



BRACKEN RIDGE STATE HIGH SCHOOL



This handbook explains expectations and provides general information about Year 11 and 12 at Bracken Ridge State High School

**Senior
Schooling
Expectations
and General
Information**

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SENIOR STUDENT ENROLMENT AGREEMENT

Our commitment to you

At Bracken Ridge State High School we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our commitment is to provide an environment where:

- all members of our school community feel safe, respected and their contributions valued
- social and academic learning outcomes are maximised (through quality curriculum, interpersonal relationships and school organisation)
- Appropriate language and behaviours are defined, modelled and reinforced.

Student commitment

As a student of the Bracken Ridge State High School community I understand and accept responsibility for my actions. **I aim to be the best version of myself** in all situations by demonstrating responsible and appropriate behaviour. I will achieve to the best of my ability and enhance the good name of my school.

1. School values

I will uphold the school's values (commitment, cooperation, courtesy, consideration and common sense) at all times.



- **Commitment** to the prosperity of ourselves and others as learners
- **Cooperation** with one another to achieve success
- **Courtesy** in all of our communication with one another, verbal and non-verbal
- **Consideration** to all the individual differences of everyone within our school community and beyond
- **Common sense** in all our decision making

2. Behaviour and attitude

I will:

- Be polite, honest and courteous in my interactions with others
- Treat all members of the school community respectfully and show tolerance
- Comply with all school procedures and policies
- Seek to resolve problems in a non-abusive and non-violent manner
- Promote a positive school image and model expected behaviours

3. Attendance

I will:

- Have 100% attendance in all classes - with the exception of valid and approved absences
- Abide by the *Responsible Behaviour Plan for Students*
- Adhere to all school Policies and Procedures

- Not leave the school grounds during a school day without the approval of a staff member
- Be punctual to all scheduled lessons and events

4. Appearance

I will:

- Take pride in my personal appearance
- Wear the school uniform correctly and comply with the expected dress codes
- Always conduct myself in a manner that brings credit to my family, school and myself, when wearing the school uniform.

5. Participation

I will:

- Adhere to Assessment Policy
- Actively and positively participate in my learning by
 - Ensuring I am fully prepared, with all the necessary equipment for each lesson
 - Working hard to comply with requests or directions from staff
 - Completing all classwork, homework and assessment items within required timeframes
 - Following through on all commitments/promises.
- Respectfully conduct myself in class and not hinder the progress of others in the delivery of lessons.

Student declaration



I declare that:

- I have read this agreement and understand what is expected of me as a senior student at Bracken Ridge State High School.
- I understand that in order to support my progress during the senior phase of learning the school will monitor my behaviour, attendance and academic performance to ensure that I am complying with the school's expectations.
- I understand that the Principal may cancel my enrolment or propose to exclude me from Bracken Ridge State High School if I do not comply with the expected actions of a BRSHS senior student.

Student name:

Student signature:

Date:

Parent / Caregiver commitment

As the Parent/Caregiver, I undertake to work with and support the staff of BRSHS and to assist and guide my child during their senior phase of learning to achieve success as a senior student.

Parent / Caregiver name:

Parent / Caregiver signature:

Date:

Principal acknowledgment

I thank all students and their Parents/Caregivers for their support by signing this agreement as a personal acknowledgement of commitment to aspiring to meet high educational standards and expectations for all members of our school community.

Principal / Delegate name:

Principal / Delegate signature:	
Date:	

COMPULSORY PARTICIPATION PHASE

Following completion of their *compulsory schooling*, students enter a *compulsory participation phase*. A young person's compulsory participation phase starts when he/she stops being of compulsory school age [i.e. turns 16 or completes Year 10, whichever occurs first] and ends when the person:

- Attains a Senior Certificate, Certificate III or Certificate IV qualification, or
- Has participated in eligible options (various approved education or training programs) during Years 11 and 12.

