

CLONCURRY STATE SCHOOL P-12



Senior Schooling Handbook

2017



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Senior Phase of Learning

Education and Training for 15 to 17 year olds

Education and training for young people in Queensland has changed in recent years. A 'compulsory participation' requirement means that 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), Senior Statement or a Certificate III or IV vocational qualification.

These changes are based on national and international evidence that young people who complete 12 years of education have greater opportunities for further education and sustainable employment.

Supporting the new compulsory participation phase, young people have more opportunities than ever before to plan for their education and future career, to set goals, and to work towards those goals in a broader range of education settings, including school, TAFE and other training.

Senior Schooling Options

The new Senior Phase of Learning provides young people with more options and flexibility for completing Years 11 and 12, or their equivalent.

During this time young people can mix and match a range of learning options including:

- programs undertaken at school
- [vocational education and training](#) at TAFE or with another registered training organisation
- university subjects
- an apprenticeship or traineeship (including [school-based apprenticeships and traineeships](#))

The Queensland Certificate of Education (QCE) replaced the Senior Certificate in 2008. Students who completed Year 12 in 2008 were the first to be eligible to receive the QCE.

The QCE is a broad-based senior schooling qualification that recognises senior school subjects and nationally recognised vocational training as well as some workplace, university and community learning.

It is awarded to students who achieve a significant amount of learning including literacy and numeracy (at the required standard), usually at the end of Year 12. The QCE provides students with a broad base from which to move into further education or training and is better able to signal the range of their capabilities to employers.

All students, regardless of whether or not they have achieved a QCE, will receive a Senior Statement at the end of Year 12.

Senior Education Profile

Students in Queensland are issued with a **senior education profile** upon completion of Year 12. Included in this profile could be:



Senior Statement

A transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

Note:

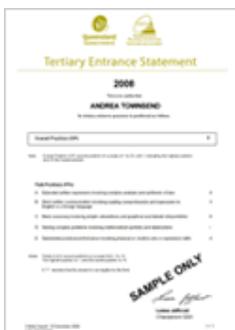
If a student has a **Senior Statement**, then they have satisfied the completion requirements for Year 12 in Queensland.



Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate. Once a person becomes eligible, the QSA will award a QCE in the following July or December.



Tertiary Entrance Statement

The Tertiary Entrance Statement shows the eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses.

Note:

If a student has a **Tertiary Entrance Statement**, then they are eligible to apply to study at any university or tertiary provider in Australia or overseas.



Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on 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.

Planning for the Future – SET Plans

To help young people plan for their future, schools and parents will work closely with Year 10 students to develop a Senior Education and Training (SET) plan. These plans will map out a student's career and education goals and the learning options available to them in the senior phase of learning.

At Cloncurry State School P-12, Year 10 SET plans will be formalised with parents, guardians and students during Term 4. The SET plan may include learning at school or TAFE, through an employment program, an apprenticeship or traineeship, or combination of these.

The plans can be changed if necessary and they provide a way for students to review what they have done, identify individual strengths and weaknesses, and plan for the future. Education and Training achievements during the senior phase will be “banked” in a learning account with the Queensland Studies Authority and may count towards a senior qualification – The Queensland Certificate of Education.

This system allows school to better monitor a student's progress and achievements. The SET plans are monitored and reviewed with the individual student during both Year 11 and Year 12.

Together we can work with students to:

- ◆ Recognise what learning they have completed – Year 10
- ◆ Check school reports
- ◆ Check paid and unpaid work they have done – Work experience
- ◆ Set goals and manage time
- ◆ Identify their strengths and weaknesses
- ◆ Write down their life and career goals

Together we can also encourage students to:

- ◆ Visit career exhibitions and career – or industry related websites – for example the QSA's online Career Information Service (CIS) at
- ◆ www.cis.qsa.qld.edu.au
- ◆ Talk to teachers, careers advisers
- ◆ Learn about jobs, courses and career pathways



1:1 Laptop Program

In 2012 we launched our 1:1 laptop program for senior students. This means every senior student has a laptop which they can borrow and use at school and at home. The laptop is a tool to assist student learning and allows access to the vast amount of resources available to both student and teacher.

It is an expectation that all senior students sign up to the program. To sign up for the program contractual agreement forms between the school, parent, and student need to be discussed and signed. There is a \$70 hire fee which is payable at the main office.

