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>VSW</td>
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<td>Certificate II in Visual Arts</td>
<td>VCA</td>
<td>The Arts</td>
<td>CUA20715</td>
<td>✓</td>
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<td>Certificate III in Active Volunteering</td>
<td>VBB</td>
<td>Practical Technology</td>
<td>CHC34015</td>
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<td>Certificate III in Early Childhood Education and Care</td>
<td>VEC</td>
<td>Practical Technology</td>
<td>CHC30113</td>
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<tr>
<td>Certificate III in Fitness</td>
<td>XFS</td>
<td>HPE</td>
<td>SIS3013</td>
<td>✓</td>
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<tr>
<td>Certificate III in Sport and Recreation</td>
<td>XSP</td>
<td>HPE</td>
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#### Authority Registered

- Aquatic Practices: AP, Science, ✓
- English Communication: ENC, English, 006125, ✓, 4
- Prevocational Mathematics: PVM, Mathematics, 006140, ✓, 4
- Furnishing Studies: FST, Practical Technology, 006078, ✓, 4
- Mathematics A: MAA, Mathematics, 000036, ✓, 4
- Music Studies: MUD, The Arts, 006270, ✓, 4
- Recreation: RST, HPE, 006407, ✓, 4
- Science in Practice: SIP, Science, 006248, ✓, 4
- Short Course in Career Development: CDV, VET, ✓, 1

#### Extra Curricular

- Instrumental Music: The Arts, N/A

#### SEP Subjects

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<td>SEP</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>SEP</td>
</tr>
<tr>
<td>Practical Literacy</td>
<td>SEP</td>
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<tr>
<td>Practical Numeracy</td>
<td>SEP</td>
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<tr>
<td>Transition</td>
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<td>Work Skills</td>
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School Based Traineeships/Apprenticeship
These programs are conducted off the school campus and encompass a broad range of Certificate level courses leading to Diplomas. Students have the opportunity to complete a certificate course by the end of Year 12. This is definitely an advantage when finishing school. These programs are conducted off the school campus and encompass a broad range of Certificate level courses leading to Diplomas.

School VET Subjects:
These courses are conducted at school as a subject by specialist trained teachers. Some of these courses are delivered through an agreement with an external training organisation such as Binnacle Training or Cairns Training Academy and therefore, attract a fee (refer to the subject information pages in this booklet for more information). Some courses require nominal hour of work placement which may require students to complete outside of school time.

TAFE Pathways and Partnerships
TAFE courses will be conducted on Wednesdays. Students are responsible for all associated course and material fees. Students must also arrange their own transport to / from TAFE. There are limited places available for some courses and students must apply through the Head of Department – Senior School.

Students are able to access courses specifically designed for high school students through tertiary institutions such as:
- Barrier Reef TAFE
- Skills Tech Australia
- Various other RTO’s (Registered Training Organisation)

Enrolling in a course will normally require a commitment of one day a week and a costs for materials. The students are responsible for their own transport to TAFE and enrolment and payment is done directly with the TAFE.

Students have the opportunity to complete a certificate course by the end of Year 12. This is definitely an advantage when finishing school. These programs are conducted off the school campus and encompass a broad range of Certificate level courses leading to Diplomas.

School Based Traineeships/Apprenticeships (SATs)

- School-based Apprenticeships and Traineeships (SATs) are available in a wide range of industry areas such as telecommunications, fitness, sport and recreation, information technology and wholesale/retail, as well as the traditional areas such as building and construction, engineering and hospitality.

- SATs allow students to train and do paid work in their chosen field while they are still at school studying for the Senior Statement.

- As well as paid work students will gain extra training to build on the skills learned at work and at school. This training may occur at school, at work or at a TAFE or a private college.

- A SAT can be an attractive option for students who have demonstrated that they have the maturity needed to manage this combination of learning, training and work.

- You may have the opportunity to complete both Year 12 and a school-based traineeship or start a school-based apprenticeship. Be sure that you understand that apprenticeships and traineeships are **legally binding** formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with a teacher and a trusted adult.
to ensure that you fully understand what is required of you, the school and the employer in the agreement.

- It is important to realise that a SAT will most likely require you to work during the school holidays and over the Christmas holidays.

- Students interested in SATs should see the Head of Department - Senior Schooling. They need to complete their normal subject selection, choosing six (6) subjects for Year 11 and 12. Any adjustments to a student’s program of study will be negotiated as part of the preparation for undertaking a school-based traineeship or apprenticeship.

**PLEASE NOTE:** VET offerings are dependent on availability of qualified staff and suitable industry resources. If for some reason, William Ross SHS loses the access to these human and physical resources, every attempt will be made to provide students with alternative opportunities to complete the course and related qualifications.
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1.0 Introduction

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at William Ross State High School as well as your rights and responsibilities as a VET student. You will be asked to sign that you have read this handbook, so please take the time to study it carefully and to ask your VET teachers about anything about which you unsure.

Students should keep this handbook (or note the intranet location of this document) for reference throughout your enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this school. A copy of the VET Quality Manual outlining the school’s VET policies and procedures can be obtained via the [Comments].

1.1 What is VET?

Vocational Education and Training (VET) provides students with the opportunity to undertake nationally recognised courses to acquire knowledge and skills directly applicable to workplace situations.

1.2 VET Courses and Qualifications at William Ross SHS

William Ross SHS offers three levels of qualifications available under the Australian Qualifications Framework (AQF):

- Certificate I – exploration level
- Certificate II – education level
- Certificate III – employment level
Specific courses and qualifications offered are identified in the table below:

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<th>COURSE CODE</th>
<th>COURSE QUALIFICATION TITLE</th>
<th>QCE POINTS ON FULL COMPLETION</th>
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<tr>
<td>MEM10105</td>
<td>Certificate I Engineering</td>
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<td>CPC10110</td>
<td>Certificate I Construction</td>
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<tr>
<td>10563NAT</td>
<td>Certificate I Work and Life Skills</td>
<td>2</td>
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<tr>
<td>CUA20715</td>
<td>Certificate II Visual Arts (Fine Arts and Digital Media Strands)</td>
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<td>BSB20115</td>
<td>Certificate II Business</td>
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<td>SIT20316</td>
<td>Certificate II Hospitality</td>
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<td>ICT20115</td>
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<tr>
<td>FSK20113</td>
<td>Certificate II Skills for Work and Vocational Pathways</td>
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*Offered by External RTOs*

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<td>Certificate III Fitness - 31319</td>
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<td>Certificate III Sport and Recreation - 31319</td>
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<td>CHC30712</td>
<td>Certificate III Early Childhood Education and Care Services - 30857</td>
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<tr>
<td>CHC30112</td>
<td>Certificate III Active Volunteering - 6020</td>
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</table>
The Australian Qualifications Framework (AQF)

All of the VET courses offered by this school lead to nationally recognised qualifications – a **certificate** (if all of the requirements of the qualification are completed) or a **statement of attainment** (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 14 different types of qualifications that can be obtained. These are shown in the following diagram.

AQF qualifications

![AQF qualifications diagram](source: Australian Qualifications Framework Second Edition January 2013)

Your Trainer and Assessor will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The following qualification available for completion at this school are listed on the Enrolment Agreement that you will be provided with and can also be viewed in the Subject Selection Handbook.

### 2.0 Student Selection, Enrolment and Induction/Orientation Procedures

Students enrolled in the VET courses at this school participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

At the commencement of all VET subjects, VET teachers will induct students on workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment.

Prior to participation in structured work placement, all students will undergo a relevant induction program.

### 3.0 Course Information, Including Content and Vocational Outcomes
An information sheet has been developed for each separate VET curriculum area offered at this school. This sheet outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency/modules to be offered and vocational outcomes. Information about all courses offered is also available at www.training.gov.au and in the Senior Subject Selection handbook.

4.0 Qualification or Accredited Course Information

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your Trainer and Assessor, subject specific information included in the Senior subject selection handbook (or similar document), through the VET student handbook and on the RTO website or intranet (if applicable).

- Information available to students regarding course information will include:
  - Qualification or VET accredited course code and title
  - Packaging rule information as per the specified Training Package or VET Accredited course
  - Units of competency (code and title) to be delivered
  - Entry requirements
  - Fees and charges
  - Course outcomes and pathways
  - Work experience requirements (where applicable)
  - Licensing requirements (where applicable)
  - Third party or off-campus arrangements (where applicable)

5.0 Marketing and Advertising of Course Information

William Ross SHS will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The school will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

William Ross State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the school’s scope of registration. If William Ross SHS loses access to these resources, the school will provide students with alternative opportunities to complete the course and the related qualification.

6.0 Legislative Requirements

The school will observe all Australian, state and territory laws governing Vocational Education and Training. The school will also meet all legislative requirements of the:

- Education (General Provisions) Act 2006
- National Vocational Education and Training Regulator Act 2011
- Copyright Act 1968 (2006)
- Education (Work Experience) Act 1996
- Child Protection Act 1999
- Work Health and Safety Act 2011
- Anti-discrimination Act 1991
- Privacy Act 1988 (2014)
- Information Privacy Act 2009

If students require any further information, please see the Head of Senior School/VET

7.0 Fees and Charges, Including Refund Policy
William Ross SHS does not charge students fees for VET services. Levies are only collected for consumable costs or other additional services such as the issuing of a replacement qualification testamur. Any fees and charges that do occur for additional services will be made known to students prior to enrolment.

Students who enrol past the commencement of the calendar year may be charged student levies at a pro-rata basis for the duration of the year. Students who leave a VET course before completion may be able to claim a refund for part of the course consumables (levy).

Fees for VET Courses provided by external training providers will be charged as per the third party arrangements with that provider.

Matters regarding payment of fees or refund of fees will be managed by the Business Manager in accordance with the principles contained in the general fee policy of the school (not specific to VET).

8.0 Student Support, Welfare and Guidance Services

Students have access to a wide range of support, welfare and guidance services at this school, including, for example:

- Deputy Principals
- Guidance Officer
- Year Level Coordinator/s
- VET Coordinator
- Resource Centre
- Administration Staff
- School-Based Youth Health Nurse
- Head of Department Senior School/VET
- Classroom Teacher
- Community Education Counsellor
- School Chaplain
- School-Based Police Officer

9.0 Code of Behaviour

Our belief is that young people understand what is acceptable in a school setting.

It is our expectation that each member of the school community will display:

- honesty in all things;
- responsibility for their actions;
- respect for the rights and property of others and self by demonstrating care, tolerance and courtesy;

and will:

- be prepared to put their best effort into all that they do; and
- strive to achieve success whether as an individual or as a member of a group or team.

This code acts as a guide for all community members of William Ross State High School and may be summarised in the simple statement:

“DO THE RIGHT THING”
The responsibilities all school community members have in meeting these expectations are to be:

- PREPARED
- ON TIME
- ON TASK
- RESPECTFUL OF THE RIGHTS AND PROPERTY OF OTHERS

Non-Compliance with workplace health and safety issues, access and equity can cause a student’s enrolment and assessment procedures to be cancelled.

10.0 Student Services

William Ross State High School will establish the needs of their students, and deliver services to meet their individual needs where applicable. All students at this school will have involvement with some or all of the following processes, designed to establish their educational and support needs:

- SET plans
- subject selection processes
- career guidance services

The provision of educational services will be monitored to ensure the school continues to cater for student needs through review of student senior education and training (SET) plans, as needed. WRSHS will also ensure that all students receive the services detailed in their agreement with the school.

