



My SET Plan My Future

A Guide for Pimpama State Secondary College's Year 10 Students

- Purpose of this Guide 2
- What is a SET Plan? 2
- What is involved in developing a SET Plan? 3
- The 4 Stages of the SET Plan Process 3
- Resources 5
- Accessing Your SET Plan 6
- Completing Your SET Plan 6

PURPOSE OF THIS GUIDE

In 2006 the Queensland Government introduced laws which require young people to be learning or learning. All young people are required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Senior Certificate or Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10, you will be able to choose from a broader range of learning options leading to a Queensland Certificate of Education (QCE) or a Certificate III vocational qualification. In order to make the most of this opportunity, you will need a plan. The Senior Education and Training Plan, more commonly referred to as a SET Plan, serves the purpose of mapping your transition into and through the Senior Phase of Learning.

This Guide is intended to help you create your own SET Plan. The plan should be designed to map your individual learning pathway through the Senior Phase of Learning. You can use your SET Plan to build on your strengths and to work towards the Queensland Certificate of Education, Certificate III level vocational qualification, and/or a viable work option. The self-reflection and career exploration involved in creating such a plan will also assist you to make well informed choices about higher education courses should your career aspirations necessitate completion of a university degree.

On completion, your SET Plan will need to be signed and dated by you, your parents/carers and a nominated school person. The signing off process should occur during, or shortly after, SET Plan interviews scheduled for Term 3 this year. Suggestions detailed in this Guide are based on 'good practice examples' used by other young people and may provide ideas as to how your own plan could be developed, documented and adapted if required. The Guide also directs you to further valuable resources.

WHAT IS A SET PLAN?

Your SET Plan is a confidential document, negotiated between you, your parents/carers and your school. The SET Plan is designed to map your individual learning pathway through the Senior Phase of Learning.

Your SET Plan may:

- work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning;
- include flexible and coordinated pathway options;
- assist you to examine and plan for further post-school learning options across the education, training and employment sectors; and
- help you to communicate with your parents/carers or school personnel about learning pathways.

WHAT IS INVOLVED IN DEVELOPING A SET PLAN?

A SET Plan is more than a piece of paper. It is the end product of career education and career exploration processes and involves four stages. The initial three stages lead towards the development of your SET Plan. The fourth stage relates to implementing and adapting your Plan.

The stages can be described as:

- Stage 1. Thinking About Yourself and the Future
- Stage 2. Exploring Options
- Stage 3. Documenting the Plan
- Stage 4. Implementing the Plan

Whilst guidance and support will be provided by the school, each student is responsible for creating, updating and managing their own SET Plan. Career self-management competencies such as location and effective use of career information, making career enhancing decisions, and participation in life-long learning supportive of career goals are skills that all individuals need to develop to support positive career development.

THE 4 STAGES OF THE SET PLAN PROCESS

1. Thinking About Yourself and the Future

Stage 1 is about developing your self-awareness and starting to make connections between where you are now and your future life and career goals.

Think about your achievements so far, including:

- school results;
- literacy and numeracy tests;
- qualifications e.g. first aid certificate, music exams, sport awards;
- workplace learning (paid and unpaid); and
- participation in arts, clubs, sporting activities, and community service.

Try to develop an understanding of the following areas:

- your strengths and weaknesses;
- personal qualities such as being responsible, respecting others, and your preferred decision making style;
- your interests and how they might relate to different occupations;
- your core values and how they influence your view of the world, your interactions with others and your preferred future lifestyle; and
- your skills especially as they relate to employment and employer expectations.

2. Exploring Options

Stage 2 focuses on developing knowledge and skills relevant to career choices and employment. Explore your career options by taking advantage of the resources available to you, such as:

- print materials;
- websites relating to career and future options;
- career exhibitions;
- subject selection evenings;
- work experience and placement programs;
- specialist personnel such as the Heads of Department; and
- vocational education options including traineeships and apprenticeships (school-based, part or full-time).

These types of resources and opportunities will help you to learn about:

- the many career pathways available and the world of work in general;
- specific job and career options;
- education and training requirements to achieve your goals;
- subject pre-requisites and tertiary entrance procedures; and
- the range of learning options available in the Senior Phase of Learning.

3. Documenting the Plan

Use the information gathered in Stages 1 and 2 to start talking with people important to you about your future options. Here are some pointers:

- Discuss your preferred learning pathways.
- Seek information from different sources, not just from school.
- Realise and accept that you may need additional support in identified areas.
- Find out about the costs involved with learning and training options.
- Learn and understand job requirements including skills and attributes valued by employers.
- Write down your life and career goals and then work out how to reach them.