Please refer to the Cloncurry State School NSSCF Handbook for more information.

Pathways to Tertiary Studies - Overview

Obtaining an Overall Position (OP) is the usual pathway for Year 12 students to gain tertiary (University) entrance.

What are OPs? (Overall position)

An OP is a student's state-wide rank based on overall level of achievement in Queensland Curriculum & Assessment Authority (QCAA) approved Authority subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland.

Approximate distribution of students across OP bands

- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

Eligibility for OPs - Students who want an OP must study 20 semester units of [Authority subjects](#), including at least three subjects for four semesters each, and must sit the [QCS Test](#).

Field Positions (FPs) - FPs are additional rank orders that supplement an OP. The term "field" refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to provide greater differentiation between students in an OP band, for example, when the number of eligible applicants exceeds the number of places for a course. A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

Field A - extended written expression involving complex analysis and synthesis of ideas

Field B - short written communication involving reading, comprehension and expression in English or a foreign language

Field C - basic numeracy involving simple calculations and graphical and tabular interpretation

Field D - solving complex problems involving mathematical symbols and abstractions

Field E - substantial practical performance involving physical or creative arts or expressive skills.

QCS Test

Each year, the QCAA conducts a common statewide test designed for Year 12 students. The QCS Test contributes information for the calculation of Overall Positions (OPs) and Field Positions (FPs), which are used to rank students for tertiary entrance. A student's individual QCS Test result is not used on its own in the calculation of their OP - instead, group results are used as part of the statistical scaling processes. A student's individual result on the QCS Test (from A to E) is reported on the student's Senior Statement or Statement of Results.

The QCS Test does not test particular knowledge of specific Year 12 subjects. It tests the Common Curriculum Elements, a set of generic skills identified in the Queensland senior curriculum; therefore the real preparation for the test goes on all the time and in every subject.

Non-OP Entry to Tertiary Courses

All students need to select a course that best suits their career interests and abilities. Such a course may include several Vocational Education subjects containing modules, which teach students skills for work, increasing chances of employment or apprenticeships/traineeships after Year 12.

A course made up of 2 or more Vocational Education subjects will make students ineligible for an OP. However, this does not mean that people who select this subject pattern cannot go on to study a degree at a University or an advanced diploma at TAFE. Provided they have good results in the subjects they study, they can gain access to many courses via a tertiary entrance Rank, calculated by the Queensland Tertiary Admissions Centre (QTAC). This Rank enables comparison between OP eligible and OP ineligible students.

Vocational Education and Training (VET)

Vocational Education and Training (VET) courses are designed to give students practical work-related skills to equip them for the world of work while they are at school. They are competency-based qualifications that result in nationally recognised certificates.

VET Certificates will contribute towards a QCE. A certificate I is categorised as preparatory learning and each one attracts two credits. A maximum of two certificates can contribute towards a QCE. Certificate II and above are categorised as core learning, with certificate II attracting four credits and certificates III and IV generally attracting eight credits.

Procedures for Recognition of VET qualifications and Recognition of Prior Learning

Cloncurry State School will recognise VET qualifications from other RTO as long as evidence is provided to the school, for example, copy of certificate. All VET certificates achieved at Cloncurry State School will be printed and sent out by Queensland Curriculum & Assessment Authority (QCAA) and presented to students. A copy will be kept on their student file at school. This includes all VET statements of attainments. Cloncurry State School will recognise prior learning (RPL) of students' once sufficient evidence is provided to the Head of Department or Deputy Principal.

Refund Policy

At Cloncurry State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student
- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student's account at the school, and used to offset any future charges.

All school associated refunds including VET courses must follow the procedures outlined above.



School-based Apprenticeships and Traineeships

School-based apprenticeships and traineeships allow students – typically Years 11 and 12 – to study for their Queensland Certificate of Education, whilst at the same time undertaking government-approved and accredited training towards qualifications as paid employees. This training may occur at work, school, or with a supervising registered training organisation such as a TAFE institute or a private college.

For a school-based arrangement to be created, students must have the support of their employer, their school, a supervising registered training organisation, and their parents. Employment and/or training arrangements developed for the participant must impact on the student's school timetable for the program to be considered as school-based. An Education, Training and Employment Schedule (ETES) is negotiated between the above parties and this schedule documents when the student is at work, school and training.

