



Glenmore State High School

Senior School Student Manual and Assessment Policy

Student Name: _____

Updated: October 2016

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WELCOME TO SENIOR SCHOOLING AT GLENMORE STATE HIGH SCHOOL

Purpose of the Senior Handbook

This manual is intended to provide you with the information you will need during your senior schooling at Glenmore State High School. Please make sure you have ongoing access to this manual as you will need to refer to it throughout your Senior Schooling.

Specific information on subjects and courses is provided in the Senior Subject Selection Handbook.

Post-Compulsory Education

Students are required by legislation to stay at school until they have finished Year 10 or have turned 16, whichever comes first. Furthermore these students will be required to then participate in education or training for a further 2 years until they have achieved a Senior Certificate, a Certificate III vocational qualification or until they have turned 17. Full time work will provide an exemption for those young people who have completed Year 10 or turned 16.

Commitment and Attendance

With this choice to attend school past the compulsory years comes certain responsibilities. If a student makes the decision to complete Years 11 and 12 there has to be the commitment and motivation to do so. Students at Glenmore State High School show commitment by attending regularly, completing assignments, handing in all work by the due date, participating in school activities and maintaining school standards. Students who fail to attend school without a legitimate reason or who do not hand in assignments or other assessment may have to explain why their enrolment should not be cancelled.

Year 11 and Year 12 Students attend 8.55 am – 2.55 pm Monday – Friday

QCS practice for Year 12 OP eligible students runs Tuesday & Thursday 8.10 am – 8.45 am

Study options include school-based traineeships and apprenticeships and courses that students do outside of Glenmore SHS curriculum.

Commitment to a student's Senior Education is reflected in the *Post-Compulsory Student Agreement* (see Appendix A) and as such the signing of this document is part of enrolling into Year 11/12.

Leadership

Responsibilities of senior students also extend to the way in which they show leadership to younger students in the school. This leadership encompasses the wearing of **correct school uniform**, adherence to the policies, standards and behaviour expectations as well as providing peer support.

Senior Student Engagement Level System

Education Queensland's Code of School Behaviour stipulates a Responsible Behaviour Strategy be adopted for all schools.

This local system allows the school to track student progress, motivate students to maintain and improve curriculum engagement and supports the philosophy of respect at Glenmore SHS. The system is based on engagement, conduct and attendance.

This level system is a **tiered system identifying and rewarding students who exhibit positive engagement with their schooling.**

Level (1) One: Fully Engaged, 5% or less unexplained absences, very responsible conduct, participating in either community service or school sport and events.

Level (2) Two: Fully Engaged and Engaged students with 10% or less unexplained absences, very responsible conduct and participating in either community service or school sport and events.

Level (3) Three: Fully Engaged and Engaged students with 10% or less unexplained absences, responsible conduct, follows the school policies (inc, uniform). (All students enter the school at this level.)

Level (4) Four: Students not Fully Engaged or Engaged students not meeting the attendance requirement OR students with Low Engagement with their curriculum.

Level (5) Five: Students At Risk or Disengaged with their curriculum.

Student movement through level system

Student movement through the level system is determined by the discretion of the Senior Schooling team made up of teachers and administration. This committee meets fortnightly to decide on the movement of students.



Upward Movement

Students can move up a level after they have completed a level-up form; The level-up form is available through Student Services, Year Coordinators or B Block staffroom.