Finally, when you have considered all of these areas, you can put pen to paper and map out your SET Plan for the future.

4. Implementing the Plan

Stage 4 occurs during your Senior Phase of Learning. This is where your SET Plan becomes active and you actively work towards your goals. You should review your SET Plan several times each year to monitor your progress towards your goals.

And remember, your SET Plan can be adapted at anytime should you decide to refocus on a different learning pathway. Significant changes to your S E T Plan should be noted in the relevant amendment sections of your original SET Plan document and, if the changes involve subject changes, you will need to follow the usual school procedures for negotiating and documenting subject changes.

RESOURCES

The on-line resources listed below are especially helpful for students engaged in Stages 1 and 2 of their SET Planning. A brief description of the most relevant aspects of each site is provided for each resource. Please note that many of these sites offer information and tools additional to those aspects highlighted below.

www.myfuture.edu.au

A comprehensive career exploration and planning resource. Two main sections accessible via the home page - my guide and the facts. Students can build their own personal profiles by completing the various questionnaires in the My Guide section. Career ideas are generated based on the interests, skills, values etc. identified in their profile. The facts section provides information from a variety of reliable data sources about occupations, industries, salaries, regional labour markets, courses and training options, financial study assistance.

www.education.gov.au/job-guide

Created primarily for use by Year 10 students (copies distributed in Term 3). Contains almost 600 occupational descriptions and information about related educational and training pathways. Also provides information and tips on how to work out which occupations suit you best based on interests and abilities.

www.studentconnect.qcaa.qld.edu.au

Career information service site housed by Queensland Curriculum and Assessment Authority (QCAA). Designed to help students and their parents map a pathway to a Queensland Certificate of Education (QCE) and beyond. Also the site where students view their learning account to monitor their progress towards a QCE.

www.australianapprenticeships.gov.au

Comprehensive information site relevant to apprenticeships and traineeships. Menu includes a section specific to current school students.

www.qtac.edu.au

Website of the Queensland Tertiary Admissions Centre (QTAC). Current information about tertiary course entry requirements and application procedures.

ACCESSING YOUR SET PLAN AT HOME

Logging On At home:

- Use the *OneSchool* link on the school website
- Use your school user name and password

COMPLETING YOUR SET PLAN

- You will use *OneSchool* and you will be guided through a series of tabs that ask you to enter in information from your career goals to your subject selections for Year 11 and 12.
- Make sure you regularly click on the “save” button at the bottom of each screen.
- Ensure you have completed your SET Plan ready for the SET Plan Interviews in Week 8.

1. Complete the **Intended Learning** section. The focus in this section is to explore your intended pathway in your senior phase of learning. (**Note:** All students should tick Queensland Certificate of Education in addition to other options in number three).

Term	Definition
Queensland Certificate of Education	The QCE is Queensland’s senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the senior phase of learning – usually the end of Year 12. To be awarded a QCE young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standard.
OP Score	The Overall Position (OP) is a number between 1 (highest) and 25 (lowest) which is an overall measure of a student’s success in Year 11 and 12 compared to other students in the state. You need an OP to get into a university course.

Certificate I, II, III, IV, Diploma, Advanced Diploma	Vocational Education and Training (VET) sector qualifications. Certificate I, II, III and IV qualifications can be studied during Year 11 and 12.
VET Statement of Attainment	Issued at the end of each Semester this document states a student's VET results, it is the equivalent of a TAFE report card.
Queensland Certificate of Individual Achievement	The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors.
IB Diploma	The International Baccalaureate (IB) Diploma is an international learning program for Year 11 and 12 students.
Full-time Employment	If students want to leave school, by law they must work a minimum of 25 hours per week or be engaged in study e.g. TAFE. They must inform the school in writing if they are intending to leave school or change schools and they must still complete their SET plan.

When I leave school my preferred pathway includes:

Work	Full-time or part-time employment.
Traineeships and Apprenticeships	Part-time apprenticeships or traineeships can be undertaken during the senior phase of learning. These are endorsed training packages, based on industry standards, that can lead to nationally recognised qualifications under the Australian Qualifications Framework (AQF). If started at school, these part-time options can accelerate the apprenticeships or traineeships which can be completed after Year 12.
TAFE	Vocational education and training (VET) may be undertaken at school or through a registered training provider (RTO). The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies. Certificate I to Advanced Diploma qualifications can be completed through VET. Some TAFE courses can be started during the senior phase of learning through RTO's such as TAFE Queensland Gold Coast.
University	Students need to ensure they remain OP eligible, sit the QCS test and choose the necessary pre-requisite subject for their chosen university course.
Defence	The Australian Defence Force (ADF) currently has over 1500 technical trade and apprenticeship positions available each year, offering a wide variety of trade areas such as: construction, electro-technology, aviation and mechanical engineering. The ADF also provides numerous great benefits such as subsidised accommodation, free health care, a generous salary package, and the chance to travel the world.