Students who do not complete their apprenticeship or traineeship while at school are required to convert to full-time or part-time arrangements when they finish their final day at school. Once converted to full-time or part-time arrangements, appropriate award wages and conditions apply.

Unlike other apprentices and trainees, school-based participants are not paid for the time spent undertaking training delivered by the supervising registered training organisation, and do not accrue entitlements to sick leave or recreation leave. However, students **are paid** for the time spent working, including a loading to compensate for not receiving recreation and sick leave.

Life Skills

To help support students' multiple pathways and readiness for post-school life we have set aside two periods during the week where students engage in development courses such as 'Pathways to Success', First Aid course, VET courses, personal health courses, work experience and career development. The 'Pathways to Success' is part of our Queensland Core Skills (QCS) preparation program for OP students.

Assessment

It is an expectation at Cloncurry State School that students complete ALL assessment items for their chosen subjects. If exceptional circumstances exist, students need to apply for an extension through the Principal before the due date. If students are sick on the day of the assessment, the school must be notified and a medical certificate submitted upon student return.

Students are required to submit or complete all assessment items to be eligible for credit in the subject. All items must be completed to a standard that shows a genuine attempt to address the criteria for the task to be eligible for credit in the subject. Students who do not gain credit for a semester in a subject may find it affects OP eligibility and their qualification for a QCE.

Work submitted late will be graded on the work sighted prior to the due date. Teachers will have a process for sighting work prior to this date (eg. draft deadlines) that will provide feedback and noting of a nominal rating on the student's profile or in a mark book. The rating will reflect the fact that it is not a complete piece of work and will therefore not meet the criteria to the same extent as the final piece. The sighting of student work should be timed so that there is an opportunity to follow up incomplete work with the student before the due date.

Cancellation of Enrolment

Cancellation of enrolment will be considered for students who are above the age of compulsory attendance and have failed to comply with the requirements of the school's expectations of participation.

Expectations of Participation:

- Students are responsive to the expected Code of Behaviour for all members of the school including attendance and dress code.
- Students are responsive to the expectations of the study program including completion of class work and assessments.
- Students whose persistently disruptive behaviour is adversely affecting the education of other students at our school and/or whose behaviour amounts to a refusal to participate in the program of instructions are in demonstrable breach of the documented participation requirements.

Process prior to cancellation:

- Student will be spoken with about non-compliance and the participation requirements and the consequences of continued non-compliance.
- A letter will be sent to the student and parents advising of continued non-compliance by the student and to request a meeting with the student and parents.
- Further non-compliance and/or failure to comply with the agreed action plan may lead to the Principal issuing a 'show cause notice' to the student with a copy to the parent. The 'show cause notice' will require that the student demonstrate why their enrolment should not be cancelled and the steps that the student will take to ensure

compliance. The response from the student to this notice is to be completed by the date specified in the notice which should be 7 days from the date of issue.

- Failure to respond or an inadequate response to the 'show cause notice' and/or continued non-compliance may lead to the Principal issuing a cancellation notice to the student with a copy to the parent.
- The period of cancellation may be for a given period of time with specific requirements of the student during that period or permanent.
- A notice of the cancellation notice must be sent to the Principal's supervisor.
- A submission may be made to the Principal's supervisor against the cancellation of enrolment. A submission guide will be provided to the student and parent with the written notification.

Reporting to Parents

A written report is provided to parents each term with an interim report at the end of terms 1 and 3 and a summative report at the end of each semester. Adding to this, parents are invited to participate in a Personalised learning plan (PLP) in terms 1 and 4. Student progress is discussed and future goals are set and reviewed.

Choosing Senior Subjects

Year 11 students are required to choose six courses of study. These could be a combination of school subjects, TAFE subjects or apprenticeship/traineeship requirements.

- Before choosing subjects, students should work through their SET Plan so they can make decisions based on future outcomes.
- Students should choose subjects that they believe they will do well at and enjoy.
- If intending to go into Tertiary studies students should check the Queensland Job Guides booklets for the prerequisite subjects required for the intended course.

Following is further information of school subject offerings.

