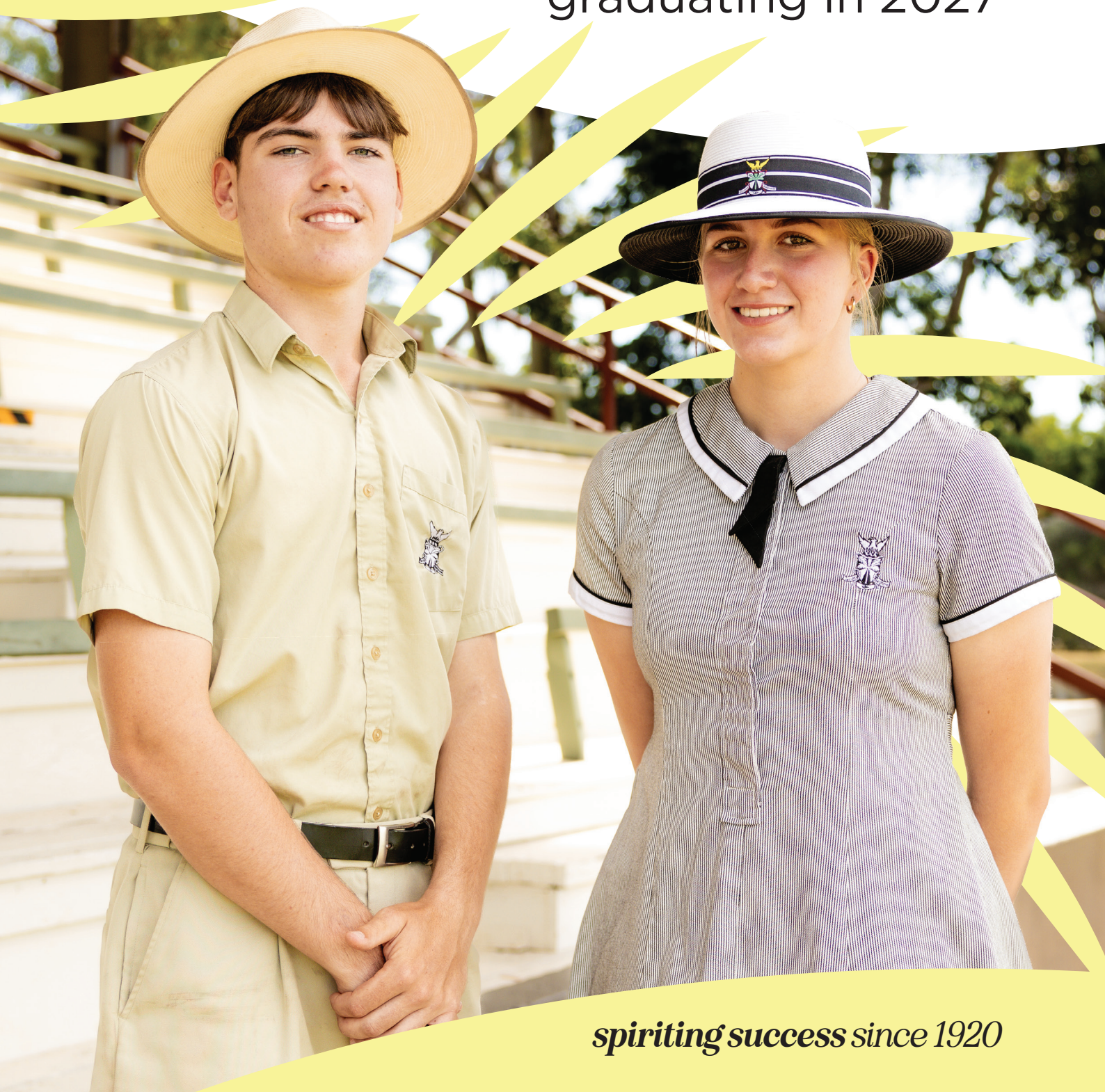
All Souls
St Gabriels School
CHARTERS TOWERS

2025 senior curriculum *handbook*

For students graduating in 2027



spiriting success since 1920

message from the Headmaster

Dear Parents and Students,

Whilst preparation for the Senior Years and beyond might be daunting for most, it is also an exciting time as you begin to plan for life after school.

