



Lowood State High School Subject Information 2026 Year 10



SET Plans- Preparing for 2026

Senior Education and Training Plans (SET Plans) ensure that students and their parents/caregivers have the opportunity to meet with a senior member of staff to discuss their plans for their final years of schooling and beyond.

During the interview a student's current academic progress, subject pre-requisite information and possible future pathway opportunities are discussed.

Individual SET Plan timeslots for Year 9 students will be available for booking through SOBS, with links available through the Lowood State High School Facebook page and the school's website. Each timeslot is 20 minutes.

	Steps/timeframe
Year 10 SET Plans	<p>TUESDAY 29 July (Week 3)</p> <ul style="list-style-type: none"> • Building My Future Expo – Lowood State High School Hall 5:00pm to 6:30pm • Year 9 Students receive their package for planning subject selections for 2026 <p>TUESDAY 05 August (Week 4)</p> <ul style="list-style-type: none"> • SET Plan Interviews – please bring your SET plan package (Appointments available from 7am to 7pm)

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Senior Schooling at Lowood State High School

Choosing a Pathway- Year 10

What is the role of Year 10 in Senior Schooling?

Year 10 is the conclusion of the P-10 Australian Curriculum and it is also the year that affords students opportunities in the Vocational Education space through the Wednesday program. Students may begin a School Based Apprenticeship and Traineeship or access a range of certificates either at school or at TAFE.

Through the completion of VET certificates students are also 'banking' core points towards their Queensland Certificate of Education (QCE).

Questions to ask yourself as you head into Senior School

What do I want to do after I leave school?

What marks am I currently achieving?

How much school work do I complete outside of school?

Senior Schooling- Year 11 and 12 (QCE)

Lowood State High School has numerous opportunities available for our senior students. The Vocational Education Training (VET) qualifications available at Lowood are some of the most numerous in South East Queensland and Lowood State High School also has a significant number of General Subjects for those wanting to apply themselves to an ATAR pathway.

What is an ATAR?

An Australian Tertiary Admissions Rank or ATAR is a number between 99.95 and 0 that is given to eligible students upon completion of their schooling. This allows universities to determine who will be accepted based on their academic performance.

ATARs will be calculated as follows:

- on a student's best five General subject results
- **OR** on a combination of four General subject results plus one Applied subject result
- **OR** on a combination of four General subject results and one Certificate III or above.

What are my Pathway Options at Lowood State High School?

There are a diverse range of opportunities offered to students from Year 10. Options include undertaking an ATAR pathway, an Industry pathway, being able to enrol in a School Based Apprenticeship/Traineeship and complete Vocational certificates offered by internal and external Registered Training Organisations as well as attending TAFE.

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.

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 pattern

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

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

Set standard

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

Literacy & numeracy

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

2026 Pathway Options - Year 10

Compulsory Subjects
<ul style="list-style-type: none"> - English - Maths/Maths Extension - Science/Science Extension

ATAR Science Pathway	ATAR General Pathway	Industry Pathway
<ul style="list-style-type: none"> * (CORE) Maths Extension * (CORE) Science Extension - Humanities or Elective - Elective Plus: - Wednesday Program Vocational Certificate/SBT 	<ul style="list-style-type: none"> * (CORE) Maths Extension - Humanities - Elective Plus: - Wednesday Program Vocational Certificate/SBT 	<ul style="list-style-type: none"> - Elective - Elective Plus: - Wednesday Program Vocational Certificate/SBT

Electives
<ul style="list-style-type: none"> Economics and Business Humanities Food Specialisation (Home Economics) Materials & Technologies Specialisation (Manual Arts) Art Music Drama Dance Physical Education Football Academy (by selection) Athletes Development Program

Year 10 Subject Information



2026

Year 10 ATAR Preparation Subjects

Year 10 English

Year 10 English will introduce students to advanced concepts and skills relevant to the new Senior English subject, while assessing them against the Australia Curriculum. Students will learn to create a variety of complex and sophisticated texts, as well as developing their skills in interpretation, evaluation and analysis.

Year 10 Mathematics

This subject will focus on the topics of Number, Algebra, Probability and Statistics and Geometric Reasoning within the Australian Curriculum. Intensive teaching and learning strategies will be used to expose students to the advanced rigor of the senior mathematics subjects and the assessment requirements to be successful in their study of Mathematics in Year 11 and 12.

Year 10 Mathematics Extension

Mathematics Extension suits high achieving students who are interested in pursuing a career in Science or Engineering. Students study a range of Mathematics topics covering linear and non-linear relationships involving quadratics and circles, Measurement and Geometry of the unit circle that will prepare them for Senior Mathematical Methods. They will be exposed to a range of challenging assessment types including Exams and Problem-solving and Modelling Tasks. A laptop will be essential for the Mathematical Modelling. Students intending to attend university must choose Mathematics Extension in Year 10.