ATTENDANCE REQUIREMENTS

Bracken Ridge State High School requires senior students to demonstrate a clear sense of responsibility for their actions. We aim to prepare them for a successful transition into the world of work.

Regular attendance at school significantly enhances a student's ability to achieve his or her academic potential. A student must show that they attend school consistently, participate in all aspects of the course of instruction and complete all course assessment requirements. Students who fail to meet attendance, assessment, and uniform standards, and refuse to follow school policies and procedures may:

- jeopardise their invitations to the Senior Graduation and Formal, and/or
- risk cancellation of their enrolment.

Students who opt to participate in programs off-campus such as TAFE courses and School-Based Apprenticeships/Traineeships are expected to attend on the allocated day and complete all assessment. Attendance is monitored by the Senior Schooling HOD and we reserve the right to cancel a student's participation in these programs due to non-compliance.

Parents/Guardians will be notified in writing when issues arise, and information will be recorded on the *One School* database. Persistent non-compliance will be referred to the Senior Secondary Deputy Principal or Principal for further action.

In Years 11/12, a parent/care-giver's explanation for student absence is required. All students receiving youth allowance must ensure their absence is explained in writing. Staying at home with permission is not considered a valid reason for non-attendance. Where required, staff may request a medical certificate as valid proof of absence.

UNIFORM STANDARDS

Students are to be neat and well-presented at all times with particular attention to:

- Wearing the complete formal uniform (including the school tie) every day, except days when they are doing sports-related activities.
- Footwear **MUST** be appropriate and have substantial uppers to meet the safety requirements of each subject.
- Formal uniform **MUST** include black leather lace-up shoes.
- Sports shoes must be either predominantly white or predominantly black
- Gym boots, ballet flats, canvas flats and 'Mary-Jane' styles are not acceptable
- Formal skirts are to be below knee length.
- Hair is to be neat and tidy with no outlandish hair colouring.
- Jewellery is limited to one wristwatch, one discreet ring per hand, and 2 pairs of studs/sleepers only.
- **NO** visible facial/body piercings or hair is permitted.
- **NO** necklaces/bracelets except 'Medic Alert' are permitted.

For further information refer to the student planner

ASSESSMENT REQUIREMENTS

For full details on our BRSHS Assessment Policy, please refer to Student Planner. Two aspects of the Assessment Policy particularly relevant to the Senior School are outlined below:

Extensions

Assessment Items must be submitted by the due date. (*Education Queensland* does not permit the use of late work without extenuating circumstances to determine results for Year 10 and Senior Certificates.)

If circumstances occur during the period over which the assignment runs, preventing the student from working on an assignment, then an extension can be requested. Extensions are granted for the following reasons:

- Extended illness
- Bereavement
- Accident or family circumstances causing prolonged absence during assessment preparation
- Unforeseen circumstances

When considering the success of the extension application, consideration will be given to the student's submission of work at the "check date" stage.

All relevant documentation (medical certificate, etc) supporting an application for extension must be included. The Principal may give approval if there is no documentation and extenuating circumstances apply.

Please be aware - Problems with computers/printers are not an excuse for late submission – students should have back up copies and printed or hand-written drafts.

Special Provision

"Special Provision" means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

Students who have a short term reason for applying for special provisions [e.g. due to illness or injury] may apply. A request for special provisions should be made *before the assessment item is due* in all but exceptional circumstances.

If special provision is required for only one subject area, contact is made with the relevant Head of Department. If a student will be absent for a number of assessment items, or for an extended period of time, contact should be made with the Guidance Office and the procedure will be advised.

The student or parent/caregiver must detail the reasons for special provisions e.g. broken arm, family bereavement. This may require proof of evidence, e.g. a letter from a medical practitioner.

Your Student Education and Training Plan (SETP)

In Year 10, students and parents/carers work collaboratively with the School to develop a Senior Education and Training (SET) Plan.

