



**Toowoomba Flexi School**  
**Year 11 & 12**  
**Curriculum Information**  
**2019**

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## ABOUT TOOWOOMBA FLEXI SCHOOL

**Toowoomba Flexi School** is working with socially and emotionally disadvantaged young people to discover their greatness within by engaging, supporting and providing opportunities to make positive life choices and well mapped career pathways.

To achieve positive outcomes, students need to want to be at Flexi and ready to change habits that have prevented them from achieving in the past.

**Attendance** – ‘If you are not here we cannot teach you’.

At Toowoomba Flexi School we value the relationships and learning that comes from young people attending daily. Additionally, to ensure all young people can experience success in their chosen study programs, it is essential that students maintain an attendance rate of 85%.

Each student will have an individualised program designed through a Senior Education Training (SET) Plan process. Students are required to attend all sessions on their timetable. Students are required to be at Flexi at least 10 minutes prior to the start of their scheduled class.

If students are unable to attend class, an appropriate explanation is required by a parent/ carer on the day of the absence via phone call or email.

**At Toowoomba Flexi School we are safe and respectful learners!**

<b>Be Safe</b>	<ul style="list-style-type: none"><li>• Follow directions</li><li>• Be body safe</li><li>• Keep hands and feet to self</li><li>• Use equipment responsibly</li></ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"><li>• Talk politely</li><li>• Take care of property</li><li>• Interact fairly</li><li>• Be resilient</li></ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"><li>• Be organised</li><li>• Listen actively</li><li>• Be persistent</li><li>• Be at school on time</li></ul>

Students who are not valuing the principles of Toowoomba Flexi School will be asked to leave school for the day. The student is required to return to school the following school day and confirm with staff why they wish to continue at Flexi, as well as outline how their behaviour will change. Students will not be permitted back into the program unless it is evident that the students is willing to change their personal situation.

## WHY TOOWOOMBA FLEXI SCHOOL IS A GREAT PLACE TO LEARN

At Toowoomba Flexi School, all staff take the time to get to know students and develop valuable relationships with them. Adult role models in the school show genuine care and concern for students and strive to deliver the learning experiences to suit the needs of the students. The common belief is that students are individuals and may design the learning program that assists each individual to achieve their chosen pathway.

### WHAT WILL STUDENTS FIND AT TOOWOOMBA FLEXI SCHOOL?

#### ➤ **Understanding Teaching Staff**

Teachers strongly believe, '*when a teacher learns to care, a student cares to learn*'. At Flexi, teachers genuinely care about the students. It doesn't matter what history students have, teachers work closely with them to move them closer to achieving their goals. This emphasis on strong teacher-students and student-student relationships is made possible by catering for a small number of students who have consistent access to teachers. Our Case Management system ensures individual feedback on learning and provides an opportunity to discuss other learning barriers.

Students who are contemplating an education at Toowoomba Flexi School need to know that teaching methods are built on respecting individuals' needs, setting realistic expectations and providing focused teaching that relates to student interest.

#### ➤ **Personal Development Opportunities**

Students are encouraged to discover themselves as individuals through a number of personal development programs including Senior Mentoring, Flexi camps and Pastoral Care programs. All programs focus on personal growth including personal reflection, relationship building, teamwork, responsibility and respect.

#### ➤ **Partnerships with TAFE Queensland South West**

Students are encouraged to take advantage of the School-based TAFE Pathways program which allows them to study TAFE courses while still at school at a much-reduced cost. Students may gain valuable qualifications and transferable skills useful in the workplace.

#### ➤ **Partnerships with University of Southern Queensland (USQ)**

Students in Year 11 and 12 may apply to be part of a trial program to introduce University study to students who would not normally have the opportunity. Eligible students may apply to study a university subject while still at school. USQ provides guidance in subject selection and ongoing support throughout the learning process. It really does assist with a seamless transition to the University way of life.

➤ **School-based Apprenticeships and Traineeships**

Students may complete a reduced number of subjects at school while being supported in a School-based Apprenticeship or Traineeship. Students are able to learn valuable skills and gain qualification in the workforce while earning an income.

➤ **Youth Attainment and Transition**

Students who may have lost their way in regard to education may be part of a program that supports their journey back to a set goal. This is an opportunity for students to re-engage in school and have opportunities to complete valuable qualifications. Personnel work closely with students, families and employers to ensure all parties achieve successful and rewarding outcomes.