Downward Movement

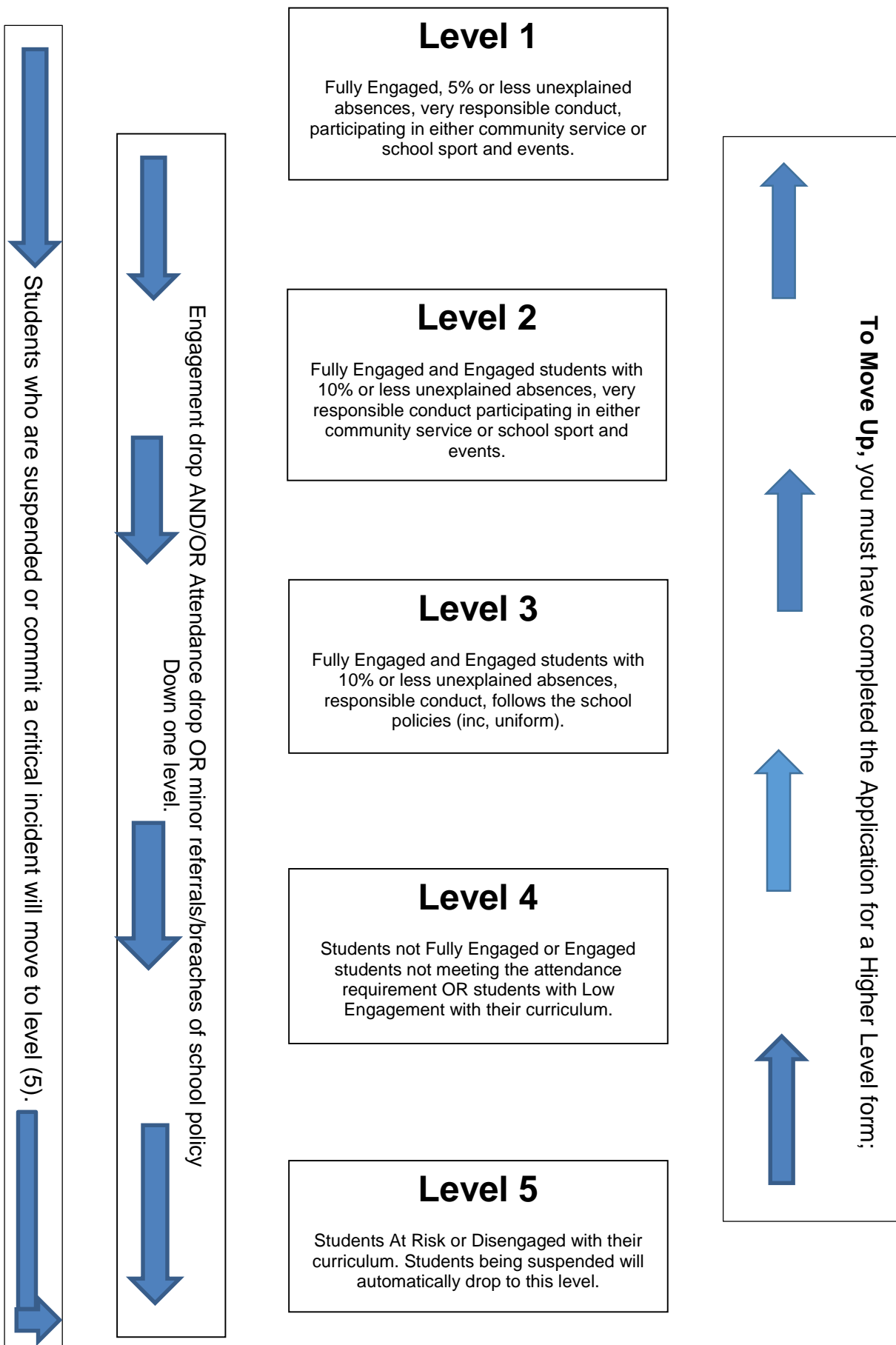
Students who are suspended or commit a critical incident will move to level (5).

Students may move downward in response to one or more of the following:

- Minor referrals/breaches of school policy;
- Reducing attendance rate;
- A downward shift in engagement.

This level system is a tracking tool for students. Students will be recognised for complying with the Post-Compulsory Student Agreement. Students must also recognise fair and consistent consequences exist for non-compliance with the Post-Compulsory Student Agreement, and in the most part attempt to address their level to ensure that they can continue to represent the school and attend all relevant events.

Level 1, 2	No restrictions on participating in any event/activity.	Senior leader aspirants are to be at these levels by end semester 1 year 11.
Level 3		Minimum level for: S.A.T/S.B.T or external RTO course School sport participation.
Level 4, 5	Attendance/participation restricted to curriculum ONLY excursions/camps/activities.	Note: Activities such as Formal and ski trip are NOT curriculum related.



Types of Subjects

Authority Subjects

These subjects prepare students for tertiary study, and/or employment. They are commonly referred to as OP subjects but are officially known as Authority Subjects. The Queensland Curriculum and Assessment Authority (QCAA, previously QSA) requires 20 Semester units of Authority Subjects be studied in order to be OP eligible for tertiary entrance. Three of these subjects must be studied continuously over four semesters.

Authority Registered Subjects

These subjects are derived from Study Area Syllabuses (SAS). These subjects are designed to cater for those students who wish to develop skills, attitudes and knowledge which will enable them to be more readily acceptable in the work force or enable them to enrol at TAFE at the end of Year 11 or 12. Authority Registered subjects do not contribute to the calculation of an OP score; however they contribute to a Rank which can also be used to gain access to tertiary education.

Vocational Education Training (VET) Subjects

These are vocational subjects that enable students to gain entry level industry qualifications suited to those students aspiring towards obtaining an apprenticeship, traineeship or similar employment. They have embedded nationally accredited modules that may have advance standing into other courses offered in industry by VET providers such as TAFE.

