Ignatius Park College

SENIOR SCHOOL

Curriculum Handbook 2027

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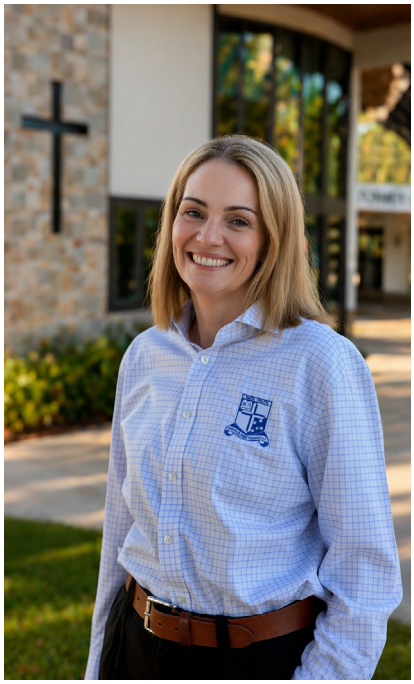


Welcome

The transition to the senior years is an exciting and important stage of your educational journey. The decisions you make about your subject selections will help shape the opportunities available to you beyond school, whether your aspirations include university, vocational education and training, apprenticeships, employment or service.

At Ignatius Park College, we encourage every student to make informed decisions based on their interests, strengths, abilities and future goals. The most successful senior pathways are built on thoughtful reflection, realistic planning and a willingness to challenge yourself while selecting subjects that align with your skills and aspirations. Your achievements throughout Years 7–10, together with the advice of your teachers, parents, Careers staff and the Curriculum Team, provide valuable guidance in making these important decisions.

This Senior Handbook has been designed to help you understand the range of subjects and pathways available at Ignatius Park College. It outlines the expectations, prerequisites and opportunities associated with each course of study, enabling you to make informed choices that support your personal goals and future success.

We encourage you to read this handbook carefully, discuss your options with your family and seek advice from College staff throughout the subject selection process. The conversations you have will be an important part of developing a pathway that is both ambitious and achievable.

While every student's journey is unique, our commitment remains the same—to provide a supportive and challenging learning environment that enables each young man to strive for excellence, grow in character and realise his full potential.

We wish you every success as you plan the next stage of your education and look forward to supporting you throughout your senior journey at Ignatius Park College.

Sincerely,

K Harrison

Kristen Harrison
Director of Curriculum

Senior Subjects

Years 11 & 12

Selecting a Senior Schooling Pathway

Ignatius Park College offers varied and flexible Senior Schooling Pathways. The pathway a student chooses should align with his career goals, interests and current academic capabilities.

Most students will undertake one of the three learning pathways below. In each of these pathways students will undertake a traditional timetable of six subjects.

1. AcademicWAY

This pathway is suitable for students who intend to undertake tertiary studies post-school and gain entry into University via their ATAR. To be ATAR eligible, students undertake one of the following subject combinations:

- At least 5 QCAA General Subjects, or
- At least 4 QCAA General Subjects and one Applied Subject
- At least 4 QCAA General Subjects and 1 Vocational Education and Training (VET) qualification at Certificate III level or higher.

Please note:

- The College strongly encourages students on an AcademicWAY Pathway to select a minimum of 5 General Subjects
- An ATAR pathway is only one method of obtaining entrance to Tertiary Education. Students on all other pathways may still be eligible to undertake tertiary studies post-school.

How are ATARs calculated?
At the end of Unit 3 and 4, students' ATAR is calculated on one of the following combinations of subjects and/or certifications:

5 BEST GENERAL SUBJECTS

4 BEST GENERAL SUBJECTS + 1 APPLIED SUBJECT

4 BEST GENERAL SUBJECTS + 1 CERT III, IV OR DIPLOMA

English does not have to be one of the 5 best, but a satisfactory result in any approved English study program must be achieved to receive an ATAR. University pre-requisites will determine which a student studies.

2. WorkWAY

WorkWAY students will undertake:

- At least one nationally accredited VET qualification.
- No more than three (3) General Subjects.
- Four (4) weeks Industry Placement per year.

WorkWAY students have traditionally intended to seek employment after school. Increasingly, however, it is becoming more common for students to use their training and qualifications as a stepping stone for further studies after school (eg. TAFE, Tertiary). Students on this pathway will be not eligible to receive an ATAR.

3. External Learning Option

Students can apply to have individual, flexible timetables approved. These students will only select five (5) school- based subjects and undertake additional education and/ or training through an external provider. External training and education may include, but is not limited to:

- James Cook University, JCU Now/Central Queensland University, CQU Sun Program: 1st Year University subjects
- TAFE at School VET Qualifications
- School Based Apprenticeship and Traineeships
- Qualifications in Diplomas and/or Certificate III

Please note:

- Students must meet course prerequisites and attain approval from the College to undertake a flexible timetable.
- There are additional course fees set by external providers for External Learning Options.
- Students may be required to attend training at venues other than IPC at times set by the external provider. These times may clash with timetable school lessons or may even be outside timetables College hours.

For more information on External Learning Options please contact Program Leader Skills and Training, Mr Cathal Mullins, and/or Careers Advisor, Ms Sheena King.

Senior School Subjects

Over Years 11 and 12, senior students at Ignatius Park College will generally undertake subjects from the following categories:

General Subjects

Applied Subjects

Vocational Education & Training (VET)

QCAA Short Courses

General Subjects

General Subjects are designed to prepare students for tertiary studies (eg. university) after their senior secondary schooling.

Despite this, students on a WorkWAY or External Learning pathway may, and often do, still undertake General Subjects.

Applied Subjects

Applied subjects are suited to students who are primarily interested in pathways that lead to vocational education and training and/or work after their senior schooling.

Vocational Education and Training (VET)

Students can undertake VET Qualifications either through Ignatius Park College as the Registered Training Organisation (RTO) or with an external provider. The VET Qualifications are competency-based and range from Certificate I to Diploma level. These electives often have a more practical focus, targeting vocational skills for particular occupations or semi-professional training. These courses enable the student to exit the College with a qualification or statement of attainment. VET qualification at Certificate III level or above may also contribute towards an Australian Tertiary Admission Rank (ATAR).

QCAA Short Courses

Some students may also undertake short courses developed to meet a specific curriculum need. They are largely suited to students interested in pathways that lead to vocational education and training and establish a basis for further education and employment.

Senior Schooling Certification

Students in Queensland are issued with a Senior Education Profile (SEP) by the QCAA 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
The overview of the College's Studies Program can be found below.

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA developed course of study (usually at the end of Year 12). A new statement of results is issued to students after each QCAA-developed course of study is completed.

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 this Certificate during post-school learning. 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.

All QCAA certification is issued in December of a student's final year of senior schooling.

Parent FAQ - Senior School Subject Selection

What is the senior phase of learning?

The senior phase (Years 11–12) is the final stage of secondary schooling in Queensland. Students complete QCAA-approved subjects that contribute to their Queensland Certificate of Education (QCE) and, for some pathways, an Australian Tertiary Admission Rank (ATAR).

What is the difference between General and Applied subjects?

General subjects are academically focused and suited to students considering university study. They include external assessment set by QCAA and may contribute to an ATAR. Applied subjects are practical and skills-based, designed for students pursuing vocational training, apprenticeships or direct employment, and are assessed entirely by the school.

Does every student need to study ATAR subjects?

No. Students select subjects based on their strengths, interests and post-school goals. Many students successfully complete Applied subjects and transition into apprenticeships, traineeships, vocational certificates or employment.

What is the ATAR and who needs one?

The ATAR (Australian Tertiary Admission Rank) is a rank used by universities to select students for competitive courses. Only students intending to apply for university courses that require an ATAR need to pursue an ATAR pathway.

How many subjects does my child study?

Most students study six subjects across Years 11 and 12. Subject combinations are planned through the Senior Education and Training (SET) plan to ensure eligibility for the QCE and alignment with future pathways.

How are students assessed in senior subjects?

Assessment varies by subject type. General subjects include a combination of school-based assessment and external assessment in Year 12. Applied subjects use practical tasks, projects and investigations assessed by the school. Assessment requirements are clearly outlined in each subject description.

What support is available if my child is struggling?

Ignatius Park College provides academic monitoring, learning support, pastoral care and wellbeing services. Students are encouraged to seek support early through teachers, Heads of Department, the Curriculum Office or Guidance Counsellor.

Can my child change subjects after starting Year 11?

Subject changes may be possible early in Year 11, depending on timing, subject availability and the student's pathway plan. Changes become more difficult as courses progress, so informed selection is important.

How are students assessed in senior subjects?

Subject selection is supported through information evenings, this handbook, SET planning interviews and individual guidance. Families are encouraged to consult subject teachers, Faculty Leaders, Careers Advisor and Dean of Senior School

Year 11 & 12 Subjects

CORE SUBJECTS

(2 subjects to select: 1 English, 1 Mathematics)

English	English (General)	Essential English (Applied)	Literature (General)
Mathematics	Essential Mathematics (Applied)	General Mathematics (General)	Mathematical Methods (General)

ELECTIVE SUBJECTS

(4 subjects to select)

Religious Education	
Religion & Ethics	Applied
Study of Religion	General
Mathematics	
Specialist Mathematics	General
Science	
Aquatic Practices	Applied
Biology	General
Chemistry	General
Physics	General
Psychology	General
Technologies	
Furnishing Skills	Applied
Industrial Graphics Skills	Applied
Industrial Technology Skills	Applied
Humanities	
Economics	General
Geography	General
Legal Studies	General
Modern History	General
Social & Community Studies	Applied
Tourism	Applied

The Arts	
Arts in Practice	Applied
Film, Television & New Media	General
Music	General
Physical Education	
Physical Education	General
Sport & Recreation	Applied
Digital Technologies	
Design	General
Digital Solutions	General
Engineering	General
Information & Communication Technology	Applied
Hospitality	
Hospitality Practices	Applied
Vocational Education	
Certificate III/Diploma Business	VET
Certificate II Construction	VET
Certificate II Engineering Pathways	VET
Certificate I Financial Literacy	VET
Certificate III/IV Fitness	VET

*Students who do not choose Study of Religion as an elective, will complete Religion and Ethics as part of our timetabled Catholic Study. Students cannot choose this subject as an elective.

RELIGION AND ETHICS

APPLIED SUBJECT

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

Students suited to Religion and Ethics should have sound reading and writing skills, engage respectfully in discussion, and be open to different viewpoints. Basic research and reflective thinking skills will also support success.

SUBJECT DESCRIPTION

Religion and Ethics explores how people make meaning, form beliefs, and live out values. Students investigate religious traditions and other worldviews and consider how ethical principles guide decisions and actions. The subject supports respectful dialogue, critical thinking, and informed perspectives on contemporary issues in a diverse society.

COURSE FOCUS

The course focuses on understanding identity, beliefs and values, and how these are expressed in personal and community life. Students examine sacred texts and stories, ethical frameworks, and the role of religion and worldviews in shaping culture, relationships and responses to conflict. Learning experiences encourage inquiry, evaluation of sources, and respectful engagement with differing perspectives.

SKILLS DEVELOPED

Students develop skills in inquiry and research, analysis of sources (including sacred texts and other evidence), and critical and ethical reasoning. They practise respectful dialogue, perspective-taking and intercultural understanding, and strengthen communication skills through written, oral and multimodal responses.

PATHWAYS

Religion and Ethics supports pathways into further study in humanities, social sciences, community services and education, as well as roles requiring ethical decision-making, intercultural understanding and communication. It also supports active citizenship and respectful participation in diverse communities.

ASSESSMENT

Assessment is applied only and demonstrates understanding of beliefs, values and ethical reasoning through practical tasks such as inquiry investigations, source analysis, research, written or multimodal responses, presentations, and applying ethical frameworks to contemporary issues.