➤ **Wellbeing Worker**

Our Wellbeing Worker aims to provide support for educational engagement as well as collaborating with community organisations and allied professionals to support and increase student health and wellbeing.

➤ **School Chaplain**

Our school chaplain is available to support and nurture a student's journey in life. The Chaplain plays an integral role in the Pastoral Care program.

➤ **Social Worker**

Our social worker is available for social and emotional support.

➤ **School-based Youth Health Nurse**

Our School-based Youth Health Nurse is accessible to work with students regarding their health. Students can ask questions and receive informed responses about any health concerns they may have.

➤ **Guidance Officer**

Our Guidance Officer is available on request to support and assist the learning journey of each of our students.

➤ **Community Education Counsellor (CEC)**

CEC time is provided to offer one-on-one support for indigenous students who may have missed some early building blocks of learning.

## TYPES OF SUBJECTS OFFERED

Students may choose a course of study from:

**(A) QCAA SUBJECTS – Applied**

**(B) OTHER – Vocational Education Training**

### **Applied syllabuses**

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. The approach, whilst emphasising the practical, will still require consistent hard work by all students who select these subjects, as they seek excellence in the field that challenges them.

### **Short Courses**

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They will provide students with the opportunity to learn some of the skills and acquire some of the knowledge and skills that future employers desire in their employees. Some courses give students the opportunity to acquire **industry-endorsed competencies**. The competencies which are made up of combinations of skills and knowledge are **nationally recognised** and can contribute to a **Vocational Education Training Qualification** in conjunction with a **Senior Statement**.

The choice of subjects with a more practical approach in the areas of a student's main aptitude and interest, generally means far more success in the classroom and a more positive and effective two years at school for the student.

### **SUBJECT CHANGES**

Students and parents should note that all Senior Subjects are a 2-year (4 Unit) program which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and coursework completion will determine whether a student gains credit for any given semester's work within a subject, students are not permitted to change subjects **unless a consultation has occurred between the student's Parents/Carers and the class teacher, Head of Department and Guidance Officer**.

Should a change of subject be considered appropriate for a student after the consultation process, the change **may occur only within the first 2 weeks of a semester**. A change of subject at the end of Semester 1 Year 11 would of course mean that the student may only expect to be credited with having completed **3 out of the 4 semesters** for the new subject.

### **Students may request to change their study program if:**

- The student is signed into a School-based Apprenticeship or Traineeship (SAT)
- There is an ongoing medical or family circumstance affecting learning. The decision to carry a lesser number of subjects will be decided in negotiation with Head of Department, Guidance Officer and Principal and the family

## ABOUT THE QCE

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

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



### Eligibility for a QCE

To be eligible for a QCE, a student is required to be enrolled and registered with the Queensland Curriculum Assessment Authority (QCAA). For most students, their QCE will be achieved over Years' 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty (20) credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

### What is a credit?

A credit is the minimum amount of learning at the set standard that may contribute to a QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one unit (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning of the competencies (set standard)).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

### New Flexibility

The QCE qualification recognises more learning options. Students may design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all learning needs to take place at school. Some learning may be with a registered training provider, in a workplace or with a community group.

### The Senior Statement

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

The QCAA will issue the Senior Statement to young people who:

- Have met the requirements for the Queensland Certificate of Education, **or**
- Are attending a school, and have banked at least one achievement in their Learning Account and are enrolled at a school until the prescribed date at the end of Year 12

## Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

### ● Core: At least 12 credits must come from completed Core courses of study

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

### ● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

### ● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## Literacy & numeracy

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

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

### ● Literacy

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

### ● Numeracy

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





## USEFUL WEBSITES:

### Career Information

<https://www.cdaa.org.au/blog/myfuture-the-national-career-information-service>

<http://education.gov.au/career-bullseye-posters>

<http://www.careersevent.com/>

### Training

<http://trainandemploy.qld.gov.au>

<https://training.gov.au>

<http://www.grouptraining.com.au/>

<http://www.skillsone.com.au>

<http://www.skillsgateway.training.qld.gov.au>

<http://www.myskills.gov.au>

### Apprenticeship Information

<http://apprenticeshipsinfo.qld.gov.au>

<http://www.australianapprenticeships.gov.au>

<http://www.aapathways.com.au/Search/Industry>

### Job Information

<http://www.jobguide.thegoodguides.com.au>

<http://www.jobsearch.gov.au>

<http://www.seek.com.au>

<http://www.careerone.com.au>

<http://joboutlook.gov.au>

<http://www.jobaccess.gov.au>

<http://abc.net.au/acedayjobs>

### Tertiary Information

<https://www.qcaa.qld.edu.au>

<http://www.qtac.edu.au/home>

<https://www.qilt.edu.au>

<http://tafeqld.edu.au>

<http://studyassist.gov.au/sites/StudyAssist>

<http://www.hobsonscoursefinder.com.au>

### Planning for the future

[https://www.qcaa.qld.edu.au/downloads/senior/qce\\_planning\\_pathway.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf)