Year 10 Science

The aim of this subject is to cover content and skills from the four strands of Biology, Chemistry, Physics and Earth and Space Science over the course of the year with each strand being studied for one term each. The program is broken up into four distinct units of work/content. Students will be provided the opportunity to develop a deeper understanding of the nature and development of science and how the use of science effects our everyday lives.

Year 10 Science Extension

Science Extension suits high achieving students who are interested in pursuing Senior ATAR science. Students study a range of Science and Maths topics that will prepare them for senior ATAR Chemistry, Physics and Biology. They will be exposed to a range of challenging assessment types including Student Experiments, Research Tasks and Exams.

Year 10 Subjects

English (Core) - ENG

Rationale:

The aim of this subject is to focus on the development of communication skills in written, spoken and multimodal contexts. In developing these skills, students will be exposed to and develop a deeper understanding of a variety of traditional and contemporary texts and study the techniques used to create meaning, representations and influence audiences.

Course Structure:

The course covers study in the following topics:

- Representing Culture in the media
- Modernising Shakespeare
- The Human Experience (analytical; novel study)
- The Human Experience (creative; poetry)

Assessment:

Assessment will include written and spoken tasks that may be persuasive, analytical, creative (imaginative) or expository (informative) and include multimodal elements.

Mathematics (Core) - MAT

Rationale:

Mathematics provides students with essential skills in the core content strands of Statistics and Probability, Measurement and Geometry and Number and Algebra. Throughout this course numeracy and key financial literacy competencies will be explicitly taught to ensure all students have the skills they need in their personal, work and civic life.

Course Structure:

The course covers study in the following topics:

- Financial Mathematics
- Probability and Statistics
- Measurement and Geometry
- Number and Algebra
- Graphs and Functions
- Trigonometry
- Applications of technology

Assessment:

Assessment will include two Exams and four Problem-solving and Mathematical Modelling tasks over the year.

Mathematics Extension - MAX

Rationale:

Mathematics Extension provides students with essential skills in the core content strands of Statistics and Probability, Measurement and Geometry and Number and Algebra as well as extending students in preparation for Mathematical Methods and General Mathematics.

Throughout this course numeracy and key literacy competencies will be explicitly taught to ensure all students have the skills they need in their personal, work and civic life, as well as providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Course Structure:

The course covers study in the following topics:

- Probability and Statistics - Extension
- Measurement and Geometry - Extension
- Number and Algebra - Extension
- Graphs and Functions - Extension
- Advanced trigonometry
- Applications of technology and geometric proofs

Assessment:

Assessment will include four formal Exams and two Problem-solving and Mathematical Modelling tasks over the year.

Science (Core) - SCI

Rationale:

The aim of this subject is to cover content and skills from the four strands of Biology, Chemistry, Physics and Earth and Space Science over the course of the year with each strand being studied for one term each. The program is broken up into four distinct units of work/content. Students will be provided the opportunity to develop a deeper understanding of the nature and development of science and how the use of science effects our everyday lives.

Course Structure:

The course covers study in the following topics:

- Genetics and Inheritance
- Atomic structure and Chemical reactions
- Motion and Forces
- The Universe and Global Systems

Assessment:

Assessment will include a range of formative and summative tasks including: Formal tests, Assignments, Student Experiments.

Science Extension - SCX

Rationale:

Science Extension suits high achieving students who are interested in undertaking an ATAR Science pathway. Topics covered will give students a taste of Senior Physics, Chemistry and Biology while exposing them to the full range of assessment types that they will encounter in Senior Science.

Course Structure:

Term	Topic	Assessment
Term 1	Chemistry	Student Experiment
Term 2	Physics	Semester 1 Exam
Term 3	Biology	Research Task
Term 4	Data & Measurement	Data Test

Assessment:

Students will be exposed to the full range of assessment types that they will encounter in years 11 and 12 Physics, Chemistry and Biology. These include a Data Test, Student Experiment, Research task and an examination.

Humanities - HSS

Pre-requisites: C or above in Year 9 English and History

Rationale:

The aim of this subject is to give students an exciting taster of both Ancient and Modern History. Studying History enables students to understand the actual histories behind popular representations of ancient societies. Students will be provided the opportunity to develop a deeper understanding of archaeological skills, understanding sources, past societies, other cultures, important events and people.

Course Structure:

The course covers study in the following topics:

- ▶ Moments in History – examines a selection of significant moments in modern history and their causes and effects. Assessment: short response examination
- ▶ Personalities from the Ancient World – examines significant people from ancient empires and the effect they have had on our world. Assessment: Independent Source Investigation;
- ▶ Six Wives – examines late medieval England and the rule of Henry VIII, including his split from the church, the pressure on him to have an heir, and the many strong women around him who shaped history. Assessment: research essay.
- ▶ Comparative Ancient Religion: Examines the belief systems of past cultures, e.g. Ancient Egypt, Ancient Greece and Old Norse. Assessment: Short Response Exam.