Units of Study			
Unit 1: Australian Identity	**Unit 2:** Meaning, Purpose and Expression	**Unit 3:** Peace	**Unit 4:** Sacred Stories
Students explore how beliefs, values and worldviews shape identity in Australia. They consider religious and cultural diversity, Aboriginal and Torres Strait Islander spiritualities, and how ethics influences belonging, citizenship and social cohesion.	Students investigate how people seek and express meaning and purpose through beliefs, rituals, symbols, traditions and lived experience. They examine religious and non-religious perspectives and apply ethical reasoning to personal and contemporary questions.	Students explore peace, justice and reconciliation. They examine conflict, responses to suffering, and the role of religions and worldviews in peacemaking at personal, community and global levels.	Students explore sacred stories and texts and their significance for believers and communities. They consider interpretation, context and authority, and analyse how these narratives shape ethics, identity and responses to life's big questions.

STUDY OF RELIGION

SUBJECT DESCRIPTION

Study of Religion explores religious traditions, beliefs, practices and ethical frameworks that shape individual lives and global societies. Students develop a critical understanding of how religion responds to enduring questions of meaning, purpose, justice and human dignity across historical and contemporary contexts.

COURSE FOCUS

Students engage with sacred texts, belief systems, rituals and ethical teachings from diverse religious traditions. Learning emphasises inquiry, interpretation and evaluation as students analyse how religion influences culture, identity, relationships, rights and decision-making in local and global contexts.

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 Religious Education, with strong literacy skills and an interest in ethical inquiry and contemporary issues.

SKILLS DEVELOPED

Ethical reasoning, critical analysis, interpretation of complex texts, research skills, synthesis of ideas and clear written communication.

PATHWAYS

University pathways in education, theology, philosophy, humanities, law, social sciences, ministry, community leadership and human services.

ASSESSMENT

Assessment includes research investigations, analytical essays and extended written responses. Unit 4 includes a QCAA external examination that contributes to ATAR calculation.

Units of Study			
Unit 1: Religion, meaning and purpose	**Unit 2:** Religion and ritual	**Unit 3:** Religious ethics	**Unit 4:** Religion, rights and relationships
Students explore how religious traditions respond to fundamental questions about life, reality and existence.	Students examine the role of ritual, symbols and practices in expressing belief and strengthening religious identity.	Students investigate ethical decision-making within religious traditions and apply ethical frameworks to contemporary moral issues.	Students analyse religion's role in shaping relationships, social justice perspectives and human rights in modern societies.

ENGLISH

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong Year 10 English results, sound literacy skills, and a willingness to engage in sustained reading, writing and critical discussion.

SUBJECT DESCRIPTION

English develops students' ability to critically interpret, evaluate and create a wide range of texts that shape understanding of individuals, cultures and societies. The subject values language as a powerful tool for thinking, ethical reflection, personal expression and effective communication in academic, civic and professional contexts.

COURSE FOCUS

Students engage with literary, persuasive, media and multimodal texts from Australian and global contexts. Learning involves close textual analysis, research, discussion and reflection, alongside the purposeful creation of written, spoken and multimodal texts for specific audiences and purposes. Emphasis is placed on developing informed viewpoints and confident communication.

SKILLS DEVELOPED

Critical and creative thinking, close reading and textual analysis, research and synthesis of ideas, persuasive and coherent communication, reflection, and effective time management.

PATHWAYS

University study in arts, law, education, journalism, communications and a broad range of humanities based degrees, as well as professions requiring advanced literacy and communication skills.

ASSESSMENT

Students complete a range of analytical and imaginative written responses, spoken and multimodal presentations, and internal assessment tasks aligned to the QCAA syllabus. Unit 4 includes a QCAA external examination that contributes to the ATAR.

Units of Study			
Unit 1: Perspectives and Texts	**Unit 2:** Texts and culture	**Unit 3:** Textual Connections	**Unit 4:** Close study of literary texts
Exploring how texts represent ideas, people and events from different viewpoints. Students compare how language choices, narrative voice and structure position audiences to see issues in particular ways.	Examining how cultural contexts influence language and meaning. Students investigate how values, beliefs and social norms shape texts, and create responses that show awareness of audience and purpose.	Analysing relationships between texts, ideas and contexts. Students evaluate how texts converse with or challenge each other across time, genre and medium, using evidence to support interpretations.	Developing detailed, critical interpretations of complex literary works. Students produce sustained analytical and reflective responses that demonstrate precise textual knowledge and control of academic expression.

ESSENTIAL ENGLISH

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

Completion of Year 10 English, particularly for students who benefit from a practical, applied and skills-focused approach to learning and communication.

SUBJECT DESCRIPTION

Essential English develops practical literacy skills that enable students to communicate effectively in everyday life, the workplace and the broader community. The subject focuses on building confidence as users of language, helping students understand and produce texts that are relevant, purposeful and meaningful in real-world contexts.

COURSE FOCUS

Students engage with a wide range of functional texts, including workplace documents, digital communication, community information and popular culture texts. Learning emphasises reading for understanding, writing for practical purposes, speaking clearly and listening effectively. Students build independence, confidence and adaptability as communicators in familiar and unfamiliar situations.

SKILLS DEVELOPED

Functional literacy, workplace communication, interpreting everyday texts, collaboration, organisation, planning, self-management and confidence in oral and written communication.

PATHWAYS

Vocational certificates, apprenticeships, traineeships, workplace entry programs and direct entry to employment. Essential English supports students transitioning into training or employment where practical communication skills are essential.

ASSESSMENT

Assessment is school-based and designed to reflect real-world communication tasks. Students complete short written responses, practical literacy activities and spoken presentations. Tasks are scaffolded to support skill development and confidence building. There is no external examination for this subject.

Units of Study			
Unit 1: Language that works	**Unit 2:** Texts and human experiences	**Unit 3:** Language that influences	**Unit 4:** Representation and popular culture texts
Students explore how language is used to achieve practical purposes in everyday, community and workplace contexts, focusing on clarity, appropriateness and audience awareness	Students examine how texts represent personal and shared experiences, developing skills in interpretation, response and meaning-making.	Students analyse how language is used to persuade, inform and influence opinions, particularly in media and advertising texts.	Students explore how popular culture texts represent ideas, values and identities, and create texts that reflect their own perspectives.

LITERATURE

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong Year 10 English results, an interest in sustained reading and discussion of literary texts, and a willingness to write and revise analytical and imaginative responses.

SUBJECT DESCRIPTION

Literature develops students' enjoyment and appreciation of literary texts, and their capacity to interpret, analyse, evaluate and create imaginative works. Students explore how texts represent human experiences and ideas, and how language and form shape meaning across different contexts, traditions and time periods.

COURSE FOCUS

Students engage in close reading of a range of literary texts such as novels, plays, poetry, short stories and literary nonfiction from Australian, First Nations and global perspectives. They consider ways texts are shaped by author choices and contexts, participate in discussion and critique, and experiment with their own creative and analytical writing using appropriate literary terminology.

SKILLS DEVELOPED

Close reading and critical interpretation, analytical and creative writing, use of literary terminology, constructing evidence-based arguments, research and synthesis, effective discussion and reflection, and precise control of language and style.

PATHWAYS

University study in arts and humanities, creative writing, law, teaching, journalism, media and communications, and careers requiring strong analytical thinking, writing and critical literacy.

ASSESSMENT

Students complete a range of analytical essays, critical interpretations, imaginative recreations and multimodal/spoken responses aligned to the QCAA syllabus. Unit 4 includes a QCAA external examination that contributes to the ATAR.

Units of Study			
Unit 1: Introduction to literary studies	**Unit 2:** Intertextuality	**Unit 3:** Literature and identity	**Unit 4:** Independent explorations
Exploring how literary texts create meaning through language, form and structure. Students develop foundational skills in close reading, interpretation and the use of literary concepts to discuss how texts represent experiences and ideas.	Investigating relationships between texts, including genre, concepts, contexts, and style and structure. Students examine how texts draw on, transform and converse with other texts, supporting interpretations with detailed textual evidence.	Examining the relationship between language, culture and identity in literary texts. Students analyse how texts represent people, ideas and events, and consider how perspectives are shaped and contested in different contexts.	Engaging with the dynamic nature of literary interpretation through close study and critical perspectives. Students craft sustained analytical arguments and develop a controlled academic style, demonstrating sophisticated engagement with complex literary texts.

APPLIED SUBJECT

ESSENTIAL MATHEMATICS

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

Successful completion of Year 10 Mathematics, particularly with an emphasis on practical and applied learning, is recommended.

SUBJECT DESCRIPTION

Essential Mathematics develops practical numeracy skills that support students in their everyday lives, workplaces and broader community settings. The subject focuses on building confidence, independence and competence in using mathematics to solve real-world problems and make informed decisions.

COURSE FOCUS

Students engage with mathematics as it is used in practical contexts such as measurement, personal finance, travel and data interpretation. Learning emphasises applied problem-solving, the use of digital tools, and the communication of mathematical ideas relevant to daily and vocational situations.

SKILLS DEVELOPED

Students develop practical numeracy, problem-solving and reasoning skills, along with confidence in using mathematics for everyday tasks. The subject also strengthens communication, organisation, decision-making and the effective use of digital tools.

PATHWAYS

Essential Mathematics supports pathways into vocational education and training, apprenticeships, traineeships and direct entry to employment. The skills developed are particularly valuable for trade, service industry and workplace-focused careers.

ASSESSMENT

Assessment is entirely school-based and applied in nature. Students complete practical tasks, short response activities and investigations that demonstrate their ability to use mathematics in real-life and workplace contexts. There is no external examination.

Units of Study			
Unit 1: Number, data and money	**Unit 2:** Data and travel	**Unit 3:** Measurements, scales and chance	**Unit 4:** Graphs, data and loans
Students develop confidence with everyday number skills, including budgeting, managing income and expenses, interpreting simple data and making informed financial decisions.	This unit focuses on interpreting and presenting data, calculating distances, time and costs, and applying mathematics to navigation, timetables and travel planning.	Students apply measurement skills to practical tasks involving length, area, volume and scale, while also exploring probability and chance in everyday contexts.	This unit develops skills in reading and creating graphs, analysing data trends, and understanding loans, interest and repayment options relevant to personal financial planning.

GENERAL MATHEMATICS

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Completion of Year 10 Mathematics with readiness to apply mathematical skills in practical and real-world contexts.

SUBJECT DESCRIPTION

General Mathematics focuses on mathematics used in everyday, workplace and business contexts. The subject equips students with practical mathematical skills to interpret information, make informed decisions and solve problems encountered in personal, civic and professional situations. It emphasises the relevance of mathematics to real-world applications and responsible participation in society.

COURSE FOCUS

Students apply mathematics to finance, statistics, networks and decision-making across a variety of authentic contexts. Learning is practical and contextualised, with students using digital tools and mathematical models to analyse data, manage financial situations and solve problems relevant to contemporary life and the workplace.

SKILLS DEVELOPED

Numeracy, data interpretation, financial literacy and practical reasoning are developed alongside analytical thinking, accuracy, problem-solving and the effective communication of quantitative information.

PATHWAYS

General Mathematics supports pathways into vocational education and training, apprenticeships, and employment in business, trades and service industries. It also provides preparation for some tertiary courses where applied mathematics and data interpretation are required.

ASSESSMENT

Students complete a range of analytical essays, critical interpretations, imaginative recreations and multimodal/spoken responses aligned to the QCAA syllabus. Unit 4 includes a QCAA external examination that contributes to the ATAR.

