



The Salvation Army Independent School

Lawnton Campus
Riverview Campus
Bundaberg (TQCCAS) Campus

SCHOOL PROSPECTUS



Within our school we affirm our commitment to the Alice Springs (Mparntwe) declaration on Educational Goals for Young Australians which remind us that:

“As a nation Australia values the central role of education in building a democratic, equitable and just society - a society that is prosperous, cohesive and culturally diverse and that values Australian Indigenous culture as a key part of the nation’s history present and future.”

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge our God who is Father, Son and Spirit; and who is the Creator of this world and the giver of all life. We acknowledge the First Nations people of this land and we pay our respects to their Elders past, present, and future. We commit ourselves to work for reconciliation and justice alongside Australia's First Nations people.

THE SALVATION ARMY'S COMMITMENT TO INCLUSION STATEMENT:

The Salvation Army Australia acknowledges the Traditional Owners of the land on which our TSA Lawnton, Riverview, Bundaberg and Oasis campuses are found, and we pay our respect to Elders past, present, and future.

We value people of all cultures, languages, capacities, sexual orientations, gender identities and/or expressions. We are committed to providing programs that are fully inclusive. We are committed to the safety and wellbeing of people of all ages, particularly children.



PHILOSOPHY, VALUES AND CURRICULUM

TSA Independent School is recognised by our strong culture of purpose, focused on our aspiration of “innovative learning in a global community”. Our school culture reflects ongoing collaboration with staff, students, families and the broader community. We support students to fulfil their personal potential by embracing challenge and connecting with learning to create successful futures.

TSA Independent School considers it a service and a privilege to work with the community, students and parents to provide education and social supports that will equip young people with the knowledge, understanding, skills and values to have a life of quality and purpose.

TSA Independent School considers that appropriate responses to poverty, inequality, racial discrimination and exclusion from mainstream services, are founded in the enactment of the transforming gospel and character of Jesus Christ.

To further these ideals, we provide access to and delivery of quality educational, training and employment opportunities. We understand that for a student to maximize a high quality of life, it will require a supportive community, a positive learning environment, social, spiritual and emotional development and the maturity of moral and social justice values.

Our aim is to:

- Transform our students’ lives.
- Impact their life and career journey through our absolute focus on them as individuals.
- Make education as enjoyable and engaging as possible, so it becomes a lifelong journey.

Our purpose is to:

- Create a positive, safe and inclusive school culture of learning.
- Deliver the best learning opportunities for every student.
- Create a link between ‘potential’ and ‘possibility’.
- Deliver student success through a commitment to continuous improvement.
- Provide quality teaching and learning as our core business.
- Work in partnership with students, families and the community.

What makes TAS Independent School standout?

- Small class environment
 - Individualised Senior Education and Training Plans (SET)
 - Assisted vocational or tertiary education pathways
 - Focus in Well-being and support
 - Work readiness skills and preparation
 - Industry introduction, visits and work experience
 - Individualised timetables
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HISTORY OF THE SALVATION ARMY

The Salvation Army was founded in London's East End in 1865 by William and Catherine Booth. Today as back then, the Salvation Army exists to "share the love of Jesus by caring for people, creating faith pathways, building healthy communities and working for justice"

Today the Salvation Army operates in 128 countries and assists over 14 million people each year through a diverse range of different programs and services, including education and training. The Salvation Army adopts a person-centred approach that is designed to place the individual and their needs at the centre of all decision making and learning.

The Salvation Army has been delivering training and education in Australia since 1921 when the first Salvation Army training college was established in Sydney. Over the years, the Salvation Army has developed a number of high quality, secondary, vocational and higher education institutions including:

Tom Quinn Community Centre Alternative School: offering schooling for Years 9 to10.

YOS Lawnton Campus: offering a senior education program and vocational training for Years 10, 11 and 12.

YOS Lawnton Riverview Campus: offering a senior education program and vocational training for Years 10, 11 and 12.