Assessment:

Assessment will include two short response exams, a source investigation, and a research project.

Benefits of Studying History/ Possible Career Pathways:

This subject will provide a basis for students studying the following senior subjects in the Humanities area:

- ▶ Ancient History
- ▶ Modern history
- ▶ Legal Studies
- ▶ Geography

The career paths are many and varied, and many find History provides the stepping stone for further advancement in the following professions.

Key fields include Education, Research, Communication, Media, Law, and Business. Possible career pathways include: advertising executive, advocate, analyst, archivist, broadcaster, campaign worker, consultant, political aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher . . . the list can be almost endless.

Cost:

All basic course costs are covered by the School's Textbook Hire Scheme. Additional costs may occur throughout the course and would be advised prior to the activity. Students may have the opportunity to take part in visits to State Library of Qld and/or UQ libraries in order to learn and practice research skills. They may also have the opportunity to attend exhibitions or events, as they occur, which pertain to the unit being studied at the time.

Additional costs will be subject to numbers and will be invoiced at the time of activity.

Economics and Business – ECB

Pre-requisites: C or above in Year 9 English

Rationale:

The study of Business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Economics and Business, students are exposed to authentic and real-life business practices. The knowledge and skills developed in Economics and Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, and entrepreneurs of the future. Students will also study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

This subject will provide a basis for students studying the following senior subjects in the Humanities or Business area: Certificate IV Business, Certificate III Business, and Legal Studies.

The skills and capabilities learned in Economics and Business can be applied in everyday life and to a variety of careers ranging from Real Estate, Travel Agent, Airline staff, Tourism, Legal profession, Marketing and Business.

Course Structure:

The course covers study in the following topics:

- Business Fundamentals
- Establishing a Business
- Understanding the Legal System
- Criminal Investigations and Civil Obligations

Assessment:

Assessment will include a folio of activities, a business report, a legal essay and case study work.

Health and Physical Education - HPE

Rationale:

Health and Physical Education aims at providing students with a subject that provides physical opportunities through a variety of individual and team-based sports as well as learning experiences within the classroom that highlight the connection of physical activity and the community. This subject provides the foundations for students preparing to undertake the Senior Sport and Recreation subject. The subject follows recommendations from the Australian Curriculum to ensure students receive content that relates to their life experiences.

Course Structure:

The course covers study in the following topics:

- Futsal
- Oz Tag
- Table Tennis
- Swimming
- Badminton
- Alcohol and Drugs
- Touch Football
- Strength and Conditioning
- Lawn Bowls
- Volleyball
- Athletics
- Mental Health and Wellbeing
- Peer Influences/Pressure

Assessment:

Students will be assessed against the two standards of *Investigating* and *Performance* and *Practical application*. The mode of these assessments will range from written multiple choice and short answer exams to individual and group presentations.

Health and Physical Education Extension - HPX

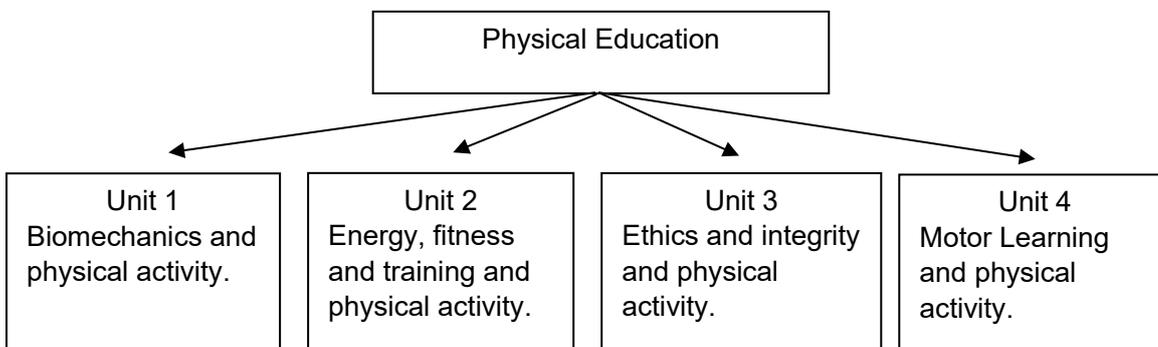
Rationale:

Development of physical, intellectual, social and emotional capacities is a key component of this course and **provides the foundations for learning and alignment to the senior General course, Physical Education**. The theoretical content learnt also provides valuable background knowledge for students wishing to undertake the **senior Certificate III Fitness** course. It is highly recommended that Students interested in Senior Physical Education and/or Certificate III in Fitness in Year 11/12 select HPE Extension.

In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. The knowledge, understanding and skills taught through Physical Education enable students to explore and enhance their own and others' performance in diverse and changing contexts.

Course Structure:

Physical Education is a course of study consisting of four units.



In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students explore energy, fitness and training concepts and principles to optimise personal performance. In Unit 3, students enhance their understanding of factors that influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students broaden their understanding of motor learning that influences their performance and engagement in physical activity.