WRSHS will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the school through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators — student engagement surveys and school-generated surveys (where applicable).

11.0 Provision for Language, Literacy and Numeracy Assistance

If you are undertaking a VET subject which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice.

In addition, every student at this school undertakes an English/literacy or Maths/numeracy subject.

If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers or the HOD Senior School/VET.

12.0 Access and Equity Policy and Procedure

The access and equity guidelines at William Ross State High School are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This school is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the [Comments], as the designated Access and Equity Officer.

William Ross State High School has written access and equity policies documents generally as a school (not specific to VET) and all staff are aware of these. Staff and students may contact the Access and Equity Officer, who is the [Comments], for information and/or support about the policy.
Access and equity guidelines will be implemented through the following strategies:

- The curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as other RTOs will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available to students
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, or II or III (where applicable)
- Access to industry specific VET programs will be available to all students regardless of sex, gender or race.

If the school loses access to either physical and or human resources, the school will provide students with alternative opportunities to complete the course and the related qualification.

**Discrimination** occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

WRSHS strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

For example, the following principles apply:

VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.

VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant RTO staff to ensure that the training and assessment provided meets their needs.

All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences.

Prior to participating in structured work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement.

Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/literacy and Maths/numeracy programme.

This school will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.

Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school’s Complaints and Appeals Policy.

**13.0 Flexible Learning and Assessment Procedures**

The following represent the basic VET assessment principles of this RTO. They are designed to promote fairness and equity in assessment.

All VET teachers will adjust learning procedures and processes to meet the different learning styles of students and the individual needs of students.
14.0 Assessment Policy & Procedures

The following is this school’s assessment policy statement:

All VET students at this school will be fully informed of the VET assessment process and requirements and will have the right to appeal.

Assessment for the VET components of your course will be competency-based.

Your VET teacher/trainer/assessor will provide you with a thorough overview of the assessment requirements for your individual VET program/s.

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

15.0 Competency Based Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or working towards competence. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- C for Competent
- NYC for Not Yet Competent

16.0 Assessment Methods

Each Trainer and Assessor will maintain a student profile (or similar document) for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment and rules of evidence.

Elements of competency will be assessed and recorded once the Trainer and Assessor is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, RPL.

A master record detailing students’ achievements of the units of competency is maintained at the school on the Student Data Capture System (SDCS).

This will record all elements and units of competency achieved. This will be held by the school and will be issued to the student once they complete the program of study or upon exit (in line with the QCAA SDCS data entry timelines).

17.0 Student Access to Accurate Records Policy and Procedures

William Ross State High School is committed to regularly providing students with information regarding their participation and progress.

The Trainers and Assessors must maintain accurate and current records of each student’s progress towards and achievement of competencies.

Trainer and Assessors will provide access to a student’s own records at least once each semester, or on request by the student. Students may also be given access to “for checking” SDCS printouts. Students will also have access to information regarding any unit achieved through their own online learning account.
18.0 Confidentiality Procedure

Information about a student, except as required by law or as required under the VET Quality Framework, is not disclosed without the student’s written permission and that of their parent or guardian if the student is less than 18 years of age. The RTO will ensure that have consent from each student.

19.0 Employer Contributing to Learner’s Training and Assessment

Wherever possible WRSHS will place students in workplaces that provide experience in the competencies included in their VET qualifications. This school does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student’s entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this school will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

20.0 Complaints and Appeals Procedures

You have the right to enact the school’s complaints procedure if you are unhappy about any aspect of your VET course or about:

- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-refund of VET curriculum/subject levies, etc;
- another person in the school (student or teacher);
- a person outside the school (eg a person at your work experience placement organisation or your school-based traineeship/apprenticeship organisation); or
- a complaint about the results of an assessment or about the way the assessment was undertaken

Students are encouraged to register any grievances or complaints with their classroom teacher in order to seek resolution. If you wish to record a formal complaints this must be done through the HOD of Senior School.

Complaints and appeals are managed by the school in a fair, efficient and effective manner. WRSHS will create an environment where student’s views are valued. Complaints arise when a student is dissatisfied with an aspect of the school’s services, and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the school has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 60 calendar days of the receipt of the written complaint by the school.

The [Comments] will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Students with a complaint or appeal have access to both informal and formal procedures.
20.1 Informal Complaint

The initial stage of any complaint shall be for the complainant to communicate directly Trainer and Assessor who will make a decision and record the outcome of the complaint.

Learners dissatisfied with the outcome of the complaint to the Trainer and Assessor may then communicate the complaint to the Head of Department, who will make a decision in regards to proceeding with a formal complaint or appeal process.

Learners dissatisfied with the outcome of the informal complaint may initiate a ‘formal complaint or appeal’ with the Head of Senior School/VET.

20.2 Formal Complaint or Appeal

Formal complaints may only proceed after the informal complaint procedure has been finalised and will follow the below procedure:

All formal complaints or appeals will be in writing addressed to the Principal and submitted to the Head of Senior School/VET;

- On receipt of a formal complaint or appeal the Head of Senior School/VET shall reply in writing to acknowledge receipt of the complaint, then inform the Principal;
- The Head of Senior School/VET and the Principal will meet to discuss the complaint or appeal and either make a decision or convene an independent panel to hear the complaint; this shall be the “Complaint and Appeal Committee” and will consist of members who have not been involved in the issue to this point. It will include the Principal, a member of staff and a representative of the School community;
- When a decision is reached this will be communicated in writing to the complainant/appellant within 60 calendar days of the complaint or appeal being received as well as being recorded on the Complaints and Appeals Register;
- If the decision will take longer than 60 calendar days the complainant/appellant will be notified in writing of the reasons why a decision has not been reached and provide regular updates regarding the progress of the matter;
- The complainant/appellant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation;
- The relevant staff member, third party or other learner shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation;
- The Complaint and Appeal Committee will make a decision on the complaint;
- The Complaint and Appeal Committee will communicate its decision on the complaint to all parties in writing and this will be recorded in the Complaints and Appeals Register;
- If the complainant/appellant is still not satisfied, the Principal will appoint an independent third party (outside the school) to mediate with costs being communicated to all parties prior to commencement;
- If the complainant/appellant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.u/3141.html);

After the complaint or appeal is finalised the Head of Senior School/VET will organise a meeting of relevant parties to review the decision and outcome and evaluate the policies, procedures and strategies of the school in order to take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

21.0 Recognition Arrangements for RPL

All VET students have access to a procedure that gives Recognition of Prior Learning. RPL is an assessment process that assesses an individual’s level of knowledge and skills against individual or multiple units of competencies.

All applications for RPL will be responded to once a written application has been received. The [Comments] will keep an RPL register which documents all RPL applications and their outcomes. Once the evidence has been provided to the school to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.
22.0 Recognition of Prior Learning Procedure

At the commencement of the school year a Student Induction will be conducted by the Head of Senior School/VET and/or Trainer and Assessor and included in this process will be information about Recognition of Prior Learning (RPL) and will be further documented in the Student Handbook. Students who join a VET qualification as a late enrolment will be taken through the induction process by the Head of Senior School/VET.

Students will be informed about:

- What RPL is;
- All students will have access to, and be offered RPL;
- The application forms used for RPL and the types of evidence that could be presented;
- The process that will be followed for RPL; and
- Appealing assessment decisions for RPL.

When you commence a VET course, you may think you are already competent in some units due to previous experience, training or work. In such instances you can apply for recognition of this prior learning (RPL) for specific units of competency or modules. To do so you will need to provide evidence such as:

- letters or testimonials from employers;
- samples of work;
- certificates, etc.

The RECOGNITION process is a very supportive one. VET Trainers and Assessors will guide student’s through the process, including the steps of which are outlined as follows.

1. **Application**: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case. Application forms are available from your Trainer/Assessor or the HOD Senior School.

2. **Assessment**: The Assessor will review your evidence to deem what recognition can be applied. You may be also asked to attend a meeting to discuss the details of your application. This meeting may be held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

3. **Notification**: You will be informed whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to demonstrate competency again.

You do not need to go through the above process if you already have a Statement of Attainment or Certificate from another RTO that details any units of competency/learning outcomes which are the same as those in any of the school’s VET program. You will be awarded automatic recognition in these cases. This is referred to as “mutual recognition” – Credit Transfer. If you have done a unit of competency in another qualification, please alert your trainer to that fact and provide them with the evidence to support your credit transfer.

23.0 Recognition of AQF Qualifications and Statements of Attainment Issued by Another RTO and Credit Transfer

At the commencement of the school year a Student Induction will be conducted by the Head of Senior School/VET and/or Trainer and Assessor and included in this process will be information about credit transfer and will be further documented in the Student Handbook. Students who join a VET qualification as a late enrolment will be taken through the induction process by the Head of Senior School/VET.

Students will be informed about:

- What credit transfer is;
- What documents need to be provided for credit transfer; and
- The process of obtaining credit transfer.
All students who are entitled to credit transfer from units of competency they have achieved within the school (ie. through qualifications completed in year 10 or across qualifications being undertaken at the same time) will be awarded credit transfer automatically by the school. These instances will be identified by the Head of Senior School/VET and the student and relevant Trainer and Assessor will be informed by the Head of Senior School/VET. In order to achieve this, the Head of Senior School/VET will identify all units of competency across the school that are offered in multiple courses and where students will be awarded credit transfer.

When students transfer in from other schools that are an RTO and the student has undertaken VET at the other school credit transfer will only be granted upon the student providing a Statement of Attainment or Record of Results issued by the previous RTO (a Form S1 is not sufficient). It will be the responsibility of the student to obtain this and credit transfer will not be granted until the documented evidence has been provided. The documentation is to be provided to the Head of Senior School/VET. A copy of the Statement of Attainment/Record of Results will be provided to the Trainer and Assessor to store a copy with the student profile/portfolio as evidence.

When students have undertaken qualifications through other non-school RTOs credit transfer will be granted when the student provides the RTO Manager or SDCS Operator with a copy of the Statement of Attainment or Record of Results. This will be recorded on SDCS by the SDCS Operator and a copy of the documentation given to the Trainer and Assessor for storing as evidence on the student profile/portfolio.

24.0 Certification and Issuing Qualifications

The school must issue to students whom it has assessed as competent in accordance with the requirements of the Training package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that meets the requirements of the Standards for RTOs 2015.

- The school will ensure that through the implementation of the AQF Qualifications Issuance Policy:
- Students will receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the school, and
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia’s national qualifications framework – the AQF

The school will establish anti-fraud mechanisms by including the school’s own logo each document issued to ensure there is no fraudulent reproduction or use of credentials.

25.0 Replacement of Certification Documentation

The school maintains a Register of Certification Documents Issued for 30 years from the date of issue. This allows learners to request a reissue of their documentation at a later date. The school ensures that this is stored in an accessible format with both electronic and hard copy records kept securely. The process for a learner, or former learner, to request a reissue of their documentation is as follows:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the learner to the Head of Senior School/VET;
- The request will be forwarded to the school to coordinate who may request the VET TA to print the certification documentation;
- The school will access the archived records/Register of Certification Documentation Issued to access the required information for the replacement document, or contact QCAA for a reissue;
- The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment as outlined in the checklist for certification documentation; and
- The replacement will be issued with 30 working days of receipt of the written request.
- A replacement fee of $20.00 is attached to the reissuance of certificates
26.0 Qualification and Accredited Course Guarantee

WRSHS gives a guarantee to the student that the school will complete the training once the student has started in their chosen qualification or accredited course. Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment only. This adjustment will be reflected in the Enrolment Agreement form which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the school being unable to obtain a suitable replacement, the school will arrange for agreed training and assessment to be completed through another RTO if this is possible (fees may be incurred).

Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees will be obtained.

If an external transfer is not possible, the school will gain a written agreement for a subject/course transfer within the RTO from the student and parent/guardian.

The Senior Subject Selection Form (or similar document), as well as any Subject Transfer Form (or similar document) used by the RTO will include a disclaimer stating that by ‘signing the form, they agree to all of the policies and procedures related to VET that are outlined in all RTO documentation pertaining to VET’.

When an enrolment form is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

27.0 Workplace Health and Safety

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others’ safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - school property
  - school staff safety or welfare, or with their ability to perform their duties
  - student safety or welfare, or their ability to participate in and benefit from instruction.

28.0 Access to Records & Student/Parent Consent / Acknowledgement Form

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions when it is necessary for the school to provide information about you to another organisation eg the Queensland Studies Authority, the Department of Employment and Training etc for your results. The school will provide you with a copy of the consent form.

You can have access to your own VET records at any time, by approaching the Head of Department or Subject Coordinator for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the matter is not related to any one specific subject you should approach the Senior Schooling Head of Department or the Vocational Education Coordinator rather than the subject area Head of Department/Coordinator. A record will be kept on your file that you have accessed your records.
29.0 Vet Fees and Refund Policies

Fees for certificate I and II courses offered by William Ross SHS as an RTO are generally covered under the Student Resource Scheme and no additional fees apply. Please note, however, there may be some incidental costs for learning experiences such as excursions and field trips.

Certificate III costs are determine by the external RTO delivering the course and are advertised to students separately.

30.0 Refund Policy

Fees for courses offered by outside RTOs need to be paid fully in advance. A pro-rata refund system will apply if students withdraw from these courses. Application for refunds need to be requested through the principal.

31.0 Transition Policy

When it has been confirmed that the scope of registration has been updated with the replacement qualification then students and parents will be notified about the transition arrangements in writing. This will be completed by the relevant Head of Department and the letter must include a return acknowledgement slip from the parent agreeing to the transition arrangements. In instances where completed units are deemed equivalent your child will receive a credit transfer. After the transition date your child will be issued with a statement of attainment which outlines the units of competency that have been completed.
Student Resource Scheme
William Ross State High School operates a Student Resource Scheme (SRS) as a service to assist parents with the cost of educational resources. The purpose of the scheme is to provide the parent with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

The SRS enables a parent to enter into a written agreement with the school, by the way of a Participation Agreement Form. In return for payment of a specified annual participation fee, the scheme provides for the participating student's temporary use of prescribed textbooks and other resources and/or some consumables for the student's use. The SRS provides for such items as:

- Reproduced class workbooks and handouts/worksheets which complement and/or substitute for textbooks.
- Hire of all textbooks and Class Sets
- Curriculum Workbooks
- Book and non-book resources
- School Diary and Student ID

The scheme does not include basic items such as – stationery (biros, pencils, rulers, exercise books etc:) calculators, dictionary, thesaurus, aprons/items of clothing, food products (for Home Economics), camp charges, bus fares for sporting trips and excursions, entry fees, school magazine, specialist programs and programs provided by an External Provider (commercial rates)

Annual Participation Fee
The SRS annual participation fee for 2017 is $280. This is a set flat-fee for all year levels and is not available in part. Please know that the only additional fees that will apply is if your child is enrolled in a particular certificate course that is delivered by an external provider or participates in other extra-curricular activities such as Instrumental Music and or Guitar Tuition. All enrolments/re-enrolment applications are to be accompanied with payment in full for the Student Resource Scheme.

Participation Agreement Form
The enclosed/attached pink Participation Agreement Form provides parents with information to become part of the scheme.

Please note that the school finance policy indicates that unless SRS fees for current and previous years are paid in full including fees to external providers for certificate III courses and 95% attendance your child cannot participate in optional school activities in 2016 such as:
- Block Sport
- Excursions/camps/tours
- Other sporting activities
- Senior Formal (as applicable)
The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia wide on 1 January 1995.

The AQF comprises twelve national qualifications issued in the secondary schools sector, in the vocational education and training sector (TAFE and registered private providers) and in the higher education sector (mainly universities).

### QUALIFICATIONS BY SECTOR OF ACCREDITATION

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<th>SCHOOLS SECTOR ACCREDITATION</th>
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<td>Graduate Certificate</td>
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<tr>
<td></td>
<td>Certificate IV</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>Associate Degree, Advanced</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

For further explanation refer to AQR Website [www.aqf.edu.au](http://www.aqf.edu.au)

- Rationalises school, industry, vocational and academic qualifications into a single system of twelve qualifications. It supports flexible education and training pathways between schools, TAFE institutions, private training institutions, universities, training in the workplace and lifelong experience.

### Flexible Education and Training Pathways

The AQF is a system of rational interconnections which remove traditional barriers between education sectors by creating a pathways concept to education.

The AQF supports efficient continuous learning and the elimination of wasteful repetition of learning by promoting:

- The articulation of education and training programs – programs designed so that they interconnect in a variety of logical ways, across schools, TAFE, adult education centres and university, across fields of study and across qualifications levels.
- Credit transfer arrangements – official credits granted towards qualifications through formal arrangements at institutional level.
- Recognition of Prior Learning (RPL) – credits granted towards qualifications through assessment of an individual’s knowledge and skills gained through training, work and life experience.
CHOOSING a COURSE of STUDY

Career Pathway

It is very helpful if you have a few career choices in mind before choosing your senior subjects. If you are uncertain about career choices then it is wise to choose a pathway that will keep several career options open to you. Students are also able to move between levels of study and training throughout their career.

When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

Current trends have shown that after year 12, one third of all students will go directly to the workforce, one third will continue training through traineeships, apprenticeships and TAFE courses, and one third will go directly to university study.

If students choose to enter the workforce, secure an apprenticeship/traineeship or continue their education at TAFE, they will be choosing the Vocational Pathway. This pathway also gives students the opportunity to apply for a Selection Rank if they wish to apply for a tertiary course through QTAC.

If a student’s pathway requires them to complete further study at university level, they will follow the University Pathway.

There are many possible journeys students can take within and between the two main pathways mentioned above. These pathways are outlined in more detail on the following pages.

Students who are uncertain about the pathway most appropriate to their interests and abilities are advised to consult the Guidance Counsellor before making their subject selections.

<table>
<thead>
<tr>
<th>VOCATIONAL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students choosing this pathway are more likely to go into full-time work, secure an apprenticeship / traineeship or continue their education at TAFE.</td>
</tr>
<tr>
<td>• <strong>Students may choose any combination of 6 subjects</strong> – subjects can be all Authority Registered subjects or a mixture of both Authority and Authority Registered subjects.</td>
</tr>
<tr>
<td>• <strong>Student may still be eligible for university entrance through the Selection Rank.</strong></td>
</tr>
<tr>
<td>• <strong>Students choosing this pathway must still satisfy the prerequisite subject requirements for tertiary courses</strong> and need to have developed good study habits.</td>
</tr>
<tr>
<td>• To be eligible for a Selection Rank, students must choose the equivalent of 4 Authority or Authority Registered subjects (any combination of these subjects is acceptable).</td>
</tr>
<tr>
<td>• The best 20 semester units of study will be counted in the Selection Rank calculation.</td>
</tr>
<tr>
<td>• Selection Ranks are on a 99 – 50 scale (99 = highest).</td>
</tr>
<tr>
<td>• Students who are not OP eligible may choose to sit the Queensland Core Skills Test, but it is not compulsory to do this in order to be eligible for a Selection Rank. If students choose not to sit the QCS Test, their Selection Rank will be calculated on a QCS result of &quot;E&quot;.</td>
</tr>
<tr>
<td>• Please contact the Guidance Counsellor if you require more information on Selection Ranks.</td>
</tr>
</tbody>
</table>
VOCATIONAL PATHWAY

Students intending to pursue a vocational study pathway will have the opportunity to specialise in a course of study that will give them the skills, knowledge and experience to pursue active employment or further training in that Industry Field.

A Vocational Pathway has several types of subjects that are to be studied:

1. **Core Subjects**: All students must choose a Mathematics subject and an English subject.
   i. Mathematics A or Prevocational Mathematics and
   ii. English or English Communication
2. **Specialist subjects** are subjects directly related to their chosen or possible career path at the end of Year 12.
3. **Elective subjects** are subjects that can be chosen from available options that include Authority Subjects, Authority Registered Subjects, TAFE and Work Placement.

QUEENSLAND CERTIFICATE of EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

**QCE Eligibility**

You need:

- 20 credits

Sound Level of Achievement, Pass or equivalent

*at least 12 credits from completed Core courses of study plus an additional 8 credits from combination of any courses of study*

but a maximum of 6 credits from Preparatory courses of study and meet literacy and numeracy requirements

to gain a QCE

An alternative to the QCE is the Queensland Certificate of Individual Achievement (QCIA), which recognises the achievements of students who are on individualised learning programs.
How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QCAA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern and fulfil other requirements to be awarded a QCE.

Planning for QCE

The Senior Education and Training Plan (SETP) helps each student structure their learning around their abilities, interests and ambitions. The SETP then maps out what, where and how a student will study during their senior phase of learning – usually Years 10, 11 and 12. The plan is agreed between the student, their parents of carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SETP to monitor progress. The plan can be updated at any time.

Monitoring progress

When a student is registered with QCAA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where, when, and the results are achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate of Queensland Certificate of Individual Achievement.

Students will be able to view their individual learning accounts at www.studentconnect.qsa.qld.edu.au

Awarding a QCE

- Normally QCE’s will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QCAA will issue the certificate in the following July or December.
- To be eligible for a QCE, a young person must complete 20 credits, in the required pattern. At least one credit must be from core studies completed while enrolled at a school.
- If a student has not completed 20 credits by the end of Year 12, they may continue to work toward their QCE: their learning account will remain open. Once they have the 20 credits in the required pattern, and have met the literacy and numeracy requirements, the QCE will be awarded in the following July or December.
- Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on.
- The Senior Statement and Statement of Results will be transcripts of the learning account, recording all contributing studies undertaken and the results achieved.
- Students who complete Year 12 will receive a Senior Statement in December of that year.
- Students leaving early (before the Year 12 finishing day) and eligible for the award of a QCE will receive a Statement of Results when the QCE is issued.
- Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the Quality Assurance processes have been completed.
- After finishing Year 12, students will automatically receive a Statement of Results if they undertake a Senior External Examination or become eligible for the award of a QCE.

Where does a learning account lead?

A learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Statement of Results
- a Vocational Education and Training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an Overall Position (OP) and Field Positions (FP’s).
Types of Learning and Requirements

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories:

- Core
- Preparatory
- Enrichment
- Advanced

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached.

A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed core courses of study. The remaining 8 credits may come from a combination of core, preparatory, enrichment or advanced courses, with a maximum 4 credits contributing from preparatory studies. Partial completion of a core course of study may also contribute some credit.

Where do I get more Information?