Oasis College: offering community programs, vocational training and schooling for Years 11 and 12



SUPPORTING STUDENTS

Our approach to education goes beyond academic knowledge to encompass the key employability skills that employers are looking for and the emotional intelligence that is crucial in workplaces and community today. We work with each and every student to help refine their education and career goals and map out a career pathway that best suits their goals. We also support students through Social Emotional Learning (SEL), fostering knowledge, skills, and attitudes to advance students' learning and development. We strive to provide students with the highest quality educational experience possible by focusing on:

- Quality teaching
- Supporting equitable learning environments and optimal developmental outcomes for diverse students
- Work readiness - skills and preparation for employment
- Graduate outcomes - through individual transition career pathway planning
- Assisted pathways to start paid employment and training while still at school
- Community integration - TSA Independent School is not a school on the hill. It is set within a community where participation of students in the community life is part of the school day
- Positive Learning Environment – TSA Independent School has a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for everyone, and that creates opportunities for students to build a sense of control and empowerment
- Individual Plans – each student has an individual learning plan that incorporates career assessments, goal setting and planning educational and workplace pathways
- Flexible Delivery of Curriculum – enables students and their families who often face extraordinary circumstances space to continue on an education pathway without disengagement
- Focus on Well-being and Support – ensures life circumstances do not inhibit a student's opportunity to succeed. TSA Independent School provides practical support. This includes support with housing, transport, legal issues, health, food and childcare. Our Social and Emotional Learning frame-work provides life education, social and emotional learning through health and wellbeing, philosophies and values, spiritual exploration, relational and belonging education and opportunities.



TSA VISION AND SCHOOL VISION

Wherever there is hardship or injustice, Salvos will live, love, and fight alongside others, to transform Australia one life at a time with the love of Jesus to overcome adversity and build independence.

School Vision

At the TSA Independent School, we are devoted to educating young people to lead a fulfilled life by working in collaboration with empathy and empowerment, so that they may grow into respectful and positive members of the community.

Guiding Principles

The guiding principles are linked to the character of the God we serve and a sound of understanding of good education and social practice held in the community.

Develop an enthusiasm for learning: We aim to deliver the best social, emotional and educational outcomes for our students.

The right to self-determination and cultural expression: We recognise and advocate for the rights of all Indigenous people and CALD communities.

Social inclusion: We recognize complex social issues require holistic community responses.

Decision making: Students and parents should be involved in decision making that actively affects them, to achieve the best outcomes for students.

Independence: We aim to create pathways towards independence that lead to a life of quality.

Partnerships and Collaboration: We will work with other programs, Salvation Army expressions, community groups, schools and all levels of government to maximize opportunities for students to have a life of quality.

Restorative Justice Practices: that educate students in positive, peaceful but accountable ways of resolving conflict and relationship breakdowns.

Unswerving Commitment: We display unswerving commitment to students by:

- Involving members of the community and community organisations in the developing education and training opportunities for students.
- Re-engaging students in education and training developing ways to promote the social outcomes of students.
- Going “out of the way” to encourage and sustain young people in education, training and employment pathways.

TSA understands that students and families will be attracted to our school:

- Because of life circumstance may have low levels of social and relational literacy.
- May have limited resources and be socially disconnected.
- Are searching for flexible and alternative educational and supportive environments.



OUR PROGRAM OFFERINGS

TSA Independent School recognises the importance of providing the opportunity to improve the social, educational and employment outcomes of young people, in particular, those who have disengaged or who are at risk of disengaging.

We are a Queensland Special Assistance School approved by the Non-State Schools Accreditation Board under the Education (Accreditation of Non-State Schools) Act 2017.

All senior students are provided an individual SET Plan in consultation with our teaching staff, case workers and parents, in line with students' interests, strengths and ability. Students are given the opportunity to guide their own learning journeys, as well as enter into the workplace.