Assessment:

- Unit 1: Multimodal - Biomechanics
- Unit 2: Investigation – report on energy, fitness and training
- Unit 3: Investigation - report on ethics and integrity
- Unit 4: Exam – Motor Learning/Skills

Football Academy - FBX

(By invitation only)

Rationale:

Football Academy aims at providing students with a subject that will develop their football performance through a specialised soccer/futsal program. The focus will be on all aspects of performance including skills, fitness and team play. Students will compete and challenge themselves and each other in a range of dynamic activities.

Course Structure:

The course covers study in the following topics:

Physical Activities:

- Futsal
- Soccer

Theoretical units may include:

- Anatomy and Exercise Science
- Training Program Design
- Psychology of Sport
- Nutrition

Assessment:

Students will be assessed against the standard of *Performance* and *Practical application*. The mode of this assessment will be Practical performance.

Food Specialisation – (Home Economics) - TFD

Rationale:

Hospitality is a major employer all over Queensland and is one of the fastest growing and most profitable industries in Australia. This subject allows students to develop their skills relevant to the industry with a view of progressing to the senior subject of Certificate II in Hospitality. As a subject, Food Specialisation will provide students with useful skills, including interpersonal skills, customer service skills and practical cooking skills.

Course Structure:

The course is flexible and will be designed around student interests and events that are happening at school and within the community. Topics within Year 10 Hospitality prepare students to be successful in Certificate II Hospitality in Years 11 and 12. Some of the topics covered include:

- Food Experimentation
- Café foods
- Sustainable food systems
- Paddock to plate

Assessment:

Assessment will include planning solutions using the design processes taught throughout each term.

Materials and Technologies Specialisation – Industrial Technology and Design (Manual Arts) - TMT

Rationale:

The aim of this subject is to focus on bridging any skill and knowledge deficits by providing students with the opportunity to develop deep understanding of design concepts, safety, materials and processes. Students will be taught safe use of hand tools, portable power tools and fixed machinery.

Course Structure:

The course covers study in the following topics:

- Design
- Hand tools
- Portable power tools
- Static machines
- Associated materials
- Safety
- Timber jointing methods
- Working with and joining sheet metal (seams and edges)
- Finishing
- Processes

Assessment:

Assessment will include project work (practical) and associated booklets (theory).

Drama - DRA

Rationale:

Drama is the study of the Human Context; what it means to be a human being. It enables students to explore characters and situations different from their own, to better understand the world around them and become more conscientious citizens. They will explore acting techniques, voice and movement techniques and various dramatic styles. Students will be required to perform scripts, construct and write scenes, direct actors and analyse, evaluate and interpret dramatic action. This subject will assist students in building confidence in the public arena and provide opportunities to develop social and interpersonal skills. Students will take part in generous amounts of group work and a balance of theory and practical components

Course Structure:

The course covers study in the following topics:

- Acting Techniques
- Realism Theatre
- Elements of Drama
- Shakespearean Theatre
- Magical Realism
- Physical Theatre
- Devising and Improvising Drama
- Directing

Assessment:

Assessment will comprise of *Making*, including group performance tasks, script writing and directing. And *Responding*: including an analytical essay of a live drama performance.

Music - MUS

Rationale:

Music is the combination of sounds to produce meaning. As an art form, Music allows students to understand and develop their emotional and societal maturity through interaction with varying musical styles, cultures and ideas. Students will experiment with vocal and instrumental performance techniques, various compositional styles from historical to contemporary, and varying musical genres. Students will be required to analyse and evaluate music repertoire, compose original pieces of music using manipulations of the elements of music, and perform relevant repertoire. This subject will assist students in developing their social and interpersonal skills as well as building their emotional confidence.

Course Structure:

This course covers study in the following areas

- Vocal and instrumental performance techniques
- Popular Music
- Compositional techniques
- Film Music
- Game Music
- Elements of Music
- Country Music
- Analysis and evaluation of musical repertoire
- Covers of Musical Repertoire

Assessment:

Assessment in Music will comprise of *Making*, which includes performances and compositions in both solo and group formats and *Responding*, which includes analytical essay writing to analyse and evaluate varying musical repertoire.

Visual Art - ART

Rationale:

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas and identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Course Structure:

The course covers study in the following topics:

- Personal and cultural identity (Ceramics)
- Representations of nature (Printmaking)
- Representations of reality (Sculpture)
- Representations of a theme (Own choice media)

Assessment:

Assessment will comprise of *making* including various practical tasks, research and lead up designs and *responding* including analysing and evaluating artworks/artists and their own art making. There is one making task and one responding task (written) per term.

Dance - DAN

Pre-requisites: Students have previously studied Dance as an elective in Year 8 or 9.