QCAA Student Connect

Postal address: PO Box 307, Spring Hill, QLD 4004
Office address: Ground floor, 295 Ann Street, Brisbane QLD Phone: 3864 0299; 1800 804991
Fax: 3221 2553
Web: www.studentconnect.qcaa.qld.edu.au
Email: studentconnect@qcaa.qld.edu.au

QTAC LTD

Postal address: PO Box 1331, Milton QLD 4064
Office address: Level 2, 33 Park Road, Milton QLD 4064 Phone: 3858 1222
Fax: 3367 1164
Web: www.qtac.edu.au

Queensland Universities and TAFE Queensland

Australian Catholic University [www.acu.edu.au]
Bond University [www.bond.edu.au]
Central Queensland University [www.cqu.edu.au]
Griffith University [www.griffith.edu.au]
James Cook University [www.jcu.edu.au]
Queensland University of Technology [www.qut.edu.au]
TAFE Queensland [www.tafe.net]
The University of Queensland [www.uq.edu.au]
University of Southern Queensland [www.usq.edu.au]
University of the Sunshine Coast [www.usc.edu.au]
Southbank Institute of Technology (SBIT) [www.southbank.edu.au]

Career Information Centres

Address: 340 Adelaide Street, Brisbane QLD 4001
Phone: 1800 627 175
Fax: 3000 3050
Email: career.information@centrelink.gov.au
To be eligible for the QCE, students must complete 20 credits ...

Students must attain between 12 and 20 credits from completed core 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 – 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate III-IV</td>
<td>8</td>
<td>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>School-based apprenticeships and Traineeships</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailored training program</td>
<td>4</td>
<td>a re-engagement program – only 1 can count</td>
<td>160 hours (20 days) of structured workplace learning that an employer endorses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International learning program</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**achieve the required standard... and include literacy and numeracy**

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Set standard</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>at Least a Sound level of Achievement</td>
<td>at least a Sound level of Achievement in a semester of an Authority or Authority-registered English subject; or competence in VET modules LIT 204 or LIT 205 or a pass in a literacy course recognised by the QCAA (NRS Level 3 or above); or</td>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject; or competence in VET modules NUM 204 or NUM 205; or a pass in a numeracy course recognised by the QCAA (NRS Level 3 or above); or</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University courses/subjects/units undertaken while still at school</td>
<td>at least a pass as defined by the course</td>
<td>a pass in a literacy course recognised by the QCAA (NRS Level 3 or above); or</td>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or</td>
</tr>
<tr>
<td>International learning course of study</td>
<td>at least a pass as defined by the course</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority-registered Literacy and Numeracy; or</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority-registered Literacy and Numeracy; or</td>
</tr>
<tr>
<td>Recognised awards and certificates</td>
<td>awarded</td>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority-registered Literacy and Numeracy; or</td>
</tr>
<tr>
<td>Workplace, community and self-directed</td>
<td>at least a pass as defined by the project</td>
<td>at least a C on the Queensland Core Skills Test</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

*Some Certificates III and VI are exempt and will attract less than 8 credits + Students studying a program consisting of only Authority-registered subjects must at least a sound in 18 of the required 20 credits. Up to 2 from part-complete subjects may be Limited Achievement. (Semester 1 or 2 on)*
**MATHEMATICS A**

**Authority**
QCE POINTS: 4

**Reasons to study this subject:** Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:
- Choosing between loan repayment schedules or credit card plans
- Interpreting statistical information in real-life situations
- Reading maps or house plans and scale drawings
- Estimating quantities of materials and associated costs

In Mathematics A, the skills needed to make decisions which affect students’ everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of vocational study.

The study of Mathematics A will emphasise the development of positive attitudes towards mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communication with and about mathematics.

**Pre-Requisites:** At least a “C” Achievement in Year 10 Mathematics.

**Topics of Study:** Mathematics A consists of core and two elective topics.

Core topics are:
- Managing Money I and II – bank interest, credit cards, loans, taxation, budgeting and investments.
- Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones.
- Linking two and three dimensions – scale drawings and plans, estimation of quantities and associated costs.
- Data collection and presentation – graphical and tabular presentations, simple methods for describing and summarising data.
- Exploring and understanding data summary statistics, simple probability, interpretation of reports in the media.

Elective topics are:
- Networks and queuing.
- Land Measurement and practical use of maps, compass bearings, orienteering, and site plans.

**Learning Experiences:** Students of Mathematics A will be involved in:
- Classroom discussions
- Investigations
- Individual and group work
- Research assignments
- Practical activities
- Calculator use
- Computer use including excel

There will be a strong emphasis made towards life related, learning experiences.

**Assessment:** Students will be assessed in a variety of ways. Students may be required to use computer software or scientific calculators, write reports or carry out investigations on a topic. Students will also undertake supervised exams. Assessment will be formative in Year 11 and summative in Year 12.

**Possible Careers:** Mathematics A is a prerequisite for a multitude of tertiary courses that do not involve hard science. Mathematics A is also suitable prerequisite for most TAFE courses and apprenticeships.

**Expenses:** All texts and photocopying are provided through the textbook resource hire scheme. A Casio scientific calculator is compulsory (approx $26 through the front office).

For further information contact the Head of Department, Mathematics, Ms Casey Subke - csubk1@eq.edu.au

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**AQUATIC PRACTICES**

**Authority Registered**

QCE POINTS: 4

**Reasons to study this subject:** Aquatic Practices provides students with opportunities to practically explore, experience and study the role of coastal waters and inland waterways have in tourism, recreation and food production. Through these experiences, students will build understanding of what employers and colleagues’ experience in aquatic workplaces, including the legal and safety issues and codes of practice associated with waterways.

- An understanding of safety in commercial, environmental, recreational and cultural aspects of the sea, inland waters and associated catchment areas.
- Knowledge, practical skills and work related practices which are essential for effective participation in the workforce in general and in the marine and aquatic industries specifically.
- Respect for culturally diverse relationships with the sea and inland waters experienced by different communities, including Aboriginal, Torres Strait Islander and South Sea Islander communities.
- Social responsibility in sustainable environmental management.
- Ethical and responsible attitudes in the work environment.
- Problem solving skills
- The ability to plan and work collaboratively

**Topics of Study:**

**YEAR 11**

Aquatic Safety
- First aid
- Aquariums
- Boating
- Recreational activities
- Maintaining equipment
- Snorkelling/scuba
d

Marine and Aquatic Ecology
- Oceans and coastlines
- Marine life estuaries
- Freshwater creek study
- Organism Classification

**YEAR 12**

Aquariums and Aquaculture
- Barramundi Aquaponics
- Conservation and use of aquatic resources
- Indigenous practices
- Safe seafood preparation and handling

d

Marine and Aquatic Ecology
- Oceans and coastlines
- Marine life estuaries
- Freshwater creek study
- Organism Classification

Tourism and Employment
- Shipwrecks
- Powerboating
- Boating Licensing
- Tides
- Marine Radio
- Navigation

**Learning Experiences:** Students in Aquatic Practices will be involved in:

- Participating in practical aquatic activities and field activities
- Conducting surveys
- Interpreting charts, tables, models and graphs
- Analysing weather maps, signs and sea conditions
- Listening to local Indigenous elders and cultural advisors
- Compiling reports, assignments, logbooks
- Operating various pieces of marine equipment including boats and radios
- Carrying out basic maintenance procedures
- Performing complex skills in activities including snorkelling, sailing and boating
- Carrying our basic maintenance procedures.
- Recording and collating data for a community purpose.

**Assessment:** Assessment for Marine and Aquatic Practices is both formative - used for diagnostic purposes; and summative – used to derive a Level of Achievement. A variety of assessment instruments will be used including:

- Supervised Written Assessment consisting of multiple choice questions, short and extended response questions based on theoretical aspects of units.
- Scientific field Report
- Assignment
- Folio presentation

**Possible Careers:** Student build an understanding of conditions and expectations for work in aquatic settings relevant for careers in:

Recreation and marine tourism, vessel transport operations, food production, technical support officer, marine ranger, environmental and marine park management.
**Expenses:** $200 – course fees. Fees for Aquatic Practices are used to cover equipment hire for boating, snorkelling, the use of and maintenance of laboratory equipment, navigational equipment, radio communication, computer software and audio-visual resources.

**Additional Costs:** A minimum of 4 days of field work per year will be conducted – approximately $10 per student per day.

*For further information contact the A/Head of Department, Science, Ms Shelly De Ruyter - sderu3@eq.edu.au*
ENGLISH COMMUNICATION

Authority Registered
QCE POINTS: 4

Reasons to study this subject: English Communication is a course for students who aim to improve their competency and confidence in language use, but who do not require Senior English (Authority) for tertiary entrance. English Communication offers students opportunities to develop their ability to use language appropriately and effectively in a variety of social contexts.

Recommendations: Nil

Topics of Study:
Units of work involve students in a wide range of language uses, the emphasis being on comprehension and communication skills in work, leisure and the community.

Learning Experiences:
Students will be engaged in a range of:
- activities which provide opportunities for students to think, speak, listen, write and read for real purposes;
- life-like activities which provide opportunities for students to engage with simulated contexts;
- focused learning episodes which allow students to reflect on aspects of language and learning within the context of real-life or life-like activities.

Assessment:
Assessment is continuous and occurs at the end of each unit of work rather than at the end of each term. Students are assessed over a range of spoken and written tasks, under a range of conditions across a variety of genres. Assessment will be predominantly related to real-life situations. Year 12 work is used in determining exit levels of achievement.

Possible Careers: English Communication is a useful subject for vocational students who do not need Senior English for tertiary entrance requirements

Expenses: All texts and reprographics are provided through the text-hire scheme.

For further information contact the A/Head of Department, English Miss Kristy Kirk - kkirk65@eq.edu.au
FURNISHING STUDIES
Authority Registered
QCE POINTS: 4

**Reasons to study this subject:** Within the Furnishing course, students can develop knowledge and skills to safely manipulate common hand held and power tools used in the furnishing industry. They also will become familiar with the vocations in the Furnishing industry and the skills related to those vocations.

Successful completion of the four semesters results in 4 points toward the certificate of education. The skills gained by the students can lead to various apprenticeships and traineeships and be credited to them through the process of (Recognition of Prior Learning).

**Recommendations:** Sound communication skills are recommended. Junior Industry Skills is an advantage.

**Topics of Study:**
- The furnishing Industry: Introduction and Safety
- Furnishing Industry Production Process and product quality
- Communication and Teamwork in Furnishing Enterprises
- Manufacturing Enterprise: Functional Product

**Learning Experiences:**
- Note taking/worksheet manuals
- Instructional videos
- Observations / Demonstrations
- Design Process - DMA
- Problem solving
- Field trips/site visits
- Practical project
- Guest speakers

**Assessment:**
Assessment will be based on an A to E standard. Students will be tested in a variety of ways both practically and theoretically. Assessment techniques include report writing, interpreting plans, practical tests, observation, written tests and oral tests.

**Possible Careers:** These modules will give students an advantage in applying for apprenticeships in a variety of fields, may reduce time off the job for future employers and assist in entry to other training institutions e.g. TAFE.

**Expenses:**
Costs for this subject will be published with the Textbook and Resources Contribution Scheme. These cover all materials used for projects as well as photocopy materials and National Module Student Manuals. Students are required to purchase their own Personal Protective Equipment

For further information contact the Head of Department, Practical Technology, Mrs Veronica Farina - vfari1@eq.edu.au
Reasons to study this subject: Music Studies provides opportunities for students to explore arts areas through active engagement and to understand the different careers possible in the industry. Students explore and express ideas that serve particular purposes. They gain practical skill, use essential terminology, investigate solutions to “problems” and make choices to communicate through their art making. Students also learn about Work, Health and Safety issues, effective work practices and arts administration, leading to the acquisition of necessary industry skills for a beginning practitioner.