Student pathways provide students at TSA Independent School with the opportunity to complete credit points towards their Queensland Certificate of Education (QCE). Students at TSA Independent School can complete core Applied Senior subject, endorsed through the Queensland Curriculum and Assessment Authority (QCAA). All students can complete Essential English, Essential Mathematics and Social and Community Studies, Certificate II's plus additional electives/short courses from a range of Vocational Education and Training courses under the Australian Qualifications Framework to count towards their QCE Points.

OUR CURRICULUM

Course	Credits
Essential English Year 11 Only	2
Essential Mathematics Year 11 Only	2
Social and Community Studies	4
Short Course Literacy	1
Short Course Numeracy	1
Certificate II in Skills for Work and Vocational Pathways	4
Certificate II in Self-Awareness and Development	4
Certificate II in Hospitality	4
TAFE at Schools Programs	Between 4-8
School Based Traineeship & Apprenticeship	Up to 6-8
Certificate I in Access to Vocational Pathways	Up to 2

Subject Options

Essential English
Essential Mathematics
Social and Community Studies
Certificate II in Skills for Work and Vocational Pathways
Certificate II in Self-Awareness and Development
Short Course Literacy
Short Course Numeracy

Additional Options

TAFE at School Programs
School Based Apprenticeships and Traineeships
Certificate II in Active Volunteering

CHOOSING A SENIOR PATHWAY

Students need to select subjects that support them in their intended pathway. Important, general questions to consider when choosing a pathway and selecting subjects are as follows:

- What do you want to do beyond school?
- Do you want to study at university or complete a vocational course such as TAFE?
- What are the prerequisites for the university course you are interested in?
- Are there any subjects or subject combinations that may give you an advantage?
- Are you interested in an apprenticeship or trade?
- What are you good at?
- What do you enjoy doing?
- Do you meet the pre-requisites for the subjects you have selected?

How to choose subjects

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in
- Subjects that you need as prerequisites for tertiary or other programs
- Subjects that will be useful to your career and life

How NOT to choose subjects

- Following your friends - There is a high chance that even your closest friends will want to do something different to you when they leave school. You need to choose your subjects with your intended pathway in mind, not in an attempt to have friends in your classes.
- Trying to avoid or be with a particular teacher - There is no guarantee that you will have any particular teacher. Also learning to work with and learn from a range of people is an important skill as you move into the senior phase of learning.
- Someone told you that the subject is..... (fun, easy, interesting, difficult, boring) - It may be one of those adjectives for someone else but not necessarily for you. Make up your own mind based on what you enjoy.
- Someone told you that you do/do not need that subject for the course you want to take at university - Don't take someone else's word for it. Check tertiary prerequisites in the QTAC guide, directly with the university or see the Guidance Officer/Head of Department (Senior Schooling).

VOCATIONAL EDUCATION and TRAINING

Vocational education and training (VET) qualifications are nationally recognised qualifications that develop skills and work readiness through practical learning.

VET continues to be a key part of the new QCE system. VET certificates and qualifications can contribute to the achievement of a QCE (Queensland Certificate of Education) and provide a range of pathways to work and further education.

TSA Independent School currently offers Vocational Education and Training Certificates on site. In addition, TSA Independent School is in partnership with the TAFE at Schools Program that allows students to complete a TAFE Queensland qualification while still at school. Students can choose from a variety of certificate I to certificate III courses from a range of study areas ranging from hospitality to horticulture, early childhood education to engineering, and even

Benefits of TAFE at School

Fits around high school studies

The great thing about TAFE at School courses is they work in with students existing high school studies. They can also count towards the Queensland Certificate of Education (QCE). TAFE at School allows students to join the workforce sooner by giving a nationally-recognised qualification while still at school. Students will build practical skills and graduate job ready, giving them a head start in the job market.