### Youth Information websites

<http://www.education.gov.au/youth>

## ESSENTIAL ENGLISH – (ENE)

### *Applied senior subject*

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

#### **Content:**

Students will undertake the following units of study:

Year 11		Year 12	
Unit 1 Language that Works	Unit 2 Texts and Human Experiences	Unit 3 Language that influences	Unit 4 Representations and Popular Culture Texts
Responding to a variety of texts used in and developed for a work context. • Creating multimodal and written texts	Responding to reflective and nonfiction texts that explore human experiences. • Creating spoken and written texts	Creating and shaping perspectives on community, local and global issues in texts. • Responding to texts that seek to influence audiences	Responding to popular culture texts • Creating representation of Australian identities, places, events and concepts
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Extended response – spoken/signed response  Summative internal assessment 2: Common internal assessment	<b>Assessment</b> Summative internal assessment 3: Extended response – multimodal response  Summative internal assessment 4: Extended response – written response

#### **Prerequisites:**

Sound achievement in English.

#### **Careers:**

Essential English is an Applied subject suited to student who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## ESSENTIAL MATHEMATICS – (MAE)

### *Applied senior subject*

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decision about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

#### **Content:**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number, data and graphs</b> Fundamental topic: Calculations Number Representing data Graphs	<b>Money, travel and data</b> Fundamental topic: Calculations Managing money Time and motion Data collection	<b>Measurement, scales and data</b> Fundamental topics: Calculations Measurements Scales, plans and models Summarising and comparing data	<b>Graphs, chance and loans</b> Fundamental topic: Calculations Bivariate graphs Probability and relative frequencies Loans and compound interest

#### **Assessment:**

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

#### **Summative assessments**

<b>Unit 3</b>	<b>Unit 4</b>
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Problem-solving and modelling task
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Examination

#### **Careers:**

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## **SOCIAL AND COMMUNITY STUDIES – (SCS)**

### ***Applied senior subject***

Social & Community Studies is an Applied subject for students with an interest in the Social Sciences. It provides students with the skills they need to function efficiently, effectively and positively in current and future life roles. It aims to build in students an understanding that emotional and social wellbeing are significant, as are self-reliance, self-management and concerns for others. Social & Community Studies emphasises the importance of cultural diversity and responsible attitudes alongside critical and creative thinking skills.

### **Content:**

During the two-year course, students will study eight elective topics:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The Arts and the community</li><li>• Australia's place in the world</li><li>• Health: Food and nutrition</li><li>• Science and technology</li></ul> | <ul style="list-style-type: none"><li>• The world of work</li><li>• Legally, it could be you</li><li>• Money management</li><li>• Health: Recreation and leisure</li></ul> |
|---|--|

### **Prerequisites:**

It should be noted that Social & Community Studies is a subject within the Social Science Faculty. Students will study topics that have a relationship to content studied in Junior Social Science subjects e.g. Taster: Social and Community Studies. There will also be an emphasis on 'hands on' style practical activities such as excursions into the community.

### **Assessment:**

Students are assessed using four different assessment techniques. These are:

- Projects: Helping to organise a school or community event.
- Investigations: These are research-based tasks which require students to locate and use information.
- Extended response to stimulus: In this type of assessment, students are asked to analyse, interpret and evaluate stimulus material e.g. an article or picture and write a response to it.
- Examinations: Students are required to answer a range of questions relating to a topic studied in class.

### **Excursions:**

Students will be involved in regular excursions (at least one per term).

## BSB10115 & BSB20115 CERTIFICATE II IN BUSINESS

**SUBJECT TYPE: VET**

**SUBJECT CODE: VBE**

**DURATION: 2 YEARS**

### QUALIFICATION DESCRIPTION:

These qualifications prepare students to perform routine administrative tasks and demonstrate the fundamental operational knowledge and skills of industry standard administrative practice, under direct supervision. Students will use a variety of office equipment and demonstrate practical skills and procedures.

