

# PERSONAL FUTURES

INFORMATION BOOK | YEAR 10

*Providing  
Outstanding  
Futures*



SHALOM  
COLLEGE  
PROVIDING OUTSTANDING FUTURES

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## COMPULSORY SCHOOLING AND PARTICIPATION RULES

In Queensland, all young people must participate in 'Learning or Earning':

- for two years after they complete compulsory schooling (i.e. completed year 10 or turned 16 years of age) or
- until they turn 17 years of age or
- until they complete a Queensland Certificate of Education (or Queensland Certificate of Individual Achievement), or a Certificate III or IV vocational qualification.

Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

## WHAT IS A SET PLAN?

A SET Plan is a Senior Education and Training Plan. The aim of SET Planning is to help students map their transition into and through the Senior Phase of Learning. It helps students make good decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals for study in Years 11 and 12. In addition, consider any tertiary aspirations and/or work goals.

SET Planning is a detailed process developed in stages. Initially, students will need to think clearly about their future goals and explore their learning options. At Shalom College, we support students in this process through our Year 10 Personal Futures Day and our Subject Selection Evening and Personal Futures Resources. After considering their learning goals, students will document their SET Plan during their SET Plan interview and implement it in their Senior Phase of learning.

## SPECIFIC GOALS OF SET PLANNING

- Ensure students are aware of the requirements of the QCE and have made clear, informed choices that sets them up to attain a QCE.
- Ensure students are aware of the stepping-stones required to achieve an ATAR (Australian Tertiary Admission Rank), Vocational Qualification or an achievable career after school.
- Provide a platform from which students can seek and engage in further education and training.
- Assist with flexible and coordinated pathway options.
- Formally document the students' learning pathway for their Senior Phase of Learning.
- Empower students, encouraging them to be active participants who are responsible for their own learning.

This Guide is intended to help you create your own SET Plan. The plan is designed to map your individual learning pathway through the Senior Phase of Learning. You can use your SET Plan to build on your strengths and to work towards the Queensland Certificate of Education, Certificate III/IV level vocational qualification, and/or a viable work option.

On completion, your SET Plan will need to be signed and dated by you, your parents/carers and a nominated school person. The signing off process should occur during, or shortly after, SET Plan interviews scheduled in Term 3.

## **WHAT IS INVOLVED IN DEVELOPING A SET PLAN?**

A SET Plan is more than a piece of paper. It is the end product of your career exploration process and involves four stages. The initial three stages lead towards the development of your SET Plan. The fourth stage relates to implementing and adapting your Plan. The stages are:

1. Thinking About Yourself and the Future
2. Exploring Options
3. Documenting the Plan
4. Implementing the Plan

Whilst guidance and support are provided by the school, each student is responsible for creating, updating and managing their own SET Plan. Career self-management competencies such as location and effective use of career information, making career enhancing decisions, and participation in life-long learning supportive of career goals are skills that all individuals need to develop to support positive career development.

## **THE FOUR STAGES OF THE SET PLAN PROCESS**

### **1. Thinking About Yourself and the Future**

Stage 1 is about developing your self-awareness and starting to make connections between where you are now and your future life and career goals. Think about your achievements so far, including:

- school results;
- literacy and numeracy tests;
- qualifications e.g. first aid certificate, music exams, sport awards;
- workplace learning (paid and unpaid); and
- participation in arts, clubs, sporting activities, and community service.

Try to develop an understanding of the following areas:

- your future goals
- your strengths and weaknesses;
- your interests and how they might relate to different occupations;
- your core values and how they influence your view of the world, your interactions with others and your preferred future lifestyle; and
- your skills especially as they relate to employment and employer expectations

## **2. Exploring Options**

Stage 2 focuses on developing knowledge and skills relevant to career choices and employment. Explore your career options by taking advantage of the resources available to you, such as:

- visiting the Pathways Team in Goondeel Resource Centre
- visiting websites relating to career and future options;
- attending career exhibitions;
- participating in work experience;
- reading the Senior Subject Selection Guide
- watching the subject selection information videos;
- looking at vocational education options including school based traineeships and apprenticeships; and
- talking to specialist personnel such as the Heads of Faculty

These types of resources and opportunities will help you to learn about:

- the many career pathways available and the world of work in general;
- specific job and career options;
- education and training requirements to achieve your goals;
- subject pre-requisites and tertiary entrance procedures; and
- the range of learning options available in the Senior Phase of Learning.

## **3. Documenting the Plan**

Use the information gathered in Stages 1 and 2 to start talking with people important to you about your future options. Here are some pointers:

- discuss your preferred learning pathways
- seek information from different sources, not just from school.
- realise and accept that you may need additional support in identified areas
- find out about the costs involved with learning and training options
- learn and understand job requirements including skills and attributes valued by employers
- write down your life and career goals and then work out how to reach them

Finally, when you have considered all of these areas, you can put pen to paper and map out your SET Plan for the future.

## **4. Implementing the Plan**

Stage 4 occurs during your Senior Phase of Learning. This is where your SET Plan becomes active and you actively work towards your goals. You should review your SET Plan several times each year to monitor your progress towards your goals.