These subjects can be studied at school and with other providers (TAFE, external RTOs).

Subject Selection

Students will be required to indicate their subject choices for Years 11 and 12 in the last semester of Year 10. This will be part of the SET Plan process involving students, parents/caregivers and trained staff.

There are a number of options which include:

- **OP eligible** students who select an arrangement of 6 Subjects (with at least 5 of these being Authority subjects). Students must study at least 3 of these subjects continuously for 4 semesters. Students use their OP (Overall Position score) to apply for university courses.
- **Ranking** students who select an arrangement of 6 subjects which include at least 2 Authority Registered or Vocational Training Area subjects. Ranking students may also gain tertiary entrance and by sitting the QCS test and with a result of D or better, improve their rank.

Before choosing subjects, it is important that you consult the booklet “**Tertiary Prerequisites 2019**” (for students seeking to enter a tertiary institution in 2019) for specific subjects and Field Positions required for a desired future tertiary course. While your teachers may advise you, you and your parents are advised to consult the School Guidance Officer. Please ring the School Office on 4923 0333 for appointments.

Additional Information

All Year 11 and 12 students at Glenmore State High School, in addition to doing (6) courses of study can be involved in the following programs:

1. Sport and Recreational Activities
2. QCS Test Preparation
3. Work Placement for eligible vocational students

Queensland Core Skills (QCS) Test

Students sit the QCS test in the last semester of their Senior Studies (Year 12). All students in Year 12 have the opportunity to sit the test. Students who wish to receive a tertiary entrance score **must** have completed at least 20 semesters of authority subjects (three subjects must be studied for all 4 semesters) and **must** sit the QCS test.

The Queensland Core Skills Test (QCS Test) result is reported on a scale from A-E. It is a common State-wide test which measures the skills developed through the Curriculum. The QCS test is used to scale results in Authority subjects for students who are eligible for a Tertiary Entrance (Overall Position) score.

Ranking students may also sit the QCS test. A QCS result of D or better combined with their subject results may assist students who are not OP eligible to gain entry into some university or TAFE courses. Students should check the prerequisites guide available from the Guidance Officer.

QCS test preparation sessions are offered every Tuesday & Thursday morning from 8.10 am – 8.45 am.

Certificates

Senior Statement

After completing Year 12, students receive a Senior Statement. The Senior Statement will provide details of:

- What learning was attempted
- The standard achieved
- Where and when the learning took place

Students who are OP eligible also receive a Tertiary Entrance Statement and all students receive a senior reference.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two year, full time program of study.

Students completing Year 12 will be eligible for a Queensland Certificate of Education if they have accumulated 20 credit points and met the numeracy and literacy requirements. A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard). A student who completes Year 11 and 12 English and exits with at least a Sound Achievement would be credited with 4 credits as they have completed 4 semesters at the set standard.

Tertiary Entrance Statement

At the end of Year 12, students eligible for an Overall Position Score will also be provided with a Tertiary Entrance Statement. The Tertiary Entrance Statement will indicate:

- the student's Overall Position (OP) on a 1 to 25 scale, with 1 being the highest result
- the student's Field Position in each subject up to 5 fields (A to E) on a scale of 1 to 10 with 1 being the highest result.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the learning achievements of young people who have either impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The certificate reports achievement of students who are on highly individualised learning programs.

Students cannot receive a Queensland Certificate of Individual Achievement (QCIA) and a Queensland Certificate of Education (QCE) in the same year.

Levels of Achievement

When students complete Year 12 or leave the school prior to the completion of Year 12, they will receive a level of achievement in each subject they have studied for at least one semester.

There are five (5) levels of achievement. In general terms, the level of achievement may be taken to mean:

- VHA** The student has displayed an extensive knowledge and excellent understanding of the subject's concepts and principles. The student has successfully applied knowledge and skills in a wide range of practical and theoretical situations.
- HA** The student has displayed extensive knowledge and commendable understanding of the subject's concepts and principles. The student has successfully applied knowledge and skills in a range of practical and theoretical situations.
- SA** The student has displayed a satisfactory knowledge and basic understanding of the subject's concepts and principles. The student has successfully applied knowledge and skills in basic practical and theoretical situations.
- LA** The student has displayed some knowledge and understanding of the subject concepts and principles. The student has experienced some difficulty in applying the knowledge and skills in basic practical and theoretical situations.
- VLA** The student has displayed very little knowledge and understanding of the subject concepts and principles. The student has been unsuccessful in applying the knowledge and skills in basic practical and theoretical situations.