It is important to remember that this is a journey. You don't have to have all the answers, and most students entering their final year of schooling are still unclear of exactly what they want to do. My suggested approach is to keep it simple. Listen to advice, do your research, and ask questions. All the very best with your decision making, I look forward to sharing your journey and stories of success over the next two years.

Mr Shannon Lee
Headmaster



The primary purpose of this handbook is to provide specific subject information so that students will be able to make informed choices of subjects to study in their senior years of schooling.

The final two years of schooling in the Queensland education system are described as post-compulsory years. They also form the majority of a young person's learning in the Senior Phase of Learning.

These years should therefore, not be treated as just another two years of schooling, but more of a two year course enabling the young adult to mature and gain specific knowledge and skills to lead to further education or employment.

Information regarding all senior subjects can also be obtained from the Queensland Curriculum and Assessment Authority's (QCAA) web site: www.qcaa.qld.edu.au

The QCAA also offer a web site devoted to student career planning: www.myqce.qcaa.qld.edu.au

All information in this handbook is correct at time of publication but subject to change.

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** Subject / Cert III or higher course only counts for one input into the calculation of an ATAR.*

Please note – Not all subjects will necessarily begin in Term 4 2025. If numbers are not sufficient to make a class economically feasible, a decision may be made to suspend that subject for a period of time.

general information

Senior Curriculum

The Senior Curriculum at All Souls St Gabriels School is thoughtfully designed to support individual student pathways. By tailoring each student's learning program to align with their future goals, the curriculum offers a balanced combination of academic subjects, VET courses, and external study options. This personalised approach ensures that all students graduate well-prepared to pursue their chosen tertiary, vocational, or employment pathway with confidence and capability.

What is a Pathway?

A student pathway refers to the educational and career direction a student chooses to follow after completing secondary school. This may include a university pathway, which typically involves completing Year 12 and achieving the necessary ATAR (Australian Tertiary Admission Rank) to gain entry into a degree program at a university. University pathways are ideal for students aiming for careers that require advanced qualifications, such as medicine, law, or engineering. Alternatively, a VET (Vocational Education and Training) or work pathway offers practical, hands-on experience through certificate courses, apprenticeships, or traineeships, along with school subjects of a practical nature. These options prepare students for direct entry into the workforce or further training in skilled trades and industries. Both pathways are valuable and valid, and the choice depends on a student's interests, strengths, and career goals.

When learning programs are designed, a student's Pathway should always be considered. This is also the case when making changes to learning programs throughout Years 11 and 12. For further advice and information, please contact the Dean of Studies or Academic Services Officer.

Please note, families will always be contacted prior to any changes being made a learning program.

Tips for subject selection

In making your subject choices the **first things you should consider** are the following:

Interest

Study what you enjoy. It is difficult to maintain enthusiasm and interest when you do not like what you are doing.

Capability

Study subjects you believe you have the ability to achieve good results. It does you no good to do poorly in a subject at which you are not capable.

This leads to two **secondary questions that must be addressed:**

1. What is your Pathway?
2. What are your strengths and weaknesses?

Senior education profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate Of Education (QCE)

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

Queensland Certificate Of Individual Achievement (QCIA)

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

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied* subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one in English.

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied*, Senior External Examinations and Short Courses. Results in General and Applied* subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied* subject can be used in the calculation of a student's ATAR.

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

Typically, it is expected that most students will complete these courses across their senior years. All subjects build on the F–10 Australian Curriculum.

General subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied* subjects

Applied* subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Vocational Education And Training* (VET*)

Students can access VET* programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

All Souls St Gabriels School is associated with a number of RTOs. Many of these RTOs use the facilities of the Dalrymple Trade Training Centre (DTTC). For further details read the back section in this Handbook and see the Academic Services Officer.

At the time of printing this handbook, courses in the industry areas of agriculture, age care, automotive, business, construction, electro-technology, engineering, hospitality, and mining are being offered by a variety of RTOs to students in Charters Towers.

Other courses are also in the planning stages for introduction in coming years.

School-Based Apprenticeships / Traineeships

Students wishing to complete the first year of an Apprenticeship / Traineeship while still completing some senior schooling subjects have this option open to them. For further details read the back section in this Handbook and see the School VET & Workplacement / Apprenticeship / Traineeship Co-ordinator.

General subjects

Course overview

General syllabus documents are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter.