Units of Study			
Unit 1: Money, measurement, algebra and linear equations	**Unit 2:** Applications of linear equations and trigonometry, matrices and univariate data analysis	**Unit 3:** Bivariate data and time series analysis, sequences and earth geometry	**Unit 4:** Investing and networking
Students develop mathematical skills for managing money and measurement in everyday and workplace contexts, and use algebra and linear equations to model relationships and solve practical problems.	Students apply linear equations, trigonometry and matrices to solve problems in a range of contexts, and use univariate data analysis to summarise, represent and interpret data sets.	Students analyse bivariate data and time series to identify relationships and trends, investigate sequences and patterns, and apply geometric reasoning to solve problems related to earth geometry.	Students apply financial mathematics to investing and related decision-making, and use networks to model and solve problems involving connections, routes and efficient planning.

MATHEMATICAL METHODS

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong achievement in Year 10 Mathematics is recommended, particularly in algebra, graphing and problem-solving. Students should be confident working independently, prepared to practise skills regularly, and willing to engage with increasingly abstract and technical mathematical concepts.

SUBJECT DESCRIPTION

Mathematical Methods develops students' understanding of algebra, functions, calculus and statistics. It highlights the connections between graphical, numerical, algebraic and statistical representations, helping students analyse change, model real-world situations and interpret patterns. The subject provides a strong foundation for students considering tertiary pathways requiring analytical and quantitative skills.

COURSE FOCUS

Students solve problems involving functions, rates of change, optimisation, integration, trigonometry and statistics. Learning builds mathematical reasoning, fluency and communication, while using technology to explore and represent ideas. Through practice and application, students develop confidence in selecting methods, justifying solutions and interpreting results in context.

SKILLS DEVELOPED

Students develop analytical thinking, algebraic fluency, problem-solving and the ability to interpret mathematical information in graphical, symbolic and numerical forms. The subject strengthens logical reasoning, accuracy, persistence and confidence with abstract concepts and real-world applications.

PATHWAYS

Mathematical Methods supports pathways into science, engineering, economics, information technology, health sciences, business and many university courses that require strong quantitative reasoning. It is a recommended subject for students considering tertiary study in a broad range of analytical or STEM-related fields.

ASSESSMENT

Assessment includes a problem-solving and modelling task, short-response examinations, and a QCAA external examination. Students are assessed on their ability to apply mathematical concepts, solve routine and non-routine problems, communicate reasoning clearly, and use appropriate mathematical language, representations and technology.

Units of Study			
Unit 1: Surds, algebra, functions and probability	**Unit 2:** Calculus and further functions	**Unit 3:** Further calculus and introduction to statistics	**Unit 4:** Further calculus, trigonometry and statistics
Students develop algebraic techniques and explore functions, equations and probability concepts, building fluency in symbolic manipulation and interpretation.	Students introduce differential calculus and extend their understanding of functions to analyse change, gradients and mathematical behaviour.	Students extend differentiation techniques, begin integration, and use probability distributions and statistical methods to model and interpret data.	Students deepen their understanding of integration, apply trigonometric functions in varied contexts, and use statistical inference to support evidence-based conclusions.

SPECIALIST MATHEMATICS

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Very high achievement in Year 10 Mathematics is essential. Concurrent study of Mathematical Methods is required. Students should demonstrate strong algebraic skills, a high level of commitment and a willingness to engage with challenging mathematical content at an accelerated pace.

SUBJECT DESCRIPTION

Specialist Mathematics provides students with opportunities to develop deep and rigorous mathematical understanding through the study of advanced concepts, structures and relationships. The subject is designed for students with strong mathematical aptitude and interest, extending and enriching the ideas introduced in Mathematical Methods. Specialist Mathematics fosters logical reasoning, precision and abstract thinking, supporting students to confidently engage with complex and unfamiliar problems.

COURSE FOCUS

Students engage with advanced mathematical topics including vectors, matrices, complex numbers and differential equations. Learning emphasises the development of mathematical arguments, proof and justification, as well as the use of symbolic, graphical and numerical representations. Through sustained problem-solving and reasoning, students apply mathematics to model and interpret complex phenomena, developing accuracy, perseverance and independence as learners.

SKILLS DEVELOPED

Students develop advanced analytical reasoning, abstraction, precision and sustained problem-solving skills. The subject enhances logical thinking, mathematical communication, resilience and the ability to work independently with complex concepts and multi-step problems.

PATHWAYS

Specialist Mathematics supports pathways into engineering, physics, mathematics, data science, actuarial studies and other mathematically demanding university courses. It is strongly recommended for students intending to pursue tertiary studies in STEM-focused fields.

ASSESSMENT

Assessment is primarily examination-based and includes a combination of internal assessment tasks and a QCAA external examination. Assessments assess students' ability to apply complex mathematical concepts, construct logical arguments, solve non-routine problems and communicate solutions clearly and accurately under examination conditions.

Units of Study			
Unit 1: Combinatorics, proof, vectors and matrices	**Unit 2:** Complex numbers, further proof, trigonometry, functions and transformations	**Unit 3:** Complex numbers, further proof, trigonometry, functions and transformations	**Unit 4:** Further calculus and statistical inference
Students explore fundamental counting principles, the construction of mathematical proofs, and the use of vectors and matrices to represent and solve problems.	Students extend their understanding of complex numbers and proof, and apply trigonometry, functions and transformations to model and analyse mathematical relationships.	Students develop more advanced techniques with complex numbers and proof, and extend their use of vectors and matrices to solve increasingly sophisticated problems.	Students extend calculus concepts and apply statistical inference to interpret data, quantify uncertainty and make evidence-based conclusions.

AQUATIC PRACTICES

SUBJECT DESCRIPTION

Aquatic Practices is a practical subject designed to develop students' knowledge, skills and confidence in aquatic environments. The subject emphasises safe participation in water-based activities and helps students understand the relationship between people, aquatic ecosystems and industry practices through hands-on, real-world learning experiences.

COURSE FOCUS

The course develops practical skills and applied knowledge related to water safety, environmental sustainability and aquatic industries. Students learn responsible behaviours in and around water, gain an understanding of aquatic environments, and explore employment and training opportunities linked to marine and freshwater contexts.

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

A basic swimming ability is recommended to support safe participation in practical activities.

SKILLS DEVELOPED

Students develop transferable skills including water safety awareness, teamwork, communication, problem-solving, personal responsibility and confidence in aquatic environments.

PATHWAYS

Aquatic Practices provides preparation for pathways into marine and aquatic industries, recreation, tourism and community-based roles, as well as further vocational training.

ASSESSMENT

Assessment is practical and designed to reflect real-life aquatic activities. Students demonstrate competency through performance-based tasks, projects and practical demonstrations aligned with each unit of study.

Units of Study			
Unit 1: Aquatic environments	**Unit 2:** Safety and survival	**Unit 3:** Aquatic industries	**Unit 4:** Applied aquatic project
Exploration of aquatic environments, including natural and human influences, environmental awareness, basic aquatic science and sustainable practices.	Development of essential water safety and survival skills, including risk assessment, rescue awareness, basic first aid principles and hazard minimisation strategies.	Investigation of local, national and global aquatic industries such as recreation, tourism and commercial operations, with an emphasis on career pathways.	Application of skills and knowledge through a practical project involving planning, management and reflection in a real or simulated aquatic context.

BIOLOGY

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 Science, with well-developed literacy skills and an interest in scientific investigation and research-based learning.

SUBJECT DESCRIPTION

Biology explores living systems at a range of scales, from cells to ecosystems, and the processes that sustain life. Students develop an understanding of biological concepts and how scientific knowledge is generated, applied and evaluated. The subject encourages curiosity about the natural world, ethical awareness and informed decision-making about contemporary biological issues that affect individuals, communities and the environment.

COURSE FOCUS

Students investigate key biological concepts including cellular processes, homeostasis, biodiversity, genetics and evolution through inquiry-based learning. Learning experiences integrate theory with practical investigation, data analysis and research, enabling students to apply scientific reasoning to real-world biological challenges such as disease, conservation and sustainability.

SKILLS DEVELOPED

Students develop skills in scientific inquiry, experimental design, data collection and interpretation, critical evaluation of evidence and ethical reasoning. They also strengthen written and oral scientific communication, problem-solving and analytical thinking.

PATHWAYS

Biology supports pathways into health sciences, medicine, nursing, environmental science, biomedical research, allied health, agriculture and science-based tertiary study, as well as careers involving research, conservation and healthcare.

ASSESSMENT

Assessment includes research investigations, experimental inquiries, data analysis tasks and written responses that demonstrate scientific understanding and reasoning. In Unit 4, students complete a QCAA external examination that contributes to the calculation of an ATAR.

Units of Study			
Unit 1: Cells and multicellular organisms	**Unit 2:** Maintaining the internal environment	**Unit 3:** Biodiversity and the interconnectedness of life	**Unit 4:** Heredity and continuity of life
Students examine cell structure and function, including the role of organelles, and explore how cells specialise and organise into tissues, organs and systems in multicellular organisms.	This unit focuses on homeostasis, investigating how organisms regulate internal conditions through physiological and biochemical processes to survive changing environments.	Students study biodiversity at genetic, species and ecosystem levels, exploring evolutionary processes, relationships between organisms and the impact of human activity on ecosystems.	This unit examines genetic inheritance, variation, mutation and gene expression, allowing students to understand how traits are passed on and how populations change over time.

GENERAL SUBJECT

CHEMISTRY

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong achievement in Year 10 Science and Mathematics, particularly in chemical concepts, algebraic skills and scientific reasoning.

SUBJECT DESCRIPTION

Chemistry examines the composition, properties and transformations of matter and the role chemical knowledge plays in understanding the natural and designed world. Students explore how chemical reactions underpin biological systems, industrial processes, environmental sustainability and technological advancement. The subject develops scientific literacy and ethical awareness, enabling students to make informed decisions as global citizens.

COURSE FOCUS

Students apply chemical principles through experimentation, modelling and problem-solving in both practical and theoretical contexts. Learning experiences emphasise inquiry, evidence-based reasoning and the responsible use of chemical knowledge. Students investigate real-world applications of chemistry, including materials design, energy production, environmental management and human health, while developing accuracy, independence and perseverance.

SKILLS DEVELOPED

Analytical and critical thinking, quantitative reasoning, laboratory and investigation skills, scientific communication, data interpretation, problem-solving and ethical decision-making.

PATHWAYS

University study and careers in chemistry, engineering, medicine, pharmacy, biomedical science, environmental science, forensic science and research-based fields.

ASSESSMENT

Students complete a combination of experimental investigations, research tasks and data analysis to demonstrate their understanding of chemical concepts and processes. Assessment includes internal school-based assessment and a QCAA external examination in Unit 4, which contributes to ATAR calculation.

Units of Study			
Unit 1: Chemical fundamentals, structure, properties and reaction	**Unit 2:** Molecular interactions and reactions	**Unit 3:** Equilibrium, acids and redox reactions	**Unit 4:** Structure, synthesis and design
Students develop foundational chemical knowledge, exploring atomic structure, bonding, chemical reactions and the relationship between structure and properties.	Students examine intermolecular forces, energy changes and reaction rates, analysing how molecular interactions influence physical and chemical behaviour.	Students investigate chemical equilibrium systems, acid–base chemistry and redox processes, applying quantitative analysis to equilibrium systems.	Students explore chemical synthesis and materials design, analysing the structure of substances and evaluating chemistry-based solutions to real-world challenges.

PHYSICS

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong achievement in Year 10 Science and Mathematics, with concurrent study of Mathematical Methods strongly recommended.

SUBJECT DESCRIPTION

Physics investigates energy, matter and the fundamental laws that govern the physical universe. Students develop an understanding of how physical principles explain natural phenomena and underpin modern technologies. The subject encourages logical thinking, precision and ethical consideration of scientific knowledge in service of society.