Remember your SET Plan can be adapted should you decide to refocus on a different learning pathway. Significant changes to your SET Plan should be noted in the relevant

amendment sections of your original SET Plan document and, if the changes involve subject changes, you will need to follow the usual school procedures for negotiating and documenting subject changes.

## HOW DO I CHOOSE A PATHWAY?

Important questions to consider when choosing a pathway and selecting subjects:

- What do I want to do with my future?
- Do I want to study at University or TAFE?
- What are the prerequisites for the University course I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in years 9 and 10?
- Have I met the prerequisites for year 11 entry into my subjects?
- Are my Year 10 grades strong enough for me to be able to cope with Years 11 & 12?

If you have not already, discuss the answers to these questions with your parents/carers, your PC teacher, teachers, Heads of Faculty, Pathways Coordinator or Dean of Senior School. You may wish to write down your answers to refer to when making your subject selections.

## PATHWAYS

At Shalom College students have more than one pathway option available to them when attaining their QCE qualification.

### Pathway 1: Tertiary - ATAR Eligible

#### **Suitability**

For students who wish to gain entry to University study through academic performance.

#### **ATAR's Results**

Calculated from the best 5 General subjects or 4 General + 1 Applied subject or 4 General + 1 AQF VET Certificate (III or higher).

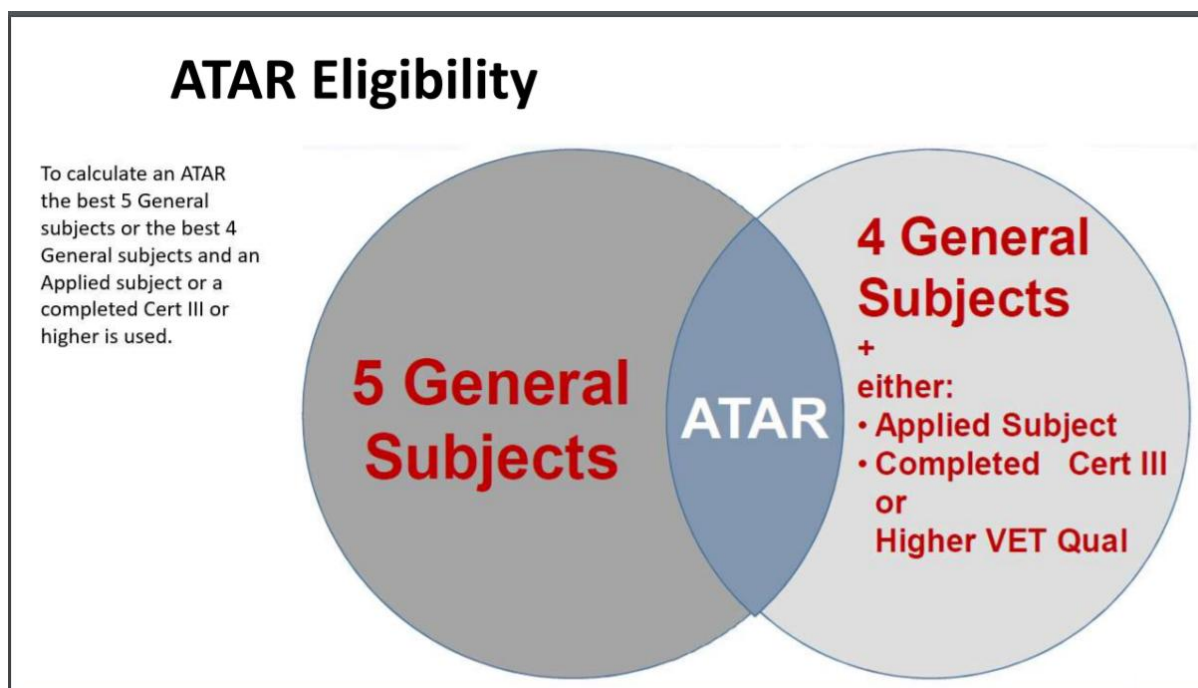
#### **Subject selection**

Satisfactorily complete an English Subject

An ATAR is a student's position in a state wide ranking system, which places Year 12 students in order of merit for the purposes of tertiary entrance only.

- It indicates how well a student has done in comparison to all other ATAR-eligible students in Queensland.

- Students are ranked from 99.95 (highest ATAR) to 30.00 in 0.05 band increments.



## Pathway 2: Vocational

### Suitability

For students who are primarily interested in pathways beyond senior secondary schooling that lead to Vocational education and training or work. Students may also wish to gain entry to TAFE or some courses at some Universities through completion of an AQF Certificate III or higher.

### Eligibility & conditions

Students need to meet the school's expectations regarding attendance and behaviour. The Dean of Senior School and Pathway Coordinator must approve all applicants. Please see the Subject Selection Handbook for further information about VET offerings.

### Subject selection

Select from Applied Subjects, General Subjects and VET offerings.