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

Units 1 and 2 assessment

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. At All Souls St Gabriels School, the assessment program in Units 1 and 2 mirrors the program in Units 3 and 4.

For Units 1 and 2 at least *one* assessment must be completed for *each* unit and schools report satisfactory completion of Units 1 and 2 to the QCAA. The School will report levels of achievement to students and parents/carers through our progress reports and end of unit reports.

Units 3 and 4 assessment

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

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

The three summative internal assessment items need to be endorsed by the QCAA before they are used in schools. Students' results in these assessment items are externally confirmed

by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

External assessment

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

External assessment is:

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

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

Applied* subjects

Course overview

Applied* syllabuses are four-unit courses of study.

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

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

A course of study for Applied* syllabus documents includes core topics and elective areas for study.

Assessment

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

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

Applied* syllabuses do not use external assessment.

Essential English & Essential Mathematics – common internal assessment

For Essential subjects, students complete *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* internal assessments and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is: developed by the QCAA; common to all schools; delivered to schools by the QCAA; administered flexibly in Unit 3; administered under supervised conditions; and marked by the school according to a common marking scheme developed by the QCAA.

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

Composite / concurrent classes & Alternative Sequence syllabus

To keep the breadth of curriculum offering in the senior years of All Souls St Gabriels School, a number of subjects will be conducted in either a composite or concurrent classroom.

Composite classes

Students in Years 11 & 12 studying the same subject are in the same classroom completing the same learning and assessment. The content structure would follow an approved 'Alternative Sequence' supplied by the QCAA – Alternative Sequence Unit 1 (ASU1), ASU2, ASU3 then ASU4.

Concurrent classes

Students in Years 11 & 12 studying the same subject are in the same classroom completing different learning and assessment. The content structure will follow the standard syllabus order – Units 1&3 at the same time – Units 2&4 at the same time.

Senior Learning Program

Students at All Souls St Gabriels School select six subjects as part of their senior program, which must include one English and one Mathematics subject. These six subjects may also incorporate VET courses, external study programs, and provisions for school-based apprenticeships or traineeships, allowing flexibility to support each student's individual pathway.

The School operates on a fortnightly timetable comprising 50 lessons per cycle. In addition to their academic studies, students participate in several structured sessions designed to support their personal development and future planning:

- **Education for Life**: A character development program delivered by the Wellbeing Team, with a key focus on *The Resilience Project*, promoting emotional literacy and wellbeing.
- **Pathways**: A dedicated session for students to explore and plan their future pathway, set meaningful goals, and reflect on their learning journey.
- **Chapel**: All students attend a weekly Anglican Chapel service, fostering spiritual growth and community values.
- **Headmaster's Assembly**: Held weekly, this assembly brings the School community together to share announcements, celebrate student achievements, and hear from staff and guest speakers.

subjects

Agricultural practices*

– Alternative Sequence

Agricultural Practices offers hands-on learning in farming and agricultural science, combining practical skills with real-world problem solving. Students explore how science is used in agriculture through projects, experiments, and investigations.

The subject helps students understand agricultural work environments, career opportunities, and sustainable practices. They learn to plan and carry out projects, collect and analyse data, and use digital tools to research and present findings.

Students also develop important workplace skills, including teamwork, communication, safety, and ethical decision-making. The course prepares them for further study or employment in agriculture and related industries, while encouraging responsible, informed participation in rural and environmental communities.

Pathways

A course of study in Agricultural Practices* can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Biology

– Alternative Sequence

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Throughout the course, students develop skills in scientific investigation, data analysis, and critical thinking. They learn how biology applies to real-world issues, from health and the environment to global sustainability.

Biology encourages curiosity about life, respect for living organisms, and an understanding of the complex systems that support life on Earth. It's an ideal subject for students interested in science, health, the environment, or pursuing further studies or careers in science and healthcare.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Business Studies*

— Alternative Sequence

Business Studies equips students with practical knowledge and skills for real-world business environments. The course covers key areas such as finance, administration, customer service, marketing, events, and entrepreneurship.

Students learn how businesses operate and how to make decisions, solve problems, and communicate effectively in a range of industries like retail, tourism, health, and entertainment. They apply their learning to real or simulated business situations, developing skills in planning, teamwork, and evaluating outcomes.

The subject prepares students for employment or further study by building confidence, business awareness, and 21st century skills like critical thinking, digital literacy, and effective communication.