### QUALIFICATION PACKAGING RULES:

**Certificate I** – 6 units of competency: **1 Core unit and 5 Elective units.**

**Certificate II** – 12 units of competency: **1 Core unit and 11 Elective units will complete both certificates.**

Unit Code	Unit Name	Core/Elective
BSBWHS201	Contribute to health and safety of self and others	Core
BSBCMM101	Apply basic communication skills	Elective
BSBCMM201	Communicate in the workplace	Elective
BSBIND201	Work effectively in a business environment	Elective
BSBITU101	Operate a personal computer	Elective
BSBITU201	Produce simple word-processed documents	Elective
BSBITU202	Create and use spreadsheets	Elective
BSBITU203	Communicate electronically	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
BSBWOR202	Organise and complete daily work activities	Elective
BSBWOR203	Work effectively with others	Elective
BSBWOR204	Use business technology	Elective

### LEARNING EXPERIENCES:

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

- Practical tasks
- Group work
- Activities in simulated work environment
- Possible work placements

### ASSESSMENT:

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and units of competency have been clustered into groups and are assessed this way. Supervised assessment is completed by word processor, presentations, exercises using computer software and other business equipment. Regular assignments involve simulated administrative duties, responses to computer simulated material and case studies, learning logs of personal experiences and reports on business visits and interviews.

### PATHWAYS:

Further study at TAFE and traineeships in business administration, entrepreneurship and business ownership and management or employment in business.

### SPECIAL SUBJECT REQUIREMENTS:

All students are to abide by safety rules and regulations. A home computer is not necessary. BYOD Program: Please refer to the 'Bring Your Own Device (BYOD)' booklet for the minimum specifications required before purchasing a device.

#### SERVICE AGREEMENT:

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 the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.

#### PLEASE NOTE:

Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.



RTO Provider Code - 30258

**SIT20316**  
**CERTIFICATE II IN HOSPITALITY**

**SUBJECT TYPE: VET**

**SUBJECT CODE: VHO**

**DURATION: 2 YEARS**

**QUALIFICATION DESCRIPTION:**

This qualification reflects the role of individuals who have a defined range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. All students will be enrolled in the **Certificate II in Hospitality**. If a student struggles to complete the course requirements of the Certificate II or are enrolled late into the subject, this could result in them only obtaining a Certificate I in Hospitality.

**QUALIFICATION PACKAGING RULES:**

To achieve this qualification, students are required to achieve competencies in 12 units, **6 of which are Core competencies and 6 are Elective units of competency**. This qualification prepares students to perform routine hospitality tasks and demonstrate fundamental operational knowledge, working under direct supervision.

Unit Code	Unit Name	Core/Elective
BSBWOR203	Work effectively with others	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively*	Core
SITXCCS003	Interact with customers	Core
SITCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective
TLIE1005	Carry out basic workplace calculations	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC006	Prepare appetisers and salads	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve expresso coffee	Elective

\*Assessed out on the job (industry placement) for a minimum of 12 complete service shifts.

**ORGANISATION:**

The program will be delivered through class-based tasks that simulate a Hospitality environment. In addition, **work experience is mandatory to achieve SITHIND003**.

**ASSESSMENT:**

Assessment is competency based. Evidence-gathering techniques include projects, portfolios, written responses, practical observations and work placement.

**PATHWAYS:**

Students will develop skills that lead to employment in both the food and beverage industry areas of the Hospitality Industry.

**SPECIAL SUBJECT REQUIREMENTS:**

Students will be required to wear appropriate dress for food service activities.

**SERVICE AGREEMENT:**

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 the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.

**PLEASE NOTE:**

Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.



RTO Provider Code - 30258

**CUA20615**  
**CERTIFICATE II IN MUSIC INDUSTRY**

**SUBJECT TYPE:** VET

**SUBJECT CODE:** VMS

**DURATION:** 2 YEARS

**QUALIFICATION DESCRIPTION:**

Certificate II in Music Industry aims to:

- Provide students with opportunities to develop future pathways in Music through being a Musical Practitioner.
- Develop skills in making music, playing as an ensemble and an individual, listening to music and using Music technologies.
- Develop skills in group work, negotiation and time management.