COURSE FOCUS

Students explore motion, forces, electricity, waves and modern physics through a balance of theoretical understanding and practical investigation. Learning emphasises scientific inquiry, problem-solving and the application of mathematical models to explain real-world systems. Students develop confidence in designing experiments, analysing data and communicating scientific ideas clearly.

SKILLS DEVELOPED

Logical and analytical reasoning, mathematical modelling, experimental design, accurate data analysis, evaluation of evidence, and clear scientific communication.

PATHWAYS

Engineering, aviation, physics, data science, medical imaging, meteorology, defence industries, and a broad range of science, technology and mathematics-based university courses.

ASSESSMENT

Students complete a range of internal assessments including data tests, experimental investigations and problem-solving tasks. Unit 4 includes a QCAA external examination that contributes to ATAR calculation.

Units of Study			
Unit 1: Thermal, nuclear and electrical physics	**Unit 2:** Linear motion and waves	**Unit 3:** Gravity and electromagnetism	**Unit 4:** Revolutions in modern physics
Students investigate energy transfer, thermodynamic principles, nuclear processes and electrical systems, developing an understanding of how energy is generated, transformed and managed.	Students analyse motion, forces and wave phenomena, applying mathematical models to describe velocity, acceleration and wave behaviour in a range of contexts.	Students examine gravitational fields, electric and magnetic fields, and their interactions, building connections between theory and technological applications.	Students explore paradigm-shifting ideas such as relativity and quantum theory, considering their profound impact on scientific understanding and technological innovation.

PSYCHOLOGY

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 English and Science, with an interest in human behaviour, research and analytical thinking.

SUBJECT DESCRIPTION

Psychology explores human behaviour and mental processes, examining how individuals think, feel and act within social, biological and cultural contexts. Students engage with psychological concepts and theories to understand personal development, mental health, learning, relationships and social influence. The subject encourages ethical inquiry and the application of psychological knowledge to real-world issues.

COURSE FOCUS

Students examine cognition, emotion and behaviour through contemporary psychological perspectives and research methodologies. Learning emphasises scientific inquiry, ethical research practices, data analysis and evaluation of evidence. Students develop skills in investigating psychological phenomena, interpreting research findings and applying knowledge to understand individual and group behaviour in everyday and professional contexts.

SKILLS DEVELOPED

Research design and analysis, ethical reasoning, critical thinking, data interpretation, evaluation of evidence, academic writing and clear communication of psychological ideas.

PATHWAYS

Psychology provides a strong foundation for university study and careers in psychology, health sciences, counselling, education, social work, human services, criminology and allied health professions.

ASSESSMENT

Assessment includes research investigations, data analysis tasks and extended written responses. Students design and evaluate psychological research using ethical principles and scientific methods. Unit 4 includes a QCAA external examination that contributes to the ATAR.

Units of Study			
Unit 1: Individual development	**Unit 2:** Individual behaviour	**Unit 3:** Individual thinking	**Unit 4:** The influence of others
Investigates psychological processes involved in human development, including brain development, learning and the influence of biological and environmental factors.	Examines how cognition and emotion influence behaviour, with a focus on mental processes, decision-making and psychological wellbeing.	Explores complex cognitive processes, including memory, intelligence and problem-solving, using research evidence and psychological models.	Analyses social psychology concepts such as conformity, group behaviour, attitudes and social influence in contemporary contexts.

FURNISHING SKILLS

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in practical, hands-on learning is recommended. Students benefit from a willingness to work safely in a workshop environment, follow instructions, and develop practical skills through making and doing.

SUBJECT DESCRIPTION

Furnishing Skills is a practical subject that focuses on developing hands-on knowledge and skills used in the furniture and furnishing industries. Students engage with a range of materials, tools, and production techniques to manufacture quality furniture products. The subject emphasises safe work practices, accuracy, and an understanding of industry expectations across domestic, commercial, and bespoke contexts.

COURSE FOCUS

Students design, plan, and construct a variety of furnishing products using industry-standard tools and processes. The course focuses on developing practical competence, applying design principles, interpreting drawings and specifications, and following production sequences. Students are encouraged to work independently and collaboratively while responding to real-world production requirements.

SKILLS DEVELOPED

Students develop practical furniture construction skills, including safe tool use, planning, and accurate production. The subject builds attention to detail, problem-solving abilities, and an understanding of quality and workplace expectations.

PATHWAYS

This subject provides pathways into furnishing, cabinet making, joinery, carpentry, upholstery, and broader construction trades. It also supports progression into vocational education and training (VET) qualifications, apprenticeships, traineeships, and further study in design and construction-related fields.

ASSESSMENT

Assessment is based on practical projects completed in a workshop environment. Students are assessed on planning, construction processes, safe work practices, accuracy, and the quality of finished furnishing products. Supporting documentation such as design plans, production notes, and evaluations may be included to demonstrate understanding.

Units of Study			
Unit 1: Furniture Making	**Unit 2:** Production in the Domestic Furniture Industry	**Unit 3:** Production in the Commercial Furniture Industry	**Unit 4:** Production in the Bespoke Furniture Industry
Students develop foundational furniture construction skills, focusing on safe work practices, basic hand and power tool use, and the production of simple furniture items.	Students apply furniture-making skills to domestic contexts, producing household furniture while considering design, function, material selection, and client needs.	Students explore furniture production for commercial environments, working to specifications that address durability, safety, and industry standards.	Students design and manufacture customised furniture pieces, applying advanced skills and problem-solving to meet specific client briefs and quality expectations.

APPLIED SUBJECT

INDUSTRIAL GRAPHICS SKILLS

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in design, technical drawing or construction contexts, basic computer skills and a willingness to work accurately and independently on detailed tasks.

SUBJECT DESCRIPTION

Industrial Graphics focuses on the clear and accurate communication of technical information through graphical representation. Students develop the ability to interpret, create and evaluate drawings and designs that are used in residential building, manufacturing and engineering industries. The subject emphasises precision, industry conventions and the effective use of digital technologies to communicate design intent.

COURSE FOCUS

Students learn to produce technical drawings using industry-standard conventions and digital tools, including computer-aided drafting and modelling software. Through practical design tasks, students develop skills in spatial visualisation, problem-solving and graphical communication. Learning experiences are applied to real-world industry contexts, with a strong focus on accuracy, presentation and workplace relevance.

SKILLS DEVELOPED

Technical drawing and graphical communication, spatial awareness, attention to detail, digital design skills, interpretation of plans and specifications, problem-solving, planning and safe work practices.

PATHWAYS

Industrial Graphics supports pathways into drafting, design, engineering support roles, architecture, construction, manufacturing and a range of technical trades. It also provides a strong foundation for vocational training, apprenticeships and further study in design-related fields.

ASSESSMENT

Assessment is school-based and includes design folios, technical drawing tasks, applied projects and practical demonstrations of skill. Students are assessed on their ability to apply industry conventions, produce accurate drawings and communicate design solutions clearly and professionally. There is no external examination.

Units of Study			
Unit 1: Drafting for residential building	**Unit 2:** Computer aided manufacturing drafting	**Unit 3:** Computer aided drafting modelling	**Unit 4:** Graphics for the engineering industry
Students create residential building drawings such as plans and elevations using industry-standard conventions and construction documentation.	Students produce precise technical drawings for manufacturing contexts using CAD software, focusing on accuracy, dimensioning and tolerancing.	Students develop two- and three-dimensional digital models to communicate design solutions clearly and efficiently.	Students apply advanced drafting conventions to produce professional drawings used in engineering design and problem-solving.

INDUSTRIAL TECHNOLOGY SKILLS

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in hands-on learning, practical problem-solving and working with tools and materials. Completion of Year 10 studies with a positive approach to workshop safety and effort is recommended.

SUBJECT DESCRIPTION

Industrial Technology is a practical subject that develops students' skills in manufacturing, construction and production environments. Students engage in hands-on learning that reflects real-world trade and industry contexts, with a strong emphasis on safe work practices, accuracy and quality outcomes.

COURSE FOCUS

Students work with a wide range of materials, tools and machinery to design, construct and evaluate practical projects. Learning focuses on understanding production processes, interpreting technical drawings, using tools safely and developing pride in workmanship. Students apply problem-solving skills while working independently and collaboratively in workshop settings.

SKILLS DEVELOPED

Students develop practical and technical workshop skills, an understanding of safe work practices, the ability to plan and manage tasks, and confidence in problem-solving and teamwork. The subject also builds responsibility, precision and pride in producing quality work.

PATHWAYS

Industrial Technology supports pathways into building, construction, manufacturing, cabinet making and engineering trades. It provides a strong foundation for apprenticeships, traineeships, vocational certificates and direct entry into industry.

ASSESSMENT

Assessment is school-based and includes practical projects, finished products and supporting folios. Students demonstrate planning, safe tool use, accuracy, and the ability to follow processes to meet project requirements. There is no external examination.

Units of Study			
Unit 1: Construction in the Domestic Building Industry	**Unit 2:** Sheet Metal Working	**Unit 3:** Production in the Manufacturing Engineering Industry	**Unit 4:** Cabinet Making
Students explore basic construction methods, materials and workplace safety used in residential building projects.	Students develop skills in shaping, forming and joining sheet metals to produce practical items.	This unit focuses on manufacturing processes, machinery use and production techniques in engineering contexts.	Students design and construct cabinetry items, developing precision skills and an understanding of furniture construction principles.

ECONOMICS

SUBJECT DESCRIPTION

Economics explores how individuals, businesses and governments make decisions about the use of limited resources to satisfy unlimited needs. Students develop an understanding of how economic systems operate at local, national and global levels, and how economic choices impact living standards, equity, sustainability and social wellbeing.

COURSE FOCUS

Students analyse contemporary economic issues using economic theory, models and data. Learning focuses on market behaviour, government intervention, international trade and macroeconomic management. Students interpret real-world case studies, evaluate policy responses and apply economic reasoning to explain trends and challenges in the Australian and global economy.

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 English and Mathematics, with strong literacy, numeracy and an interest in analysing current affairs and economic issues.

SKILLS DEVELOPED

Economic reasoning, critical and evaluative thinking, interpretation of economic data, written communication, research proficiency and the ability to construct logical, evidence-based arguments.

PATHWAYS

University study and careers in business, commerce, economics, finance, law, public policy, international relations, management and entrepreneurship.

ASSESSMENT

Assessment includes data analysis, short-response and extended written responses, and stimulus-based examinations. Students complete internal assessments across Units 1–3, with a QCAA external examination in Unit 4 that contributes to ATAR calculation.

Units of Study			
Unit 1: Markets and models	**Unit 2:** Modified Markets	**Unit 3:** International Economics	**Unit 4:** Contemporary Macroeconomics
Introduction to economic models, market structures, supply and demand, and how markets allocate resources.	Examination of market failures, government intervention, regulation and the role of public policy in achieving economic and social outcomes.	Study of global trade, exchange rates, international economic relationships and Australia's position in the global economy.	Analysis of economic performance, including economic growth, unemployment, inflation and fiscal and monetary policy responses.

GEOGRAPHY

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 Humanities with an interest in environmental issues, global challenges and analytical investigation.

SUBJECT DESCRIPTION

Geography develops students' understanding of the complex relationships between people, places and environments. Through the study of natural and human systems, students examine patterns, processes and challenges shaping the contemporary world, with a strong focus on sustainability, environmental stewardship and social justice. The subject equips students to think ethically and critically about global and local issues affecting communities now and into the future.

COURSE FOCUS

Students investigate geographical challenges using fieldwork, spatial technologies and data analysis. Learning emphasises inquiry, evidence-based reasoning and problem-solving as students analyse environmental hazards, urban planning, land-use change and population dynamics. Students apply geographic knowledge to propose informed, responsible responses to real-world issues at local, national and global scales.