## **Additional Learning Options**

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:

- Undertake a school based traineeship or apprenticeship
- Undertake a Certificate level course offered at school
- Attend TAFE to begin or complete a Certificate I – IV or Diploma course

### **School Based Certificate Courses**

A Selection of Certificate II, III and IV courses are offered directly through our faculties here at school through external registered training providers as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Students can use an AQF Certificate III or higher qualification for entry into some courses at some Universities.
- Students will not be required to travel off-site

### **Vocational Education & Training (VET) through External Providers**

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other registered training providers. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond year 12. Benefits of undertaking a certificate or diploma level course through external RTOs include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment
- Students will receive a foundation of study that is both experiential and practical
- Students will be provided with a qualification that would allow direct entry into the workforce
- Students may be able to reduce the time taken to complete a university degree

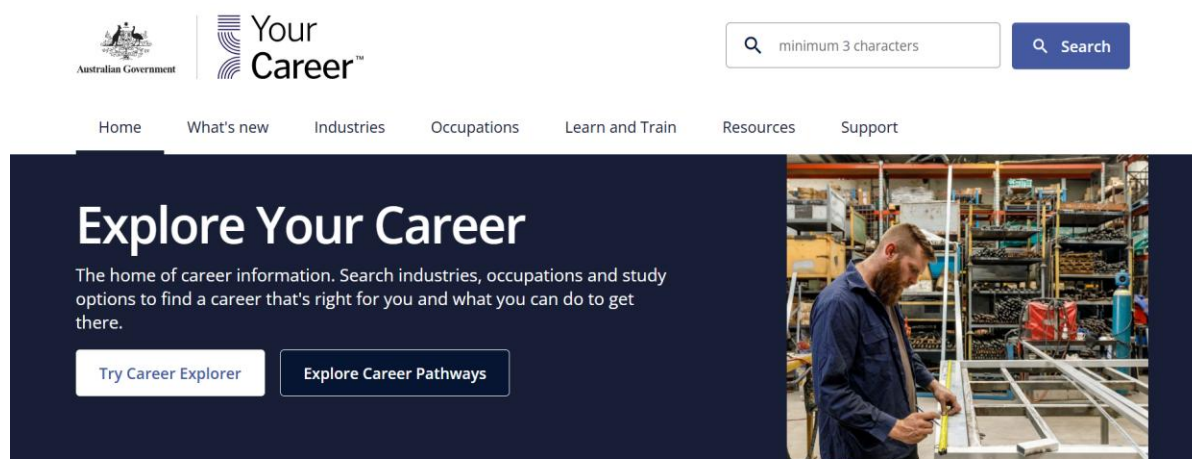
For further information on available Vocational Education qualifications please see Mrs O'Donnell the Pathways Coordinator in Goondeel Resource Centre.



## EXPLORING YOUR CAREER INTERESTS

Step one in investigating your own interests, talents and values. The best way to do this is by exploring the following websites:

**Your Career** <https://www.yourcareer.gov.au/>



Your Career can help you learn about the careers that interest you. It allows you to find out about the skills, knowledge and abilities you may need to get and keep a job.

There is a section specific to School Leavers.