Direct entry to a TAFE Queensland course

Completing a TAFE at School qualification gives students direct entry into any related TAFE Queensland course. Plus, if they continue on to a diploma qualification students can take advantage of TAFE's articulation arrangements with some of Australia's top universities. So if students decide to continue their studies at university they will receive credit for study at TAFE Queensland, shaving time off their degree.

Pathway to a trade qualification

Students considering getting a trade qualification can complete a school-based apprenticeship or traineeship and get a head-start on training while still at school.

SENIOR SUBJECTS AT TSA LAWNTON INDEPENDENT SCHOOL

TSA Independent School offers Applied Subjects, Short Courses and Vocational Education and Training (VET) Certificates. Results from each of these subjects and Certificate qualifications, contribute to the award of a Queensland Certificate of Education (QCE).

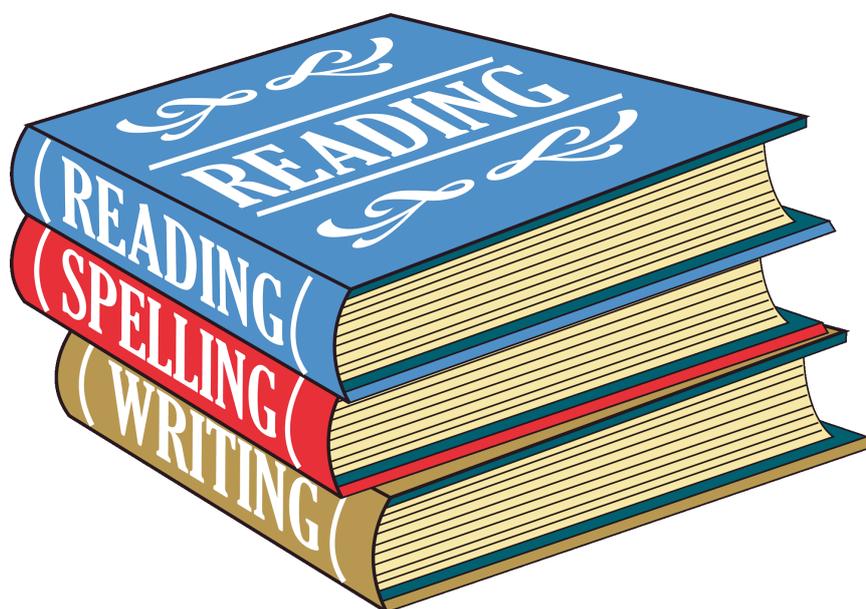
TSA is a Vocational Pathways School, supporting students in their pathway towards further training and employment. We do not offer ATAR.





**TSA Lawnton
Independent School**

CURRICULUM



Subjects and Certificates

Year 10 follows the Australian Curriculum for the following subjects:

- ◆ English
- ◆ Maths
- ◆ Science
- ◆ HPE
- ◆ HASS
- ◆ Technology

These subjects are studied as project-based learning and a timetable can be changed daily depending on the learning needs of students.

Year 10 students will also have the opportunity to study some or all of the following:

- ◆ Foundation Skills Training
- ◆ Short Course Literacy
- ◆ Short Course Numeracy
- ◆ Certificate II in Hospitality

A range of other Certificate courses may be undertaken with consultation.



APPLIED SUBJECTS

Year 11 Essential English

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 Only

Duration: 1 Year

QCE Credits: 2

Weekly workload in hours: 4+ hours

Subject Description

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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Pathway

Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility. These skills prepare for local and global citizenship and for long-life learning across a wide range of contexts.

Structure: Year 11

Unit 1	Unit 2
Language that works	Texts and human experiences
Responding to a variety of texts used in and developed for a work context	Responding to reflective and nonfiction texts that explore human experiences
Creating multimodal and written texts	Creating spoken and written texts

Assessment

Four formative assessments are completed in Units 1 and 2. Students have opportunity in Units 1 and 2 to experience and respond to assessment that will allow them to exit at the end of Year 11 with 1 QCE Credit Point per Unit based on a result of C or higher.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11 Essential Mathematics

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 Only

Duration: 1 Year

QCE Credits: 2

Weekly workload in hours: 4+ hours

Subject Description

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 decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students thinking.

