Welcome

Senior Schooling Information Evening

Cavendish Road State High School
Excellence and Opportunity in State Education
# 2016 - Senior School Achievements

## Number of Students by OP

<table>
<thead>
<tr>
<th>OP</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

## Percentage of students in the following ranges:

<table>
<thead>
<tr>
<th>Year</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>20%</td>
<td>35%</td>
<td>33%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>2015</td>
<td>22%</td>
<td>38%</td>
<td>26%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>28%</td>
<td>32%</td>
<td>28%</td>
<td>10%</td>
<td>.01%</td>
</tr>
</tbody>
</table>
## Queensland Certificate of Education (QCE)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students in cohort</th>
<th>QCE Awarded</th>
<th>QCIA Awarded</th>
<th>QCE/QCIA NOT AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>244</td>
<td>242 (100%)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>225</td>
<td>224</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>223</td>
<td>221 (100%)</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
# VET Certificates

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Number of Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1</td>
<td>11</td>
</tr>
<tr>
<td>Certificate 2</td>
<td>274</td>
</tr>
<tr>
<td>Certificate 3</td>
<td>49</td>
</tr>
<tr>
<td>Certificate 4</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF CERTIFICATES AWARDED</strong></td>
<td><strong>334</strong></td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF STUDENTS RECEIVING THESE CERTIFICATES</strong></td>
<td><strong>145</strong></td>
</tr>
</tbody>
</table>

100% of students achieved either a School Based Apprenticeship or Traineeship or a Vocational Education Certificate or an OP or a QCE.
What is your Senior Education Profile?

- Your Senior Education Profile (SEP) is a collection of documents sent to you on completion of Year 12.
- The contents of your SEP depend on your learning achievements. They may include:
  - Senior Statement
  - Queensland Certificate of Education (QCE)
  - Queensland Certificate of Individual Achievement (QCIA)
  - Tertiary Entrance Statement
Senior Statement

A transcript of your learning Account shows subjects/courses you studied and results you achieved in Years 11 and 12
Queensland Certificate of Education (QCE)

- Queensland’s senior schooling qualification
- Internationally recognised
- Awarded when you meet the set requirements
- Shows employers and training providers that you have worked consistently and to a high standard over two years
- May be required to enrol in further education and training
Tertiary Entrance Statement

- Only given to students who are eligible for an Overall Position (OP)

- Shows a student’s OP and Field Positions (FPs) — rankings used to determine eligibility for admission to tertiary courses

- Provides information that is recognised by tertiary providers, e.g. in Queensland, interstate and overseas

- May be required to enrol in study at institutions outside Queensland
GOAL

Every Year 12 student will leave with a qualification that leads to a viable post school option:

- Queensland Certificate of Education (QCE)
- OP 1-15
- Vocational Education and Training certificate Certificate 1, 2 or 3
QCS Test - What is it?

• Achievement Test – not an intelligence or aptitude test

• Assesses achievement in 49 common curriculum elements that are found in the QLD Senior curriculum
  – sketching, explaining, analysing, expounding, graphing, ...

• A common statewide SCALING test for Queensland Year 12 students
Common Curriculum Elements by Basket

α  Comprehend and Collect
1. Recognising letters, words and other symbols
2. Finding material in an indexed collection
3. Recalling/remembering
4. Interpreting the meaning of words and other symbols
5. Interpreting the meaning of pictures/illustrations
6. Interpreting the meaning of tables or diagrams or maps or graphs
7. Translating from one form to another
8. Empathising
9. Identifying shapes in two and three dimensions
10. Search and locating items/information
11. Recording/noting data
12. Compiling lists/statistics
13. Observing systematically
14. Summarising/condensing written text
15. Graphing
16. Calculating with or without calculators
17. Estimating numerical magnitude
18. Approximating a numerical value
19. Substituting in a formulae
20. Setting out/presenting/arranging/displaying
21. Structuring/organizing extended written text
22. Structuring/organising a mathematical argument
23. Comparing/contrasting
24. Classifying
25. Interrelating ideas/themes/issues
26. Interrelating ideas/themes/issues
27. Explaining to others
28. Comparing/contrasting
29. Classifying
30. Interrelating ideas/themes/issues
31. Structuring/organizing extended written text
32. Structuring/organising a mathematical argument
33. Comparing/contrasting
34. Classifying
35. Interrelating ideas/themes/issues
36. Structuring/organizing extended written text
37. Structuring/organising a mathematical argument
38. Comparing/contrasting
39. Classifying
40. Interrelating ideas/themes/issues
41. Explaining to others
42. Comparing/contrasting
43. Classifying
44. Interrelating ideas/themes/issues
45. Explaining to others
46. Comparing/contrasting
47. Classifying
48. Interrelating ideas/themes/issues
49. Explaining to others
50. Comparing/contrasting
51. Classifying
52. Interrelating ideas/themes/issues
53. Explaining to others
54. Comparing/contrasting
55. Classifying
56. Interrelating ideas/themes/issues
57. Explaining to others
58. Comparing/contrasting
59. Classifying
60. Interrelating ideas/themes/issues