**My Big Tomorrow** <https://mybigtomorrow.com.au/>

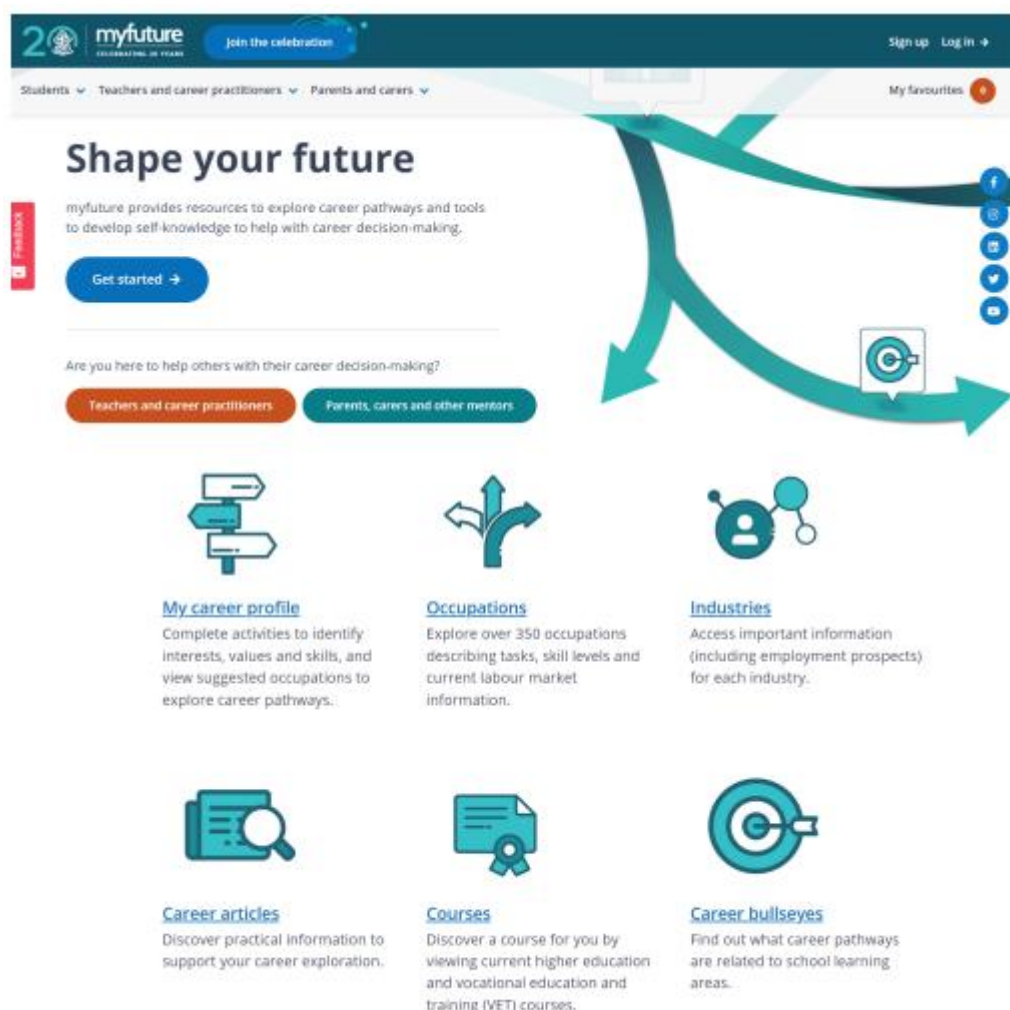


This website is excellent when researching information and investigating different types of careers.

## My Future <http://www.myfuture.edu.au/>

My Future is a website sponsored jointly by the Australian, State and Territory Governments. The site provides you and your parents with an easy and interesting way to explore career pathways that interest you.

My Future will ask you lots of questions about yourself – your interests, skills, knowledge, work experience, values, attributes, 'dream job', life balance etc. It will then suggest to you a range of career options and help you with your decision making.



**MyQCE** <https://myqce.qcaa.qld.edu.au/>

“myQCE” is a site maintained by the Queensland Curriculum and Assessment Authority (QCAA) and provides students with more options to investigate career pathways.

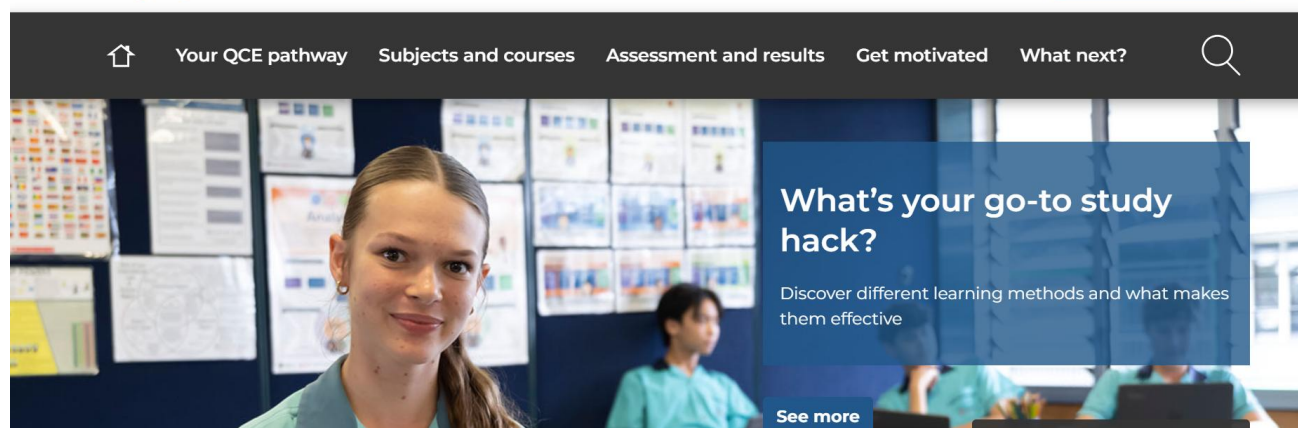


**QCAA** Queensland Curriculum & Assessment Authority

[Site map](#) [Contact us](#) [Help](#)

myQCE

[Student Portal login](#)