Authority Subjects

Authority subjects are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects can count in the calculation of **OPs and FPs**, the most common selection devices used by the tertiary sector.

Authority Subjects offered at Cloncurry State School are:

- English
- Mathematics A
- Science 21
- Home Economics
- Business Communication and Technologies

Authority-Registered Subjects

Authority-registered subjects are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs but do count towards QCE credit points. Each SAS subject is worth four credit points.

Authority-Registered Subjects offered at Cloncurry State School are:

- Prevocational Mathematics
- English Communication
- Visual Art Studies
- Furnishing Studies
- Information, Communications and Technology

VET Courses

Cloncurry State School P-12 is a working with several registered training providers to offer students a selection of certificate courses.

Subject Descriptions

English (Authority)

This course is designed to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a range of social contexts. Students develop their understanding of how language works through the exploration of a range of literary works - novels, plays, poetry and short stories, and through the investigation of a variety of non-literary works - documentaries, films and other media. Students are required to respond to the targeted works in a reasonably sophisticated manner.

The complexity of the units and resources increases over the two-year course. It is through this process that students develop their knowledge about the way language works for different purposes.

Each year, students work towards producing a folio containing six different types of sample written work and three different types of spoken work. Towards the end of Year 12, a representative sample of these are selected and sent away to the district panel for the students' levels of achievement to be decided upon for their Senior Certificate.

Pre-requisites: Recommended students achieve an overall A or B standard in Year 10 English.

Mathematics A (Authority)

Mathematics A is a developmental subject, with concepts being revisited throughout the course. Mathematics A is a broad based course focusing on Mathematics, which is likely to be a part of the student's future life. If mastered, Mathematics A increases future decision making power and personal control, as students will have a greater understanding of maths in the real world.

Core topics include:

- ◆ Managing Money
- ◆ Elements of applied geometry
- ◆ Linking two and three dimensions – scale drawings and plans, estimations of quantities and costing
- ◆ Data collection and presentation
- ◆ Maps and compasses involving either navigation or land management
- ◆ Exploring and understanding data.



Pre-requisites: Recommended students achieve an overall A or B standard in Year 10 Maths.

Science 21 (Authority)

This subject is appropriate for those who require a broad rather than a specialised background in science; particularly those who choose to study only one senior science subject.

Science 21 adopts and incorporates aspects of the major areas of science and examines the relationships among science, technology and society.



The focus areas include *Structure and Properties of Matter* (Chemistry-based), *Living Systems* (biology-based), *Earth and Space* (Geology-based), *Energy* (Physics), *Information and Communication*.

Pre-requisites: Recommended students achieve an overall A or B standard in Year 10 Science.

Business Communication and Technologies (Authority)

Business Communication and Technologies is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment. Students learn to use a range of business information and technologies appropriate to both the private and public administration sectors.

The topics of study are Workplace Safety, Business Environments, Industrial Relations, Managing Workplace Information, International Business Communication, Business Communication, Business Meetings, and Organisational Skills, Work team Communication, Computer Operations and Financial Records.



Home Economics (Authority)



Senior Home Economics focuses on the well being of individuals and families in everyday activities. In all cultural contexts, people need to have food, textiles and shelter. Home Economics has a strong practical component and provides balance between theoretical understandings and practical capacities.

Home Economics covers three areas of study - Food Studies, Living Environments and Textile Studies. Students will develop academic knowledge and understanding of the diversity of individuals and families, reasoning processes that are fundamental to critical and effective participation in a range of life roles and practical skills in the three areas of study.

Please note equal emphasis is placed on theoretical work and practical work.

Levies apply for this subject

English Communication (Authority-Registered)

This study area encourages students to focus on the understanding and use of the process of communication. Throughout the program of study, students develop the communication skills that enable them to function effectively in the contexts of work, community and leisure. To a large extent, these three contexts define the kind of person we see ourselves to be. These contexts comprise the three main components of the study area and are integrated throughout the program of study.

Students will be engaged in developing their abilities to interpret and create texts for work, leisure and community purposes. Texts could include information reports, surveys, letters of application, resumes, interviews, discussions, film reviews, forms and applications, seminars, brochures, travel itinerary and other texts. Students will be required to read fiction and non-fiction texts during the course of this study.



Prevocational Mathematics (Authority-Registered)

This study area has been developed to provide students with a relevant and practical mathematical basis for life after school.