- Complete the **Personal Goals and Interests** section. Consider the work you have done in exploring your values, goals and interests in class and as a part of academic monitoring. You should be aiming to put clear academic and learning goals. You may also include any relevant work, career or travel goals and interests as well.

3. Complete the **Learning Snapshot** section. You can view your academic results and identify strategies for improving. You need to consider the consequences if you do not perform to a high enough standard to be successful in the subjects you want to choose for Year 11 and 12 i.e. you may get a poor OP or become QCE ineligible.

4. The next section is **Surveys** and looks at the computer access you have at home. You should consider your study habits when completing this section and how much time you spend on assignments and research at home on the computer.

5. **Careers and Courses** is the next section and looks at your career goals. You need to spend some time exploring the potential careers and courses you are interested in. If you have no idea what you want to do for employment, think about what you have done in your SET Planning classes and what you like doing and / or are good at. Try looking through the Job Guide and at least narrow down some options for when you finish school even if it's not very specific (e.g. get a trade or go to university).

You should enter in more than one preference for careers and courses.

You can search for **Careers or Courses** or enter **Apprenticeship/Traineeship** and work details.

Performing a **Career** search:

Step 1: Click on “add new”

Step 2: Use the drop down menu to select a category. For e.g. education.

Or

Type in a career name. For e.g. primary school teacher or hairdresser.

Step 3: When your result appears you can click on “view” under the career info column to access the job guide for more information on your chosen career/job.

The screenshot displays the OneSchool 'Careers & Courses' search interface. A search window is open with 'Hairdresser' entered in the 'Career Name' field. Below the search criteria, a table lists search results:

Select	Name	Description	Category	Career Info
<input checked="" type="checkbox"/>	Hairdresser	Hairdressers cut style colour straighten and permanently wave hair with chemical solutions and provide clients with hair and scalp treatments.	Hospitality, Tourism and Personal Services	View

Below the table, it states 'Total found: 1 | 1 to 1 displayed' and 'Pages: 1'. An inset window shows a preview of the 'Hairdresser | Job Guide' page, which features a yellow background and a 'JOB GUIDE' header.

Performing a **Course** search:

Step 1: Click on “add new”

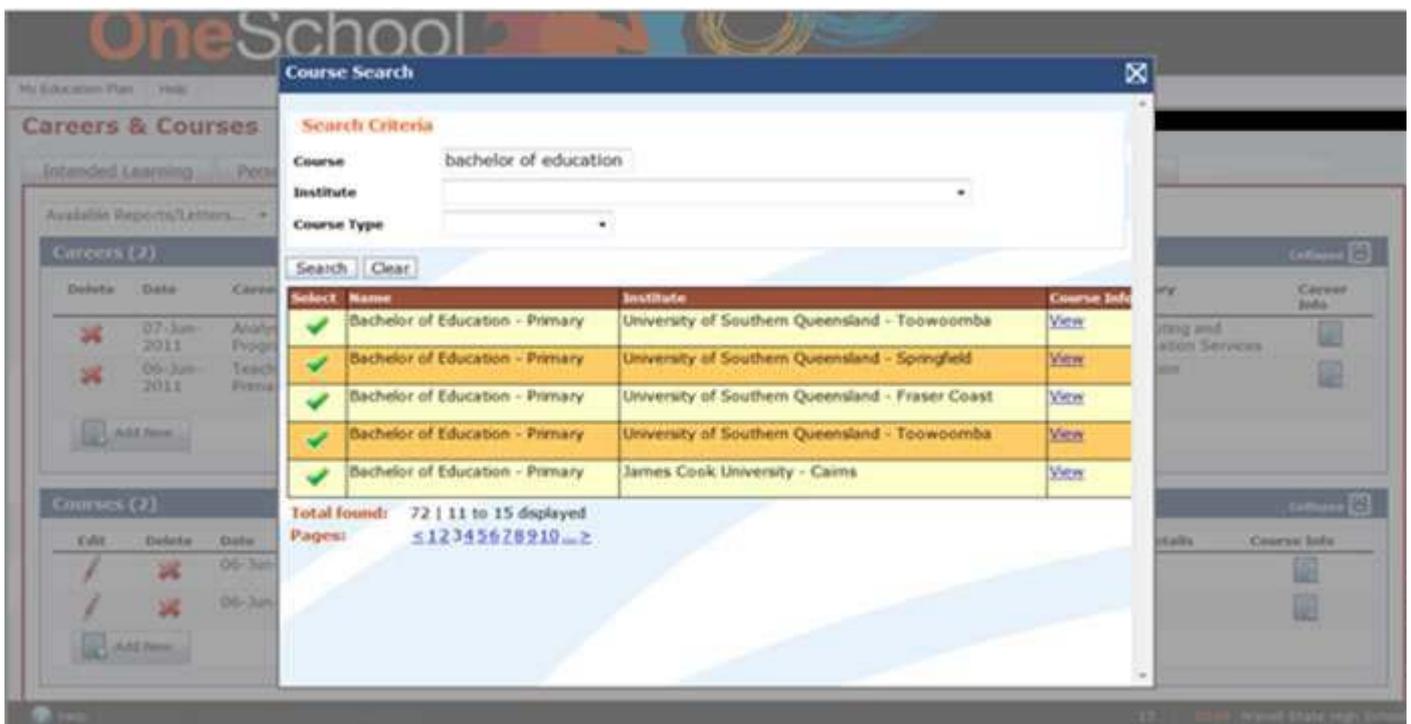
Step 2: Use the drop down menu to select a university or TAFE.