**Exploring Further Study** <https://www.qtac.edu.au/about-us/publications>

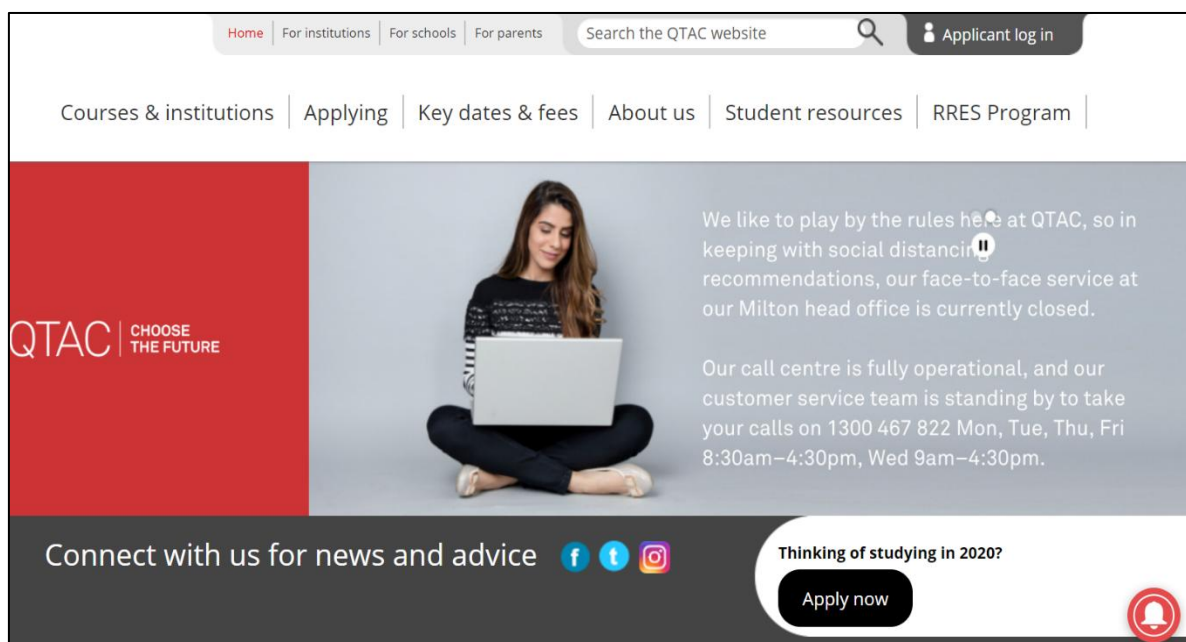
QTAC is the Queensland Tertiary Admissions Centre – the organisation that processes applications for admission to the majority of undergraduate courses offered by universities in Queensland, Bond University, the Australian Maritime College in Tasmania, and to some courses at universities in Northern NSW. It also processes applications for full-time advanced diploma and diploma courses for TAFE Queensland plus some private providers of post-secondary courses.

If your investigations have indicated that you may need to go to university after school, your next port of call should be the **QTAC website**. <https://www.qtac.edu.au/>

*This guide lists all of the courses that are expected to be available in the future but also provides you with the following vital information:*

1. The **names** of the courses.
2. The **locations** of the courses.
3. The **subjects** that you must have in Years **11/12** in order to study the course, and recommended subjects.
4. The Units that you must study and the grade that you must attain in order to meet the minimum standard for the course.

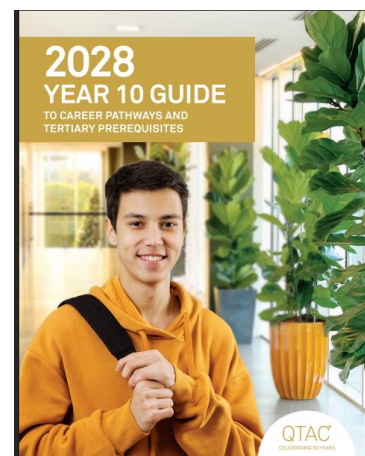
If you are considering going to University, **this guide is an absolute must!** It also has vital information about other issues relating to senior schooling (eg. ATAR, how to apply, entry requirements and key dates). Please see this website for further information.



## Year 10 Guide to Career Pathways and 2028 Tertiary Prerequisites

A copy of this publication is available from:

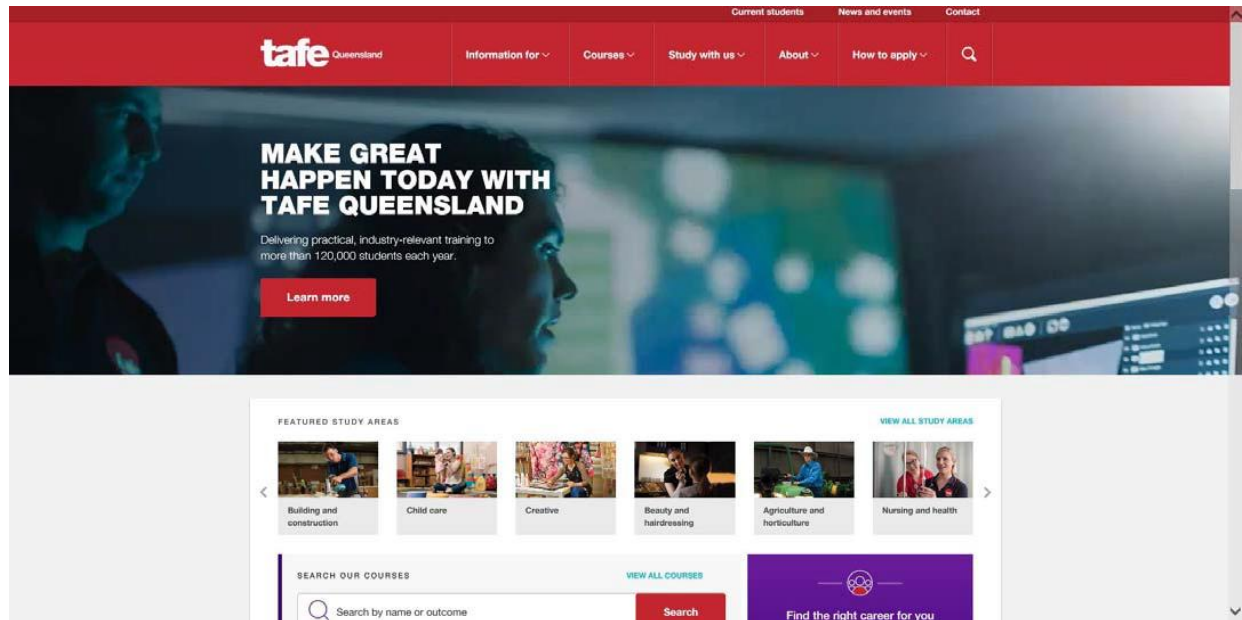
1. Personal Futures Education Resources (intranet)
2. Personal Futures Resources - Shalom College website – <https://sites.google.com/view/personal-futures-shalomcollege>