β  Structure and Sequence
21. Structuring/organizing extended written text
22. Structuring/organising a mathematical argument
29. Comparing/contrasting
30. Classifying
31. Interrelating ideas/themes/issues
38. Generalising from information
36. Applying strategies to try ideas and procedures
35. Extrapolating
41. Hypothesising
42. Criticising
43. Analysing
44. Synthesising
45. Judging/evaluating
48. Justifying
46. Creating/composing/devising

θ  Analyse, Assess and Conclude
32. Reaching a conclusion which is necessarily true provided a given set of assumptions is true (Deducing)
33. Reaching a conclusion which is consistent with a given set of assumptions (Inferring)
34. Inserting an intermediate between members of a series (Interpolating)
35. Extrapolating
36. Applying strategies to try ideas and procedures
37. Applying a progression of steps to achieve the required answer
38. Generalising from information
39. Applying strategies to try ideas and procedures
40. Applying a progression of steps to achieve the required answer
41. Hypothesising
42. Criticising
43. Analysing
44. Synthesising
45. Judging/evaluating
46. Creating/composing/devising
47. Hypothesising
48. Criticising
49. Analysing
50. Synthesising
51. Judging/evaluating
52. Creating/composing/devising
53. Hypothesising
54. Criticising
55. Analysing
56. Synthesising
57. Judging/evaluating
58. Creating/composing/devising
59. Hypothesising
60. Criticising
61. Analysing
62. Synthesising
63. Judging/evaluating
64. Creating/composing/devising

π Create and Present
9. Using correct spelling, punctuation, grammar
10. Using vocabulary appropriate to a context
11. Summarising/condensing written text
26. Explaining to others
27. Expounding a viewpoint
14. Compiling results in a tabular form
15. Graphing
20. Setting out/presenting/arranging/displaying
46. Creating/composing/devising

Φ  Apply Techniques and Procedures
16. Calculating with or without calculators
17. Estimating numerical magnitude
18. Approximating a numerical value
19. Substituting in a formulae
21. Structuring/organizing extended written text
22. Structuring/organising a mathematical argument
29. Comparing/contrasting
30. Classifying
31. Interrelating ideas/themes/issues
38. Generalising from information
36. Applying strategies to try ideas and procedures
35. Extrapolating
41. Hypothesising
42. Criticising
43. Analysing
44. Synthesising
45. Judging/evaluating
48. Justifying
46. Creating/composing/devising
60. Sketching/drawing
Queensland Core Skills Test

Day One
Tuesday 29th August 2017

Writing Task
600 words
2 hours

Multiple Choice
50 Questions
1.5 hours

Day Two
Wednesday 30th August 2017

Short Response
Various
2 hours

Multiple Choice
50 Questions
1.5 hours

QCS Graded A to E
How can students prepare for the test?

• Become familiar with the CCEs
• Year 10 Mathematics concepts – percentage, ratio, angle, algebra
• Read widely!
• Develop writing skills – grammar, spelling, write clearly
• Find out the meaning of key terms e.g. define, analyse, re-state
• Learn to manage time

HAVE A POSITIVE ATTITUDE!!
Preparing for the QCS test

- Work in class over the last 4 years
- Committing to great results in ALL subject areas
- Specific ‘test–wise strategies’ that will be part of the preparation process
## Reporting in Year 12