The core units deal with the mathematical areas, which students need to understand in their lives. Through a study of these units and options, students are offered many opportunities for developing communication skills, practising mathematical techniques and employing these in real or simulated applications.

Mathematics is a life skill and should be accessible to all senior secondary students. This area provides a suitable challenge for those students who prefer and enjoy learning activities with practical and real-life applications. It is also designed to foster an attitude of success for students who may have experienced difficulty with mathematics if a more theoretical nature.

Furnishing Studies (Authority-Registered)

We live in a society characterised by dynamic technological change, and schools aim to prepare students for an active role within this society. This is a practical, project-oriented course, intended to develop skills that have direct application to a technical or industrial field and that help students' meet the changing demands of society.



Manufacturing helps students develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society. It enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

Levies apply for this subject

Visual Art Studies (Authority-Registered)

Multi-Arts Studies is a practical based subject, which involves developing art and design skills. Students should expect to be:

- ◆ Studying a range of art and craft works by well-known creative artists and critically analysing these works.
- ◆ Developing and experimenting with a range of creative skills.
- ◆ Designing and producing art and craft works.

Units of work you may study include:

- ◆ Photography and Multimedia artworks
- ◆ Printmaking (stencilling, lino cuts, screen printing)
- ◆ Ceramics
- ◆ Sculpture
- ◆ Painting
- ◆ Drawing



Art is an excellent creative outlet. Students will sample a range of different arts and learn a whole range of artistic skills. They will develop their skills at analysing their artworks, planning art projects and carrying them out within a specified time frame.

Levies apply for this subject.

Information, Communications and Technology (Authority-Registered)

The study area specification in Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real life problems. Its student centred approach promotes confident, confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.



This course aims to assist students to:

- ◆ Become confident and competent users and consumers of ICTs
- ◆ Manage time and resources effectively and efficiently
- ◆ Develop the skills needed for creative work, practical problem-solving and communication in a variety of media
- ◆ Engage in self-directed learning by developing self-reliance, personal responsibility, and self-management
- ◆ Develop the ability to work and communicate with others in a team
- ◆ Develop the processes, skills and attitudes that are required for effective participation in the community as responsible users of ICTs
- ◆ Develop an ability to make informed decisions in situations and practices involving ICTs
- ◆ Develop a commitment to the safe and ethical use of ICTs.

Hospitality Studies (Authority-Registered)



This subject is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions. The specification enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment. Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

The study area specification *Hospitality* has been developed to engage learners in a range of contemporary real-life contexts. Hospitality learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways and their role as active informed citizens. *Hospitality* provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities.

Levies apply for this subject.

Recreation (Authority Registered)

Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities.

Recreation activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.



Through the study of Recreation students will examine:

- the relevance of recreation in Australian culture
- the contribution recreation makes to health and wellbeing
- factors that influence participation in recreation
- how physical skills can enhance participation in recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in recreation activities
- technology in recreation activities
- how the recreation industry contributes to individuals and communities.



Distance Education Subjects

As students need to be independent and highly disciplined to cope with this mode of learning, only students achieving at an A or B standard across the year 10 curriculum will be eligible to enrol in these subjects.

The Charters Towers School of Distance Education and the Brisbane School of Distance Education (BSDE) provide a range of subjects to students, allowing them to access subjects which may not be offered at our school. These lessons are delivered 'online', via the use of a conference phone and computers, providing each student with an individual 'live' whiteboard. Most subjects have a scheduled online lesson and in the remaining school lessons students need to work independently, accessing their teacher by phone or via email.

Students who choose these subjects need to be able to work independently and have good communication skills. In the past, students who possess these qualities have been very successful in this mode of learning and have found it good study skill preparation for University. Students need to have displayed an aptitude for these subjects or related subjects in Year 9 and 10. **Students wanting to pursue subjects through this mode need to consult with our Head of Department.**

Authority Subjects which students can undertake through CTSDE or BSDE include;

- Economics
- Legal Studies
- Maths B
- Maths C
- Modern History
- Ancient History
- Graphics
- Information Processing Technology
- Music
- Physics
- Visual Art
- Physics
- Biology
- Chemistry
- Geography
- Accounting
- Information Processing and Technology