When students complete a VET qualification or leave the school prior to the completion; they will receive a qualification certificate and/or a statement of attainment for the competencies completed.

Report cards issued at the end of Terms 1, 2, 3 and 4 in Year 11, and Terms 1, 2, and 3 in Year 12 will be reported on using the above scale.

Tertiary Entrance Procedures

A student's eligibility for Tertiary Entrance will be expressed through the following:

1. The Overall Position (OP) of a student in relation to all other students eligible for Tertiary Entrance. This OP will be expressed on a scale of 1 to 25 with 1 being the highest result.
2. Field Positions derived from subjects studied, in up to five fields (A to E) expressed on a scale of 1 to 10 with 1 the highest result.
3. QCS Test result expressed on an A to E scale with A the highest.
4. Levels of Achievement in relevant subjects studied through Years 11 and 12.
5. Pre-requisite studies. For a range of courses in Universities and Colleges students must have completed four semesters of study in specific subjects in Years 11 and 12 in order to be able to enrol.

The booklet "**Tertiary Prerequisites 2019**" or the booklet "**QTAC**" should also be referred to. These are available from Guidance Officer.

Part-Time Work

Many students in the post-compulsory years of schooling are also at an age where they can obtain part-time or full-time work.

It is acknowledged that part-time work can be very important in the development and maturity of young people. **In many instances the balance of part-time work with the heavy commitment of full-time study for Year 11 and Year 12 brings extra stress and very often a decline in the academic results of students.**

The most important advice that can be given is that serious provision should be given to the amount of part-time work that a senior student undertakes. If students are serious about achieving the best academic results possible in their post compulsory years at school, they must balance their part-time work with their academic commitments. The school recommends that part-time work is limited to less than 12 hours per week so that school commitments can also be managed.

Work Experience

Students are able to access Work Experience during Years 11 and 12. Students who want to access Work Experience should see the Senior Schooling staff to discuss the opportunities available.

Please note: Work Experience is designed to allow the student on the job experience to assist in making sound career choices. The student must understand that this is a service provided by a potential employer and is NOT paid work.

School-based Apprenticeships and Traineeships (SATs)

School-based Apprenticeships and Traineeships allow Year 11 and 12 students to achieve a Senior Certificate while they train in an industry area to achieve nationally recognised Vocational Educational and Training (VET) qualifications.

School based apprentices and trainees:

- Are paid for the time they spend in the workplace
- Receive structured training that is competency based
- Are trained by a Registered Training Organisation (RTO)
- Experience training on the job or off the job at TAFE or a private training college
- Contribute to QCE credit points

School-based traineeships may be completed during the three years of Senior Schooling. Students are able to start a school-based apprenticeship during their Senior Schooling and then continue it after the completion of Year 12 if necessary.

Students who wish to pursue a school apprenticeship or traineeship should contact the Senior Schooling staff.

Participation in SATs or External Courses (eg TAFE)