<table>
<thead>
<tr>
<th>Grades</th>
<th>Level of Achievement (LOA)</th>
<th>Within each LOA there are 10 rungs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>VHA</td>
<td>e.g. VHA 10 VHA9 VHA8 VHA7 VHA6 VHA5 VHA4 VHA3 VHA2 VHA1</td>
</tr>
<tr>
<td>B</td>
<td>HA</td>
<td><strong>Arranged highest to lowest</strong></td>
</tr>
<tr>
<td>C</td>
<td>SA</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>LA</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>VLA</td>
<td></td>
</tr>
</tbody>
</table>
The three major factors which contribute the students’ OPs are:

- Subject results
- Subject QCS results (OP eligible)
- Whole school QCS results (OP eligible)
At the end Year 12 students receive an Subject Area Indicator (SAI).
The top student in the subject receives 400 and the bottom student receives 200.

For large subject groups the school assigns SAIs. For small groups the QCAA assigns SAIs from state data.
Implications for Students

• You must try to get as far up the R6 ladder as possible to receive the highest SAI possible.

• The Mean and MD from the QCS test are calculated for each subject. These raw scores are scaled so that the average score for all subjects in the state is 175. That means you would like the mean for your subjects to be above 175.

  e.g. Subject – QCS means
  Maths B (184.63)
  English (171.39)
Within School Scaling

• Students results are scaled using the subject mean and the scaled Mean and MD from the QCS test for each subject.

• The scaled SAIs from your best five subjects are averaged to produce a student Overall Achievement Indicator (OAI).
• The QCAA uses this OAI to rank all Cav Road High students against each other to get a total to rank for the students in the school.

• This OAI ranking process sorts out and compares student performance within individual schools (Cav Road High).

• The next step is the compare our performance to all other schools in Queensland. How do we compare our performance to others schools?
Between School Scaling

- Each student’s OAI is then re-scaled using the mean and mean difference of the whole QCS result

- Each student will then get a final OAI that will determine the OP that they are assigned
The scaled OAIs are put into bands and OPs are allocated.

<table>
<thead>
<tr>
<th></th>
<th>2015 Cut-offs</th>
<th></th>
<th>2016 Cut-offs</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP1</td>
<td>224.50</td>
<td>OP1</td>
<td>224.68</td>
</tr>
<tr>
<td>OP2</td>
<td>214.56</td>
<td>OP2</td>
<td>214.32</td>
</tr>
<tr>
<td>OP3</td>
<td>206.98</td>
<td>OP3</td>
<td>206.63</td>
</tr>
</tbody>
</table>
## OP 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>VHA 9</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>VHA 3</td>
</tr>
<tr>
<td>Maths B</td>
<td>4</td>
<td>VHA 8</td>
</tr>
<tr>
<td>Maths C</td>
<td>4</td>
<td>VHA 6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>VHA 3</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>VHA 8</td>
</tr>
</tbody>
</table>

A on QCS
### OP 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>VHA 5</td>
</tr>
<tr>
<td>Maths B</td>
<td>4</td>
<td>VHA 6</td>
</tr>
<tr>
<td>Philosophy &amp; Reason</td>
<td>4</td>
<td>VHA 8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>VHA 3</td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>4</td>
<td>VHA 9</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
<td>VHA 6</td>
</tr>
</tbody>
</table>

A on QCS
### OP 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>HA 5</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>HA 5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>HA 4</td>
</tr>
<tr>
<td>Maths B</td>
<td>4</td>
<td>VHA 6</td>
</tr>
<tr>
<td>Maths C</td>
<td>4</td>
<td>HA 7</td>
</tr>
<tr>
<td>Philosophy &amp; Reason</td>
<td>4</td>
<td>VHA 2</td>
</tr>
</tbody>
</table>

A on QCS
### OP 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>VHA 2</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>HA 3</td>
</tr>
<tr>
<td>Philosophy &amp; Reason</td>
<td>3</td>
<td>HA 2</td>
</tr>
<tr>
<td>Maths B</td>
<td>1</td>
<td>SA 7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>SA 2</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>HA 6</td>
</tr>
</tbody>
</table>

C on QCS
## OP 15

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>HA 10</td>
</tr>
<tr>
<td>Maths A</td>
<td>4</td>
<td>SA 1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>LA 10</td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
<td>SA 7</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>SA 2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>3</td>
<td>HA 9</td>
</tr>
<tr>
<td>Drama</td>
<td>4</td>
<td>SA 8</td>
</tr>
</tbody>
</table>