And

Type in a course. Note: you must enter the type of course as well – e.g. Bachelor.

For e.g. If you wanted to be a primary school teacher the job guide would tell you that you would need a degree. So you would need to enter: **Bachelor of Education**

Step 3: When your result appears you can click on “view” under the course info column to access QTAC for more information on the chosen course.



If you have a part-time job you can enter the details in the **Apprenticeship, Traineeship and Work** section. Throughout Year 11 and 12, if you start an apprenticeship or traineeship you should enter the details into your SET Plan.

Saving **Apprenticeship/Traineeship/Work** details:

Step 1: Click on “add new”

Step 2: Enter details of apprenticeship/traineeship/work and press SAVE.

The screenshot shows a web-based form titled "Maintain Apprenticeship, Traineeship and Work History". The form is divided into several sections. On the left, there are lists for "Courses [3]", "Apprenticeship, Traineeship and Work History", and "Apprenticeship, Traineeship and Work History". The main form area is titled "Details" and contains the following fields: "Start Date" (with a calendar icon and the value "31"), "Finish Date" (with a calendar icon and the value "31"), "Employer", "Position", "Type" (a dropdown menu), "Hours per week", "Contact Person", and "Other Details" (a large text area). Below the "Other Details" field, there is a character count: "8000 characters maximum - 4000 characters remaining". At the bottom left of the form, there is a "Save" button. The form is surrounded by a navigation pane on the left and a sidebar on the right.

6. If you are aiming to go to university, you need to check the Tertiary Prerequisite Guide to see what subjects you **must** complete as **tertiary prerequisites** to study a particular course. This can be accessed.
7. You may also like to use the QTAC Guide to find out what OP was required in previous years to gain entry into a particular university course. The QTAC guide can also be accessed online. Note: these are only a guide as the OP cut offs change each year.
8. **Subject Selection Subject Selection** is the next section. In this section you need to select **six** subjects to study in Year 11 and 12. Remember if you want to be OP eligible you must select at least **five** authority subjects. There are certain provisions built into this section that will alert you if you have made an incompatible choice of subjects – for example you cannot study English and English Communication.

Steps to follow:

a – Click on “Subject Selection”