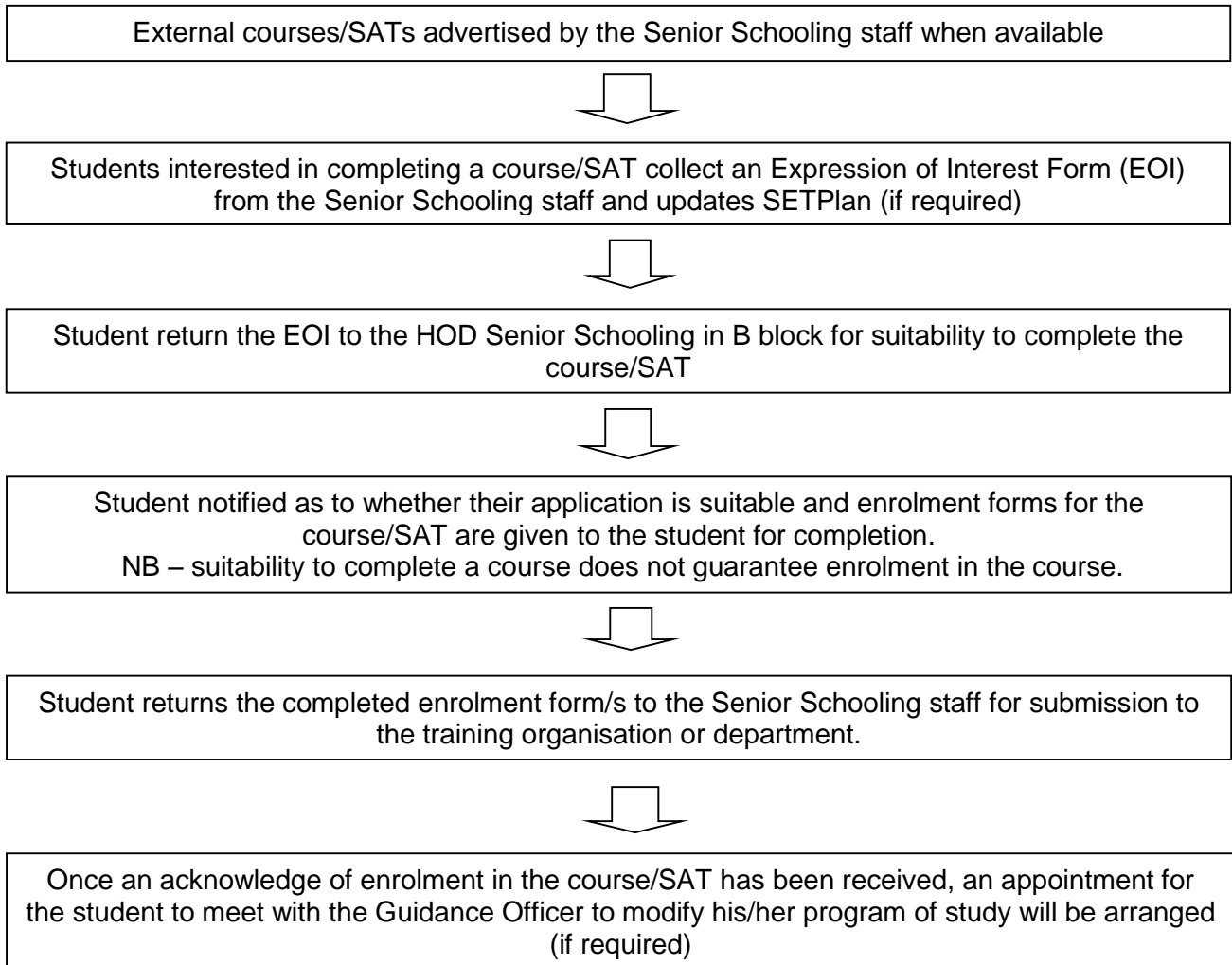
As the participation in a SAT or external course through TAFE requires students to reduce their subject load, it is important that students participating in these courses continue to achieve in their school subjects. If a student is not achieving in their school subjects and therefore is at risk of not achieving their QCE, a review of their study plan will be required and changes to their program of study (including a SAT or TAFE course) may be required.

Due to the changes in Vet in Schools (VETiS) funding, students will only be able to study **one** employment stream qualification while at school. This means that TAFE and other training organisations will only be given funding to run particular courses. There may be some fees and costs associated with completing these courses however they are at a greatly reduced rate.

If students wish to complete a subsequent employment stream qualification, or a qualification not listed under the employment stream (if available), they will be required to pay full fees for the training, which could be over \$1000 per course.

As studying at TAFE requires students to be able to work independently and within an adult learning environment, it is important that students are ready for this type of learning in order to successfully complete a course. **Students must therefore have satisfactory effort and behaviour results on their report before approval to complete a TAFE course will be given.** Each application to register for a SAT or external course will be evaluated to ensure the best outcome for the student.

Process for Applying to Participate in an External Course or SAT



Please note - most of the courses available to students have a limited number of positions available so it is important that EOIs and enrolment forms are completed and returned as soon as possible.

Refer to Appendix B for an Expression of Interest Form for SATs or External Courses form.

Procedures For Students With Study Periods

Purpose:

This policy is designed to cater for students reducing their school study load due to being engaged with the following types of programs:

- School Based Traineeships and Apprenticeships;
- TAFE programs;
- Distance Education.

Eligibility:

To be eligible for a study group (reduced study load), students **MUST** remain on-track for their QCE.

Procedure:

Only after the appropriate procedures have been completed and signed off on will students be placed into a study group.

Students with Study Periods (VTC) will be allocated to a VTC class on their timetable. The study lesson is to be used for keeping work in all subjects up to date. This includes school work, TAFE booklets and any associated work with your traineeship/apprenticeship.

Responsibilities:*Supervisor*

- Mark and monitor student attendance using the normal attendance system.
- Supervisors will oversee work completion during the lesson. Students with no work to complete over a period of time will have their reasons for the study re-evaluated.