TAFE Queensland <http://tafeqld.edu.au/>

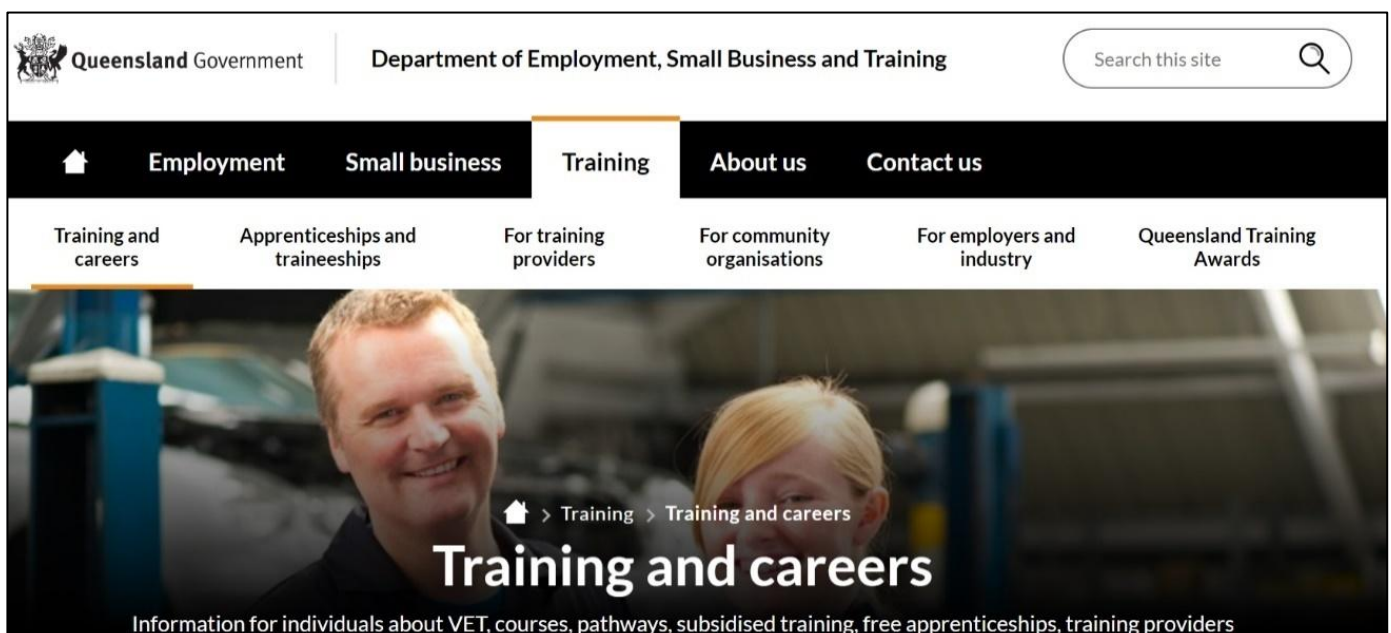
If you are considering studying at TAFE, you should visit the TAFE Queensland website which covers all TAFE courses offered in Queensland.