Rationale:

The aim of this subject is to focus on building students' knowledge of dance, movement and the body. Students will explore this by experiencing a variety of dance styles and their purpose. They will extend their understanding of technical skills across a variety of styles, increasing their confidence, accuracy and clarity of movement and projection, and explore expressive skills in order to portray the meaning and intent of routines. Not only will students perform dance sequences and routines, they will also extend their choreographic abilities when choreographing their own sections of dance. Analytical skills will also be developed as students analyse, interpret and evaluate dance pieces through reviews or essays. Participating in this subject builds' confidence, helps develop communication skills, teaches time management, keeps you fit and is plenty of fun.

Course Structure:

The course studies units based around the following;

- ▶ Ballet and Contemporary dance
- ▶ Funk and Hip Hop
- ▶ Musical Theatre styles
- ▶ Choreography
- ▶ Appreciation
- ▶ Performance

Assessment:

Assessment will include individual and group tasks, as well as practical and written components. Assessment will also include Choreography, Performance and Appreciation tasks. Choreography tasks require students to create their own dance sequences within a variety of styles. Performance tasks are developed to assess students on their ability to perform dance routines or sequences across a variety of styles in order to demonstrate their technical and performance ability. Appreciation tasks are usually in the form of analytical essays where students analyse, critique and evaluate performances in relation to their choreographic intent or use of choreographic devices.

Cost:

Students undertaking study in Dance may be required to attend performances in order to extend their knowledge of styles or for the purpose of Appreciation tasks. These are usually limited to one per year and the cost will be subject to student numbers and available performances.

Wednesday Program VET Certificates

Lowood State High School RTO offerings:

Certificate II in Active Volunteering – VAL

Certificate II in Apparel, Fashion and Textiles - VAF

Certificate II Financial Services – VFN

Certificate II Horticulture - VAH

Certificate II Workplace Skills (Business Technology) – VWS

Other courses may be offered if there is enough interest

Certificate II Active Volunteering (CHC24015) - VAL

Rationale:

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

Course Structure:

The units of competency are:

CORE

BSBCMM201	Communicate in the workplace
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTHWHS001	Participate in workplace health and safety

ELECTIVE

CHCCOM001	Provide first point of contact
CHCYTH001	Engage respectfully with young people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical and verbal assessment and interviews with the trainer/assessor.

Note:

This qualification also includes students having to complete **20 hours** of volunteer placement. Trainers endeavour to give students opportunities throughout their projects to complete a portion of this placement however, additional placement outside of school hours, may be necessary to reach the **20 hours**.

Pathways:

This qualification is designed for individuals who wish to engage in a meaningful way with their community through volunteering. The qualification develops interpersonal, organisational and time management skills that are transferable to all workplace environments and will be used throughout participants' lives.

Costs:

All course costs are covered by the School's Textbook Hire Scheme.

Certificate II in Apparel, Fashion and Textiles (MST20722) - VAF

Rationale:

This qualification reflects the role of entry level fashion designer.

There are six core units and six elective units needed to complete this course.

Course Structure:

The units of competency are:

CORE

MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work Safely
BSBCMM211	Apply communication skills
MSTAT2005	Sew materials by machine
MSTGN2018	Work in the TCF industry
MSTGN2023	Identify and handle fabrics and textiles

ELECTIVE

CUADES201	Follow a design process
MSTAT2001	Prepare and communicate design concepts for simple textile products
MSTAT2003	Modify patterns
MSTAT2004	Lay-up, mark and cut uncomplicated fabrics and lays
CUAACD101	Use basic drawing techniques
MSTAT2002	Draw basic sketches of textile products



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical, verbal and observable assessments. They must:

- Present lead up ideas and final fashion design of textiles and garments by the set date.
- Display a folio which reflects ideas, research and class work using elements and principles of fashion design to develop final fashion products.
- Interviews with trainer/assessor – review / reflection of own work

Pathways:

This qualification is designed for individuals who wish to engage in designing and producing a fashion product to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- An introductory overview of skills and processes applied in the fashion industry
- Skill in the design and production of garments and textiles
- Skill in the development of unique fashion and textile drawings and designs
- Entry level skills in Fashion Design and production of garments and textiles.

Costs:

A materials cost is associated with this course to ensure consumable products can be provided to students. In 2026 this course cost is \$90 subject to change. Excursions are available, at a cost, to further enrich and engage the student's experiences in this course.



NATIONALLY RECOGNISED
TRAINING

Certificate II in Financial Services (FNS20120) - VFN

Rationale:

This entry level qualification provides the foundation skills and knowledge to use business knowledge in the financial industry. This certificate course gives students the opportunity to engage in and understand a range of business practices through a range of real-life situations and simulated environments. It will help develop and build a broad range of knowledge and skills such as carrying out a range of activities to complete financial business tasks, identify risks and provide advice and customer support to a team. Students will develop a greater understanding of the Australian financial system and how credit works. This course will engage students in learning activities which will allow them to develop an understanding of various business skills such as creating routine word processing documents, development of business communication skills, working in a team, organisational skills, creation of budgets and savings plans, and an understanding of consumer debt and credit.