**QUALIFICATION PACKAGING RULES:**

8 units of competency: **3 Core units and 5 Elective units.**

Unit Code	Unit Name	Core/Elective
BSBWHS201	Contribute to health and safety of self and others	Core
BSBWOR203	Work effectively with others	Core
CUAIND201	Develop and apply creative arts industry knowledge	Core
CUAMLT201	Develop and apply musical ideas and listening skills	Elective
CUASOU203	Assist with sound recording	Elective
CUAMCP201	Incorporate technology into music making	Elective
CUAMPF201	Play or sing simple music pieces	Elective
CUASTA202	Assist with bump in and bump out of shows	Elective

**ASSESSMENT:**

Students will be assessed through using skills developed and may include:

- Demonstrate safe practices
- Demonstrate ability to perform as an ensemble
- Demonstrate ability to produce a piece of music
- Demonstrate ability to set up a performance

**CAREERS:**

Completion of this certificate opens career opportunities to students including being a Musician, Performer, Composer and/or Sound Technician.

**SERVICE AGREEMENT:**

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 the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.

**PLEASE NOTE:**

Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.



NATIONALLY RECOGNISED  
TRAINING

RTO Provider Code - 30258

**SIS20115**  
**CERTIFICATE II IN SPORT & RECREATION**

**SUBJECT TYPE: VET**

**SUBJECT CODE: VSC**

**DURATION: 2 YEARS**

**QUALIFICATION DESCRIPTION:**

Students enrolled in this certificate will gain skills and abilities necessary for working in the Sport and Recreation industry. This industry recognised qualification provides a sound base for further VET training. It is a practical course where students are required to demonstrate their skills and abilities to achieve a selection of competencies relevant to the Sport and Recreation Industry.

**QUALIFICATION PACKAGING RULES:**

**13 Units are required to complete the qualification: 8 Core units and 5 Elective units.**

Unit Code	Unit Name	Core/Elective
HLTAID003	Provide First Aid	Core
HLTWH001	Participate in workplace health and safety	Core
SISXCAI002	Assist with activity sessions	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core
BSBWOR202	Organise and complete daily work activities	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
SISXCCS001	Provide quality service	Core
SISXEMR001	Respond to emergency situations	Core
SISXCAI001	Provide equipment for activities	Elective
FSKLRG11	Use routine strategies for work related learning	Elective
BSBCMM101	Apply basic communication skills	Elective
SISXCAI006	Facilitate groups	Elective
SISXCAI007	Assist with activities not requiring activities	Elective

**LEARNING EXPERIENCES:**

Certificate II in Sport and Recreation provides the opportunity for students to develop knowledge and skills to enhance their personal and work life. Students will gain specific knowledge and skills related to further training and possible employment in the Recreational Industry. The students will take part in a variety of sports and recreational activities through the course of study. Activities may include gym and fitness work, team games, modified games, golf as well as recreational pursuits including bushwalking, orienteering etc.

**ASSESSMENT:**

Practical work constitutes the major part of assessment. Research work, written tests and folio work will also be used as assessment items.

**CAREERS:**

Sports coach/trainer/administrator, recreation industry, sports journalist, police, physical fitness instructor, professional sports player.

**SPECIAL SUBJECT REQUIREMENTS:**

Students are required to wear appropriate clothing for physical activity. Sun protection is required to be worn for outside lessons (Workplace Health & Safety Recreation Industry requirement).

**SERVICE AGREEMENT:**

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 the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.

**PLEASE NOTE:**

Unforeseen loss of qualified staff may result in the qualification not being completed. Correct at time of publication but subject to change.



RTO Provider Code - 30258



**FSK20113**  
**CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL  
 PATHWAYS**

**SUBJECT TYPE: VET**

**SUBJECT CODE: VSK**

**DURATION: 2 YEARS**

**QUALIFICATION DESCRIPTION:**

The Certificate II in Skills for Work and Vocational Pathways program aims to initiate discussions surrounding potential career pathways and effectively prepare students for the world of work. Students will develop a work readiness folio which may be used in the process of gaining work experience and employment. The key focus of this program is to further develop student's literacy and numeracy skills within the context of workplace tasks and situations. The program also provides ongoing support from various school staff and specialist employment agencies to ensure students are progressing toward reaching their goals.