SKILLS DEVELOPED

Students develop spatial and graphical analysis skills, research and inquiry capabilities, data interpretation, evaluative thinking, ethical reasoning, and effective written communication.

PATHWAYS

Environmental science, urban and regional planning, geography, teaching, sustainability studies, international development, emergency management and related university pathways.

ASSESSMENT

Assessment includes fieldwork reports, data analysis tasks and research investigations across Units 1–3. Unit 4 includes a QCAA external examination that contributes to ATAR calculation.

Units of Study			
Unit 1: Responding to risk and vulnerability in hazard zones	**Unit 2:** Planning sustainable places	**Unit 3:** Responding to land cover transformations	**Unit 4:** Managing population change
Students investigate biophysical hazards and analyse factors that influence risk, vulnerability and resilience in communities.	Students explore urban challenges and examine strategies to design and manage sustainable, liveable cities and settlements.	Students analyse land-use change and its environmental, economic and social impacts at different scales.	Students investigate population dynamics, distribution and migration, and evaluate strategies for managing population change.

LEGAL STUDIES

SUBJECT DESCRIPTION

Legal Studies develops students' understanding of law, justice and legal systems in Australian and global contexts. Students explore how laws are created, interpreted and applied, and examine the role of legal systems in protecting rights, promoting social order and responding to change. The subject encourages informed, ethical and active citizenship grounded in principles of fairness and justice.

COURSE FOCUS

Students investigate criminal, civil and human rights law through the analysis of real-world case studies, legislation and contemporary legal issues. Learning emphasises critical inquiry, evaluation of legal responses, and reflection on the effectiveness of the law in achieving justice for individuals and communities.

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Successful completion of Year 10 English and Humanities, with strong literacy skills and an interest in contemporary legal and social issues.

SKILLS DEVELOPED

Legal reasoning and interpretation, critical analysis of sources, research and synthesis of evidence, structured argument, ethical reasoning, written communication and informed decision-making.

PATHWAYS

University studies in law, justice studies, criminology, politics, business, international relations and public administration, as well as careers in the legal profession, government, advocacy, policy development and community services.

ASSESSMENT

Students complete a range of assessments including case studies, source analysis, research tasks and extended written responses. Assessment includes internal school-based tasks and a QCAA external examination in Unit 4, which contributes to the Australian Tertiary Admission Rank (ATAR).

Units of Study			
Unit 1: Beyond reasonable doubt	**Unit 2:** Balancing rights	**Unit 3:** Law, governance and change	**Unit 4:** Human rights in legal contexts
Foundations of criminal law, legal principles, evidence and the criminal justice process.	Exploration of civil law, dispute resolution and the balance between individual rights and societal responsibilities.	Examination of the relationship between law, government and society, including law reform and contemporary legal challenges.	Analysis of international human rights frameworks and their application within Australian and global legal systems.

MODERN HISTORY

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound achievement in Year 10 English and Humanities, with an interest in reading, research, discussion and critical thinking.

SUBJECT DESCRIPTION

Modern History enables students to investigate the major ideas, movements, events and individuals that have shaped the contemporary world. Through the study of past societies and global developments, students gain insight into how power, conflict, belief systems and social change influence human experience and decision-making. The subject encourages critical reflection on evidence, values and justice in shaping the modern world.

COURSE FOCUS

Students analyse historical sources, perspectives and interpretations to develop an informed understanding of complex historical issues. Learning emphasises inquiry, source evaluation and evidence-based argument, supporting students to think critically about cause and effect, continuity and change, and differing viewpoints within local, national and global contexts.

SKILLS DEVELOPED

Historical inquiry, critical analysis, evaluation of evidence, research skills, written communication, argument construction and ethical reasoning.

PATHWAYS

Law, arts, education, journalism, international relations, public policy, defence, humanities-based university studies and careers requiring analytical and research skills.

ASSESSMENT

Assessment includes source investigations, historical inquiries and analytical written responses completed under exam and non-exam conditions. Students also complete a QCAA external examination in Unit 4, contributing to ATAR calculation.

Units of Study			
Unit 1: Ideas in the modern world	**Unit 2:** Movements in the modern world	**Unit 3:** National experiences in the modern world	**Unit 4:** International experiences in the modern world
Students explore influential philosophies, ideologies and movements that challenged traditional structures and shaped modern societies.	Students investigate collective action and protest movements, examining motivations, methods and impacts of social and political change.	Students study the historical development of a nation, focusing on power, conflict, identity and responses to internal and external pressures.	Students analyse global conflicts and international developments, considering perspectives of nations, leaders and communities in times of crisis and transformation.

APPLIED SUBJECT

SOCIAL & COMMUNITY STUDIES

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

Students benefit from having basic literacy and numeracy skills, as well as a willingness to participate in practical learning experiences such as discussions, group activities and community-based or workplace-style tasks. An interest in building independence, communication and everyday life skills will support success in this course.

SUBJECT DESCRIPTION

Social and Community Studies prepares students for meaningful participation in their communities and future employment. The subject focuses on developing practical knowledge, values and skills that support personal wellbeing, positive relationships and active involvement in society. It is designed to equip students with the confidence and capability to engage responsibly with their local and broader communities.

COURSE FOCUS

The course emphasises the development of essential life skills, social awareness and work readiness. Students explore real-life contexts to build understanding of personal identity, social roles, community networks and workplace expectations. Learning experiences are practical and student-centred, supporting individual strengths, interests and goals while promoting independence and informed decision-making.

SKILLS DEVELOPED

Students develop key skills including communication, collaboration, independence, decision-making and personal responsibility. The course also supports the development of confidence, adaptability and social competence.

PATHWAYS

Social and Community Studies supports pathways into employment, community services, further education and vocational training. It is particularly suited to students seeking practical and flexible post-school options.

ASSESSMENT

Assessment is applied only and is based on practical demonstrations of knowledge and skills. Students are assessed through tasks such as projects, investigations, presentations and responses to real-world scenarios, allowing them to demonstrate learning in meaningful and relevant ways.

Units of Study			
Unit 1: Personal Development	**Unit 2:** Community Participation	**Unit 3:** Work Readiness	**Unit 4:** Applied Project
Students develop self-awareness, personal skills and strategies for managing everyday life. Topics may include personal identity, relationships, health and wellbeing, and goal setting.	Students explore community roles, services and responsibilities. This unit focuses on active citizenship, inclusion, diversity and ways individuals can contribute positively to their communities.	Students learn about workplace expectations, employability skills and career pathways. Experiences may include resume preparation, interview skills, workplace behaviour and understanding employee rights and responsibilities.	Students complete a practical project that applies learning from across the course. This unit supports planning, problem-solving and reflection through real-life or simulated community or workplace contexts.

TOURISM

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

There are no formal prerequisites for Tourism. This subject suits students who are interested in travel, people, cultures, events, business or the tourism industry, and who are willing to participate in practical activities, research tasks and project-based learning.

SUBJECT DESCRIPTION

Tourism is an Applied subject that explores the travel and tourism industry in local, national and global contexts. Students examine tourism sectors, impacts and opportunities while developing responsible and sustainable approaches to tourism planning and promotion.

COURSE FOCUS

The course focuses on how tourism products, services and experiences are planned, marketed and delivered for different travellers. Students use tourism data, trends and destination knowledge to complete practical projects, communicate for specific audiences and evaluate tourism decisions.

SKILLS DEVELOPED

Students develop skills in research, analysis, communication, planning and problem-solving through tourism-related contexts. They learn to interpret tourism information and data, design traveler-focused resources, consider sustainability and client needs, and communicate clearly for different audiences. The subject also supports teamwork, organisation, decision-making and workplace readiness.

PATHWAYS

Tourism supports pathways into further study, training and employment in tourism, travel, events, hospitality, hotel management, business, marketing, customer service and visitor information services. It may also assist students interested in careers connected to regional tourism, destination promotion, tour operations and community-based tourism.

ASSESSMENT

Assessment may include investigations, projects, written responses, multimodal presentations, and practical tourism tasks. Students demonstrate their ability to explain tourism concepts, examine information and data, apply tourism knowledge, communicate to specific audiences and evaluate tourism projects or outcomes.

Units of Study			
Unit 1: Tourism and Travel	**Unit 2:** Tourism Marketing	**Unit 3:** Tourism Trends and Patterns	**Unit 4:** Tourism Industry and Careers
Students explore why people travel, key tourism products and services, traveller needs, destinations and the impacts of tourism.	Students examine how destinations, products and experiences are promoted to target markets and how marketing influences traveller decisions.	Students analyse tourism data and trends to understand changes in travel behaviour, destinations and industry demand.	Students explore tourism industry sectors, workplace expectations, career opportunities and future study or training pathways.

APPLIED SUBJECT

ARTS IN PRACTICE

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

No prior formal study in the Arts is required. The subject is suitable for students with an interest in creative practice, hands-on learning and applied project work who enjoy practical and collaborative learning environments.

SUBJECT DESCRIPTION

Arts in Practice is an Applied subject that focuses on the development of practical creative skills across a range of art forms. Students learn through active participation in creative processes, experimenting with materials, techniques and technologies. The subject emphasises learning by doing and supports students to develop confidence, technical skills and creative expression in arts-based contexts.

COURSE FOCUS

The course is designed to engage students in producing creative works for real-world contexts and audiences. Students respond to design briefs, explore creative problem-solving and apply artistic techniques to meet project goals. Learning experiences mirror industry and community practices, encouraging students to collaborate, reflect on feedback and refine their work to professional standards.

SKILLS DEVELOPED

Students develop creativity through practical exploration and problem-solving, while building their ability to collaborate effectively in group and project-based settings. The subject supports the development of communication skills through planning, discussion and presentation of creative work. Students also strengthen project management skills, including time management, organisation and the ability to respond to feedback and real-world expectations.

PATHWAYS

Arts in Practice supports pathways into creative industries, traineeships, apprenticeships and vocational education and training (VET). It also builds valuable employability skills relevant to a wide range of industries, including design, media, community arts, events and small creative businesses.

ASSESSMENT

Assessment in Arts in Practice is school-based and includes applied projects, practical tasks and product-based responses. Students demonstrate their learning through completed creative works, project documentation and reflections on their creative process. There is no external examination for this subject.

Units of Study			
Unit 1: Creative practices	**Unit 2:** Skills development	**Unit 3:** Creative industries	**Unit 4:** Applied project
Students explore a range of creative practices, tools and materials. They experiment with ideas and techniques while developing foundational skills and understanding of the creative process.	This unit focuses on building technical and practical skills. Students apply techniques with increasing control, refine their creative processes and respond to guided project briefs.	Students investigate creative industries and workplaces, including roles, expectations and pathways. They work on projects that reflect industry-style practices and real-world applications.	Students plan, produce and evaluate a substantial applied project. This unit emphasises independence, project management and the presentation of creative work for a specific purpose and audience.

FILM, TELEVISION & NEW MEDIA

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

An interest in media, storytelling and creative expression is recommended. No prior technical experience is required.

SUBJECT DESCRIPTION

Film, Television and New Media explores the creation, analysis and impact of screen and digital media in contemporary society. Students engage with a wide range of film, television and new media texts, examining how meaning is constructed through visual language, sound, narrative and editing. The subject investigates how media texts reflect, shape and challenge cultural values, identities and perspectives in local and global contexts.

COURSE FOCUS

The course focuses on developing students' understanding of how media texts are planned, produced, distributed and received. Students analyse existing works and produce their own media projects using industry-standard technologies and processes. Emphasis is placed on storytelling, creative problem-solving and responding to real-world media contexts.

SKILLS DEVELOPED

Students develop media literacy, critical thinking and creative skills. The subject also builds project management abilities, including planning, collaboration, time management and reflective evaluation, along with technical skills in filming, editing and sound design.