Course Structure:

This 1 year course is a combination of theory and practical-based face to face learning delivered at Lowood SHS over 4 terms. It is designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 8 units, 4 core units and 4 elective units, must be completed to a competent standard for students to be awarded this Certificate.

CORE UNITS

BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry

ELECTIVE UNITS

FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT216	Develop knowledge of taxation



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- practical assessment
- interview with trainer/assessor

Pathways:

This qualification is designed for people seeking a pathway into a variety of business-related occupations. Possible job titles relevant to this qualification include: Customer Service Officer, Finance Officer, Teller, Cashier, Personal Assistant, Lending or Administration Officer. On completion of this qualification students may wish to further their education by enrolling in one of the following qualifications:

BSB30120 - Certificate III in Business; BSB40120 – Diploma of Business.

Costs:

All course costs are covered by the School's Textbook Hire Scheme. Other costs may occur throughout the course, such as excursions, and would be advised at the time of the activity.



Certificate II Horticulture (AHC20416) - VAH

Rationale:

This qualification provides students with the opportunity to gain experience with various practices within the Horticulture industry.

Topics covered include:

- Workplace Health and Safety
- Propagating plants
- Using tools and machinery
- Identifying and treating weeds and pests

Course Structure:

The units of competency are:

CORE

AHCPCM201	Recognise Plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases & disorders
AHCSOL202	Assist with soil growing media, sampling & testing
AHCWHS201	Participate in Work Health and Safety Processes

ELECTIVE

AHCWRK209	Participate in Environmentally Sustainable Work Practices
AHCMOM203	Operate basic machinery & equipment
TLID1001	Shift material using manual handling methods
AHCWRK205	Participate in Workplace Communications
AHCSYN203	Undertake propagation activities
AHCNSY201	Pot up plants
AHCPCM202	Collect, prepare, preserve plant specimens
AHCPGD203	Prune shrubs & small trees
AHCPGD201	Plant trees and shrubs
AHCWRK208	Provide Information on Products & Services

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical, verbal and observable assessments and sit an interview with the trainer/assessor.

Location:

The Horticulture Precinct is located on the grounds of Lowood SHS. Students will undertake activities in multiple locations around the school. There may be excursion opportunities available off-campus.

Pathways:

This qualification will provide students with a strong foundation knowledge with which they could use to pursue a career in the Horticulture industry.

Costs:

A fee of \$70 is associated with this course for the purchase of a shirt that students will wear when participating in practical activities. There may also be costs associated with any excursion opportunities that arise throughout the year but these will be kept at a minimum. Students will also be required to supply their own hat, gardening gloves and work boots.



RTO code: 30392

Certificate II in Workplace Skills (Business Technology) (BSB20120) - VWS

Rationale:

This entry level qualification provides the foundation skills and knowledge to use business knowledge in any industry. This certificate course gives students the opportunity to engage in and understand a range of business practices through a range of real-life situations and simulated environments. This course will engage students in learning activities which will allow them to develop an understanding of various business skills such as creating routine and advanced word processing documents, development of business communication skills, team work and organisational skills, creation of spreadsheets and databases. This qualification is designed for people seeking a pathway into a variety of business-related occupations. Possible job titles include: Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior or Receptionist.

Course Structure:

This 1-year course is a combination of theory and practical-based face to face learning delivered at Lowood SHS over 4 terms. It is designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 10 units, 5 core units and 5 elective units, must be completed to a competent standard for students to be awarded this Certificate.

CORE units

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVE units

BSBPEF201	Support personal wellbeing in the workplace
BSBDAT201	Collect and record data
BSBTEC101	Operate digital devices
BSBTEC201	Use business software applications
BSBOPS202	Engage with customers



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- practical assessment
- interview with trainer/assessor

Pathways:

This qualification provides students with the opportunity to work in a variety of industries such as an office assistant, records assistant, IT assistant or junior office support. Students may also choose to complete ICT30120 Certificate III in Information, Digital Media and Technology, BSB30120 Certificate III in Business or a range of other Certificate III qualifications.

Costs:

All course costs are covered by the School's Textbook Hire Scheme. Other costs may occur throughout the course, such as excursions, and would be advised at the time of the activity.

Wednesday Program VET Certificates

External RTO Offerings:

**Certificate II Resources and Infrastructure Work
Preparation (Drilling and Mining) - VRI**

Certificate III in Aviation (Remote Pilot) – VRP

**Certificate III Health and Community Services (Health)
- VHL**

**Certificate III Supply Chain Operations (Logistics)
- VLO**

**Certificate IV Justice Studies (See Professional
Investigators College of Australasia- Website)**

School Based Traineeship (SBT)

TAFE



Resourcing the Future

VET in Schools Program



RII20120 - Certificate II in Resources and Infrastructure Work Preparation (RTO CODE: 31440)

How to Complete this Program?