**QUALIFICATION PACKAGING RULES:**

**14 units of competency: 8 Core units and 6 Elective units.**

Unit Code	Unit Name	Core/Elective
FSKDIG03	Use digital technology for routine workplace tasks	Core
FSKLRG09	Use strategies to respond to routine workplace problems	Core
FSKLRG11	Use routine strategies for work related learning	Core
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Core
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work	Core
FSKOCM07	Interact effectively with others at work	Core
FSKRDG10	Read and respond to routine workplace information	Core
FSKWTG09	Write routine workplace texts	Core
FSKLRG06	Participate in work placement	Elective
FSKLRG14	Manage strategies for workplace progression	Elective
ICAICT101	Operate a personal computer	Elective
BSBWHS201	Contribute to health and safety of self and others	Elective
BSBWOR202	Organise and complete daily work activities	Elective
FSKLRG07	Use strategies to identify job opportunities	Elective

**ASSESSMENT:**

Students will be assessed on specific tasks that will form their individual work readiness folio and their level of participation and progression in this program. Tasks may include:

- Interview preparation
- producing cover letters and resumes at a professional standard
- accessing appropriate career information relevant to identified career pathways
- developing and employment plan, including strategies and goals

**SERVICE AGREEMENT:**

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 the Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Students entering this qualification after it has commenced may have difficulty in gaining the full qualification in the remaining time.



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## SHORT COURSE IN CAREER EDUCATION

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

Career Education contributes one credit toward a Queensland Certificate of Education (QCE).

Results in Career Education do not contribute to an Australian Tertiary Admission Rank (ATAR).

### COURSE ORGANISATION:

Career Education is a course of study consisting of two topics:

1. My current skills and attributes
  - Understanding myself
  - Understanding the world of work
2. My options for the future
  - My career options
  - My plans for the future

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

1. **Literacy:** the set of knowledge and skills about language and texts essential for understanding and conveying content related to Career Education
2. **Numeracy:** the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
3. **21st century skills:** the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

### PATHWAYS:

Career Education is a Short Course suited to students who are interested in pathways beyond school that lead to further education, training and/or work. A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

## SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS - SATs

The School-based Apprenticeship and Traineeship (SAT) Program is an initiative of the Federal Government to broaden the options for students whilst they are completing their senior schooling.

The SAT Program allows a student to gain relevant skills in **paid employment** which leads to a Vocational Education and Training (VET) qualification whilst still at school. Additionally, involvement in the School-based Apprenticeship and Traineeship Program also allows the student to make a more informed decision about his/her future career path options.

The major barrier to gaining a SAT is finding an employer. Most students find their industry placement through the completion of Work Experience. Group Training Companies may also help find students a SAT.

It is also appropriate for students to leave school at the end of Year 10, to begin their full-time Apprenticeship. The Queensland Government recognises this as a valuable pathway under their "Learning or Earning" strategy. Students who take up a full-time trade may be qualified by the time they are 19 years of age. The Trade Qualification may be used to gain entry to a Tertiary Institution if so desired.

If you are interested in a School-based Apprenticeship or Traineeship, or wish to acquire further information, please see our Industry Liaison Officer.

## VET COURSES- EXTERNAL PROVIDERS

In addition to the various school-based subjects on offer, students may wish to broaden their knowledge and start working towards a qualification that is directly linked to their chosen career. This can be achieved by enrolling in a Qualification offered through TAFE, via the TAFE in Schools Program, or through an alternate Registered Training Organisation.

Certificate I and II courses are funded through a VETiS (Vocational Education and Training in Schools) funds allocation, meaning that there is no cost to the student. However, students only receive one allocation of VETiS funding throughout their schooling. Certificate III courses and higher are not supported by VETiS funding, so will incur a fee.

Students need to be committed to completing the courses which, at a Certificate I and Certificate II level, will run for one day per week for one year.

Again, for more information or to express your interest in a course run through an external provider, please communicate with our Industry Liaison Officer.



Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Career Aspirations and Goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Applied Subjects	QCE Credits	Your Points
<b>OPTION 1: Year 11 &amp; 12 Program</b>		
Essential English	4	
Essential Mathematics	4	
Short Course in Career Education	4	

<b>OPTION 2: Work Skills and Pathways</b>		
Certificate II in Skills for Work and Vocational Pathways	4	
Short Course in Career Education	4	

<b>Electives</b>		
Social and Community Studies	4	
Certificate II in Music Industry	4	
Certificate II in Sport and Recreation	4	
Certificate II in Business	4	
Certificate II in Hospitality	4	

Additional Programs	QCE Credits	
<b>TAFE in Schools</b>		
Preferred Course:		
<b>USQ Programs</b>		
Tertiary Preparation Course <i>(Second Semester for year 12 students)</i>	0	
<b>School-based Apprenticeship/Traineeship</b>		
Area of interest:		
<b>TOTAL POINTS</b>	Goal 20 points	

Interviewer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_