



Senior education and training (SET) planning procedure

Version: 6.1 | **Version effective:** 09/08/2021

Audience

State schools

Purpose

To detail the roles, responsibilities and processes for ensuring that senior education and training (SET) plans are developed and implemented, and transferred to other school learning providers, if required.

Overview

State schools ensure that students develop a SET plan in partnership with their parents by the end of Year 10. The SET plan is a key component of a school's career education program. It maps out a plan of action to ensure students remain on track for success in senior secondary, post-school education and work.

During the SET planning process, students identify their intended learning option to be achieved through the compulsory participation phase. Students are supported to acquire the knowledge and skills to develop their SET plan and to review and revise it, where necessary, throughout Years 11 and 12.

During the compulsory participation phase, the main learning provider (school) ensures that learning opportunities are provided in accordance with the SET plan. The SET plan is reviewed and updated as necessary and transferred when required.

Responsibilities

Principals

- schedule the SET planning process in the school calendar, in consultation with staff
- resource the SET planning process to ensure staff, students and parents are provided with high quality advice and accurate information to support students to make effective, informed decisions about senior secondary pathways
- may delegate responsibilities relating to SET planning processes to a nominated officer.

Principals or nominated officers (deputy principal, guidance officer, head of department or coordinator)

- develop the SET planning process and meaningful career education experiences, in consultation with staff
- act as the key person for all SET planning communications between the school, parents and students
- facilitate the SET planning process, including the delivery of career education activities to support every student, in partnership with their parents, by the end of Year 10 to create a SET plan to support their senior secondary pathway
- review the SET planning process and associated career education activities to identify any issues or concerns which may inform future processes including resourcing, activities and delivery.

Students

- engage in career education activities to inform the development of their SET plan
- develop a SET plan in consultation with the school and their parents
- take ownership of their SET plan by reviewing and revising it, as necessary, during Years 11 and 12.

Parents

- participate in SET planning activities by working with the student and the school to identify a senior secondary pathway that will position the student for success post-school.

Process

Development of the SET planning process

Principals or nominated officers

- develop the SET planning process in consultation with key personnel responsible for senior secondary pathway planning, and endorsed by the local consultative committee (if established)
- consider the need for more targeted and intensive [transition strategies and support](#) (DoE employees only) for students with disability, as required
- liaise with the school leadership team to ensure that key personnel involved in the SET planning process include staff with expertise to support students with disability
- consider the [language needs of parents and students](#) when developing information to ensure accessibility and engagement
- develop communications to ensure that staff, students and parents are aware of the importance of the SET planning process and understand their responsibilities in relation to:
 - how the student's personal information in the SET plan may be held, used, disclosed and transferred
 - participation in, and commitment to undertaking career education and SET planning activities which may inform the student's intended learning option
 - everyone working together to set the student up for success in senior secondary and beyond
 - supporting the student to take ownership of their SET plan and committing to maintaining it, in particular, when their learning pathway changes

- support students transferring to the school from other learning providers to access their current SET plan. This may require:
 - confirming the SET plan is in OneSchool on transfer of active enrolment (State schools only)
 - arranging for the student's SET plan to be scanned and emailed by the previous learning provider for uploading to the school's database
 - supporting the student to complete their SET plan
- develop a process to enable students to review their SET plan:
 - at key intervals during Years 11 and 12, and
 - as necessary when their learning pathway changes
- establish networks with relevant Government departments, training organisations and support networks to:
 - help Aboriginal students and Torres Strait Islander students in consultation with their families and communities, consider a range of options for suitable pathways after school
 - build partnerships to enhance learning opportunities to meet the needs of all students
- support key personnel to provide feedback to the school leadership team about the SET planning process and associated career education activities to inform the development of future processes.

Implementation of the SET planning process

Principals or nominated officers

- support key personnel to implement [career education activities and SET planning processes](#) (DoE employees only) with students to enable the acquisition of the required skills and knowledge necessary to develop a genuine career pathway
- support key personnel to:
 - provide high quality advice and accurate information to students and their parents
 - understand the requirement for privacy and confidentiality of the personal information included in a student's SET plan in relation to:
 - recording, storing and using personal information
 - disclosing personal information to external organisations and other learning providers
- provide students and their parents with information about how the student's personal information contained in the SET plan may be held, used, disclosed and transferred
- consult with students and parents regarding [reasonable adjustments](#) (DoE employees only) for students with disability and tailored supports for other students with [diverse educational needs](#), as required
- implement [reasonable adjustments](#) (DoE employees only) for [students with disability](#) (DoE employees only) and tailored supports for other students with diverse educational needs, as required
- conduct [SET planning activities](#) (DoE employees only) with students and their parents before the end of Year 10, to identify a senior secondary pathway that will set the student up for success post-school
- ensure all students have a completed SET plan by the end of Year 10

- assist students to take ownership of their SET plan to ensure they remain on track to achieve their intended learning option
- implement reviews of SET plans with students during Years 11 and 12, ensuring that any changes are documented and consider students' attendance, participation and achievement, and eligibility to achieve the [Queensland Certificate of Education \(QCE\)](#) or the [Queensland Certificate of Individual Achievement \(QCIA\)](#)
- provide guidance when students need to change their learning pathway (i.e. through career guidance sessions and subject selection processes) ensuring that the SET plan is consulted by staff and updated as required
- utilise networks and broker with learning providers, registered training organisations, employers and youth support networks to:
 - help Aboriginal students and Torres Strait Islander students in consultation with their families and communities, consider a range of options for suitable pathways after school
 - build partnerships to enhance learning opportunities to meet the needs of all students
- review the SET planning process and associated career education activities to identify any opportunities for future enhancements.

