# SENIOR STUDENT QCIA HANDBOK



EXCELSIOR

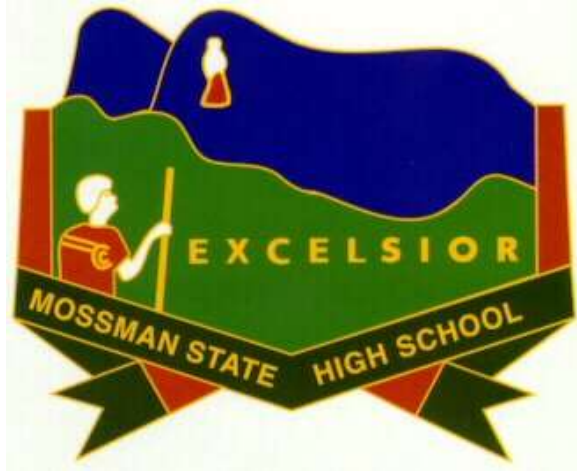MOSSMAN STATE HIGH SCHOOL

# QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

## WHAT IS IT

- The Queensland Certificate of Individual Achievement (QCIA) recognises and reports 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.

## WHO IS ELIGIBLE FOR THE QCIA

To be eligible for the QCIA, a student must:
- be nominated by their school principal
- complete at least 12 years of education
- have at least one result for QCIA contributing studies recorded in their learning account
- complete studies in an individual learning program

## WHAT IS AN INDIVIDUAL LEARNING PROGRAM

An individual learning program:
- is a school-developed program of study using curriculum organisers, learning goals and learning focuses in the QCAA's Guideline for Individual Learning
- is developed for students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- is recorded by schools through the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE)
- cannot duplicate learning from any QCE contributing studies.

## 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 |

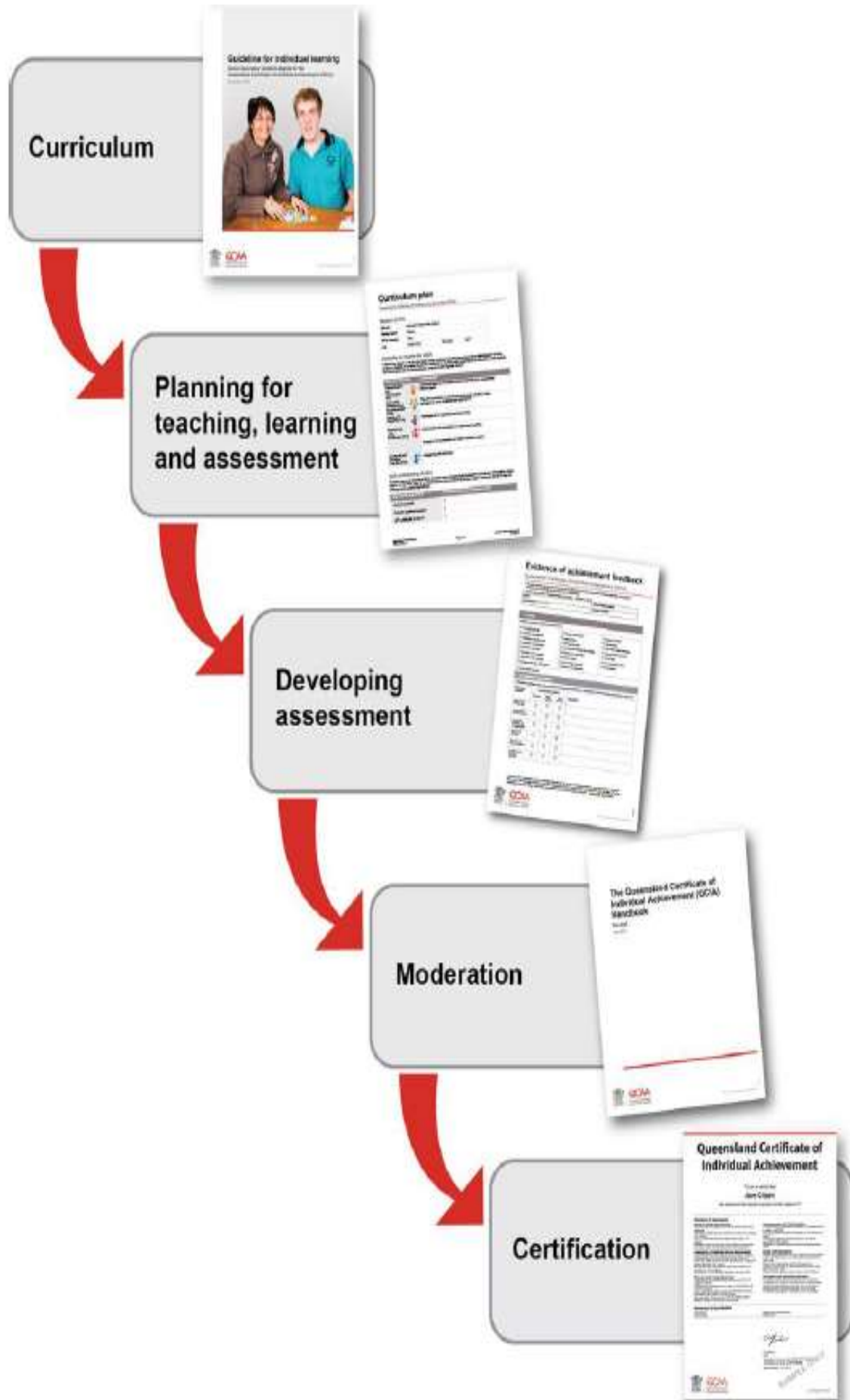| Curriculum organiser | Learning focuses | Code[1] |
|---|---|---|
| **Communication and technologies** | | **CT** |
| *Curriculum organiser description:* Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others. | • Language comprehension<br>  – Listening<br>  – Navigating, reading and viewing<br>  – Interpreting<br>  – Responding | **CT1**<br>CT1.1<br>CT1.2<br>CT1.3<br>CT1.4 |
| | • Language use<br>  – Communicating behaviours<br>  – Interacting and composing<br>  – Presenting | **CT2**<br>CT2.1<br>CT2.2<br>CT2.3 |
| | • Operation of digital and other technologies<br>  – Purpose of and audience for technologies<br>  – Using technologies<br>  – Troubleshooting | **CT3**<br>CT3.1<br>CT3.2<br>CT3.3 |
| | • Technical and social protocols for appropriate use of digital technologies | **CT4** |
| **Community, citizenship and the environment** | | **CCE** |
| *Curriculum organiser description:* Students develop knowledge, understanding and skills about communities, 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 and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships. | • Active citizenship in local and wider communities<br>  – Decision making in communities<br>  – Participating in and contributing to communities | **CCE1**<br><br>CCE1.1<br>CCE1.2 |
| | • Similarities and differences between the past and present<br>  – Changes in communities<br>  – Important events over time in Australia and the world | **CCE2**<br><br>CCE2.1<br>CCE2.2 |
| | • Places, environments and people<br>  – Location<br>  – Natural features of places including climate and weather<br>  – Constructed features of places<br>  – Relationships between people and places | **CCE3**<br>CCE3.1<br>CCE3.2<br><br>CCE3.3<br>CCE3.4 |
| | • Making decisions using scientific understandings | **CCE4** |

