



Different pathways for different young people

Every young person is different and needs to find a learning pathway that works for them. Young people can study school subjects, do vocational education and training courses, or do a mix of both. Here are some stories about different young people and the different pathways they've taken during their senior years.

Aisha's story

About Aisha

Aisha was managing at school and getting Bs in most subjects without trying too hard, until Year 10. In Year 10, she became estranged from her mother who has significant substance abuse problems. Since that time, Aisha has not had somewhere permanent to live so she stays with friends. She supports herself financially and also has to balance her work and school commitments. Due to her stressful living arrangements, Aisha was unable to keep up with the demands of her study pathway in Year 11, a pathway which she had hoped would help her gain entry to university. She failed all her subjects and did not attain any credits towards her QCE that year.

Aisha at school

Aisha's results put her at risk of not attaining her QCE at the end of Year 12 so her school helped her to transition to a vocational education and training pathway so she could increase her credits while continuing to study some general subjects. Her study load now comprises three subjects, General Mathematics, Marine Science and Dance, and she is also doing a Certificate I and III in Business, a Certificate I in Financial Services, and a Certificate II in Skills for Work and Vocational Pathways.

What next for Aisha?

If Aisha can complete her VET courses and pass her school subjects, she will receive 20 credits and gain her QCE which will enable her to go on to further study or employment after she finishes school.

Masoud's story

About Masoud

Masoud isn't sure what he wants to do when he finishes school but he knows he enjoys anything to do with IT. He might go to university so he wants to make sure he gets an ATAR, but he might also go on to do some vocational training after Year 12.

Masoud at school

To keep his options open, Masoud is doing five general subjects along with a Certificate III in Information, Digital Media and Technology at TAFE one day a week. This will ensure he completes enough study to be eligible for an ATAR which he'll need if he decides to apply for entry to university.

What next for Masoud?

Because Masoud loves IT and thinks he might go on to study it when he finishes Year 12, he's doing a learning pathway that will give him the flexibility he needs whether he decides to go to university, do further vocational training, or get a job.

Georgie's story

About Georgie

Georgie wants to run her own graphic design business when she finishes Year 12 and is already doing some freelance work to get experience. Because she knows she doesn't want to go to university, she wanted to follow a learning pathway that would help her get some valuable skills she can use when she starts her own business.

Georgie at school

Georgie is doing two VET courses at school, a Certificate II in Visual Art as well as a Diploma of Business. She is also studying two applied subjects (English and Maths) along with two general subjects, Visual Art and Design – two subjects she loves which also relate to her chosen career path.

What next for Georgie?

If Georgie can complete her studies, she'll have the literacy and numeracy skills she needs, along with specialised skills in her area of interest, giving her options for further study or work so she can pursue her chosen career in graphic design.

Jayden's story

About Jayden

Jayden's plan was to go to university to study nursing science. In Year 11, Jayden, who identifies as transgender, experienced a breakdown in his home environment, due to his family not being supportive of his transition. He left his family home at the end of Year 11 and his mental health declined. Jayden's school helped him access clinical support and the guidance officer and clinician continue to work with Jayden.

Jayden at school

To help Jayden get the 20 points he needs to receive a QCE, his school encouraged him to take on a Certificate in Business II, a Certificate in Skills for Work Pathway II, and a Certificate in Financial Services I. These courses will give Jayden skills to support him in finding part-time work once he finishes school and is enrolled in further study. After working with the clinician at his school, Jayden has now become interested in pursuing a career in community support services.

What next for Jayden?

Jayden's guidance officer has helped him work out a pathway to his goal and Jayden will now apply to study a social work course when he finishes Year 12. If Jayden can obtain his QCE, he'll be able to do a Diploma of Higher Education (Social Work) which will help him qualify for entry to a university degree in social work.

Alinta's story

About Alinta

Alinta comes from a remote island in Torres Strait, identifies as Torres Strait Islander, and speaks Creole. When she developed her Senior Education and Training (SET) plan, she wanted to go to university and become a teacher.

Alinta at school

Alinta was progressing well in Year 11, with her school giving her some additional support. Unfortunately, she was unable to return to school after Term 2 of Year 12, as her remote community was locked down due to the COVID pandemic. After the lockdown was lifted, and despite her school continuing to support her, Alinta struggled with the return to school and her results suffered. To help her attain her QCE, Alinta is now undertaking additional certificates in Business II, Work Skills Pathway II and Financial Services II.

What next for Alinta?

Alinta's vocational pathway will enable her to attain the credits and literacy and numeracy skills she needs to gain her QCE. Alinta hopes to enter university via a Higher Education Diploma which will help her gain the additional skills she needs to enter a degree course at university. She is also considering applying for a community-based teacher education program (Remote Area Teacher Education Program) so she can stay in her community while studying towards her teaching qualification.

Kai's story

About Kai

Kai knows he wants to work as an electrician, so he started a school-based electrical apprenticeship in Year 11, spending two days each week training off-site.

Kai at school

At school, Kai was doing a reduced study load - Essential English, General Maths, a Certificate I in Construction, and a Certificate II in Engineering Pathways - due to his two-day absence from school each week. At the beginning of Year 12, his employer offered to take him on full-time. Having done his school-based electrical apprenticeship for a year, Kai was sure it was the right career path for him.

What's next for Kai?

Because Kai had a confirmed training and employment pathway to go to, he was able to leave school and he is now pursuing his electrical apprenticeship full-time.





Maddison's story

About Maddison

Maddison has Autism, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional defiant disorder (ODD), and also suffers from anxiety. During Year 11, she was struggling with mental health issues and had to reduce her timetable so she could manage her schooling. She received online support from her teachers, and staff at her school worked closely with her family to support her during this time.

Maddison at school

Maddison is studying a Certificate in Vocational Skills for Work which will give her the literacy and numeracy skills she needs to attain her QCE. To help Maddison manage her mental health and study load, her Certificate III in Business was reduced to a Certificate II and she is also studying a Certificate II in Information, Digital Media and Technology. She has completed a Certificate II in Printing and Graphic Art and a Certificate in Graphic Skills.

What next for Maddison?

Using what she has learned studying for her VET qualifications, Maddison is already doing freelance work creating digital content and hopes to continue in this field when she finishes school.

Ali's story

About Ali

While Ali has struggled to engage in his studies at school, he wants to keep going so he can attain a QCE and get into the construction industry. Support staff at his school are working with Ali to help him achieve his goal. They provide intensive support to help him stick with his vocational education and training courses and to stay engaged.

Ali at school

Despite the help he received, Ali was unable to pass English and General Mathematics. He then transferred to Essential English and Essential Mathematics but still did not pass. Instead, Ali is now undertaking a Certificate II in Skills for Work Pathways which will enable him to gain the literacy and numeracy skills he needs to get his QCE. In addition, Ali is doing a subject in Industrial Graphic Skills where students learn the skills to produce technical drawings, as well as vocational courses in automotive, construction, engineering, and a Certificate II in Hospitality.

What next for Ali?

If Ali completes these studies, he will be able to attain his QCE and will have the skills he needs to seek further training or employment in the construction industry.