Recommendations: To own and play an instrument

Topics of Study:

- Become familiar with the terminology specific to instrument
- Develop knowledge of work Place health and Safety.
- Attend Instrumental Lessons
- Participate in one or more ensembles and performances
- Maintain a reflective journal which documents lessons, practice, workshops, performances and concerts attended

Learning Experiences:

EXPLORING
Developing skills and technique specific to the instrument
Improvisation

KNOWING
Care of I instrument and hygiene
Posture
Lifting procedures
Sound levels
Stage performance

EXPRESSING
Performing as a soloist
Performing in ensembles
Time management

Assessment:
Practical Performance
Test
Journal
Work Health and safety response
Journal

Possible Careers: Music Studies as a subject can lead to careers in the music industry as teacher, performer or director.

For further information contact the Head of Department, The Arts, Mrs Isabella Shatte - isash1@eq.edu.au
Reasons to study this subject: This subject aims to provide students with relevant and practical mathematical skills required for life after school. This program of study provides a suitable challenge for those students who prefer and enjoy learning activities with practical and real-life application. It aims to provide students with the necessary mathematical skills to enhance employability. It aims to foster an attitude of success for students who may have experienced difficulty with mathematics of a more theoretical nature. Satisfies the numeracy component for the QCE.

Recommendations: Nil

Topics of Study:
CORE
- Mathematics for interpreting society: number, data, location, time, measurement and finance.
- Units Include: Earning Money, Buying a car, Moving out of home, Investigating the local area, overseas Travel, Sports, Basic Skills and Numeracy

Learning Experiences:
All learning experiences are practical based and life related situations using technology as well as collecting data in the field.

Assessment:
Students will be assessed in the areas of:
Knowing
Applying
Explaining

Assessment items will include written tests, other written tasks (projects, brochures, investigations), practical tasks, individual and group work.

Affective objectives include appreciation of the benefits of working as individuals and cooperating in groups to solve problems.

Possible Careers: This subject is not a prerequisite for university.

Expenses: All texts and photocopying are provided through the resource hire scheme.

For further information contact the Head of Department, Mathematics, Ms Casey Subke - csukb1@eq.edu.au
Reasons to study this subject: Recreation provides opportunities for students to experience the challenge and fun of participation in physical activity while developing skills necessary and beneficial for life.

Recommendations: There are no pre-requisites for entry into this subject. Students must also be willing to participate in all practical activities. Therefore students with medical conditions that prevent them from participating in physical activities are advised against selecting this subject.

Topics of Study:
Students will study the following core learning experiences which will be embedded throughout the course of study:
- Games & Sport
- Health related physical activities
- Active play & Minor Games
- Challenge & Adventure games

A large part of the course will be devoted to students participating in a variety of physical activities. These activities may include:
- Volleyball
- Cycling
- Basketball
- Touch Football
- Archery
- Badminton
- Fitness
- Golf
- Table Tennis
- Fishing / Camping
- Orienteering

Learning Experiences:
A wide variety of learning experiences will include:
- Classroom discussions
- Research work
- Group and independent work
- Viewing and reviewing videos
- Instructional skills
- Practising performance skills
- Combining movement patterns
- Participation in games and sports
- Game and movement analysis

Assessment: Assessment in Recreation Studies is both formative (used for information purposes) and summative (used for exiting purposes). Students will have the opportunity to develop and improve their achievement in a number of areas throughout the course. Assessment techniques may include:
- written tasks
- oral tasks
- physical / practical tasks

Possible Careers: The Sport, Fitness and Recreation industry has assumed increasing importance as a source of expanding employment opportunities. Students seeking full-time or part-time careers in the Sport, Fitness, Recreation, Hospitality or Tourism Industries will find this course useful.

External Certificates: Students will have the opportunity to gain their First Aid qualification.

Expenses: Excursions: $40 (cost of facility/equipment hire and transport)
First Aid + CPR Course
$40 (completed in Year 12) School fees are used to cover the cost of photocopied material; audio-visual resources; computer software; and the provision, use and maintenance of sporting equipment.
**SCIENCE IN PRACTICE**

Authority Registered
QCE POINTS: 4

**Reasons to study this subject:** Science in Practice contributes to developing scientifically literate individuals who are interested in and understand the world around them by talking about science issues. They are able to identify questions, investigate and draw evidence-based conclusions. By questioning claims made by others about scientific matters, students will be able to make informed decisions about the environment and their own health and well-being.

Through the processes of practical and investigative approaches, Science in Practice develops students who will:

- think critically about the scientific basis of significant contemporary issues
- apply their knowledge in a broad range of relevant practical situations, including field work
- foresee consequences for their own and society’s activities on the living and physical world
- participate as informed and responsible citizens in decision-making processes use community and industry resources
- use technology
- collaborate and work effectively in teams

**Recommendations:** Nil

**Topics of Study:**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>Mining Industries</th>
<th>Sports Industries</th>
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</thead>
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<tr>
<td>Primary Industries</td>
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<tr>
<td>Aquaculture</td>
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<td>Mining methods</td>
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<td>Horticulture</td>
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<td>Agriculture</td>
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<td>Principles &amp; Theories</td>
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<td>Marine Industries</td>
<td>Clean energy technologies</td>
<td>Evidence profiling</td>
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<td>Reef ecology</td>
<td>Sustainable development</td>
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<td>Sustainable fishing</td>
<td>Food production</td>
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<tr>
<td>Tourism practices</td>
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</tbody>
</table>

**Learning Experiences:**

Students of Science in Practice will be involved in:

- the setup and maintenance of aquaculture systems, vegetable gardens
- conducting practical experiments or field research
- constructing models
- visiting local industries and listening to guest speakers
- audio-visual presentations
- student demonstrations and discussions
- teacher exposition and discussion
- self-directed learning activities
- research, collation and analysis of information from a variety of sources
- multimedia presentations e.g. website, DVD, PowerPoint, podcasts
- compiling reports, assignments and logbooks

**Assessment:** Assessment for Science in Practice is both formative – used for diagnostic purposes; and summative – used to derive a Level of Achievement.
A number of different test instruments are applied. These include:

- Supervised assessment - consisting of a selection from multiple choice, short answer and extended answer questions based on both the theoretical and practical aspects of each unit.
- Scientific Report
- Assignment
- Portfolio

**Possible Careers:** The scientific skills developed are relevant to employment in many fields and may form the basis of further training and education, e.g. animal welfare, sport science, building design, health and medicine, recreation and tourism, research and the resources sector.

**Expenses:** School fees for Science in Practice are used to cover the cost of photocopied material; audio-visual resources; computer software; the provision, use and maintenance of laboratory equipment; chemicals; and plant / animal matter. Additional Costs At least 2 days of field work per year visiting local industries and displays - approximately $10.00 per student for each day.

For further information contact the Head of Department, Science, Ms Shelley De Ruyter - sderu3@eq.edu.au
**SHORT COURSE IN CAREER DEVELOPMENT**

**Authority Registered**

QCE POINTS: 1

**Reasons to study this subject:** Career Development focuses on the knowledge, process and skills that students starting the senior phase of learning need to develop for effective career development practices. Career development is important for individuals of all ages, with proven economic and social benefits for the country as a whole. These include:

- **Effective learning:** If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities and their aspirations, and informed realistically about the opportunities to which the learning can lead, then they are likely to be more successful learners. Additionally, the huge sums of public money invested in education and training systems are likely to yield much higher returns.
- **Effective labour market:** If individuals construct career paths and secure employment which use their potential and meet their own goals, they are likely to be more motivated and more productive, and therefore contribute to enhancing national prosperity.
- **Social equity, equal opportunities and social inclusion:** Career development services can raise the aspirations of disadvantaged groups, giving them access to opportunities that might otherwise have been denied.

**Recommendations:** Nil

**Topics of Study:**

- Beginning the Senior Phase of Learning
- Designing Your Future
- Skills for Success After School

**Learning Experiences:**

Students will be engaged in independent inquiry based investigations.

**Assessment:** Students will be assessed using:

- Student Education and Training (SET)PLAN
- Student Success Conference
- Academic Audit in Learning Journal

**Expenses:** All texts and reprographics are provided through the textbook & Resources contribution scheme. Students MUST have a Learning Journal which will be provided to them at the beginning of the year. Replacements are $15 at the front office.

For further information contact the Head of Department, Senior School, Ms Natalie Anderson – nmand0@eq.edu.au
Nationally Recognised Training Courses
Qualification Description: This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning and basic use of tools and materials. Nominal Duration: 2 Years.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = 11 (8 Core Units 3 Electives)

CORE
CPCCC1011A - Work effectively and sustainably in the construction industry.
CPCCC1013A - Plan and organise work.
CPCCC1014A - Conduct workplace communication.
CPCCC2001B - Use construction tools and equipment.
CPCCC2001A - Read and interpret plans and specifications.
CPCCC2005B - Conduct workplace communication.

ELECTIVES
CPCCC1015A - Undertake a basic construction project.
CPCCC1015A - Carry out measurements and calculations
CPCCC2004A - Handle construction materials
CPCCC2011A - Undertake basic estimation costing.

Learning Experiences: A range of teaching and learning strategies will be used to deliver the competencies. These include:
- workplace health and safety induction and training
- practical tasks including group work
- activities in simulated work environments.
- work placements — Students doing this qualification will be required to spend at least 10 days gaining experience in local industry environments. This work placement can be recognised towards a further 2 QCE points.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: After achieving this, students may undertake CPC20111 Certificate II in Construction.

Fees: $50 White Card and $55 Student Textbook- There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme.

Further Information Contact the HOD Practical Technology – Mrs Veronica Farina – vfari1@eq.edu.au

Complaints and Appeals: For further information regarding Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
MEM10105-CERTIFICATE I in ENGINEERING

VET
RTO – William Ross SHS 30455

Qualification Description: This qualification provides an introduction to the engineering industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning and basic use of tools and materials. Nominal Duration: 2 Years.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = 15 (4 Core Units + 11 Electives)

CORE
MEM13014A - Apply principles of occupational health and safety in the work environment
MEM14004A - Plan to undertake a routine task
MEM15024A - Apply quality procedures
MEM16007A - Work with others in a manufacturing, engineering or related environment

ELECTIVES – Selected by the school
MEM05004C - Perform routine oxy acetylene welding
MEM05005B - Carry out mechanical cutting
MEM08010B - Manually finish/polish materials
MEM05007C - Perform manual heating and thermal cutting
MEM05012C - Perform routine manual metal arc welding
MEM07032B - Use workshop machines for basic welding
MEM11011B - Undertake manual handling
MEM12023A - Perform engineering measurements
MEM18001C - Use hand tools
MEM18002B - Use power tools / hand held operations

Learning Experiences: A range of teaching and learning strategies will be used to deliver the competencies. These include:

• practical tasks including group work
• activities in simulated work environments.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: Students who complete this certificate will be eligible for credit or recognition of learning for a Cert II in Engineering.

Fees: Students may be required to provide their own materials for projects. Some basic materials will be provided through the Student Resources Scheme.

Further Information Contact the HOD Practical Technology – Mrs Veronica Farina – vfari1@eq.edu.au

Complaints and Appeals: For further information regarding Complaints and appeals refer to the HOD of Senior School/VET – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
**BSB20115-CERTIFICATE II in BUSINESS**

**VET**  
RTO – William Ross SHS 30455

**Qualification Description:** Certificate II in Business is offered as a senior subject. This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits: Nationally recognised qualification – Certificate II in Business (4 Credits - Core).