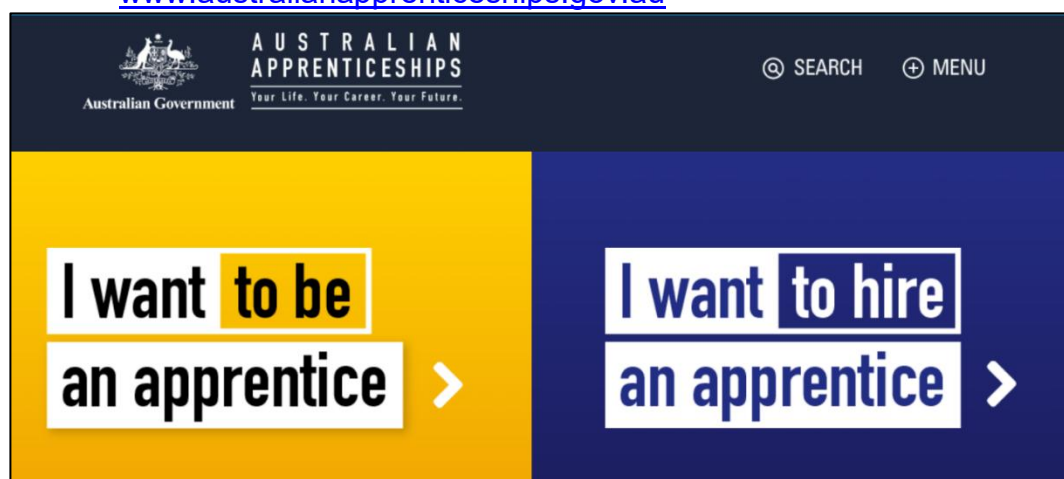


## APPRENTICESHIPS AND TRAINEESHIPS

<https://desbt.qld.gov.au/training/training-careers>

Your first port of call if you are looking for an apprenticeship or traineeship is to book an appointment to see our Pathways Coordinator – Mrs O'Donnell, located in the Pathways Office, Goodeel Resource Centre.





The table should assist with any unfamiliar terms you may encounter.

Term	Definition
Queensland Certificate of Education	The QCE is Queensland's senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the senior phase of learning – usually the end of Year 12. To receive a QCE young people will need to achieve a set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. A QCE is issued to eligible students either when they meet all the requirements at the completion of Year 12, or after they have left school.
ATAR	The Australian Tertiary Admission Rank (ATAR) is a measure of a student's overall achievement at school, for use in higher education admission systems in all Australian states and territories.
VET Certificates I, II, III, IV,	Vocational Education and Training (VET) sector qualifications. Certificate I, II, III and IV qualifications can be studied during Year 11 and 12.
Queensland Certificate of Individual Achievement	The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors.
Full-time Employment	If students want to leave school, by law they must work a minimum of 25 hours per week or be engaged in study e.g. TAFE. They must inform the school in writing if they are intending to leave school or change schools and they must still complete their SET plan.
Traineeships and Apprenticeships	School based apprenticeships or traineeships can be undertaken during the senior phase of learning. These are endorsed training packages, based on industry standards that can lead to nationally recognised qualifications under the Australian Qualifications Framework (AQF). If started at school, these part-time options can accelerate the apprenticeships or traineeships which can be completed after Year 12.
VET	Vocational education and training (VET) may be undertaken at school or through a registered training provider (RTO). The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies. Some TAFE courses can be started during the senior phase of learning through different RTO's.

## COMPLETING YOUR SET PLAN

- You will use the Set P form (green) you received on Personal Futures Day. If you were unable to participate in this event you will need to collect a form from Mrs Aplin at Student Reception.
- Section A and Section B will be completed during Personal Futures Day activities
- Section C is to be completed by you with your parent/carer ready to take to your Set Plan Interview. Interviews will be scheduled in Term 3 during weeks 3 - 5.

### Section A - Academic Review

Complete the Academic Review section which includes identifying your Year 9 and Year 10 achievement. You can view your academic results through your SIA page and identify strategies for improving. You need to consider the consequences if you do not perform to a high enough standard to be successful in the subjects you want to choose for Year 11 and 12 i.e. you may get a poor ATAR score or become QCE ineligible.

### Section B – Personal Futures and Intended Learning Options

Complete this section to indicate your intended learning option (ILO) for the remainder of your Senior Phase of Learning while at Shalom College.

### Section C – Subject Selection

This is your planning page to look at the different types of subjects that you can select for your senior year at the College. This information must be recorded electronically through the Subject Selection Portal in WebChoices. When you have submitted your subject selection electronically, you must attach the print receipt to your Set Plan (green sheet).

Students must select one offering from each of the compulsory learning areas:

- Religion
- English
- Mathematics

Student then must select 3 subjects and 2 reserves. Number these sequentially from 1 – 5 with 1- 3 representing your preferred subjects in priority order. Then 4-5 will be your reserves in order of preference.

You need to consider the following when choosing your subjects:

- a) Any **pre-requisites** identified for success in that subject
- b) Any **pre-requisites** that you may require for a university course you intend to apply for
- c) **Recommendations** for study in core learning areas (Maths, English, Religion)
- d) Your likelihood of success in each subject
- e) Your overall expected workload and how you will balance other activities (part-time work, a TAFE course, social activities)
- f) You should also remember that success in a subject is about the work put in and therefore you should pick subjects that you are capable of and enjoy.