**C on QCS**

One semester of Chemistry at an LA10, counted over this student's 4 semesters in Health, at an SA2

When you withdraw from a subject, it does not necessarily mean that it will not count in your OP calculation.
**OP 19**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Semesters</th>
<th>LOA and Rung</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>SA 2</td>
</tr>
<tr>
<td>Maths A</td>
<td>4</td>
<td>SA 8</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>SA 1</td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>4</td>
<td>HA 1</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>SA 10</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
<td>SA 4</td>
</tr>
</tbody>
</table>

C on QCS

A Sound Achievement (SA or C), is not enough to get a great OP!
Tertiary Selection Rank

• If you wish to undertake tertiary study in Queensland, but are not OP-eligible, you can apply to QTAC for a selection rank, which is an alternative method of tertiary entrance.

• A selection rank is a rank based on the achievement in your best 20 semesters or the equivalent on your Senior Statement.
How is the rank calculated?

- Selection ranks for OP-ineligible students are calculated using a schedule developed by QCAA and QTAC in consultation with tertiary institutions.

- Made up from results in a mixture of Authority subjects, and/or Authority-registered subjects, and/or vocational education units of competency/modules undertaken in Years 11 and 12.

- If you sit the QCS Test your test results will be used in the calculation of your selection rank. If you achieve a D result or better in the QCS Test your selection rank may be moderated upwards.

- The maximum selection rank you can get is around 90 (equivalent to an OP 6).
Queensland Tertiary Admissions Centre (QTAC)

- What is QTAC?
- Who can apply through QTAC?
- What types of courses are available?
- What modes of study can I choose from?
- Where can I apply to?
- Where can I find more information about tertiary study?
- Important dates
What is QTAC?

*Queensland Tertiary Admission Centre* is an independent authority who is responsible for the administration of university applications.
Who can apply through QTAC?

• Yr 12 school leavers
• International students – with extra information
• Courses have an OP or Tertiary Rank and at times, pre-requisite subjects
• Pre-requisite subjects need to exist in order to be eligible when applying for a degree
What types of courses are available?

- Diplomas
- Associate degrees
- Bachelor degrees
What modes of study do I choose from?

- Full-time
- Part-time
- External
- A combination of any of the above with some degrees
Where can I apply to?

- University of Queensland
- Queensland University of Technology
- Griffith University, Griffith College formally QLD Business Institute of Technology
- TAFE
- University Southern Queensland
- University of Central Queensland
- University of Sunshine Coast
Where can I apply to?

- SAE QANTAM
- Bond University (Medicine)
- Christian Heritage College
- Southern Cross University
- University of Tasmania, Australian Maritime College
- James Cook University
- University of New England
- *Self managed institutions accept applications via own admission centres*
Where can I find more information about tertiary study?

• qtac.edu.au
• qilt.edu.au  
  (Quality Indicators of teaching & Learning)
• myfuture.edu.au
• Individual universities & TAFE
• School based Guidance Officers,  
  Mr Paul Ross & Ms Kate Niland
Important Dates

- Fri 15 & 16 Sat July TSXPO
  (Royal International Convention Centre Brisbane)
- Fri 21 July Cav Road Careers Expo
- UMAT registration open December 2016 to 22 June 2017
- UMAT exam – 26 July 2017
- Yr 12 QTAC Sessions/Interviews Term 2/3
- QTAC opens early Aug – closes late Sept 2017
- NB Creative industries can have early deadlines
- ALL STUDENTS ARE ASKED TO CHECK THEIR EQ EMAILS FOR ALL UPDATES ON EVENTS, OPEN DAYS AND QTAC DEADLINES
Cavendish Road SHS and the 2016 QTAC story

- 152 applications from our students
- 131 offers made to our students

= 95.6% of CRSHS students received offers

- NB: QTAC is still making offers
- There are a number of students that have made application for the July intake. These do not include these students.
ACTIONS LEADING TO CHANGE

- Become OP ineligible and apply for a Tafe Diploma or Certificate Course (achieve a rank rather than OP) – alternative pathway
- Improve attendance rate at school (target = 95%)
- See teacher about how to improve results
- Access mentoring program
- Access tutoring - after school sessions (various subjects)
- Commitment to submit assignments on time
- Apply for full-time TAFE/employment
- If you are experiencing life changes: - ask for help - see a support person
Question time ...