**Entry Requirements:** Students should have an interest in pursuing a role as a junior business administrator in any industry. They must have good quality written and spoken communication skills.

**Qualification Packaging Rules & Core Units:**  
Total units = 12 (1 Core unit + 11 Electives)

**CORE**  
- BSBWHS201 - Contribute to health and safety of self and others

**ELECTIVES**  
- BSBIND201 - Work effectively in a business environment  
- BSBINM202 - Handle mail  
- BSBCMM201 - Communicate in the workplace  
- BSBITU201 - Produce simple word processed documents  
- BSBITU202 - Create and use spreadsheets  
- BSBITU203 - Communicate electronically  
- BSBUS201 - Participate in environmentally sustainable work practices  
- BSBWOR202 - Organise and complete daily work activities  
- BSBWOR203 - Work effectively with others  
- BSBITU101 - Operate a personal computer  
- BSBWOR204A – Use Business technology

**Learning Experiences:**  
- Developing creative thinking skills.  
- Organising personal work schedules.  
- Using social media tools for collaboration and engagement.  
- Following health and safety standards in the workplace.  
- Managing conflict  
- Conducting a risk analysis  
- Providing quality customer service  
- Using business technology  
- Managing business operational finance  
- Develop awareness of environmentally sustainable practices  
- Complete business related tasks  
- Developing and updating knowledge of current business practices

**Assessment:**  
Program delivery will combine both class-based tasks and practical components in a real business environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include:  
- Practical tasks  
- Hands-on sessions with participants  
- Group work  
- Guess speakers from related industries

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**Pathways:** The Certificate II in Business will predominantly be used by students seeking to enter the business administration in most industries as an office junior or assistant.  
- Students may also choose to continue their study [e.g. by completing the Certificate III, IV or Diploma in Business/Business Administration at another RTO upon completion of their Certificate II].

**Fees:** Covered through the Student Resources Scheme.

**Further Information** Contact the Head of Department Business, IT and Legal Studies – Roz Norgaard – rnor4@eq.edu.au

**Complaints and Appeals:** For further information regarding Complaints and appeals refer to the HOD of Senior School/VET – Ms Natalie Anderson – nmand0@eq.edu.au

**Service Agreement:** This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
SIT20316-CERTIFICATE II in HOSPITALITY

VET
RTO – William Ross SHS 30455

Qualification Description: This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision. Nominal Duration: 2 Years.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = 12 (6 Core Units + 6 Electives)

CORE
BSBWOR203 - Work effectively with others
SITHIND002 - Source and use information on the hospitality industry
SITHIND003 - Use hospitality skills effectively
SITXCOM002 - Show social and cultural sensitivity
SITXCSS003 - Interact with customers
SITXWHS001 - Participate in safe work practices

ELECTIVES – Selected by the school
SITXFSA001 - Use hygienic practices for food safety
SITHCCC002 - Prepare simple dishes
SITHCCC003 - Prepare sandwiches
SITFAB004 - Prepare and serve non-alcoholic beverages
SITFAB005 - Prepare and serve espresso coffee
SITFAB007 - Serve food and beverage

Learning Experiences: A range of teaching and learning strategies will be used to deliver the competencies through any mode or a combination of modes of delivery appropriate for the achievement of the competencies in the qualification, including:

- Work-based learning
- Realistic simulation
- Face-to-face learner interaction with teacher, trainer or workplace supervisor
- Teacher and workplace supervisor example and practical demonstration
- One-on-one teacher or workplace supervisor guidance
- Observation
- Role play
- Guest speakers
- Group or project work

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

Fees: There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme

Further Information Contact the HOD Practical Technology – Mrs Veronica Farina – vfar1@eq.edu.au

Complaints and Appeals: For further information regarding Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
10563NAT-CERTIFICATE I in WORK and LIFE SKILLS

VET
RTO – William Ross SHS 30455

Qualification Description: This course is aimed at learners in years 10, 11 and 12. The intended purpose of this course is to maximise young people’s employability potential in small, medium or large enterprises and enhance life skills for school leavers, specifically around the area of applying for jobs, getting to work and understanding management of personal finance, including the ability to open personal bank accounts and monitor own finances. The course also includes units which addresses basic wage, tax and superannuation systems in Australia. Nominal Duration: 600 Hours.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = 6 Core Units
Core
FSKDIG01 - Use digital technology for basic workplace tasks
FSKRDG02 - Read and respond to basic workplace signs and symbols
BSBITU201 - Produce simple work processed documents
AUMAF001 - Apply for jobs and undertake job interviews
WLSFLS201A - Develop financial life skills
WLSGRW101A - Get ready for work

Learning Experiences: Flexible learning will be undertaken through a combination of modes of delivery appropriate to the units of competency in the qualification, including:
- Verbal presentations
- Multi-media presentations
- Portfolios
- Student self-assessments
- Direct observations
- Role Plays
- Third part feedback
- Verbal questioning
- Research
- Written work

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: Participants who complete Certificate I in Work and Life Skills will be eligible to be granted RPL or credit transfer when seeking recognition towards the full or partial achievement of Training Package qualifications or other accredited courses where the units are included in the packaging rules.

Fees: There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme

Further Information, Complaints and Appeals: For further information, Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a 1-2-year course. The school guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
Qualification Description: This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan.

Nominal Duration: 600 Hours.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = (8 Core Units + 6 Electives)
CORE
- FSKLRG09 - Use strategies to respond to routine workplace problems
- FSKLRG11 - Use routine strategies for work-related learning
- FSKNUM14 - Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 - Estimate, measure and calculate with routine metric measurements for work
- FSKRDG10 - Read and respond to routine workplace information
- FSKOCM07 - Interact effectively with others at work
- FSKWTG09 - Write routine workplace texts
- FSKDIG03 - Use digital technology for routine workplace tasks
- FSKLRG10 - Use routine strategies for career planning
- FSKLDG07 - Use strategies to identify job opportunities
- BSBWHS201 - Contribute to health and safety of self and others
- FSKOCM05 - Use oral communication skills for effective workplace presentations
- BSBITU203 - Communicate electronically
- ICTSAS206 - Detect and protect from spam and destructive software

Learning Experiences: Flexible learning will be undertaken through a combination of modes of delivery appropriate to the units of competency in the qualification, including:
- Observations
- Case studies
- Assignments
- Team projects
- Portfolios
- Short answer questions and activities

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: Participants who complete Certificate II in Skills for Work and Vocational Pathways will be eligible to be granted RPL or credit transfer when seeking recognition towards the full or partial achievement of Training Package qualifications or other accredited courses where the units are included in the packaging rules.

Fees: There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme

Further Information, Complaints and Appeals: For further information, Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a 2-year course. The school guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
**Qualification Description:** Certificate II in Information, Digital Media and Technology is offered as a senior subject. This qualification reflects the role of individuals in a variety of junior information technology support positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits: Nationally recognised qualification – Certificate II in Information, Digital Media and Technology (4 Credits - Core). **Nominal Duration:** 2 Years.

**Entry Requirements:** Students should have an interest in pursuing a role as a junior business administrator in any occupation. They must have good quality written and spoken communication skills.

**Qualification Packaging Rules & Core Units:**
Total units = 14 (7 Core unit + 7 Electives units)

**CORE**
- BSBWHS201 - Contribute to health and safety of self and others
- BSBUSUS201 - Participate in environmentally sustainable work practices
- ICTICT201 - Use computer operating systems and hardware
- ICTICT202 - Work and communicate effectively in an ICT environment
- ICTICT203 - Operate application software packages
- ICTICT204 - Operate a digital media technology package
- ICTWEB201 - Use social media tools for collaboration and engagement

**ELECTIVES**
- ICTSAS203 - Connect hardware peripherals
- ICTSAS208 - Maintain ICT equipment and consumables
- ICPDMT321 - Capture a digital image
- ICTICT205 - Design basic organisational documents using computing packages
- ICTICT206 - Install software applications
- ICTICT207 - Integrate commercial computing packages
- ICTICT210 - Operate database applications

**Learning Experiences:**
- Developing creative thinking skills.
- Organising personal work schedules.
- Using social media tools for collaboration and engagement.
- Following health and safety standards in the workplace.
- Managing conflict
- Conducting a risk analysis
- Providing quality customer service
- Using business technology
- Managing technology to meet customer demands
- Developing awareness of environmentally sustainable practices
- Complete IT industry related tasks
- Developing and updating knowledge of current IT practice

**Assessment:**
Program delivery will combine both class-based tasks and practical components in a real business environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on sessions with participants
- Group work
- Customer set tasks
- Guess speakers from related industries

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**Pathways:** The Certificate II in Information, Digital Media and Technology will predominantly be used by students seeking to enter the junior or support role in most industries. Students may also choose to continue their study [e.g. by completing the Certificate III, IV or Diploma in Information, Digital Media and Technology at another RTO upon completion of their Certificate II.

**Fees:** There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme

**Further Information** Contact the HOD Information Technology – Mrs Roz Norgaard – rnorg4@eq.edu.au

**Complaints and Appeals:** For further information regarding Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmrand0@eq.edu.au
**Service Agreement:** This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
(DIGITAL IMAGING STRAND)

Qualification Description: This qualification allows you to develop basic knowledge and skills to prepare for work in the visual arts, graphic design and broader creative industries. After achieving this qualification, you could progress to a wide range of other qualifications in visual arts and graphic design, to the creative industries more broadly.

NOTE: This certificate is offered in 2 Strands but you can only select one to be enrolled in. Nominal Duration: 2 Years.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification

Qualification Packaging Rules & Core Units:
Total units = 9 (4 core units & 5 electives)

<table>
<thead>
<tr>
<th>CORE</th>
<th>ELECTIVES</th>
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<tbody>
<tr>
<td>BSBWHS201 – Contribute to Health &amp; Safety</td>
<td>BSBDES201 - Follow a design process</td>
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<td>of self and others</td>
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<tr>
<td>CUAACD101 - Use basic drawing techniques</td>
<td>CUADIG201 - Develop digital imaging skills</td>
</tr>
<tr>
<td>CUAPRP201 - Make a simple Creative Work</td>
<td>CUAIND201 - Develop &amp; apply creative arts industry</td>
</tr>
<tr>
<td>CUARES201 - Source &amp; use information</td>
<td>knowledge</td>
</tr>
<tr>
<td>relevant to own arts practice</td>
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Electives:
- BSBWOR203 - Work effectively with others
- BSBINN201 - Contribute to workplace innovation

Learning Experiences:
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Practical tasks including group work
- Activities in simulated work environments including exhibitions & displays.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios and questioning.

Pathways: Students will develop skills that lead to:
- Further study in the visual & graphic art, or creative industries
- Certificate III in Visual Arts
- Certificate III in Design Fundamentals
- Certificate III in Arts Administration

Fees: There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme: It is recommended students bring their own USB.

Further Information: Contact the Arts HOD – Ms Isabella Shatte – isash1@eq.edu.au

Complaints and Appeals: Procedures for complaints and appeals are outlined in the STUDENT VET HANDBOOK. For further information regarding Complaints and appeals refer to the HOD of Senior School/VET – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
QUALIFICATION DESCRIPTION: This qualification allows you to develop basic knowledge and skills to prepare for work in the visual arts, craft and broader creative industries. After achieving this qualification, you could progress to a wide range of other qualifications in visual arts and craft, to the creative industries more broadly.