| Curriculum organiser | Learning focuses | Code[1] |
|---|---|---|
| **Leisure and recreation** | | **LR** |
| *Curriculum organiser description:* Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They 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. | • Physical activities for leisure and recreation<br>  – Movement skills and challenges<br>  – Group activities and fair play | **LR1**<br>LR1.1<br>LR1.2 |
| | • The importance of lifelong physical activity | **LR2** |
| | • Preferred leisure and recreation activities<br>  – Identifying preferences<br>  – Participating in activities | **LR3**<br>LR3.1<br>LR3.2 |
| | • Performing Arts activities — dance, drama, music | **LR4** |
| | • Visual and Media Arts activities | **LR5** |

| Personal and living dimensions | PLD |
|---|---|
| **Curriculum organiser description:**<br>Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy.<br>Students learn about their own and others' identity, health and wellbeing.<br>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.<br>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.<br>They develop their ability to use numeracy skills in everyday situations. | • Identity    **PLD1**<br>  – Resilience    PLD1.1<br>  – Self-identity and others' identities    PLD1.2<br>  – Values and ethics    PLD1.3<br><br>• Health and wellbeing    **PLD2**<br>  – Health    PLD2.1<br>  – Physical and social development    PLD2.2<br>  – Safety    PLD2.3<br>  – Understanding and managing emotions    PLD2.4<br>  – Interacting with others    PLD2.5<br>  – Relationships    PLD2.6<br><br>• Everyday numeracy skills    **PLD3**<br>  – Understanding and using number values    PLD3.1<br>  – Applying patterns and relationships    PLD3.2<br>  – Using data    PLD3.3<br>  – Applying concepts of time    PLD3.4<br>  – Using money    PLD3.5 |

| Vocational and transition activities | VTA |
|---|---|
| **Curriculum organiser description:**<br>Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways.<br>They learn how to set goals and make decisions to achieve them.<br>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. | • Post-school pathways    **VTA1**<br>  – Options for living independently and interdependently    VTA1.1<br>  – Vocational and transition options    VTA1.2<br>  – Accessing local and community resources    VTA1.3<br><br>• Skills for life beyond school    **VTA2**<br>  – Self-knowledge    VTA2.1<br>  – Skills for managing self and others    VTA2.2<br>  – Independence skills    VTA2.3<br>  – Goal setting and decision making    VTA2.4 |

