



MOSSMAN STATE HIGH SCHOOL
QUEENSLAND CERTIFICATE OF
INDIVIDUAL ACHIEVEMENT (QCIA)

2026



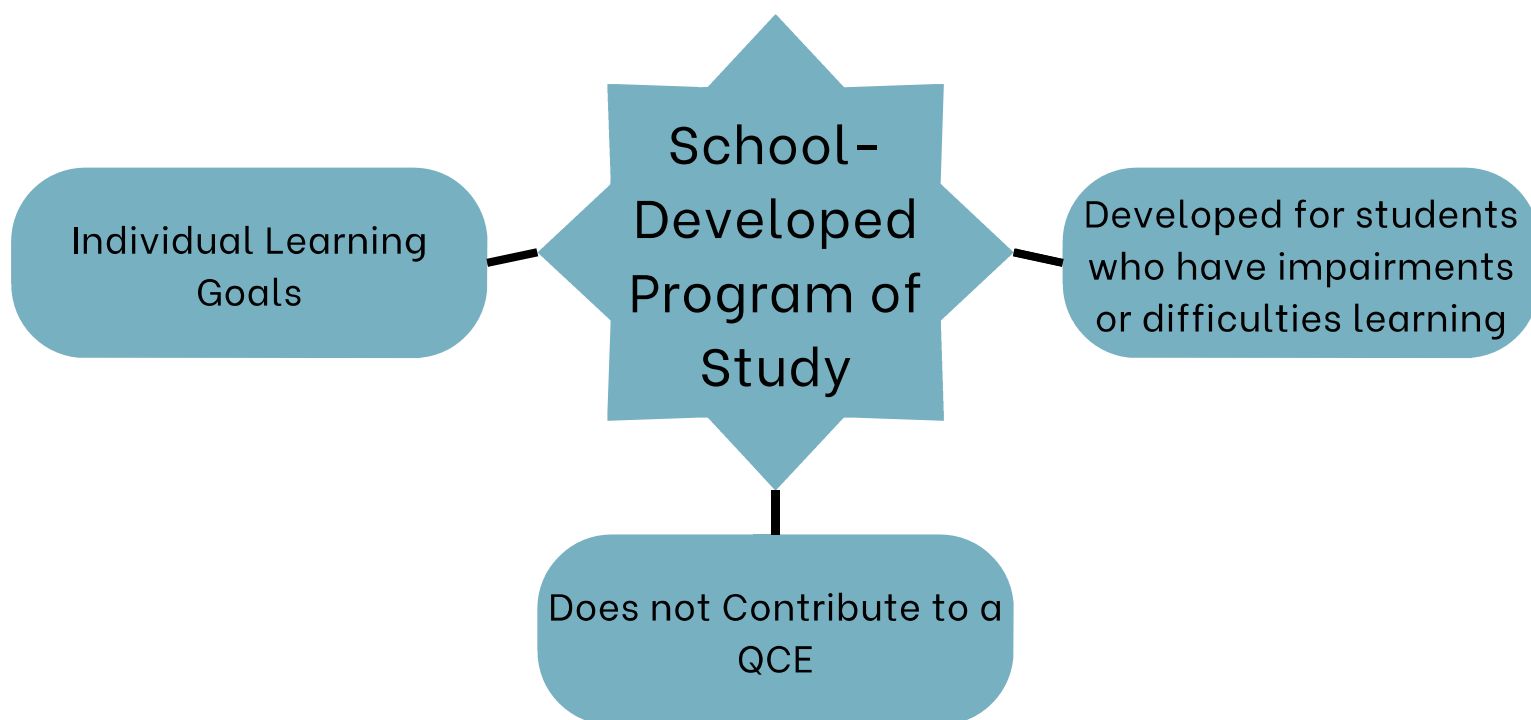


What is a QCIA?

The Queensland Certificate of Individual Achievement (QCIA) is an alternative to the Queensland Certificate of Education (QCE) and reports on the achievements of students whose learning is part of an individual learning program.

The certificate is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers.

What is an Individual Learning Program?



WHO IS ELIGIBLE FOR THE QCIA?



- Be nominated by their school principal
- Complete at least 12 years of education
- Have at least one result for QCIA recorded in their learning account
- Complete studies in an individual learning program

How the QCIA Works



Schools register QCIA-eligible students with the QCAA and develop individual learning programs for them using one or more of the five curriculum organisers, learning goals and learning focuses in the Guideline for individual learning.

Schools then collect evidence of students' learning and participation throughout Years 11 and 12. This information is recorded on a student's QCIA.

The five curriculum organisers are:

Curriculum organisers				
Communication and technologies	Community, citizenship and the environment	Leisure and recreation	Personal and living dimensions	Vocational and transition activities
				

Students select elective subjects from the Year 11 Subject Offerings, and will participate in mainstream lessons with their peers with the aim of achieving individual goals within those subject areas. Students will not be expected to complete mainstream assessment or assignments,



Curriculum Organisers

Communication and Technologies

Communication involves the student learning to comprehend and communicate with language in:

- listening
- reading
- viewing

Technologies involves the student learning to operate digital and other technologies, including:

listening	writing
reading	creating language and texts
viewing	calculation
speaking	

They learn technical and social protocols for appropriate use of digital technologies to interact with others.



Community, Citizenship and the Environment

Students learn about active citizenship and participate in and contribute to their local and wider communities.

They learn about changes over time and across locations.

They explore the world around them and investigate the natural and constructed features of places and different environments.

They learn about how scientific understandings can inform decision making about people, environments and their relationships.



Curriculum Organisers

Leisure and Recreation

Students learn about different physical activities and the importance of lifelong physical activity.

They learn to identify, experience and participate in their own preferred leisure and recreation activities.

They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.



Personal and Living Dimensions

Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment.

They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.

They develop their ability to use numeracy skills in everyday situations.



Vocational and Transition Activities

Students learn how to set goals and make decisions to achieve them.

They learn about local and community resources for living independently and interdependently.

They learn how to access resources to support their needs when they transition to life beyond school.



QCIA at Mossman SHS

The school creates an overview of work for all QCIA students



Parents meet with QCIA coordinator to identify talents, hobbies, interests and possible vocational pathways



Tailored program is created, and individual learning goals entered into QCAA for approval



Once approved teachers start delivering the program and collect evidence to support judgements about the student's learning goals



Types of Evidence Gathered

Anecdotal records
Annotated photographs
Discussion with parents/carers, colleagues, employers
Interview with students
Learning logs
observation notes
Peer and self-assessment checklists

Presentations
Progress charts
Sound/image recordings
Task responses and worksheets
Teacher and student journals
Visual folios
Work experience reports



Evidence is sent away for moderation at the end of Year 12



Students receive their QCIA Certificates by mail in December from the QCAA

Sample QCIA Programs