Students

- engage with information provided by the nominated officer about career education and SET planning processes
- participate in career education activities and SET planning processes conducted by the school
- ensure their SET plan is completed and able to be accessed
- review their SET plan during Years 11 and 12 to ensure they remain on track to achieve their intended learning option.

Parents

- engage with [information](#) provided by the nominated officer about SET planning processes
- participate in SET planning activities by working with the student and the school to identify a senior secondary pathway that will set the student up for success post-school.

Transfer of the SET plan

Principals or nominated officers

- transfer students' information on the request of the student and/or parent (if student is under 18 years) to a new main learning provider as part of a formal hand-over of responsibility in the event that a student's program changes from one main learning provider to another:
 - if transferring to a state school learning provider, upon activation of enrolment, a student's SET plan will become accessible in OneSchool
 - if transferring to a non-state school learning provider, a copy of the student's SET plan is scanned and emailed to the new learning provider.

OneSchool and the SET planning process

Schools are strongly encouraged to use [OneSchool](#) to complete SET planning processes.

Using OneSchool:

- facilitates access for school and regional personnel working with students around careers and pathway planning
- enables students to access their SET plan to make amendments as necessary
- assists with the transfer of SET plans for students moving to new state school learning providers
- protects and ensures the integrity of students' personal information in a safe and secure ICT environment.

Definitions

Term	Definition
Compulsory participation phase	The compulsory participation phase starts when a young person stops being of a compulsory school age (i.e. they turn 16 or complete Year 10 – whichever comes first). It ends when they gain a QCE, QCIA, Senior Statement, Certificate III or Certificate IV; has participated in eligible options for 2 years after the person stopped being of compulsory school age; or turns 17 years.
Eligible options	An eligible option is participation on a full-time basis in approved education or training (including registration for home education), paid employment, or a combination of approved education, training and paid employment.
Intended learning option	The education goal the learner works towards during the senior phase of learning. Examples include: full-time employment, the Queensland Certificate of Education, the Queensland Certificate of Individual Achievement or Vocational Education and Training (VET) qualifications.
Local Consultative Committee (LCC)	Queensland schools and workplaces with a total of 20 or more employees are required to establish a LCC.
Main learning provider	The educational institution that manages (i.e. views and edits) the learning account for a registered student.
Parent	The person who is the child's mother, the child's father or a person who exercises parental responsibility for the child.
Reasonable adjustments	An adjustment is a measure or action (or a group of measures or actions) that is personal to a student and may change over time. The adjustment is considered reasonable if it: <ul style="list-style-type: none"> • supports a student with a disability to participate in education on the same basis as other students;

Term	Definition
	<ul style="list-style-type: none"> • takes into account the student's learning needs; and • balances the interests, including the safety of all parties, such as the student with disability, staff members and other students.
Senior education and training plan (SET plan)	Maps out a student's individual learning pathway through the senior phase of learning. The SET plan supports students working towards the QCE, QCIA, Senior Statement or VET qualification, and/or a viable work option.
Students with disability	<p>Section 4 of the <i>Disability Discrimination Act 1992</i> (Cwlth) outlines the broad definition of disability as:</p> <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; <p>and includes a disability that:</p> <ul style="list-style-type: none"> • presently exists; or • previously existed but no longer exists; or • may exist in the future (including because of a genetic predisposition to that disability); or • is imputed to a person. <p>To avoid doubt, a <i>disability</i> that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p>
Students with diverse educational needs	Students may have diverse educational needs that are not associated with disability. Tailored supports are developed and implemented to align with these individual needs, for example, translated materials for students for whom English is not their first language.

Legislation

- [Disability Standards for Education 2005 \(Cwlth\)](#)

- [Education \(General Provisions\) Act 2006 \(Qld\)](#) Chapter 10, Part 1, Sections 231-232; Chapter 19, Part 3, Section 426
- [Education \(Queensland Curriculum and Assessment Authority\) Act 2014 \(Qld\)](#) Part 3, Sections 48-49
- [Information Privacy Act 2009 \(Qld\)](#) Chapter 2, Part 1, Section 27

Delegations/Authorisations

- Nil

Policies and procedures in this group

- Nil

Supporting information for this procedure

- [SET planning – Information for parents](#)

Other resources

- [Inclusive education policy](#)
- [Queensland the Smart State – Education and Training Reforms for the Future: A White Paper](#) – actions 4 and 17
- [P-12 curriculum, assessment and reporting framework](#)
- [Information privacy and right to information procedure](#)
- [A guide to planning your QCE pathway](#)
- [Career education and the Senior Education and Training plan](#) (DoE employees only)
- [Inclusion](#) (DoE employees only)
- [Job Outlook](#)
- [Local consultative committees](#) (DoE employees only)
- [myfuture](#)
- [myQCE update](#)
- [National Disability Insurance Scheme – Finding, keeping and changing jobs](#)
- [OneSchool help](#) (NB. Search 'education plans')
- [Planning your pathway](#)
- [QTAC – My Path – The Year 10 Guide to Career Pathways](#)
- [Queensland Certificate of Individual Achievement](#)
- [Spark their Future](#)
- [Students with disability – Transitions through stages of learning](#) (DoE employees only)

Contact

For further information, please contact your [closest regional office](#).

Review date

9/08/2024

Superseded versions

Previous seven years shown. Minor version updates not included.

4.0 Senior education and training (SET) planning

5.0 Senior education and training (SET) planning

Creative Commons licence

Attribution CC BY

Refer to the [Creative Commons Australia](#) site for further information