PATHWAYS

The course provides pathways into film, television, digital media and broader communication industries, as well as tertiary study in creative, media and design fields.

ASSESSMENT

Assessment includes a range of production tasks, such as short films or media projects, alongside analytical and written components. The course culminates in a QCAA external examination that assesses students' understanding of media concepts, analysis and interpretation.

Units of Study			
Unit 1: Foundation	**Unit 2:** Stories	**Unit 3:** Participation	**Unit 4:** Artistry
Builds foundational knowledge of screen and digital media. Students learn core concepts, basic visual and audio language, and essential production skills, while analysing how media texts create meaning for audiences.	Focuses on storytelling across film, television and new media. Students explore narrative structure, genre and character, and plan and produce media that engages an intended audience through deliberate creative and technical choices.	Explores how people participate in media cultures as producers, collaborators and audiences. Students examine industry roles and workflows, ethical and legal considerations, and how platforms, contexts and audience interactions influence media production and reception.	Develops students' artistry through a sustained media project. Students refine their creative voice, make and justify aesthetic decisions, and evaluate how effectively their finished work communicates purpose and meaning to an audience.

MUSIC

SUBJECT DESCRIPTION

Music is a dynamic and experiential subject that enables students to develop practical musicianship alongside creative and analytical thinking. Through active engagement as performers, composers and listeners, students build technical skills, musical literacy and an informed understanding of how music communicates meaning across cultures, styles and historical contexts.

COURSE FOCUS

The course focuses on student engagement with a wide range of musical styles, genres and contexts. Students explore music as both a personal and cultural expression, developing confidence and independence through performance and composition. Learning experiences are designed to encourage inquiry, interpretation and reflection, with opportunities to work indi vidually and collaboratively using a variety of instruments, voices and music technologies.

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

It is recommended that students have prior music experience, including the ability to read notation and performance or compositional background, to support successful engagement with the course.

SKILLS DEVELOPED

Students develop advanced musicianship skills, creative and critical thinking, and effective collaboration. The course also builds communication skills, self-management, confidence and the ability to respond thoughtfully to feedback.

PATHWAYS

Music provides pathways into tertiary study and careers in music, education and the broader creative industries. Skills developed are also transferable to fields that value creativity, collaboration and disciplined practice.

ASSESSMENT

Assessment includes a combination of performance and composition tasks completed across the course, as well as a QCAA external examination. These assessments evaluate students' technical skills, creative processes, stylistic understanding and ability to analyse and interpret music.

Units of Study			
Unit 1: Designs in Music	**Unit 2:** Identities in Music	**Unit 3:** Innovations in Music	**Unit 4:** Music in Practice
Students explore how the elements of music are combined to create musical works. Through performance and composition, they investigate compositional devices, stylistic features and conventions, and develop foundational skills in score reading, aural perception and musical analysis.	This unit examines how music expresses personal, social and cultural identities. Students study music from diverse communities and contexts, refining performance and compositional techniques while analysing how meaning is conveyed through musical choices.	Students investigate musical innovation and the ways composers and performers respond to changing technologies, ideas and audiences. Learning focuses on contemporary practices, experimental approaches and creative risk-taking in both composition and performance.	This unit emphasises real-world applications of music. Students consolidate their skills through practical projects that reflect authentic musical practices, preparing them for performance contexts, further study and the external assessment.

PHYSICAL EDUCATION

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

An interest in sport, physical activity and science is recommended. Students should be willing to engage in both theoretical learning and practical physical activity as part of course requirements.

SUBJECT DESCRIPTION

Physical Education examines movement, performance and health through scientific and practical perspectives. Students investigate how the human body moves, adapts and performs in physical activity contexts, while considering social, psychological and ethical influences on participation and performance.

COURSE FOCUS

Students integrate theoretical knowledge with practical application in a range of sport and physical activity contexts. Learning is inquiry-based and experiential, enabling students to analyse performance, apply evidence-based strategies and evaluate outcomes to optimise movement efficiency, participation and health.

SKILLS DEVELOPED

Students develop analytical and critical thinking skills through the evaluation of movement and performance data, while building leadership and teamwork skills in practical activity contexts. The subject also strengthens communication, decision-making and problem-solving abilities, as well as the capacity to apply scientific principles to optimise performance and participation.

PATHWAYS

Physical Education provides a strong foundation for tertiary study and careers in sport and exercise science, teaching, coaching, health, physiotherapy, human movement, fitness and related health fields.

ASSESSMENT

Assessment includes written responses, research and data analysis tasks, and the application of theoretical knowledge to practical scenarios. A QCAA external examination is completed in Unit 4 and contributes to the calculation of an ATAR.

Units of Study			
Unit 1: Motor learning, functional anatomy and biomechanics	**Unit 2:** Sport psychology and equity	**Unit 3:** Tactical awareness, ethics and integrity	**Unit 4:** Energy, fitness and training
Acquisition and refinement of movement skills, anatomical structures and biomechanical principles that influence performance	Psychological factors, motivation, confidence, inclusion, fairness and barriers to participation in physical activity	Decision-making, strategy development, ethical behaviour and integrity in sport and physical activity contexts	Energy systems, fitness components, training principles and performance optimisation

APPLIED SUBJECT

SPORT AND RECREATION

SUBJECT DESCRIPTION

Sport and Recreation provides students with opportunities to engage in a range of physical activities while developing an understanding of leadership, teamwork and active participation. The subject explores how sport and recreation contribute to individual wellbeing, community engagement and healthy lifestyles.

COURSE FOCUS

The course focuses on experiential learning through planning, conducting and evaluating a variety of sport and recreation activities. Students develop the skills required to lead individuals and groups, apply safe and inclusive practices, and reflect on performance to improve outcomes in sporting and recreational contexts.

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in physical activity, sport and working with others is recommended. No prior formal experience is required.

SKILLS DEVELOPED

Students develop leadership, communication and teamwork skills, as well as problem-solving, organisation, decision-making and self-management skills relevant to sport and recreation environments.

PATHWAYS

This subject supports pathways into fitness, sport and recreation industries, community services, coaching, event management, outdoor education and related vocational or tertiary study options.

ASSESSMENT

Assessment is practical and applied in nature and may include performance tasks, activity planning and delivery, coaching or officiating roles, event projects and reflective evaluations.

Units of Study			
Unit 1: Coaching and Officiating	**Unit 2:** Community Recreation	**Unit 3:** Event Management	**Unit 4:** Fitness for Sport and Recreation
Students develop skills in coaching and officiating across a range of sports. The unit focuses on rules, decision-making, communication, leadership and the ability to provide effective feedback in structured sporting environments.	Students examine the role of recreation in the community and design activities that promote inclusion, health and wellbeing across diverse groups and settings.	This unit focuses on planning, organising and evaluating sport and recreation events. Students develop skills in teamwork, organisation, risk management and reflection through practical event-based activities.	Students explore fitness components and training principles relevant to sport and recreation contexts, applying fitness concepts to improve performance, participation and wellbeing.

DESIGN

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Students considering Design should have an interest in creative problem-solving, visual communication and responding to real-world needs.

SUBJECT DESCRIPTION

Design is a General senior subject that develops students' ability to use design thinking to investigate problems, generate ideas, communicate concepts and justify design decisions for specific users, stakeholders and contexts.

COURSE FOCUS

The course focuses on design problems and opportunities across a range of contexts. Students learn to apply a design process by exploring problems, developing ideas, communicating design proposals and evaluating the effectiveness of solutions. The subject encourages students to consider the social, cultural, economic and environmental impacts of design decisions.

SKILLS DEVELOPED

Design develops students' skills in problem-solving, research, ideation, visual communication and evaluation. Students learn to analyse design problems, identify user and stakeholder needs, generate and refine ideas, communicate concepts and justify decisions using evidence. They also develop project management, collaboration, digital communication and critical reflection skills.

PATHWAYS

Design supports students interested in further study, training or careers in areas such as architecture, industrial design, product design, interior design, graphic design, digital design, engineering, urban planning, landscape design, creative industries and project management.

ASSESSMENT

Students complete school-based assessment in Units 1 and 2. In Units 3 and 4, assessment includes a design challenge, two projects and an external examination — extended response. Students are assessed on their ability to investigate design problems, develop and communicate ideas, evaluate solutions and justify design decisions.

Units of Study			
Unit 1: Stakeholder-centred design	**Unit 2:** Commercial design influences	**Unit 3:** Human-centred design	**Unit 4:** Sustainable design influences
Students explore design problems from the perspective of stakeholders and consider how their needs, values and expectations influence design decisions.	Students examine how commercial, market and client considerations shape design opportunities, constraints and solutions.	Students investigate how design responds to user needs, behaviours and experiences to develop purposeful and effective design proposals.	Students consider how environmental, social and ethical factors inform sustainable design decisions and long-term design solutions.

DIGITAL SOLUTIONS

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Sound numeracy and problem-solving skills, an interest in technology and logical thinking, and confidence using digital tools. Prior experience with coding or digital technologies is beneficial but not required.

SUBJECT DESCRIPTION

Digital Solutions develops students' capacity to think computationally and solve complex problems through digital technologies. The subject equips students to design purposeful, ethical and innovative digital solutions in response to real-world needs, fostering adaptability and responsible digital citizenship in a rapidly changing technological landscape.

COURSE FOCUS

Students investigate how digital systems and data can be used to solve problems and improve experiences. They design, develop and evaluate digital solutions using algorithms, programming languages, data structures and user-centred design processes. Learning emphasises logical thinking, creativity, collaboration and consideration of ethical, social and environmental impacts of digital technologies.

SKILLS DEVELOPED

Programming and algorithm design, computational and critical thinking, data analysis, collaboration, project management, creativity, evaluation of digital impacts and effective communication of technical ideas.

PATHWAYS

Information technology, software and application development, data science, cybersecurity, engineering, digital media, tertiary study in technology-related fields and emerging digital industries.

ASSESSMENT

Assessment includes a combination of project-based internal assessments where students design, develop and evaluate digital solutions, and a QCAA external examination in Unit 4 that assesses problem-solving, computational thinking and applied knowledge contributing to ATAR calculation.

Units of Study			
Unit 1: Creating with code	**Unit 2:** Application and data solutions	**Unit 3:** Digital innovation	**Unit 4:** Digital impacts
Students develop foundational programming skills by designing and implementing simple coded solutions, focusing on algorithmic thinking and problem decomposition.	Students design digital solutions that manage, manipulate and interpret data, applying programming techniques to real-world scenarios.	Students develop more complex, integrated digital solutions, applying computational thinking and innovation to address authentic problems.	Students evaluate digital solutions and technologies, examining their ethical, legal, social and economic impacts while refining and justifying their own designs.

ENGINEERING

ATAR Contributor

Yes

Maximum QCE Points

4

Recommended Background

Strong achievement in Year 10 Mathematics and Science, with Mathematical Methods recommended due to the analytical and quantitative demands of the course.

SUBJECT DESCRIPTION

Engineering applies scientific and mathematical principles to the design, development and evaluation of solutions to real-world problems. Students develop an understanding of how engineering concepts are used to improve systems, structures and technologies, while considering safety, sustainability, ethics and community impact.

COURSE FOCUS

Students engage in the engineering design process to research problems, generate and justify solutions, test prototypes and refine outcomes. Learning integrates theory with practical application across civil, mechanical, electrical and emerging engineering fields, using industry-relevant tools and technologies.

SKILLS DEVELOPED

Design thinking, analytical and technical reasoning, applied mathematics, systems analysis, project management, collaboration and communication.

PATHWAYS

Engineering, applied science, architecture, construction, technology, defence industries and related university and tertiary study pathways.

ASSESSMENT

Students complete design investigations, research tasks and extended problem-solving projects. Unit 4 includes a QCAA external examination that contributes to ATAR calculation, assessing both theoretical understanding and applied reasoning.