## SENIOR EDUCATION PROFILE

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

**Senior Statement:** The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

**QCE:** The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

**QCIA:** The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

### About the QCE

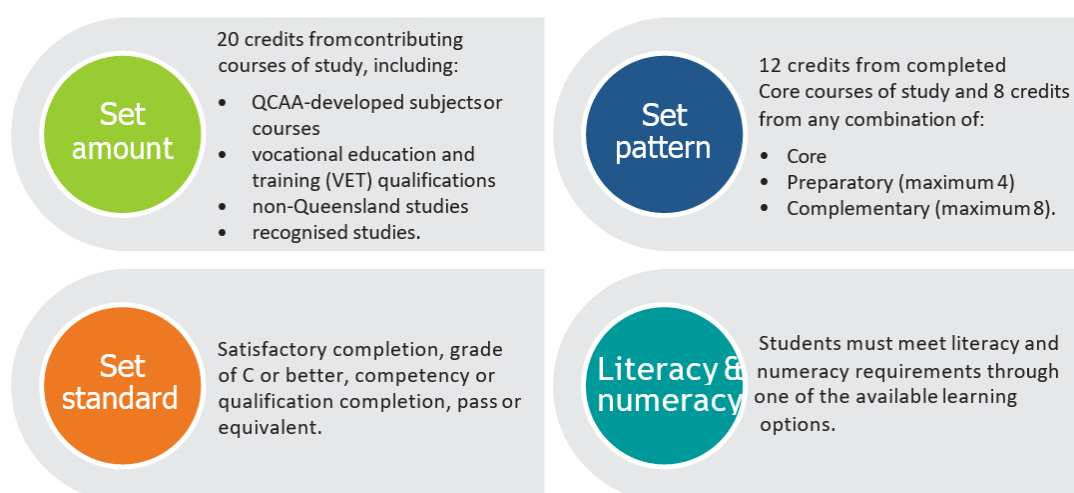
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



### QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



The **QCE Factsheet** (Personal Futures Resources) is a useful tool to explain how a QCE is achieved. Use the **QCE Planning your pathway** document to assist you with planning your QCE pathway.

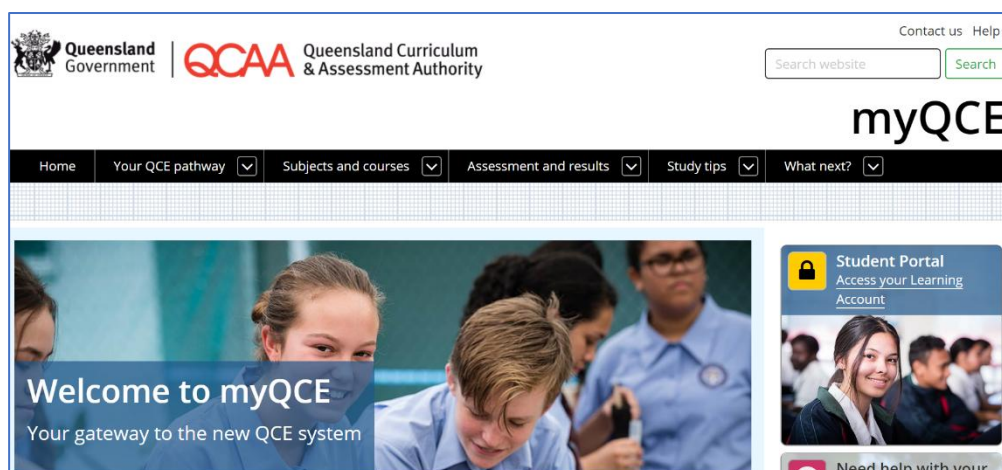


## myQCE STUDENT LEARNING ACCOUNT

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

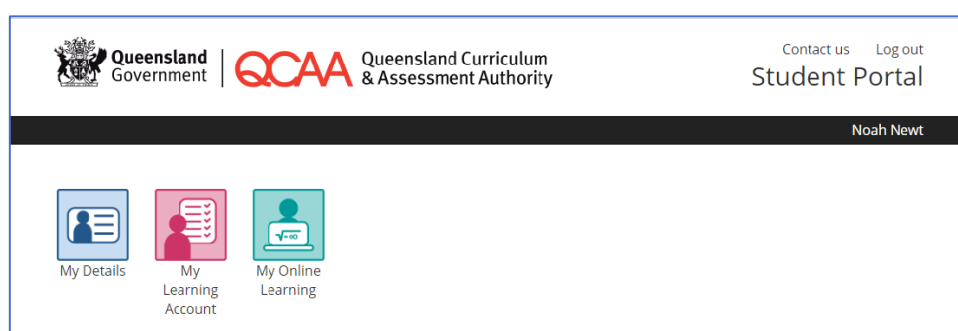
The QCAA Student Learning Account is accessible through “myQCE” Student Portal. Students are able to register during Year 10 for access to their Learning Account through the myQCE page.

The Learning Account will provide students with access to their personal learning information and allow them to track their progress towards achieving a QCE.



The Student Portal will allow students to update all their personal information, check their subjects, results and unit credits towards their QCE. They are able to access and complete online learning courses such as the Academic Integrity course. This course is compulsory for all Shalom College students to have completed at the beginning of the Senior Phase of Learning. **As of 2025, it is now also a compulsory element of achieving your QCE.**

Students will need to log onto their Learning Account to receive their final results for Year 12 once they have been released by QCAA. A Senior Statement and QCE / QCIA will also be uploaded to your if attained.



**It is the student's responsibility to visit their Learning Account in the MYQCE Student Portal at least once each term to ensure their learning account information is correct and up to date.**