A SET plan helps a student:

- structure their learning in Years 11 and 12 around their abilities, interests and ambitions;
- think about their post Year 12 education, training and career options;
- set and achieve learning goals;
- consider flexible pathway options in for their course of senior study including the possibility of School Based Apprenticeships and Traineeships (SATs);
- communicate with parents/carers and teachers about their post-school plans.

The plan is reviewed and adjusted as required with the aim of maintaining a viable pathway to a future career.

Changing a SETP

A SETP should never be locked in stone and it is always possible to make changes; however, these changes can have consequences such as a loss of QCE or ATAR eligibility. To avoid unforeseen consequences these changes must be approved by:

1. Relevant Teachers
2. Relevant Heads of Department
3. Head of Department Senior School
4. Deputy Principal Senior Schooling

Senior students have just two opportunities per year to change subjects and they will only occur in the first 3 weeks of the school year and at the end Semester 1 or beginning of Semester 2.

The school reserves the right to refuse such subject changes in light of current class sizes, curriculum, career options and impact on a student's QCE and ATAR eligibility.

Year 11 & 12 SATS and External VET options

As will be explained later a School-Based Apprenticeship or Traineeship can support a student's transition from school to work. As these studies can result in a student attending site, students must negotiate this study with the Head of Department Senior School and sign a BRSHS VET contract.

QUEENSLAND CERTIFICATE OF EDUCATION - QCE

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

The QCE is a broad-based senior school qualification that recognises senior school subjects and nationally recognised Vocational Training, as well as some workplace, university and community learning. **It will be awarded to students who have achieved a significant amount of learning, including literacy and numeracy [at the required standard], usually by the end of Year 12.**

QCE tracking will occur at the end of the Term 1 reporting process and each semester – students who are at risk of not receiving a QCE will be sent a letter and monitored as part of the **senior mentoring process**. Letters will inform parents if their student's QCE attainment is at risk, and they will outline the actions that need to be taken.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Student Monitoring

When a student is registered with the QCAA, an individual learning account is created. The learning account records the *learning undertaken* during the senior phase of learning, as well as *where and when the learning takes place* and the *results achieved*. The HOD Senior Schooling/Administrative Assistant will open these accounts in Year 10 and issue **LUI** [Learner Unique Identifier] numbers and passwords.

Students are required to generate their own Unique Student Identifier (USI) and then tell the HODSS your number. **NO** senior certificates can be issued without a USI

How are course enrolments and results banked?

Using the young person's USI, schools send information to the QCAA that details students' results across their subjects (or 'learning account'). Students must pass their subjects, so that the QCE accrues enough 'points' to be awarded on completion of Year 12. Failure to pass subjects may result in students becoming ineligible to receive the certificate. Enrolment in the *compulsory participation phase* at Bracken Ridge State High School is dependent on students attaining a QCE, therefore passing each Semester of study for every subject is essential.

The **Senior Statement** and **Statement of Results** are 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 who are ineligible for the award of a QCE, may apply to receive a Statement of Results.

The Australian Tertiary Admissions Rank (ATAR)

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

Your school may allow you to study several English, Maths and language subjects and that's fine, but make sure you discuss the rules with your Year Coordinator or Careers Advisors so you understand what will count towards your ATAR, and what won't.

ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject;
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above;
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

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.

REFERENCES

Year 12 students leaving school are encouraged to apply for a reference. This school reference is compiled in partnership with nominated teachers regarding the student's application to study and personal qualities. Extra-curricular activities will be included when verified in this reference. Students are encouraged to keep a record of their involvement and achievements in these activities for the reference process.

SCHOOL-BASED APPRENTICESHIPS and TRAINEESHIPS – SAT

Why do a SAT?

A School-Based Apprenticeship or Traineeship can support a student's transition from school to work. The Queensland Government's Next Step Report showed that young people who undertake a SAT were more likely to be working full-time or undertaking further education or training than young people who do not undertake a SAT. . Students may do a SAT and still be eligible for an ATAR, this requires a strong dedication to maintaining focus on their school subjects and assessments.