Pathway

Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services.

Structure: Year 11

Unit 1	Unit 2
Number, data and graphs	Money, travel and data
Fundamental topic: Calculations	Fundamental topic: Calculations
Number	Managing money
Representing data	Time and motion
Graphs	Data collection

Assessment

Four formative assessments are completed in Units 1 and 2. Students have opportunity in Units 1 and 2 to experience and respond to assessment that will allow them to exit at the end of Year 11 with 1 QCE Credit Point per Unit based on a result of C or higher.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Social and Community Studies

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Senior | Year 11 & 12

Duration: 2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

Subject Description

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others.

It cultivates appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their futures.

Pathway

Social and Community Studies encourages students to explore and refine personal values and lifestyle choices by offering experiences in partnership with families and the local community.

Structure: Year 11

Unit 1	Unit 2	Unit 3	Unit 4
Money Management 1 Arts and The Community	Legally, it could be you	Money Management 2 World of Work	Health: Nutrition and Food

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique

Summative Assessment

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

SHORT COURSES

Short Course in Literacy

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 & 12

Duration: 1 Semester

QCE Credits: 1

Weekly workload in hours: 2.5+ hours

Subject Description

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. This subject is suited for students in Years 11–12 who are performing at least at Level 2 of the ACSF and who may be at risk of not attaining the literacy requirement for the QCE.

Pathway

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Short Course	
Topic 1	Topic 2
Personal Identity and Education	The Work Environment
Students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.	Students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. Assessment.

Student Learning Journal (SLJ)	Extended response
The SLJ comprises a range of entries and a record of activities that represent reflections on contexts and processes.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Short Course in Numeracy

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 & 12

Duration: 1 Semester

QCE Credits: 1

Weekly workload in hours: 2.5+ hours

Subject Description

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. This subject is suited for students in Years 11–12 who are performing at least at Level 2 of the ACSF and who may be at risk of not attaining the numeracy requirement for the QCE. Students will to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways.

Pathway

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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.

Short Course	
Topic 1	Topic 2
Personal Identity and Education	The Work Environment
Students develop numeracy and learning skills in the contexts of expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.	Students develop their skills of numeracy and learning through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. Assessment.

Student Learning Journal	Extended response
SLJ consists of individual student responses to, and personal reflections on, their use and application of numeracy and mathematical skills in communications about personal identity, achieving personal goals and interacting with the wider community	Students are required to investigate and respond to a scenario or context that highlights a real-life application of mathematics

VOCATIONAL EDUCATION AND TRAINING

FSK10119: Certificate I in Access to Vocational Pathways

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 10 & 11

Duration: 1 Year

QCE Credits: up to 2

Weekly workload in hours: 2+ hours

RTO: The Salvation Army Eva Burrows College

RTO Code: 0328

Qualification Description

This qualification is designed for students 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 further vocational training
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
- 1 core unit, plus
- 13 elective units



Eva Burrows
College

VOCATIONAL EDUCATION AND TRAINING

FSK20119: Certificate II in Skills for Work and Vocational Pathways

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 & 12

Duration: 1-2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

RTO: The Salvation Army Eva Burrows College

RTO Code: 0328

Qualification Description

This qualification is designed for students 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 further vocational training
- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
- 1 core unit, plus
- 13 elective units



Eva Burrows
College

10185NAT: Certificate II in Self-Awareness and Development

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11 & 12

Duration: 1-2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

RTO: Blue Print Career Development

RTO Code: 30978

Qualification Description

This qualification is designed for students who need to break down the barriers that are holding them back. School students, job seekers and people “at risk” of disengaging from education and employment benefit greatly. The course integrates socio-cultural learning with practical exercises, coaching and problem solving. It enables participants to overcome significant barriers to develop personal commitment and confidence.