# WHAT DOES THIS LOOK LIKE AT MOSSMAN STATE HIGH SCHOOL

**Curriculum**

**Planning for teaching, learning and assessment**

**Developing assessment**

**Moderation**

**Certification**

# HOW WE MAKE IT HAPPEN AT MOSSMAN STATE HIGH SCHOOL

1. An overview of units of work the school can offer for all QCIA students is developed.
2. We meet with the parents/carers and the student to explain what the QCIA is, how it works and what programs we have on offer.
3. Together we identify the student's talents, hobbies and interests and possible vocational pathways.
4. We collate the information which allows us to tailor each student's program to suit their needs and interests.
5. Their QCIA accounts are created and goals entered.
6. The portfolio is sent in for approval to QCAA for moderation.
7. Once approved the teachers will start delivering the program.
8. Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.
   Examples of how evidence can be gathered include:
   • anecdotal records
   • annotated photographs
   • discussions 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
9. This portfolio of evidence is sent away for moderation at the end of Year 12.
10. Students receive their QCIA Certificates by mail in December from the QCAA.
11. Queensland Certificate of Individual Achievement may be presented to employers or training providers.
12. See sample certificate overleaf.

# Queensland Certificate of Individual Achievement

This is to certify that

## Jane Citizen

has achieved the results reported on this statement

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### Statement of Achievement

#### Areas of Study and Learning
Prepares food and applies food service skills in the school restaurant.
Operates a coffee espresso machine to make hot beverages with support.
Follows a pictorial recipe to prepare basic meals with support.
Identifies words and symbols within familiar environments.
Completes basic money transactions with supervision.

#### Community, Citizenship and the Environment
Contributes to the school community as a senior leader by modelling behaviour and attitudes to other students.
Uses local cafes, food courts and restaurants for meals and social interaction with support.
Recognises and comprehends signs and symbols in the community with prompting.
Prepares for work and leisure activities with prompting.

#### Personal and Living Dimensions
Understands and practises daily self-care and personal hygiene routines.
Locates and purchases items in a familiar supermarket with verbal prompting.
Follows safe and hygienic practices in the kitchen during preparation and clean up with prompting.
Operates basic kitchen equipment with verbal support.
Makes a variety of snacks and sandwiches.

#### Communication and Technologies
Comprehends multiple-step instructions to complete tasks in a variety of settings.
Uses a computer to access information on the internet with support.
Uses a calculator and measuring tools in a range of applications with support.
Interacts with peers socially and communicates personal needs.

#### Leisure and Recreation
Applies appropriate skills in school tenpin bowling activities.
Swims with peer group in a school-based program and is water safe.
Plays school-based team sports with supervision.
Displays the principles of good sportsmanship and helps others to do the same.
Plays computer games using a mouse with prompting.

#### Vocational and Transition Activities
Completes required tasks at external work experience.
Undertakes new skills at work experience with assistance.
Applies personal safety procedures with correct use of gardening tools and kitchen utensils with prompting.
Completes basic garden maintenance with prompting.

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### Statement of Participation

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| Fundraising | Special swimming carnival |
| School camp | School choir |

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QCAA
Queensland Curriculum & Assessment Authority

Queensland Government

SAMPLE ONLY

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# MOSSMAN HIGH QCIA PROGRAM SAMPLE SUBJECTS

| Work Experience | Employment Scheme |
|---|---|

| Personal Fitness Class | Cooking Class | Social Skills Class |
|---|---|---|

| Agricultural Plot Collecting eggs & Data | Technical Support and Event Setup | Digital Tech Photography | Environment Recycling |
|---|---|---|---|

| Participation Activities | Cross Country | ANZAC Day | Senior Leader Induction | Athletics Carnival |
|---|---|---|---|---|
| Fundraising | Swimming Carnival | NAIDOC Day | Harmony Day | |

| Literacy Class | Numeracy Class | Humanities Class | Science Class | Industrial Technology Skills | Work Sampling Community Access Class |
|---|---|---|---|---|---|

| Music Project | Cooking & Budgeting, Kitchen Workplace Health & Safety | Natural Disaster Awareness | First Aid Certificate | Learner Driver Education | Drug and Alcohol Education | Art Project with mentor |
|---|---|---|---|---|---|---|
| Digital Technology Typing Course | Cyber Safety Awareness | Digital Technology Research Project | Sport Project with mentor | Duke of Ed Award | Hospitality Barista Competencies | Landscape Gardening Skills |