Students

- Attend all timetabled lessons coded as VTC;
- Be organised and prepared to work on assignments or missed class work during the timetabled Study Group;
- Students are expected to be actively engaged in school or TAFE work and have all materials up to date. Failure to engage with the protocols around the use of this study time will have your reasons for this allocation re-evaluated;
- Follow normal procedures for signing in/out of school;
- Students with Study Periods which occur in Period 1 may sign in at 9:45am, while those with study Periods Period 5 may sign out at 1.25pm, as long as these students supply written permission from parents. One note is sufficient for the entire semester, or until circumstances change. Students signing out early must leave the school grounds once signed out, students signing in before Per 2, must report to their timetabled study group. Students are not to loiter in the school grounds during normal class time.
- Students CANNOT sign in/out when study groups occurs between timetabled classes,

Senior Education and Training (SET) Plans

Students entering Year 11 will have completed a Student Education and Training (SET) Plan. This plan aims to identify students' strengths, weaknesses and goals then map their training and education requirements.

At Glenmore State High School the plan is completed during Term 3 of Year 10 in consultation with teachers, parents and the student. Set Plans are reviewed in each year of 11 & 12.

Senior Assessment Policy

In accordance with the QCAA Policies on Late Submission and Non-Submission of Assessment and Special Provisions (January 2009), in Senior Authority and Authority-Registered Subjects, students are advised of the following in regards to assessment work and Glenmore High School's Assignment Policy:

1. Assessment

Teachers will provide students with:

- a) Task sheets
- b) Criteria sheets
- c) Opportunities for feedback and monitoring of assignments where appropriate.

At least half of the time required to complete an assignment will be in class time.

All assessment must be submitted on or before the due date.

1.1 Assignments

- Assignments will be monitored on at least one (1) occasion. If sufficient progress is not evident during monitoring, the HOD (Head of Department) and parents must be informed. Communication will be by either letter, e-mail or phone.
- All assignments are due ON or BEFORE the due date unless an extension has been granted.
- Assignments **MUST** be handed to the teacher, HOD (Head of Department) or at the office by 4.00 pm on the due date, or emailed to the teacher by the appropriate time. Students are **NOT** to enter an unattended staffroom to leave assignments on teachers' desks.
- Where an assignment is **not submitted** on the due date, previous drafts or other evidence, available on the due date will be marked. **Only work collected up to and on the due date will be marked.** If a **student is present in class on the due date** and has not completed the assessment, they may be given the opportunity to complete the task or compile additional material to the draft.
- Special provision may apply in some instances where students cannot meet the assignment deadline and this will be at the discretion of the relevant HOD.
- Technology failure does occur, however, this reason for non-submission of assessment is not valid. An extension of time can only be granted if a final draft is presented to validate up-to-date work. Students must back their work up in more than one location, eg on H Drive (school based network), USB or home computer. Hand written work is acceptable in most subjects.
- Assignments must be the work of the student. Students will lose credit for assessment if cheating is confirmed or work is **plagiarised**.
- **If a student has not attended any classes and no work has been evident an "N" will be awarded. In these cases unless a medical certificate has been supplied, the cancellation of enrolment will be triggered. A completed assignment must still be submitted to meet course requirements.**

1.2 Absence on Assignment Due Date

Students who are absent on the due date of an assignment must either email their assignment to their teacher on the due date or deliver the assignment to the school office on the due date. The assignment will be signed in at the front office.

If a student is unable to email or submit their assignment on the due date, a medical certificate or detailed note from parents explaining the absence is required.

If an extension has not been sought and students know of an absence in advance, they should hand in the assignment to their teacher prior to the due date. If an extension has been authorised by the Head of Department, the medical certificate or other documentary evidence should be submitted when the student returns to school.

1.3 Tests

Three (3) days will be set aside towards the end of each semester for students to complete tests. There will be no classes taught on those days. Students in Years 11 and 12, with parental permission, will not be required to attend school unless they have a scheduled test, outstanding assessment or are required to attend a school based program/activity. Tests may be conducted at other times during the semester and an assessment calendar will be provided to students by the end of the third week of each semester.

Students who do not provide sufficient information on a test to meet the criteria for a Very Limited Achievement will receive an N-Grade for that item of assessment. For some students this may mean they become OP ineligible or do not have the necessary prerequisite subjects for Tertiary Entrance.

Teachers should notify parents if students are doing insufficient work in preparation for the test and are consequently at risk of receiving N-Grade.

1.4 Absence on the day of a test

Students who are absent on the day that a test is being held must have a medical certificate or approved absence. The test must be completed by the approved date (usually the first day back at school).

- STEP 1 Telephone the school (4923 0333) to advise of non-attendance.
- STEP 2 Present a medical certificate or detailed note from parents detailing the reason assessment was missed to the teacher or Head of Department who will present the circumstances to the Deputy Principal for a decision. This must be done on the first day the student returns to school.
- STEP 3 Complete the examination at the time determined by the teacher. Where possible this should be the first day back at school.