This course, will enable students to:

- Transform thinking habits and cultivate creativity
- Connect and communicate with others
- Develop empowering beliefs and habits
- Make informed choices to overcome obstacles
- Deal with fears and challenges
- Create a personal vision, goals and opportunities
- Balance roles and manage own time and energy

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency
- 5 core unit, plus
- 7 elective units



SIT20322 Certificate II in Hospitality

Pre-requisites: N/A

Co-requisites: N/A

Year Level: Year 11, 12

Duration: 1-2 Years

QCE Credits: 4

Weekly workload in hours: 4+ hours

RTO: Eva Burrows College **RTO Code:**

Qualification Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWH005	Participate in safe work practices

Elective Unit

SITXFSA005	Use hygienic practices for food safety
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Further elective units to be advised.



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College

ADDITIONAL INFORMATION



**Queensland Certificate of Education
Credit Points
Unique Student Identifier**

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification. To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school.

The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12. Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority. The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

For General and Applied subjects, students accrue one QCE Point for each unit they satisfactorily pass in Year 11 (Units 1 and 2) and two bundled QCE points if they pass Units 3 and 4 at the end of Year 12. Students start accruing QCE points in Year 11 and therefore it is important they are enrolled in subjects in which they can succeed from the commencement of Year 11.

Students require 20 credits to be eligible to receive a QCE. Completed Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE. Certificate III and IV qualifications generally contribute 8 credits, although some contribute fewer. Students can accrue QCE points for partially completed Certificates; the number of credits awarded is dependent on the proportion of competencies completed in increments of 25%.

More information about the QCE can be found on the QCAA website at:

www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce

Set amount

20 credits from contributing courses of study, including:

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

Set standard

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

Set pattern

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

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

Literacy & numeracy

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

Unique Student Identifier Number (USI)

From 1 January 2015, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools.

There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online (from 1 January 2015); and no VET records will be lost.

Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

What is a USI?

- A USI is a reference number. It is made up of numbers and letters.
- The USI gives students access to their USI account.
- The USI account allows a student to see all their training results from all providers. This includes all completed training units and qualifications.

Why do students need a USI?

Students will need a USI:

- So that an RTO is able to issue a statement of attainment, or certificate, for nationally recognised accredited training
- For online access to their record of enrolment and achievement for VET learning
- To provide evidence of their accredited VET, for example when applying for a job or further study.

Who applies for a USI?

- A student can apply for a USI.
- An RTO can apply for a USI on a student's behalf. (This may be a school RTO, TAFE or other external RTO.)

What do students need to do?

If the RTO does not apply for a USI on behalf of the student, the individual must apply for a USI. A student can apply for a USI at the Australian Government USI website - create your USI. The student must then provide the USI details to their training provider (school RTO, TAFE or external RTO) or they will not receive a statement of attainment or qualification.



Unique Student Identifier Number (USI) cont ...

If an RTO applies for a USI on the student's behalf, the student must provide permission and suitable identification through one of the following:

- Driver's licence
- Medicare card
- Australian passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) — please note a birth certificate extract is not sufficient
- Certificate of registration by descent
- Citizenship Certificate
- ImmiCard.

Students without any of these forms of identification are still able to obtain a USI and they should contact their RTO for assistance.

Students should record their USI and keep it handy and in a safe place.

If students have further questions about the USI, they should contact the VET Coordinator or Head of Department Senior School at the school. Students can also find further information at the Australian Government USI website - student information.

What if a student forgets or loses their USI?

The USI can be retrieved online at Australian Government USI student portal. If their RTO is their school, students can also ask the school for their USI as they will have a record of it.

- About the USI <http://www.usi.gov.au/About/Pages/default.aspx>
- Students – Create your USI <http://www.usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx>
- Student information <http://www.usi.gov.au/Students/Pages/default.aspx>
- USI Student portal <https://portal.usi.gov.au/student>