NOTE: This certificate is offered in 2 Strands but you can only select one to be enrolled in. Nominal Duration: 2 Years.

ENTRY REQUIREMENTS: There are no entry requirements or pre-requisites for this qualification.

QUALIFICATION PACKAGING RULES & CORE UNITS:
Total units = 9 (4 core units & 5 Electives)

CORE
BSBWHS201 - Contribute to Health and safety of self and others
CUAACD101 - Use basic drawing techniques
CUAPRP201 - Make a simple Creative Work
CUARES201 - Source & use information relevant to own arts practice

ELECTIVES
PMC552024C - Hand mould products
CUADRA201 - Develop drawing skills
CUACER201 - Develop ceramic skills
CUAPA1201 - Develop painting skills
CUAPRI201 - Develop printmaking skills

LEARNING EXPERIENCES:
A range of teaching and learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Practical tasks including group work
• Activities in simulated work environments including exhibitions & displays.

ASSESSMENT: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

PATHWAYS: Students will develop skills that lead to:
• Further study in the visual & graphic art, or creative industries
• Certificate III in Visual Arts
• Certificate III in Design Fundamentals
• Certificate III in Arts Administration
• Follow link for qualifications pathway information within the Training Package: http://training.gov.au/Training/Details/CUA

FEES: There are no additional fees for this qualification including no material costs. All costs are met under the William Ross SHS Student Resource Scheme.

FURTHER INFORMATION: Contact the Arts HOD – Ms Isabella Shatte – isash1@eq.edu.au

COMPLAINTS AND APPEALS: Procedures for complaints and appeals are outlined in the STUDENT VET HANDBOOK. For further information regarding Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson – nmand0@eq.edu.au

SERVICE AGREEMENT: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
CHC30113-CERTIFICATE III in EARLY CHILDHOOD EDUCATION and CARE

VET
RTO – Cairns Training Academy 30857

Qualification Description: This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously. Nominal Duration: 2 Years.

Entry Requirements: It is recommended that students have gained at least a “C” achievement in Year 10 English

Qualification Packaging Rules & Core Units:
Total units = 18 (15 Core Units + 3 Electives)
CORE
CHCCS400C - Work within a relevant legal and ethical framework
CHCECE001 - Develop cultural competence
CHCECE002 - Ensure the health and safety of children
CHCECE003 - Provide care for children
CHCECE004 - Promote and provide healthy food and drinks
CHCECE005 - Provide care for babies and toddlers
CHCECE007 - Develop positive and respectful relationships with children
CHCECE009 - Use an approved learning framework to guide practice
CHCECE010 - Support the holistic development of children in early childhood
CHCECE011 - Provide experiences to support children’s play and learning
CHCECE013 - Use information about children to inform practice
CHCPRT001 - Identify and respond to children and young people at risk
HLTAID004 - Provide an emergency first aid response in an education and care setting
HLTWHS001 - Participate in work health and safety
HLTHIR404D - Work effectively with Aboriginal and/or Torres Strait Islander people

ELECTIVES
Electives are delivered as supplied by the RTO.

Learning Experiences: You will have access to a variety of theory and practical learning resources, including industry placement, which equips you with the necessary skills to secure employment. Course resources are readily available on the RTO website to ensure 24/7 access and portability to students. Throughout the duration of your studies you will be supported by qualified trainers and assessors in a variety of methods. These may include: email, phone, workplace visits, third party reports by workplace supervisor/s, written workbooks, videoed training presentation and or classroom tutorials.

Assessment: A range and variety of assessment methods are utilised including direct observation, portfolios, workbooks, written responses, third party reports and direct questioning.
A range of teaching/learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Completion of computer based tasks and assessment
• Group work
• Practical experience within the school playgroup

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

Pathways: The Certificate III in Early Childhood Education and Care provides a pathway to work in the child care sector in positions such as Early Childhood Educator, School Age Education and Care Provider.
Students completing their Certificate III may be able to upgrade their QTAC selection rank.*
* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Fees:
TOTAL COURSE COST = $565 INCLUDES:
Cairns Training Academy Fees $535
Training Shirt -$35
Please note: The Enrolment fee is non-refundable as are course fees once students commence training.
Further Information: Contact the HOD Practical Technology – Mrs Veronica Farina –

Complaints and Appeals: Procedures for complaints and appeals are outlined in the STUDENT VET HANDBOOK. For further information regarding Complaints and appeals refer to the HOD of Senior School – Ms Natalie Anderson.

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
**Qualification Description:** Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings. Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:

**Nominal Duration:** 2 Years.
- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)
- This program also includes the following:
  - First Aid qualification and CPR certificate.
  - A range of career pathway options including an alternative entry into university.
  - Direct pathway into Certificate IV in Fitness (Personal Trainer) with Fitlink Australia.

**Entry Requirements:** Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

**Qualification Packaging Rules & Core Units:**
Total units = 15 (10 core units + 5 Electives)

**CORE**
- SISFFIT301A - Provide fitness orientation and health screening
- SISFFIT302A - Provide quality service in the fitness industry
- SISFFIT303A - Develop and apply an awareness of specific populations to exercise delivery
- SISFFIT305A - Apply anatomy and physiology principles in a fitness context
- SISFFIT306A - Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207 - Maintain sport and recreation equipment for activities

**SISXIND101A** - Work effectively in a sport and recreation environment
- SISXOH5101A - Follow occupational health and safety policies
- SISXRSK301A - Undertake risk analysis of activities
- HLTAID003 - Provide first aid
- SISFFIT304A - Instruct and monitor fitness programs
- SISFFIT307A - Undertake client health assessment
- SISFFIT308A - Plan and deliver gym programs
- SISFFIT311A - Deliver approved community fitness programs

**SISSSPT303A** - Conduct basic warm-up and cool-down programs

**Learning Experiences:** A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Students will use on-line assessment through the Binnacle Training Lounge accounts to record their training activities and work history related to the course. The training program involves students conducting fitness sessions and programs to clients within their school community.

**Pathways:** The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. Positions such as Exercise Physiologist, Teacher – Physical Education and Sport Scientist.

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

*Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).
Students may also choose to continue their study by completing the Certificate IV in Fitness with Fitlink Australia for just $650 (save over $2,000)!

**Fees:**
TOTAL COURSE COST = $460 INCLUDES:
- Binnacle Training Fees - $360
- First Aid Course - $45
- Training Shirt - $30
- Textbook - $25

**Further Information** Contact the Head of Department HPE & Sport – Mr Adam Kehl - akehl3@eq.edu.au
Complaints and Appeals: For further information regarding Complaints and appeals refer to the HOD of Senior School/VET – Ms Natalie Anderson – nmand0@eq.edu.au

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
SIS30513-CERTIFICATE III in SPORT AND RECREATION

VET
RTO - Binnacle 31319

Qualification Description: Binnacle’s Certificate III in Sport and Recreation ‘Sport in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement. Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits: Nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits - Core).
Nominal Duration: 2 Years.

This program also includes the following:
- First Aid qualification and CPR certificate.
- Officiating accreditation
- Coaching accreditation
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness).

Entry Requirements: Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Qualification Packaging Rules & Core Units:
Total units = 15 (10 core units + 5 Electives)

CORE
BSBCRT301A - Develop and extend critical and creative thinking skills
BSBWOR301B - Organise personal work priorities and development
HLTAID003 - Provide first aid
ICAWEB201A - Use social media tools for collaboration and engagement
SISXCAI303A - Plan and conduct sport and recreation sessions
SISXCCS201A - Provide customer service
SISXEMR201A - Respond to emergency situations
SISXWHS101 - Follow work health and safety policies
SISXRSK301A - Undertake risk analysis of activities
SITXCOM401 - Manage conflict

ELECTIVES
SISSSCO101 - Develop and update knowledge of coaching practices
SISXFAC207 - Maintain sport, fitness and recreation equipment for activities
SISSSDE201 - Communicate effectively with others in a sport environment
SISSSOF101 - Develop and update officiating knowledge
SISSSPT303 - Conduct basic warm-up and cool-down programs
HLTAID001 - Provide cardiopulmonary resuscitation

Learning Experiences:
- Developing creative thinking skills.
- Organising personal work schedules.
- Using social media tools for collaboration and engagement.
- Following health and safety standards in the workplace.
- Managing conflict
- Conducting a risk analysis
- Industry-recognised First Aid Certificate.
- Conducting sports coaching sessions
- Providing quality customer service
- Using and maintaining sport and fitness equipment.
- Conduct warm-up and cool-down sessions.
- Officiating games or competitions
- Responding to emergency situations.
- Developing and updating knowledge of coaching and officiating practices.

Assessment: Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on sessions with participants
- Group work
- Practical experience within the school sporting programs (officiating and coaching games and competitions e.g. primary school sport).

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.
Pathways: The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant. Students may also choose to continue their study [e.g. by completing the Certificate IV or Diploma (e.g. Sport or Fitness)] at another RTO upon completion of their Certificate III.

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Fees:
TOTAL COURSE COST = $405 INCLUDES:
Binnacles Training Fees - $330
First Aid Course - $45
Training Shirt - $30

Further Information Contact the Head of Department HPE & Sport – Mr Adam Kehl - akehl3@eq.edu.au.

Complaints and Appeals: Procedures for complaints and appeals are outlined in the STUDENT VET HANDBOOK. For further information regarding Complaints and appeals refer to the HOD of Senior School/VET – Ms Natalie Anderson – nmand0@eq.edu.au.

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
CHC34015-CERTIFICATE III in ACTIVE VOLUNTEERING

VET
RTO – Volunteering Queensland Inc 6020

Qualification Description: This qualification reflects the role of people working in a volunteer capacity across a range of industries and organisations in a variety of contexts. At this level, work takes place under the direction of others and supervision may be direct or indirect. Volunteers may also be required to lead volunteer teams and have limited responsibility of the output of others within a project or event. Upon successful completion, students are certified with 5 Queensland Certificate of Education (QCE) Credits. Nominal Duration: 2 Years.

Entry Requirements: There are no entry requirements or pre-requisites for this qualification.

Qualification Packaging Rules & Core Units:
Total units = 10 (6 Core Units + 4 Electives)

CORE
CHCCOM002 - Use communication to build relationships
CHCDIV001 - Work with diverse people
CHCLEG001 - Work legally and ethically
CHCVOL001 - Be an effective volunteer
HLTWHS001 - Participate in workplace health and safety
BSBWOR301 - Organise personal work priorities and development

ELECTIVES – Selected by the school
BSBITU302 - Create electronic presentations
BSBITU303 - Design and produce text documents
CHCGROUP302D - Support Group Activities
HLTAID003 - Provide first aid

Learning Experiences: Flexible learning will be undertaken through a combination of modes of delivery appropriate to the units of competency in the qualification, including:
- Practical Activity
- Short Answer Written Assessment
- Project Work
- Case Studies
- Observation
- Work Experience Placement

NB. Students are expected to undertake additional study at home and attend tutorials. Students must also undertake 20 hours of structured work placement or receive recognition of prior work placement (at least 20 hours). These must be conducted at a volunteer organisation.

Assessment: Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors.

Pathways: Students who complete Certificate III in Active Volunteering will be eligible to be granted RPL or credit transfer when seeking recognition towards the full or partial achievement of Training Package qualifications or other accredited courses where the units are included in the packaging rules.