Failure to follow these procedures (or if the student is unable to provide sufficient evidence for the absence) will result in the student being awarded an “N-Grade” for that term of assessment.

For some students this may mean they become OP ineligible or do not **have** the necessary prerequisite subjects for Tertiary Entrance.

1.5 Extensions

Students may request an Extension from their teacher no later than 2 clear school days before the due date. A request for extension needs to be completed by the students, signed by their parents and a recommendation is made by their classroom teacher after consultation with the relevant HOD (Head of Department). A new date will be negotiated between the student and the teacher. The extension form is attached to the assignment when submitted.

A copy of the Application for Extension form is located in Appendix C and is available on the school website.

Exam Block Procedures – Years 11 and 12

- Exam sessions/SET Plan review times are compulsory. You will be in breach of the Senior Student Agreement if you do not attend your scheduled sessions.
- Students who attend TAFE or have School-based Apprenticeships or Traineeships need to attend their scheduled exams on the day and time indicated on the exam schedule. Alternate arrangements need to be made with TAFE or their employer for time missed due to a scheduled exam.
- Students must sign out at the office whenever they leave the school grounds.
- If students are at school and not in a scheduled exam or working with a teacher, they must be in the area designated by HOD Senior Schooling. No students should be sitting outside of this designated area or on the oval.
- No senior students should be playing handball/football at lunch or during exam breaks.
- If you are sick on the day of an exam, please contact the school on 4923 0333 and provide a medical certificate to the office on the following day.
- If students know ahead of time that they are unable to attend an exam they must complete the *Request for Exam Absence form* and submit it for approval to the Principal or Deputy Principal at least two days prior to the exam.
- If students are unable to submit their assessment by the due date, they must complete the *Request for Extension form* and submit it for approval to the appropriate Head of Department at least two days prior to the due date.

SET Plan Review Sessions

- Students who are required to attend these sessions will be notified of their appointment time in the week before exam block.
- Students will be required to attend if they have not completed their SETP review or have made inappropriate comments on their SETP.

Cancellation of Enrolment

The grounds for cancelling the enrolment at a state educational institution of a student who is more than the age of compulsory attendance are -

- a) the student's behaviour amounts to a refusal to participate in the program of instruction provided at the institution. (Education General s Act)
- b) attendance not meeting requirements
- c) failure to complete assessment
- d) having unsatisfactory effort in curriculum

Special Provision

1. Fairness to all students and the integrity of results reported on Senior Certificates require that no student be exempted from meeting any of the substantive requirements of the syllabus, for any reason. The substantive requirement of the syllabus is to demonstrate standards of criteria.
2. From time to time schools will need to make fair and reasonable decisions about the assessment of students who, for example do not submit an assignment on time, or who do not attend an examination.
3. Special Provision should in no way affect standards. The syllabus criteria and standards should be applied in the same way to all students.
4. The marking of all students' work should be done on the same basis.
5. There are times in students' lives when they cannot perform to their full potential. There are two options the school can use so as not to disadvantage these students:
 - Vary the requirements of the assessment task: way in which it is delivered, alternative task, timing, etc.
 - Ignore the task only if the criteria are covered in other assessment pieces. This particularly can be used where there is an anomaly in a student's results.
6. We cannot however give students credit when they have not demonstrated the criteria.
7. When Administration gives students Special Provision, teachers should meet with the student to discuss how students will demonstrate the criteria. As many of these students are suffering some form of trauma it is appropriate for the teacher to initiate that discussion.



Appendix A – Senior Student Agreement

Glenmore State High School Post-Compulsory Student Agreement

Glenmore State High School believes that every student deserves the opportunity to experience the most supportive learning environment possible. We want students to succeed in their Senior Phase of Learning. To achieve this, the school expects students to be responsible for their learning and actions.

The school will provide students with:

- a flexible curriculum that offers diverse pathways to further education, training or employment;
- support services to assist with course selection and review;
- constant monitoring of progress to ensure a successful outcome.

As a post-compulsory student of Glenmore State High School, I agree to:

1. accept that every student has the right to learn in a safe and supportive learning environment by behaving appropriately; _____
2. be actively engaged in the curriculum and support programs provided by the school (ie: satisfactory results for effort for each subject on my report card) _____
3. have unexplained absences of no more than 10% _____
4. comply with all school policies and procedures, especially Workplace Health and Safety _____
5. comply fully with the school uniform policy including wearing the uniform correctly, having black shoes, ensuring clear studs for any facial piercings (if applicable), not having tusks in my ears _____

I am fully aware of the expectations of post-compulsory students at Glenmore State High School, as outlined above, and am willing to take responsibility for my learning and actions. By signing this Post-Compulsory Student Agreement I agree to fulfil the responsibilities and obligations required of me.