Online, practical training and Industry field trips: Students will learn with ADI's online subjects and then do the practical training sessions. Assessments will be undertaken in both the eLearning platform and practical group activity sessions. Students will also participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

Outcomes

Upon successful completion of this program, students will gain:

- Qualification: **RII20120 Certificate II in Resources and Infrastructure Work Preparation**
- Statement of attainment: **HLTAID011 Provide first aid**
- Statement of attainment: **RIIWH5204E Work safely at heights**
- 4 QCE points
- Employability skills

Personal Protection Equipment (PPE)

ADI will supply

- 1 x Orange/Yellow drill long-sleeved shirt

Student to supply

- 1 x Navy cotton drill pant, or jeans
- 1 x pair of sturdy sandshoes or boots
- 1 x White safety/hard hat – white

Cost of Training Course

RII20120 Certificate II in Resources and Infrastructure Work Preparation – Fully funded by the Queensland government.

Out of pocket costs – PPE - Approx. \$50 (boots or shoes/ Drill Pants/ Hard hat/ Leather gloves) Camp and Field Trip Transport \$100.

CERTIFICATE III in AVIATION (REMOTE PILOT) AVI30419 + RePL + AROC + A-ELP -VRP

The Certificate III in Aviation (Remote Pilot) is your first step in an exciting career in the unmanned aviation and aerospace industry.

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAs):

- within visual line of sight (VLOS)
- 400 feet above ground level (AGL); In day visual meteorological conditions (VMC)
- Outside of controlled airspace
- Greater than three nautical miles from an aerodrome
- Outside of populous areas.

This qualification is suitable for people pursuing an aeronautical or aviation profession who require formal training in drone operation.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments. This qualification contributes to the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3— Certification of UAV controllers.

Civil and military personnel seeking certification as remote pilots should check requirements with CASA. Use for Defence aviation is to be in accordance with relevant Defence orders, instructions, publications and regulations.

QCE credit points 7 points

Entry requirements School Year 10 and above

English proficiency

Mode of Assessment • In class observation and demonstration

- Oral questioning
- Written
- Practical in-flight training and industry work experience
- Simulator training
- Online presentations and assessments

Resources provided • All Courseware

- Commercial grade RPAS (drones)
- Professional pilot instructors
- Advanced software In The Loop simulators
- Online e-learning support

Qualifications Awarded

- Certificate III in Aviation (Remote Pilot)
- Civil Aviation Safety Authority Remote Pilot Controllers License Certificate (RePL)
- Civil Aviation Safety Authority Aeronautical Radio Operators Certificate (AROC)
- Civil Aviation Safety Authority Aviation English Language Proficiency Test (A-ELP)

Experience Gained

- Applied and meaningful work experience with an industry leader
- Basic Crew Resource Management (CRM)

Fee structure

This course is delivered as part of the Queensland Government's VET in Schools Program (VETiS) and as such is delivered at no tuition cost to students. There is a Civil Aviation Safety Authority (CASA) fee of \$100 for issuance of the Remote Pilots Licence (RePL) and Aeronautical Radio Operator Certificate (AROC).

For students who do not qualify under the QLD Government's VET in Schools Program or other programs, the course fee is \$3,190 inclusive of CASA RePL and AROC fees.



Certificate II in Food Processing + Certificate III in Supply Chain Operations

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group

RTO Code: 31418

Qualification Code/s and Title: FBP20122: Certificate II in Food Processing

TLI30321: Certificate III in Supply Chain Operations

Course Overview:

This dual qualification is informative and practical with topics relevant to current food industry requirements and warehousing trends, including food safety, stock control and Chain of Responsibility. This Strategix course will help you gain accredited qualifications and practical skills in an ever-growing industry that operates 24/7, throughout the entire world.

Successful completion of the dual qualification contributes up to a **maximum of ten (10) credits** towards a student's **QCE**.

Cost: FBP20122 Certificate II in Food Processing is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, TLI30321 Certificate III in Supply Chain Operations will be charged at a discounted rate of \$500 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for FBP20122 Certificate II in Food Processing plus an additional \$500 for TLI30321 Certificate III in Supply Chain Operations.

Duration: 4 terms

FBP20122: Certificate II in Food Processing

Course Code	Unit Description	Course Assessment
FBPWHS2001	Participate in work health and safety processes	Competency Based. Assessment will be delivered using a variety of techniques,
FBPOPR2074	Carry out manual handling tasks	
TLIL0007	Complete workplace induction procedures	
FBPOPR2071	Provide and apply workplace information	
FBPPPL2001	Participate in work teams and groups	

FBPESY2002	Apply food safety procedures	including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
FBPOPR2070	Apply quality systems and procedures	
FBPOPR2096	Follow procedures to maintain good manufacturing practice in food processing	
FBPPPL2002	Work in a socially diverse environment	
MSMENV272	Participate in environmentally sustainable work practices	
FBPOPR2079	Work with temperature-controlled stock	
TLIA2014	Use product knowledge to complete work operations	
BSBOPS203	Deliver a service to customers	



TLI30321: Certificate III in Supply Chain Operations

** Successful completion of FBP20122 is required before commencing TLI30321. Two units of competency, as shown in blue, are credit transferred from FBP20122 to fulfil the package requirements of TLI30321.

