When choosing further study in the Senior Phase of schooling, students are actually committing to further learning which leads to successful attainment and completion of a course, creating future opportunities. It is essential that all students understand the appropriate rigor required for successful attainment and completion, and although courses demand different degrees of study and rigor, there are some operating principles common to all.

1. Students should complete and submit all work set.
2. Students should have a study plan which helps them prioritise and manage their time.
3. Students should take advantage of the drafting process, so as to receive feedback from their teachers.
4. The feedback provided to students after submitting/completing an assessment task is critical. Students should focus on what the teacher has to say, not only on the level of achievement. By paying attention to these comments, a student should improve or maintain their level of achievement in the future.
5. Some students enrol in subjects in the Senior Phase of learning even though they have not demonstrated an ability to be successful in this course through the Junior School. A prerequisite policy discourages students from selecting subjects under the conditions of convincing themselves that they will work harder when they get into Year 11. It doesn't work like that. You need to work hard in the Junior School to develop a capacity to manage the Senior Phase curriculum.
6. A student should satisfy the minimum prerequisite standard to enrol in a Senior subject.
7. In order to remain in the Senior subject, a student should progressively maintain a minimum standard.
8. A student should adopt the following homework practices. Depending upon the year level, students should incorporate into their week the following number of hours of homework, revision and study.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 and 9</td>
<td>6-10</td>
</tr>
<tr>
<td>Year 10</td>
<td>8-12</td>
</tr>
<tr>
<td>Year 11</td>
<td>12-16</td>
</tr>
<tr>
<td>Year 12</td>
<td>15-20</td>
</tr>
</tbody>
</table>

**SUGGESTION: HOMEWORK GUIDELINES**

-¼ hour per session per subject (minimum)
-Every subject at least every second night
-Complete three sessions
  1. Homework
  2. Revision
  3. Extension

(See “Homework Study and Planning” in the enclosed “Effective Study Skills” guide)

9. If a student is OP eligible or intends to sit the QCS test, they must commit to all aspects of the program designed by the school to prepare students for the Queensland Core Skills Test. “You must be prepared to work at being the very best you can, when sitting the QCS Test....”

10. A student must develop good study patterns from an early age. Students should not believe that they can move through Year 8, 9, 10 and 11 with very little work, then start working hard in Year 12 to reach their threshold. The ability to work hard and think at a higher level is developed over time, and it is very difficult to reach your potential on exit from Year 12, if you don’t start applying yourself until late Year 11/early Year 12.

11. When a student enrols in a course of study in the Senior Phase of schooling, that becomes their full time job. I believe it is very difficult to get a healthy balance between school, recreation and paid work. I believe that at times work, parties, internet chat lines and many other distracters prevent students from achieving their potential, which can close windows of opportunity for the future. You must be very careful. **What is important? What will get you where you want to be? Is your behaviour and choice of study getting you where you want to be?**

12. When a student, through the Work Placement Program gains a placement, they must appreciate the opportunity given to them and make every effort to contribute positively to the workplace.

Students should be aware that the school is able to cancel their enrolment for the following reasons:

- The student’s persistently disruptive behaviour is adversely affecting the education of other students at the institution: or
- The student’s behaviour amounts to a refusal to participate in the program of instruction provided at the institution, ie non-attendance or non-submission of assessment.

Sometimes students enrol in the Senior Phase of schooling for the wrong reasons. They enrol to be around friends, and make little effort to engage in the course of study. Others do not work to their capacity and therefore do not reach their potential on exit from Year 12. It is not easy to get a job, find an apprenticeship or be offered a position at a university. It requires a commitment from you to make it happen. Don’t miss your opportunity. Your expectations are the key to unlocking your potential and allowing you to see what is most probably right in front of you. Take accountability for any incident that is getting you down, and you’ll see the solution. Put the blame on someone else and you will become the victim.

Adapted from “You Can Do It”, Paul Hanna