SATs and the QCE.

SBTs are generally Certificate II or III qualifications, including on-the-job training. Certificate II completion contributes 4 credits and Certificate III completion contributes up to 8 credits. Partial completion of a certificate may contribute credit towards the QCE. However, it is important to note that the on-the-job component does not contribute any credit towards the QCE.

Organising a SAT

Students interested in traineeship or apprenticeship pathways are usually identified at the time of the SETP [Student Education Training Plan] interviews in Year 10. Students should discuss options with the HOD Senior Schooling and supply a current resume. They may respond to advertised positions on noticeboards and the school intranet and be active in approaching employers about employment opportunities.

Undertaking work experience in the industry of interest may improve your chances of a traineeship offer.

When it is established that a student and a prospective employer wishes to proceed with the SAT, all parties attend the initial sign-up - including Parent/Guardian, School Representative, Student, Employer and representative from Group Training Company/Australian Apprenticeship Centre. Once the sign-up has been finalised, a 3 month probationary period commences after which any of the parties can decide whether or not to proceed.

The student must also complete a minimum requirement of 50 days of traineeship per calendar year from commencement. It is also recommended that the student do more days e.g. during the school holidays to complete his/her SAT sooner.

The student negotiates with the school through the *Flexible Learning Agreement* any changes to timetable to support the SAT and teachers are notified of the changes. It is important that the student understands that their SAT is a 'subject' and they must meet expectations of both employer and school. It is equally as important that students continue to meet the expectations and assessment requirements of their school subjects.

Students who are successful in gaining a SAT are allowed to drop a subject and opt for a *study line*. This study line only occurs in 2 places on the timetable and students **MUST** use the time wisely. If required students may apply for study off campus. To do this they need to complete an *Off Campus Form* available from the HOD SS and have their timetable amended to reflect these changes. Only period 1 and 4 lessons are off campus and students **MUST** ensure they sign in and out via the office. Failure to do so may result in the loss of this privilege.

If after the student has completed Year 12, and he/she still has not completed their Apprenticeship or Traineeship, they will negotiate with their employer to determine the continuation of that training or employment.

STRUCTURED WORK PLACEMENT

A Structured Work Placement assists students in their transition from school to work. It provides a formal contractual arrangement whereby students, while enrolled at a school approved by the Minister for Education and Training, participate in activities at a place of paid or voluntary work. Work Experience placements aim to:

- Provide students with an opportunity to relate school studies with workplace contexts.
- Prepare students for the demands and expectations of the working world, and help students make informed career decisions by assessing their aptitudes and interests, and exploring potential careers.
- Improve students' maturity, confidence and self-reliance.
- Provide a link between school and local community.
- Provide opportunities for students to become more informed about the current labour market issues.
- Provide opportunities for students to learn about family care, household management and other unpaid work options in community activities.
- Provide students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work.

VOCATIONAL EDUCATION PROGRAMS - VET

In addition to the VET programs offered by Bracken Ridge State High School a number of TAFEs, Registered Training Organisations and Private Providers offer opportunities for students to access a range of Certificate II & III courses. These options are designed to assist students in preparation for further study and to get into the workplace faster.

The School has longstanding partnerships with multiple providers allowing students to attend one day per week during the school term over one or two years on a day decided by TAFE. Students are required to pay tuition fees and provide course materials as required.

Benefits:

- Gain credit points towards QCE
- Receive direct entry to certain TAFE programs upon successful completion of high school
- Gain credits for a Diploma program or university studies
- Learn from qualified trainers with current industry knowledge
- Gain real employment skills

To be eligible for external VET programs the student must:

- be enrolled at school;
- have the course of study approved by BRSHS;
- be following their SETP;
- have commenced Year 11;
- have signed the a BRSHS VET contract.

The school advertises all courses available for the following year and students need to apply by late October. Late enrolments may sometimes be taken but there is no guarantee students will be successful in gaining a place.