I also understand that failure to comply with the above conditions is reasonable grounds for a student to have their enrolment cancelled through Education Queensland post-secondary education policy.

I, _____ agree to the above conditions and accept the responsibilities, obligations and consequences of being a Post-Compulsory Student.

Student Signature

Date

As a parent/carer, I agree to work co-operatively with the school to help my child meet the obligations of a post-compulsory student.

I, _____ support the above conditions and the responsibilities, obligations and consequences my child has as a Post-Compulsory Student at Glenmore State High School

Parent/Guardian Signature

Date

Appendix B – EOI for SATs



Glenmore State High School EXPRESSION OF INTEREST FOR A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SAT)

Name: _____ Year Level: _____

SAT or External Course you are wishing to apply for: _____

What are your reasons for completing this SAT:

What are your goals for when you complete school:

Is this SAT included in your SET Plan (available at oslp.eq.edu.au): Yes / No

NB: Completing this form does not guarantee your enrolment in your chosen SAT. This form is to register your interest. Suitable students will still be required to complete the application process for the SAT they are interested in.

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Results from past reporting period:

Subject	Ach	Eff	Beh	Subject	Ach	Eff	Beh

Comments:

SS HOD's Signature: _____ Date: _____

Appendix C – EOI for External Courses



Glenmore State High School EXPRESSION OF INTEREST FOR AN EXTERNAL COURSE

Name: _____ Year Level: _____

External Course you are wishing to apply for: _____

What are your reasons for completing this external course:

What are your goals for when you complete school:

Have you previously completed any external courses: Yes / No

If yes, please give list the name of the course, the RTO you completed the course with and the date when you completed the course:

Is this external course included in your SET Plan (available at oslp.eq.edu.au): Yes / No

NB: Completing this form does not guarantee your enrolment in your chosen external course. This form is to register your interest. Suitable students will still be required to complete the application process for the external course they are interested in. Changes to VETiS funding means that students are only entitled to complete one employment stream course at a subsidised rate from 1 July 2014.

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Results from past reporting period:

Subject	Ach	Eff	Beh	Subject	Ach	Eff	Beh

Comments:

SS HOD's Signature: _____ Date: _____

Appendix D – Application for Extension form



Glenmore State High School APPLICATION FOR EXTENSION

Application for:

- Modified Examination Date
- Assignment Extension

Name:	Year level:
Subject:	Teacher:
Assessment Item:	Date due/Exam date:

Reason for Extension:

Parent's signature: _____ Date: _____

Documentary Evidence Attached

- Medical Certificate
- Other – please specify (eg parent note) _____

Recommendation:

Teacher's signature: _____ Date: _____

EXTENSION:

- Granted
- Not Granted

NEW DUE DATE: _____

HOD's Signature: _____ Date: _____

Appendix E – Application for an Altered Program of Study



Glenmore State High School APPLICATION FOR AN ALTERED PROGRAM OF STUDY

In order to track the various changes available due to the flexible learning options accessible to Glenmore SHS students, it is necessary for students to complete this form in consultation with caregivers, staff and others (where necessary) to ensure a fully informed decision is made.

Please ensure you have fully read and completed this form before signing.

Student Name: _____ **Year Level** 11 / 12

CHANGES WILL ONLY BE PROCESSED IF THIS FORM IS RECEIVED BY THE END OF WEEK 3 IN EITHER TERM 1 OR TERM 3.

My current study entails:

(Tick the relevant choice)

- an OP score
- School Based Apprenticeship (SBA)
- School Based Traineeship (SBT)
- TAFE
- Other (Specify) _____

If this change is approved, my study program will be:

(Tick the relevant choice)

- an OP score
- School Based Apprenticeship (SBA)
- School Based Traineeship (SBT)
- TAFE
- Other (Specify) _____

SECTION A: (Student to COMPLETE):

LIST ANY PREVIOUS STUDY PROGRAM CHANGES:

From _____ to _____	From _____ to _____
From _____ to _____	From _____ to _____

SUBJECT/PROGRAM YOU WOULD LIKE TO **EXIT FROM**

REASON

HOD Signature.....Date:.....

SUBJECT/PROGRAM YOU WOULD LIKE TO **PICK UP**

Study group may ONLY be selected if enrolled in TAFE, or SBA / SBT

REASON

HOD Signature.....Date:.....