Units of Study			
Unit 1: Engineering fundamentals	**Unit 2:** Emerging technologies	**Unit 3:** Systems and control	**Unit 4:** Engineering design
Introduction to engineering principles, materials, forces, systems thinking and problem-solving methodologies.	Exploration of contemporary engineering innovations, including automation, sustainable design and advanced materials.	Analysis and evaluation of engineered systems, control mechanisms and data-driven decision-making.	Development of a major design project demonstrating integrated engineering knowledge and processes.

APPLIED SUBJECT

INFORMATION & COMMUNICATION TECHNOLOGY

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in technology, computers and applied learning is beneficial, though no specialist prior knowledge is required.

SUBJECT DESCRIPTION

Information and Communication Technology (ICT) is an Applied subject that develops students' practical digital skills for participation in contemporary workplaces and everyday life. The subject emphasises hands-on learning and the use of current technologies to solve real-world problems, preparing students to operate confidently and responsibly within digital environments.

COURSE FOCUS

Students engage with a range of digital tools, systems and applications commonly used in industry and community contexts. Learning focuses on designing, producing and evaluating digital solutions, including app development, robotics, web design and digital media. Students work individually and collaboratively on applied projects that mirror authentic workplace tasks, developing both technical capability and employability skills.

SKILLS DEVELOPED

Digital literacy, problem-solving, creativity, collaboration, project management, adaptability, and effective use of workplace technologies.

PATHWAYS

Vocational education and training in Information Technology, digital media, business services, apprenticeships or traineeships, and direct entry to technology-related employment.

ASSESSMENT

Assessment is school-based and practical in nature. Students complete applied projects, product folios and practical tasks that demonstrate their ability to plan, create and evaluate digital solutions. There is no external examination.

Units of Study			
Unit 1: Robotics	**Unit 2:** App Development	**Unit 3:** Digital Imaging and Modelling	**Unit 4:** Web Development
Students explore basic automation and robotics concepts through hands-on programming and control of robotic systems, developing problem-solving skills and an understanding of digital systems.	Students design and create simple applications, learning to plan, build and test functional digital products for specific users and purposes.	Students create and manipulate digital images and models using industry-standard software, focusing on visual communication and accuracy.	Students design, build and publish websites, applying principles of layout, usability, accessibility and digital communication.

HOSPITALITY PRACTICES

ATAR Contributor

Possible

Maximum QCE Points

4

Recommended Background

An interest in hospitality and practical, hands-on learning is recommended.

SUBJECT DESCRIPTION

Hospitality Practices develops practical skills and industry knowledge for students interested in food, beverage and hospitality service roles. The subject introduces students to a range of hospitality environments, from casual cafés to formal dining settings, while building an understanding of industry standards, customer expectations and workplace professionalism.

COURSE FOCUS

The course focuses on hands-on learning experiences in food preparation, beverage service and customer interaction. Students gain practical experience across a variety of hospitality contexts, developing safe work practices, effective service techniques and an appreciation of quality and presentation. Emphasis is placed on teamwork, communication and adaptability within real-world hospitality settings.

SKILLS DEVELOPED

Students develop key hospitality skills including teamwork, communication, time management and customer service. The course also builds confidence, responsibility and the ability to follow procedures and work effectively as part of a team.

PATHWAYS

Hospitality Practices supports pathways into hospitality and tourism industries, school-based apprenticeships, traineeships and further vocational training. It provides a strong foundation for entry-level employment in food and beverage service roles.

ASSESSMENT

Assessment is practical and applied, allowing students to demonstrate their skills through hands-on tasks and hospitality scenarios. Assessment methods may include food and beverage preparation, service simulations, practical demonstrations and responses to industry-style situations.

Units of Study			
Unit 1: Culinary Trends	**Unit 2:** Bar and Barista Basics	**Unit 3:** Casual Dining	**Unit 4:** Formal Dining
Students explore contemporary culinary trends and food styles within the hospitality industry. This unit focuses on basic food preparation skills, presentation techniques and understanding current consumer preferences, while applying food safety and hygiene practices.	Students develop foundational skills in beverage service, including non-alcoholic drinks, café-style beverages and basic bar operations. The unit emphasises customer service, equipment use, workflow and workplace safety in bar and café environments.	Students apply food and service skills in casual dining contexts such as cafés and bistros. This unit focuses on efficient service, teamwork and customer interaction, supporting students to meet industry expectations in fast-paced hospitality settings.	Students develop an understanding of formal dining service standards and practices. This unit emphasises professionalism, presentation, refined service techniques and attention to detail within higher-end hospitality environments.

2027 EDITION

BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

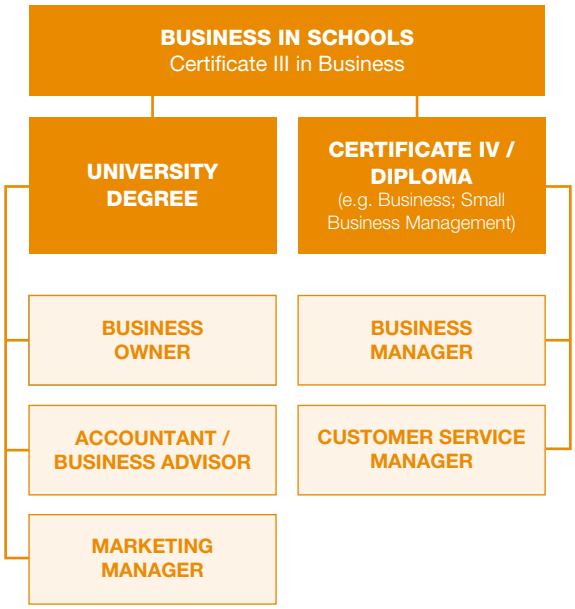
- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS | **PROJECT-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2 Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Research Topics and Create a Group Presentation › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › Group Presentation › WHS Processes at the 'Go! Regional' Travel Expo
TERM 3	**TOPICS** › Working in a Business Environment › Time Management **PROJECTS** › Developing Teamwork in the Workplace
TERM 4	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 5	**TOPICS** › Personal Finances **PROJECTS** › Personal Budget for the Future
TERM 6	**TOPICS** › Working in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Aurora TRAINING INSTITUTE

Fee For Service (For Schools)

BSB50120 Diploma of Business

Course Overview

Modern businesses are not just about boring paper jobs! Start your exciting career and use this qualification to gain broad knowledge and practical skills to use across a range of business environments.

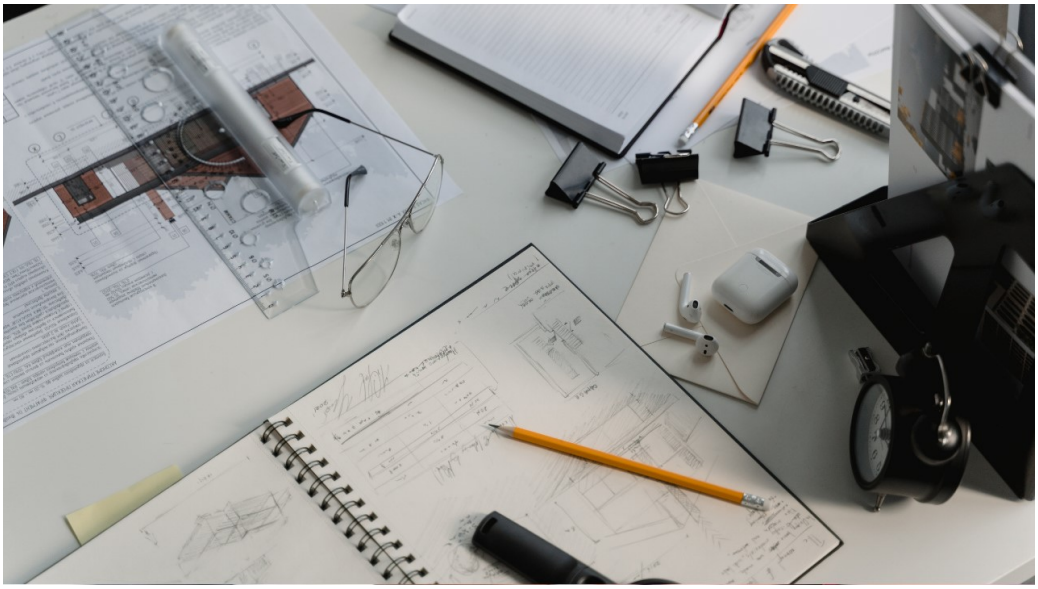
Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills.

Mode of delivery and training arrangements

The BSB50120 Diploma of Business is delivered within 12 months.

Students can choose one of the following delivery options:

- **Classroom environment:** Weekly classroom sessions at our delivery locations; or
- **Online delivery:** Self-paced learning with one-on-one contact with a trainer.



AT A GLANCE

Duration: 12 Months

Classroom or Online Delivery

Pricing*

Gold Coast
Toowoomba
Townsville

Employability Skills

- Communication & interpersonal skills
- Health, safety & sustainability awareness
- Critical thinking & problem-solving

NATIONALLY RECOGNISED TRAINING

For more information scan here

Course Requirements

To achieve a BSB50120 Diploma of Business, 12 units must be completed including 5 core units and 7 set elective units.

Core	
BSBXCM501	Lead communication in the workplace
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability

Prescribed Electives	
BSBHRM525	Manage recruitment and onboarding
BSBTWK503	Manage meetings
BSBPMG430	Undertake project work

General	
BSBPEF501	Manage personal and professional development
BSBWHS521	Ensure a safe workplace for a work area
BSBLDR522	Manage people performance
BSBMKG541	Identify and evaluate marketing opportunities

OR

Leadership	
BSBPEF501	Manage personal and professional development
BSBLDR522	Manage people performance
BSBLDR523	Lead and manage effective workplace relation-ships
BSBTWK502	Manage team effectiveness

OR

Digital Transformation	
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTEC501	Develop and implement an e-commerce strategy
BSBTEC403	Apply digital solutions to work processes
BSBDAT501	Analyse data

*Pricing Options			
Full Face-to-Face Delivery			
Course Price	Option 1	Option 2	Option 3
$2750	Two payments of $1375 for each 6-month period	300 deposit + 10 x fortnightly payments of $245.00	$300 deposit + 25 x fortnightly payments of $98.00
Blended Delivery			
Course Price	Option 1	Option 2	Option 3
$2200	Two payments of $1100 for each 6-month period	$300 deposit +10 x fortnightly payments of $190.00	$300 deposit +25x fortnightly payments of $76.00
External Delivery			
Course Price	Option 1	Option 2	Option 3
$2000	Two payments of $1000 for each 6-month period	$300 deposit +10 x fortnightly payments of $170.00	$300 deposit + 25 x fortnightly payments of $68.00

For more information about how and when fees are charged and collected, available student support services and assessment methods, please refer to the Student Handbook which is available on our website.
https://aurora.edu.au/wp-content/uploads/2025/08/QLD_ATI-Student-Handbook-V4.pdf

Nationally Recognised Training

VET SUBJECT

CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

VET SUBJECT

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: 4 Core Credits

Description

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

VET SUBJECT

CERTIFICATE I FINANCIAL LITERACY (FNS10120)

Maximum QCE Points

2

Ignatius Park College

RTO Provider Number: 45964

NATIONALLY RECOGNISED TRAINING

SUBJECT DESCRIPTION

Certificate I in Financial Literacy (FNS10120) is a nationally recognised VET qualification delivered by Ignatius Park College (RTO). It introduces students to the Australian financial system and develops practical skills in budgeting, saving, credit, and taxation for everyday money management. Students who successfully complete all six units of competency will be awarded the qualification, while those who complete some units will receive a Statement of Attainment.