Fees: $205.00

Further Information, Complaints and Appeals: For further information, Complaints and appeals please contact the HOD of Senior School/VET– Ms Natalie Anderson – nmand0@eq.edu.au. Further information for Volunteering Queensland Inc’s complaints and appeals is outlined within the 2016 SAVI Student Handbook.

Service Agreement: This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change.
EXTRA CURRICULAR
INSTRUMENTAL MUSIC

Recorded Subject
QCE POINTS: 4 (with the completion of Music Studies included)

Reasons to study this subject: The Instrumental Music Program at William Ross State High School caters for musically gifted students. The program involves lessons in school time but also requires students to commit time in practice sessions after school and at home on a regular basis. Expert tuition is available in brass, percussion, strings and woodwind. Lessons are taught by visiting Instrumental Teachers. Lessons are usually on a weekly basis.

Recommendations: Ability to play an instrument.

Topics of Study:
- Guitar
- Brass
- Percussion
- Strings
- Woodwind

Learning Experiences:
As students master basic skills, they are expected to participate in either the various school ensembles or in the school band. Such students are given regular opportunities through the year to participate in play outs, concerts and competitions. For these, they are required to wear band or ensemble uniforms and black, closed in shoes.

Assessment:
Student’s progress is individually assessed each semester.

Possible Careers: Instrumental Music as a subject can lead towards becoming being a performer, teacher and an educated listener. Instrumental Music will assist you to study tertiary music.

Expenses:
Students are expected to have their own instrument; however the school does have a wide selection of specialist instruments which may be taken out on loan. See the music co-ordinator for further information. Fees are levied Fees at $40 per year plus $60 instrument loan fee if borrowing an instrument.

For further information contact the Head of Department, The Arts, Mrs Isabella Shatte (isash1@eq.edu.au)
SPECIAL EDUCATION PROGRAM
**COMPUTER SKILLS**

*Recorded Subject*

**Reasons to study this subject:** This course will assist students to obtain basic computer skills required for the workplace and personal use. 2 year course

**Recommendations:** Enrolment in this program by invitation only. Student must show a willingness to work with computers.

**Topics of Study:**

- Workplace health & safety
- Identifying & naming parts of the computer
- Basic computing skills
- Use of the internet - searching safely
- Word processing skills & application
- Presentation software

**Learning Experiences:**
Program focuses on computer generated activities and is based on student’s level of ability. Basic computer skills are learnt via a variety of computer programs.

**Assessment:**
Assessment is continuous and highly structured. Students are assessed over a range of activities:
- Checklists
- Computer based tests/research/presentations. Subject is recorded as:
  - *Level of achievement on school reports and as*
  - *Statements of Achievement on Queensland Certificate of Individual Achievement (QCIA)*

*For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcmi7@eq.edu.au).*
OUTDOOR RECREATION

Recorded Subject

Reasons to study this subject: Outdoor Recreation provides opportunities for students to gain life skills and develop confidence in themselves and their ability. 2 Year course

Recommendations: The subject is by invitation only and an interview with the Head of Department Special Education Services is required prior to selection of this subject.

Topics of Study:

- Community Sports & Recreation
- Interpersonal and Leadership skills
- Safety and Risk Awareness
- Independent Living
- Sun Safety
- Team Building
- Healthy Lifestyle
- Environmental Awareness
- Employability Skills
- Computer Skills

A large part of the course is hands on – learning by doing. The practical components of the course will be supported with course notes, theory and ongoing evaluations.

Learning Experiences:

A wide variety of learning experiences will include

- Classroom discussions
- Group and independent work
- Research work
- Practising skills
- Viewing videos
- Participation in practical activities

Practical experiences vary however may include:

- Nature Observations
- Orienteering / Navigation
- Camping skills
- Hiking
- First Aide
- Bush Awareness
- Fishing

Assessment:

Student will gain experiences which can develop and improve their skills.

Assessment may include:

- Written tasks
- Oral tasks
- Physical tasks
- Computer logs

Subject is recorded as:

* Statements of Achievement on Queensland Certificate of Individual Achievement (QCIA)

Expenses:

Students may be required to travel to various recreational venues which will incur both transport and facility costs. There will also be expenses for special activities including recreational camps and day trips.

For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcni7@eq.edu.au).
**Reasons to study this subject:** Through education in the Arts students develop creative talents and skills that can be transferred to their recreational lives. 2 Year course.

**Recommendations:** Enrolment in this program by invitation only. Student must show a willingness to work with different art mediums.

**Topics of Study:**

- Drawing
- Painting
- Ceramics
- Printing
- Digital Imaging

**Learning Experiences:**

Students will be engaged in a range of activities that:

- Express ideas, feelings and experiences through the practical arts
- Develop skills and techniques
- Explore a range of media
- Display art works
- Acquire a basic knowledge of the elements and principles of design.

**Assessment:**

Students are assessed over a range of practical activities. Assessment will be predominantly related to practical activities – Art Diary. Subject is recorded as:

**Statements of Achievement on Queensland Certificate of Individual Achievement (QCIA)**

**Expenses:**

Field Trips and Practical Activities may incur costs. Text and Reprographics are provided through the Textbook & Resources Contribution Scheme.

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For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcmi7@eq.edu.au).
PRACTICAL LITERACY
Authority Registered and Recorded Subject

Reasons to study this subject: Students will be able to pursue their interests, and will be encouraged to further develop their reading, writing, listening and speaking skills. 2 Year course

Recommendations: Enrolment in this program is by invitation only.

Topics of Study:

Units of work involve students in a wide range of language uses, the emphasis being on communication skills, personal development and confidence building. The major focus areas of study are understanding and communicating in our society

Learning Experiences:
Students will be engaged in a range of:
- real-life activities which provide opportunities for students to think, speak, listen, write and read for real purposes;
- real-like activities which provide opportunities for students to engage with simulated contexts;
- focused learning episodes which allow students to build confidence to participate in communication activities

Focused learning episodes which allow students to build confidence to participate in communication activities.

Assessment:
Assessment is continuous. Students are assessed over a range of spoken and written tasks, across a variety of genres. Assessment will be highly structured and completed with support in class time. Statement is recorded as: Statement of Achievement on Queensland Certificate of Individual Achievement (QCIA) or as a level of achievement on school report.

Expenses:
Text, photocopying and discs are provided through the Textbook and Resources Contribution Scheme. Additional costs will include excursions.

For further information contact the Head of Special Education Services, Mrs Robyn McMin (rmcmi7@eq.edu.au).
Reasons to study this subject: Students will have an opportunity to practice basic maths skills and extend their understanding of skills in activities based on practical real-life situations. Students will be encouraged to build upon their maths knowledge and skills in a supported and structured environment. 2 Year course.

Recommendations: Enrolment in this program is by invitation only.

Topics of Study:

CORE:

Basic Skills – Basic numeracy, use of calculator, problem solving.

Measurement and Geometry – time, common shapes and sizes, position and spatial relationships, concept of area, direction and map reading.

Data Collection and Display – conduct surveys. – reading charts, timetables and graphs and present the information graphically.

Money – calculations using money; budgeting, costing, saving, spending.

Learning Experiences:
Focused learning activities where students have an opportunity to reflect on aspects of mathematics that are relevant for a variety of real-life contexts. Real-life activities that provide opportunities for students to apply and extend their maths knowledge and skills. Real-life activities that provide opportunities for students to experience maths in context

Assessment:
Assessment will be structured practical activities based on real-life situations, completed in class time with support. These will be based on the following areas: (1) Knowledge, (2) Applying, (3) Communicating. Recorded as Statement of Achievement on Queensland Certificate of Achievement (QCIA) or as a level of achievement on school report.

Expenses:
Field Trips and Practical Activities may incur costs. Text and Photocopies are provided through the Textbook & Resources Contribution Scheme.

For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcmi7@eq.edu.au)
Reasons to study this subject: Development of skills to support the successful transition to post school – school to work and community living.

Recommendations: The subject is by invitation only and an interview with the Head of Department Special Education Services is required prior to selection of this subject.

Topics of Study:

SEMMESTER 1
Work Skills
• Occupational Health and Safety
• Workplace relations
• Expectations

SEMESTER 2
Know your local community

SEMESTER 3
Sexual Health
Personal Presentation
Self Esteem

SEMESTER 4
Making good decisions and self advocacy
Becoming independent

Learning Experiences:
• Individual and group work
• Excursions
• Real life activities

Assessment:
• Diary entries
• Completion of worksheets
• Powerpoint presentations
• Posters

Subject is recorded as Statements of Achievement on Queensland Certificate of Individual Achievement (QCIA)

Expenses:
Field Trips and Practical Activities may incur costs. Text and Photocopies are provided through the Textbook & Resources Contribution Scheme.

For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcmi7@eq.edu.au).
**WORK SKILLS**

**Recorded Subject**

**Reasons to study this subject:** This course will assist with the practical development of basic skills and knowledge to participate productively in a workplace environment. 2 year course

**Recommendations:** The subject is by invitation only and an interview with the Head of Department Special Education Services is required prior to selection of this subject.

**Topics of Study:**
- Responsible Work Practices

**Learning Experiences:**
- Supported Work Experience

**Assessment:**
- Completion of Work Experience Diary.
- Demonstration of responsible work practices.

*Subject is recorded as Statements of Achievement on Queensland Certificate of Individual Achievement (QCIA) and as Statement of Participation.

**Expenses:**
May require purchasing black pants and white polo shirt for some work placements.

For further information contact the Head of Special Education Services, Mrs Robyn McMinn (rmcmi7@eq.edu.au).
GLOSSARY OF TERMS

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

**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.

**The Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

**Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority and Authority registered subjects may attract credit towards study in a TAFE qualifications.

**Field Positions (FP)** rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FP's are used for tertiary entrance only when there is a need to select students from within the same OP band.

**Overall Position (OP)** indicates students' rank order position in the state reported in bands from 1 (highest) to 25. See your guidance officer or school counsellor for details of eligibility rules for an OP.

**Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FP’s you must sit the QCS Test. If you are not eligible for an OP or FP’s the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.

**Queensland Certificate of Individual Achievement (QCIA)** issued by QCAA and reports on the educational achievements of students on individualised learning programs.

**Recommendation** A subject or qualification required for eligibility for entry to a particular course of study or employment.

**Queensland Tertiary Admissions Centre (QTAC)** acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, 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.

**Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.

**Selection ranks** are calculated for tertiary applicants who are not school leavers or are senior students not eligible for an OP. For senior students who are not eligible for an OP, the selection rank is determined by results recorded on the QCE and the Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest).

**QCAA** Queensland Curriculum and Assessment Authority; develop and approve syllabuses and determine procedures for the assessment of students.

**Fields** In Authority Subjects there can be up to five fields studied to varying degrees. The fields are:

- FP A – extended written expression
- FP B – short written communication
- FP C – basic numeracy
- FP D – solving complex problems
FP E – practical performance

In any subject, each field will be weighted differently depending on the common curriculum elements studied in each subject.

Tertiary Entrance Statement Issued by TEPA to eligible students only. It will contain the student’s OP and up to five FP’s.

USEFUL INTERNET SITES
Australia’s National Career Information Service, my future  www.myfuture.edu.au
Queensland Curriculum and Assessment Authority www.qcaa.qld.edu.au
QTAC – Queensland Tertiary Admissions Centre  www.qtac.edu.au
About Queensland Universities www.agu.qld.edu.au
James Cook University  www.jcu.edu.au