Pathways

A course of study in Business Studies* can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Chemistry

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry helps students understand the substances that make up our world and how they interact. It explains everyday phenomena and provides tools to solve real-world problems.

Students learn about chemical theories, models, and how to control chemical reactions to create useful products. The course emphasizes hands-on experiments, data analysis, and critical thinking.

Chemistry also highlights the importance of science in society and encourages students to evaluate scientific information responsibly. Students develop strong skills in communicating scientific ideas clearly and effectively.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Drama In Practice*

— Alternative Sequence

Drama in Practice allows students to explore and express ideas, experiences, and emotions through storytelling and performance. Whether the goal is to entertain, educate or inspire, students learn to communicate in creative and meaningful ways.

Through hands-on learning, students take on both onstage and offstage roles—planning, creating, performing, and evaluating drama works. They gain practical skills relevant to the drama industry, including teamwork, problem-solving, and safe work practices.

The course also connects students with real-world experiences, including opportunities to work with the local community or industry professionals. It prepares students for creative careers and builds confidence, resilience, and strong communication skills useful in many pathways beyond school.

Pathways

A course of study in Drama in Practice* can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Early Childhood Studies*

— Alternative Sequence

Early Childhood Studies explores how children grow, learn, and develop from birth to five years of age. This course focuses on the importance of play in early learning and how it supports children's confidence, creativity, wellbeing, and development.

Students learn about key aspects of early childhood education, including health and safety, play-based learning, and how to create supportive indoor and outdoor environments.

They develop skills in planning and evaluating activities that help young children build literacy, numeracy, and social skills.

The subject also offers insight into the childcare industry, including the roles and responsibilities of early childhood educators. Practical experiences and interactions with children help students understand the vital role educators play and prepare them for further study or careers in education, care services, or community support roles.

Pathways

A course of study in Early Childhood Studies* can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Economics

Economics is the study of how people, businesses, and governments make decisions about using limited resources. It helps us understand real-world issues such as employment, prices, and living standards. In this subject, students explore how choices are made, the impact of government policies, and how Australia fits into the global economy.

Students learn to think critically, analyse data, and evaluate different perspectives. They use economic models and tools to understand topics like supply and demand, market behaviour, and international trade. The course includes both microeconomics (focusing on individuals and businesses) and macroeconomics (examining the economy as a whole).

Economics encourages curiosity, problem-solving, and informed decision-making. It connects well with subjects like Business, Mathematics, Humanities, Science, and Technology. The skills developed in Economics—such as critical thinking, digital literacy, and economic reasoning—are valuable for university study and a wide range of careers, including business, public policy, environmental planning, and entrepreneurship.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Engineering

Engineering is about using science, technology, and maths to solve real-world problems and improve lives. It focuses on designing sustainable products and systems that meet the needs of people today without harming future generations.

In this subject, students learn through hands-on, problem-based projects that reflect real engineering challenges. They explore topics such as mechanics, materials science, and control technologies while developing creative and practical solutions. Students work independently and in teams to plan, design, build, test, and improve their ideas.

Engineering teaches valuable skills like critical thinking, collaboration, communication, and digital literacy—skills that are essential in today's world. It's a great subject for students interested in innovation, technology, and solving complex problems, and it opens up exciting career and further study opportunities in engineering and related fields.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

English

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Essential English*

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and

to use, critique and appreciate a range of contemporary literary and non-literary texts

- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Essential Mathematics*

Essential Mathematics is a subject only offered to students who don't require a higher level mathematics for their career choice and have experienced difficulty in Mathematics previously.

Entry will be determined by subject availability, demand, Year 10 performance and discussion with teaching staff.

It should be noted that this subject will not be recognised by universities for tertiary entrance, and that most trades (e.g. electrician) prefer General Mathematics or higher, so students may be better advised to study General Mathematics. It is strongly recommended that students research the prerequisites for their chosen field.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Food & Nutrition

Food & Nutrition explores the science behind food, including nutrients, food safety, and how food is produced, processed, and preserved. Students learn how to create healthy, safe, and sustainable food solutions.

The course covers the properties of proteins, vitamins, minerals, carbohydrates, and fats, along with food labelling, spoilage, and preservation techniques. Students use problem-solving skills to tackle real-world food and nutrition challenges, considering social, economic, and environmental impacts.