Course Code	Unit Description	Course Assessment
TLIB2001	Check and assess operational capabilities of equipment	Competency Based.
TLIU2012	Participate in environmentally sustainable work practices	
TLIA0008	Coordinate stocktakes	Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
BSBPEF301	Organise personal work priorities	
TLIJ0003	Apply quality systems	
TLIA0004	Complete receipt and dispatch documentation	
TLIA0015	Organise receipt and dispatch operations	
TLIA0022	Pick and process orders	
TLIA0010	Identify goods and store to specifications	
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	
TLIG2007	Work in a socially diverse environment	
TLID0020	Shift materials safely using manual handling methods	
TLIL0007	Complete workplace induction procedures	
TLIA2014	Use product knowledge to complete work operations	

Certificate II in Health Support Services + Certificate III in Community Services

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training

RTO Code: 31418

Qualification Code and Title: HLT23221: Certificate II in Health Support Services
CHC32015 Certificate III in Community Services

Course Overview:

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry-level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to training.gov.au for specific information about the qualification.

Successful completion of the dual qualification contributes up to a **maximum of ten (10) credits** towards a student's **QCE**. Up to 4 points for the completion of Certificate II and up to a further 6 points for the completion of Certificate III.

Work Experience:

Students are highly encouraged to undertake work experience in a health or community service facility to strengthen their skills, knowledge and employability. This work experience is **not** a requirement to complete the course. Strategix Training considers industry experience to be very important for students to gain a deeper understanding of day-to-day operations in relevant roles.

Cost: HLT23221 Certificate II in Health Support Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of \$500 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for the Certificate II plus an additional \$500 for the Certificate III.

Duration: 4 terms

HLT23221: Certificate II in Health Support Services

Course Code	Unit Description	Course Assessment
BSBOPS101	Use business resources	Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> • observation • folios of work • questionnaires • written and practical tasks
BSBPEF202	Plan and apply time management	
BSBOPS203	Deliver a service to customer	
CHCCOM001	Provide first point of contact	
CHCCOM005	Communicate and work in health or community services	
CHCDIV001	Work with diverse people	
HLTWHS001	Participate in workplace health and safety	
HLTINF006	Apply basic principles and practices of infection prevention and control	
BSBADM101	Use business equipment and resources	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS026	Transport individuals	
HLTFSE001	Follow basic food safety practices	
SITXFSA005	Use hygienic practices for food safety	

CHC32015: Certificate III in Community Services

** Successful completion of HLT23221 is required before commencing CHC32015. Four units of competency, as shown in blue, are credit transferred from HLT23221 to fulfil the package requirements of CHC32015.

Course Code	Unit Description	Course Assessment
HLTWHS002	Follow safe work practices for direct client care (R2)	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
CHCCCS009	Facilitate responsible behaviour	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety (R1)	
CHCDIS003	Support community participation and social inclusion (R1)	
BSBWOR301	Organise personal work priorities and development (R1)	
HLTWHS006	Manage personal stressors in the work environment (R1)	
CHCCCS016	Respond to client needs (R1)	
CHCDIS002	Follow established person-centered behaviour supports	
CHCVOL001	Be an effective volunteer	
CHCCOM005	Communicate and work in health or community services (R2)	
CHCDIV001	Work with diverse people (R1)	
CHCCOM001	Provide first point of contact (R1)	

Certificate IV Justice Studies - Professional Investigators College of Australasia



Professional Investigators College of Australasia

Contact Us PO Box 7181 SIPPY DOWNS QLD 4556 Australia.
1300 649 967. admin@pica.edu.au. Mon.-Friday. 9am-4pm.
Stay up to date
pica.edu.au

TAFE Opportunities

Qualifications

TAFE provide a number of opportunities to students to undertake Certificates while at school. For details regarding these courses please seek a TAFE at Schools Guide. While a number of these opportunities can be undertaken fee free through VET in Schools funding, some do incur additional costs. Please ensure you read all documentation prior to submitting an application to ensure you are aware of the costs involved.

Students wishing to undertake TAFE in 2025 will be asked to complete an electronic expression of interest as part of their SET Planning process.

Priority is given to students in Year 11 and 12, students undertaking TAFE in Year 10 would need to have strong understanding of their future career pathway and be able to work independently.

School Based Traineeships

School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students can commence their career path by combining school, paid work and on-the-job training. An SBA or SBT is negotiated between the student, parent/carer, employer, supervising registered training organisation (SRTO) and school to ensure it provides a genuine school-based learning opportunity and forms an appropriate component of an overall school program. On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.