COURSE FOCUS

The course focuses on building financial capability through practical, real-world learning. Students explore how money is earned, managed, and planned for, while developing confidence in making informed financial decisions for future wellbeing.

SKILLS DEVELOPED

Students develop practical skills in budgeting, saving, financial planning, and informed decision-making. They build confidence in understanding credit, debt, taxation, and superannuation, while strengthening problem-solving and consumer skills for everyday financial situations.

PATHWAYS

This qualification provides a foundation for further study and may lead to progression into Certificate II qualifications in Financial Services or related fields. It supports pathways into entry-level roles across business and finance sectors and contributes to broader employability through the development of transferable financial and planning skills.

ASSESSMENT

Assessment is competency-based and completed through practical activities, short projects, written responses, and teacher observations in real-world or simulated financial contexts. Evidence is collected throughout the course to determine achievement of each unit of competency.

Units of Study	
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop knowledge of taxation

Fit Education

SIS30321 Certificate III in Fitness

SIS40321 Certificate IV in Fitness

(with optional SIS20321 Certificate II in Sport Coaching)

Registered Training Organisation:

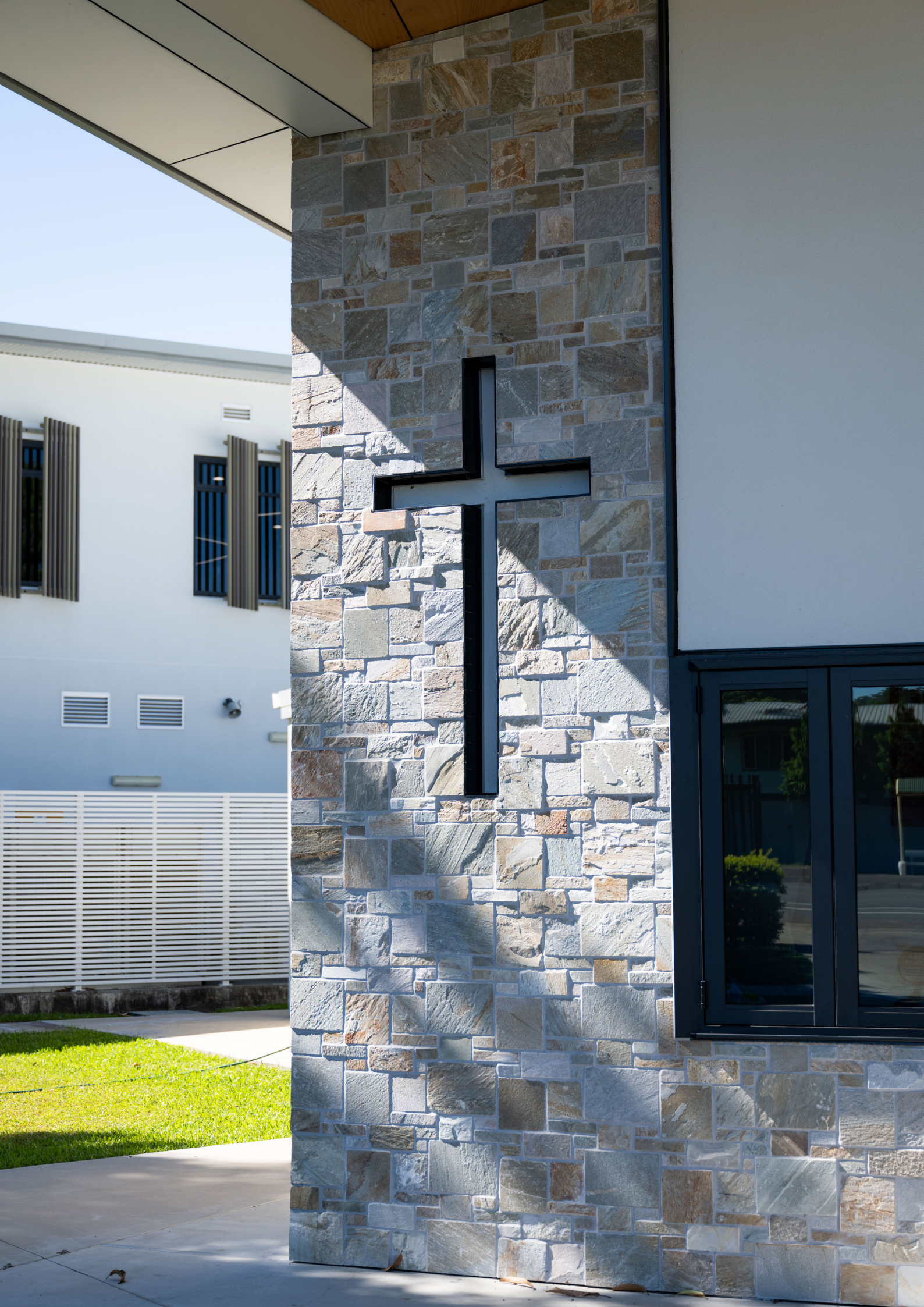
IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	**Please note that the information below is for reference only and relates to the 2026 course. The updated advertising material will be emailed to students.** ***This Subject Outline is to be read in conjunction with Fit Education Program Disclosure Statement (PDS). The PDS sets out the services and training products Fit Education provides and those services carried out by the 'Partner School' (i.e. the facilitation of training and assessment services).*** ***To access Fit Education visit:*** **http://www.fiteducation.edu.au**

REGISTERED TRAINING ORGANISATION	**Fit Education (RTO Code: 32155)**
Subject Type	**Vocational Education and Training (VET) Qualification**
Nationally Recognised Qualification	**SIS20321 Certificate II in Sport Coaching** **SIS30321 Certificate III in Fitness** **SIS40221 Certificate IV in Fitness**
Course Length	**2 years**
Reasons to Study the Subject	**SIS20321 Certificate II in Sport Coaching** Get a head start on your career in the sports industry with this entry-level qualification. This course will give you the skills you need to conduct coaching sessions in community-based sports clubs and organizations. In this course you'll gain a range of basic coaching skills required to work under the supervision of a coach to engage participants in sport. **SIS30321 Certificate III in Fitness** Certificate III Iin Fitness is the industry standard to work as a gym instructor or group fitness instructor in Australia. You will learn how to conduct a health screening, apply anatomy and physiology to exercise prescription, test client fitness levels, design exercise programs, conduct group exercise and make basic nutritional recommendations. **SIS40221 Certificate IV in Fitness** Certificate IV in Fitness provides the skills and knowledge to work as a personal trainer in Australia. Learn how to assess clients, conduct fitness testing, design personalised exercise programs, provide basic nutrition advice, and support clients to achieve their health and fitness goals. Upon successful completion students can achieve a maximum 8 QCE credits.
Entry Requirements	At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Course Outline	Students will participate in the delivery of a range of fitness programs and services to clients within, and beyond their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions, including with male adult, female adult and older adult clients. This program also includes the following: First Aid and CPR certificate
Learning and Assessment	Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. A range of teaching/learning strategies will be used to deliver the competencies. These include: - Practical tasks - Hands-on activities involving participants/clients - Group work - Practical experience within the school sporting programs and fitness facility Evidence contributing towards competency will be collected throughout the course.
COURSE SCHEDULE	**COURSE SCHEDULE – YEAR 1** *Module 1: Fundamental Motor Skills * Module 2: Planning and Delivering Coaching Sessions * Module 3: Workplace Health, Safety, and Emergencies * Module 4: First Aid Module 5: Equipment Maintenance Module 6: Anatomy and Physiology Module 7: Health Screening and Fitness Assessment Module 8: Healthy Eating Module 9: Exercise Prescription Module 10: Training Children Module 11: Group Exercise Module 12: First Aid & CPR (As needed) **COURSE SCHEDULE – YEAR 2** Module 1: Personal Training Module 2: Strength and Conditioning Module 3: Specific Populations Module 4: PT Business **SIS20321 Certificate II in Sport Coaching Modules*
Units of Competency (C = Core/E=Elective)	**SIS20321 Certificate II in Sport Coaching** **SISSSCO001** – Conduct Sport Coaching Sessions with Foundation Level Participants (E) **SISSSCO002** – Work in a Community Coaching Role (C) **SISXPLD001** – Provide Hire Equipment for Activities (E) **SIRXWHS001** – Work Safely (C) **SISXEMR003** – Respond to Emergency Situations (E) **SISXFAC002** – Maintain Sport, Fitness, and Recreation Facilities (E) **HLTAID011** – Provide First Aid and CPR (C) **Certificate III in Fitness** **SISXFAC007** - Maintain clean facilities (E) **HLTWHS001** - Participate in workplace health and safety (C) **SISFFIT047** - Use anatomy and physiology knowledge to support safe and effective exercise (C) **BSBOPS304** - Deliver and monitor a service to customers (C) **SISFFIT032** - Complete pre-exercise screening and service orientation (C) **SISFFIT033** - Complete client fitness assessments (C) **SISFFIT052** - Provide healthy eating information (C)

	SISFFIT040 - Develop and instruct gym-based exercise programs for individual clients (C) **SISXCAI009** - Instruct strength and conditioning techniques (E) **BSBPEF301** - Organise personal work priorities (C) **SISFFIT037** - Develop and instruct group movement programs for children (E) **SISFFIT035** - Plan group exercise sessions (C) **SISFFIT036** - Instruct group exercise sessions (C) **BSBOPS403** - Apply business risk management processes (E) **HLTAID011** - Provide first aid (C) **Certificate IV in Fitness** **SISFFIT041** Develop personalised exercise programs (C) **SISFFIT034** Assess client movement and provide exercise advice (E) **SISFFIT043** Develop and instruct personalised exercise programs for body composition goals (C) **SISFFIT053** Support healthy eating for individual fitness clients (C) **CHCCOM006** Establish and Manage Client Relationships (C) **SISFFIT050** Support exercise behaviour change (C) **SISFFIT042** Instruct personalised exercise sessions (C) **SISXCAI010** Develop strength and conditioning programs (E) **SISFFIT049** Use exercise science principles in fitness instruction (C) **SISFFIT051** Establish and maintain professional practice for fitness instruction (C) **SISXCAI011** Develop and deliver long-term training programs (E) **SISFFIT045** Develop and instruct personalised exercise programs for adolescent clients (C) **SISFFIT044** Develop and instruct personalised exercise programs for older clients (C) **BSBESB404** Market New Business Ventures (E) **BSBESB401** Research and Develop Small Business Plans (E) **BSBESB402** Establish legal and Risk Management Requirements of New business Ventures (E) **BSBESB403** Plan Finances for New Business Ventures (E)
Pathways	The Certificate III & IV in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or personal trainer (Certificate IV) **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate IV to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar Students may also choose to continue their study by completing the Certificate IV in Fitness or a Diploma of Sport with Fit Education or at another RTO.
Cost	For eligible applicants, the Queensland Government can fund the training , specifically, the Certificate II in Sport Coaching, through VETiS. For more information on VETiS, visit https://desbt.gov.au/training/providers/funded/vetis • $1195 fee for service or • $ 750 for dual course when embedding Certificate II in Sport Coaching (VETiS Funded) Fee-for-service fees will apply for students who have already accessed their VETiS funding.
LANGUAGE, LITERACY AND NUMERACY SKILLS	A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Fit Education's website (www.fiteducation.edu.au) for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.
For further information, contact the Head of Department,	

Notes



Ignatius Park College

Please direct subject enquiries to: curriculum@ipc.qld.edu.au
and VET enquiries to: pathways@ipc.qld.edu.au

384 Ross River Road, Cranbrook
PO Box 121, Aitkenvale
Queensland 4817 Australia

T. (07) 4796 0222
F. (07) 4796 0200
E. info@ipc.qld.edu.au

ABN 58 395 448 571
www.ipc.qld.edu.au

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