Students also develop teamwork, decision-making, and project management skills, preparing them for future studies or careers in food science, health, and sustainability

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

General Mathematics

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Please note that many trade career pathways also value and expect the skills studied in Mathematical Methods. Employment in the fields of trade, industry, business and community services would be enhanced following a course of study in Mathematical Methods rather than General Mathematics.

Hospitality Practices*

Hospitality Practices focuses on food and beverage production and service within the hospitality industry. Students learn real-world skills by planning and running hospitality events, working both independently and as part of a team.

The course develops practical skills like food preparation, customer service, and safe workplace practices. It also builds important skills such as communication, planning, problem-solving, and teamwork.

Students gain experience that prepares them for future jobs in hospitality and helps develop confidence, adaptability, and a strong work ethic.

Pathways

A course of study in Hospitality Practices* can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Industrial Technology Skills* (ITS)

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills* can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Legal Studies

— Alternative Sequence

Legal Studies explores how laws shape our society by protecting rights and balancing responsibilities. Students learn how the legal system works, including both civil and criminal justice, and study important issues like human rights, law reform, and governance.

The course develops critical skills such as inquiry, problem-solving, and ethical decision-making. Students research legal information, evaluate different viewpoints, and learn to make informed judgments about laws and their impact on society.

By studying Legal Studies, students gain confidence in understanding and using the legal system. They also learn to engage thoughtfully with current legal issues, preparing them to contribute positively to their communities and society as a whole.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Mathematical Methods

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Many trade career pathways also value and expect the skills studied in Mathematical Methods. Employment in the fields of trade, industry, business and community services would be enhanced following a course of study in Mathematical Methods.

Modern History

— Alternative Sequence

Modern History lets students explore the recent past—from 1750 to today—to understand how the modern world was shaped. It encourages curiosity, empathy, and critical thinking by examining different perspectives and ideas about historical events.

Students study key forces like ideas, movements, and national and international experiences to understand their origins, impacts, and relevance today. Through research and inquiry, they develop skills to analyse evidence, ask questions, and communicate their findings.

Modern History helps students build important skills in literacy, critical thinking, and global awareness. It prepares them to succeed in a diverse and changing world while becoming thoughtful, informed, and compassionate citizens.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Music In Practice*

— Alternative Sequence

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive

work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

A course of study in Music in Practice* can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Physical Education

The Physical Education syllabus is developmental and becomes increasingly complex across the 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 broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Physics

— Alternative Sequence

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the concepts and theories that predict and describe the motion of objects. In Unit 2, students study physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. In Unit 3, students explore how scientists explain some phenomena using an understanding of energy transfer. In Unit 4, students study electromagnetism and the theories describing the quantum nature of electromagnetism.

Physics helps students explore the natural world and understand how matter and energy interact. It encourages curiosity about how things work and the important role physics plays in today's society.

Students learn how scientists use models and theories to explain and predict physical events, and how this knowledge affects everyday life and global issues. They develop skills in designing experiments, collecting and analysing data, and thinking critically to evaluate scientific claims.

Physics builds important skills in measurement, investigation, and communication, preparing students to make evidence-based decisions and understand the science behind the world around them.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Specialist Mathematics

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Sport & Recreation*

— Alternative Sequence

Sport and recreation are important parts of Australian life and culture. They include social and competitive sports, fitness, outdoor activities, and community recreation. Many people enjoy these activities during their free time because they support health and wellbeing.

Sport & Recreation is also a growing industry with many job opportunities, especially related to big events like the Commonwealth, Olympic, and Paralympic Games. This course helps students develop skills useful for work, personal fitness, and overall health.

Students take part in physical activities that involve skill, challenge, and teamwork. They learn to appreciate the value of staying active and how sport and recreation contribute to personal and community wellbeing.

Throughout the course, students actively participate in sports or recreational activities, plan and evaluate strategies, and communicate their ideas. This hands-on learning builds physical, social, and life skills while making physical activity enjoyable.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Visual Arts In Practice*

— Alternative Sequence

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

A course of study in Visual Arts in Practice* can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Vocational Education and Training* (Vet)

Dalrymple Trade Training Centre (DTTC)

Industry standard, nationally accredited certificate level courses completed in an industry standard facility with strong local business support.