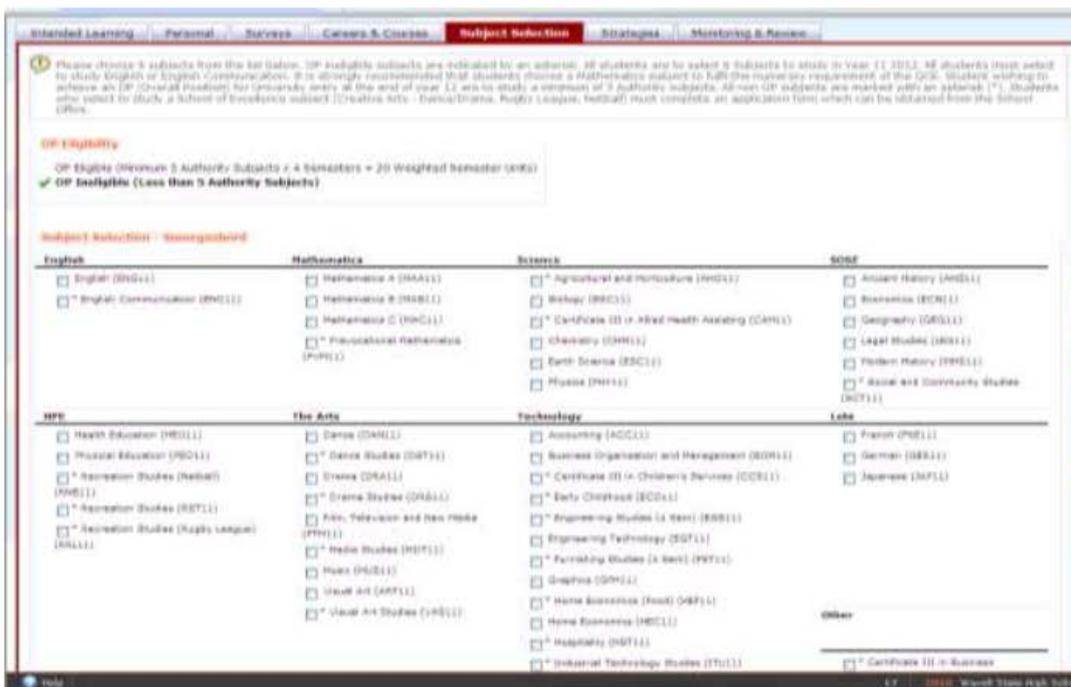


b – Click “[here](#)” to pick your relevant subject selection model.

c – Click on “Edit” to open the Subject Selection Process.



d – READ CAREFULLY the instructions on the subject selection page. Complete your subject selections then ensure you click “Save” at the bottom.



INSTRUCTIONS

e – You can enter any relevant notes in the box at the bottom of the page.

The image shows a screenshot of a subject selection interface. At the top, there are several columns of subject options, each with a checkbox. The subjects are categorized into groups: Mathematics C (M4C11), Pre-occupational Mathematics (P4M11), Certificate III in Allied Health Assisting (CAH11), Chemistry (CH11), Earth Science (ESC11), Music (MU11), Geography (GEG11), Legal Studies (LEG11), Modern History (MH11), and Social and Community Studies (SCT11). Below these are four main columns: HPE, The Arts, Technology, and Language. Each column contains a list of subjects with checkboxes. For example, under HPE, there are Health Education (HED11), Physical Education (PE11), and various Recreation Studies (RES11). Under The Arts, there are Dance (DAN11), Drama (DRA11), Film, Television and New Media (FTN11), Media Studies (MOT11), Music (MU11), Visual Art (ART11), and Visual Art Studies (VAS11). Under Technology, there are Accounting (ACC11), Business Organisation and Management (BOM11), Certificate III in Children's Services (CCS11), Early Childhood (ECD11), Engineering Studies (4 Sem) (EGS11), Engineering Technology (EGT11), Furnishing Studies (4 Sem) (FST11), Graphics (GPH11), Home Economics (Food) (HEF11), Home Economics (HECL1), Hospitality (HET11), Industrial Technology Studies (IT11), Information Communication and Technology Studies (ICT11), Information Processing and Technology (IPT11), and Technology Studies (TST11). Under Language, there are French (FRE11), German (GER11), and Japanese (JAP11). At the bottom of the interface, there is a 'Notes' field with a red arrow pointing to it from the word 'NOTES' written to the left. The field contains the text '2022 migration requirement - 2000 migration remaining' and a 'Save' button.

You need to consider the following when choosing your subjects:

- Any pre-requisites that you may require for a university course you intend to apply for.
- Your likelihood of success in each subject
- Your overall expected workload and how you will balance other activities (part-time work, a TAFE course, social activities)
- You should also remember that success in a subject is about the work put in and therefore you should pick subjects that you are capable of and enjoy.

Congratulations – you are finished.....for now!

But remember your SET Plan is a *living document* and throughout Year 11 and 12 you need to keep it up to date with:

- ❖ subject changes
- ❖ changes in career goals
- ❖ apprenticeships / traineeships / TAFE courses you start
- ❖ strategies for academic improvement (*strategies tab*)
- ❖ discussions you have with the guidance officer (*monitoring and review tab*)