Introduction

In 2008, representatives of four of the Charters Towers' secondary schools & colleges (All Souls St Gabriels School, Charters Towers State High School, Charters Towers School of Distance Education and Columba Catholic College) began the process of applying for Federal Funding under the Trade Training Program. The cluster was successful and received a total of $6 million to put toward the construction and initial establishment of the Dalrymple Trade Training Centre (DTTC).

The centre was initially set-up with industry accredited working / learning areas for Hospitality, Construction & Engineering. The complex also includes general learning areas with IT capabilities, a catering / function room, offices and general amenities. An Automotive learning area has since been added to the modern industrial-standard facilities.

It is the plan of the Board of the DTTC to continue to allow Registered Training Organisations the opportunity to use (hire) the facilities. At the time of printing this handbook, the Charters Towers branch of TAFE NQ, Jenagar, Mining & Minerals Australia, and other RTOs have used the premises offering a range of courses.

Courses offered during school hours for school age students

At the time of publishing this handbook, the courses for next year were being confirmed by the DTTC Board. In previous years, the following courses have been offered under the banner of DTTC – Cert II Agriculture (online + practical); Cert II Automotive (onsite); Cert II Engineering Pathways (onsite); Cert II & III Health Support (onsite).

Course costs for school-age students

At the time of publishing this handbook, it was the understanding of School staff that school age students were able to access ONLY one Certificate level I or II course with full government funding of course costs (VETiS – Vocational Education in Schools Funding).

The full course cost of any subsequent course accessed will need to be covered by student / family.

ASSG has been able to secure a second VET Cert II course in particular trades, through TAFE NQ under VETiS.

School administrative and transport costs for school age students

In previous years, the four schools involved with the DTTC agreed to charge a flat fee for the year per course for material, administration and transport costs. In the past this has been $250.

At the time of publishing this handbook, the cost structure for next year had not been finalised. However, it is envisaged that if the schools in the partnership decide to continue with this agreement, the amount would be very similar. Once a decision has been made, families of students in DTTC courses will be notified of the outcome.

Clothing and personal safety equipment

There is an expectation that students will provide some of the necessary clothing to undertake the course safely.

It is envisaged that all necessary safety equipment (except for shoes) will be provided.

Important Occupational Health And Safety information

It is an Occupational Health and Safety (OHS) requirement that students in certain courses wear the correct clothing during practical lessons. This includes the correct OHS approved shoes.

Students selecting these courses do so agreeing to:

- have the correct OHS approved clothing & equipment purchased by the end of the fourth week of the course, and
- wear the correct OHS approved clothing & equipment to each practical lesson throughout the year.

School-based apprenticeships / traineeships

The senior curriculum at All Souls St Gabriels School allows for students wishing to undertake a School-Based Apprenticeship / Traineeship in any industry.

This entails the student (or student's family) finding an appropriate employer willing to employ the student under the School-Based Apprenticeship / Traineeship Scheme. This scheme enables the student to continue to attend All Souls St Gabriels School during their senior years and complete studies accredited toward a Senior Statement (and possible QCE & / or ATAR score) while training and being paid to work in part of the first year of an apprenticeship.

The School is willing to accommodate students to their best ability to achieve the best mix of school studies and school release time to attend 'on' and 'off' the job training provided by the employer.

The School has also been able to engage apprentices in the agricultural, automotive, engineering, hospitality, plumbing, electrical, clerical, retail and construction industries. However, the School wishes to stress that these are not the only industries for which students can use this scheme. Any employer in any industry can be accommodated by the school. There would only need to be negotiations between the employer and the School as to the best delivery method for the practical and theoretical components of the apprenticeship / traineeship.

The School cannot (by law) actively look for apprenticeships / traineeships. However, if the School is contacted by a prospective employer we would do all in our power to inform interested students of the opportunity offered.

The following pages include information provided by the State Government Department of Employment, Small Business and Training (DESBT).

For further information, please speak with either the Academic Services Officer or the Dean of Studies.

Other VET & external study courses

The School maintains partnerships with a wide range of Registered Training Organisations (RTOs) and tertiary education providers beyond our collaboration with the DTTC. A variety of certificate courses and external study programs are available that may be of interest to students.

If you wish to explore alternative certificate courses or external study options, please contact the Academic Services Officer or the Dean of Studies for further information.

Please be aware that many of these courses involve a fee-for-service, which will be billed to families

Notes:

Contact

Whether you have a question, would like to request more information, or are ready to begin your enrolment journey, our team is here to help.

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