

---

# **HEATLEY SECONDARY COLLEGE**



**Queensland Certificate of  
Individual Achievement (QCIA)**

**Subject Information Guide 2021**

---

# **Contents**

<b>Introduction.....</b>	<b>2</b>
<b>Queensland Certificate of Individual Achievement (QCIA).....</b>	<b>3</b>
<b>Frequently asked questions.....</b>	<b>4</b>
<b>What achievements are included on the QCIA.....</b>	<b>5</b>
<b>Subjects</b>	
<b>Life English .....</b>	<b>6</b>
<b>Life Mathematics.....</b>	<b>6</b>
<b>Social Environment and Community Studies .....</b>	<b>6</b>
<b>Communication and Digital Technologies Skills.....</b>	<b>7</b>
<b>Work Ready Skills.....</b>	<b>7</b>
<b>Human Relationships Education .....</b>	<b>8</b>
<b>Art Skills (Elective) .....</b>	<b>8</b>
<b>Workshop Skills (Elective) .....</b>	<b>8</b>
<b>TAFE Program (Year 11).....</b>	<b>9</b>
<b>Life Skills (Year 12).....</b>	<b>9</b>

# Introduction

Congratulations on your decision to undertake your senior studies at Heatley Secondary College. Our college provides quality secondary education for students of all ages and abilities, and our staff work very hard to support and encourage every learner.

The attainment of a QCIA is a qualification that you can be rightly proud of. The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students whose learning is part of an **individualised learning program**.

Senior Schooling can be challenging, particularly in Year 11 Semester 1, but it can be immensely rewarding. You are in your final preparations for life beyond secondary schooling and this makes the next 2 years some of the most important ones of your life.

We have the highest expectations of your effort and behaviour.

## How the QCIA works

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.



Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers is central to this decision-making process.



The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE).



If a student is eligible for the QCIA, they may record some QCE-contributing study in their learning account.



However, to receive the QCIA a student must be undertaking an individual learning program.



# Queensland Certificate of Individual Achievement

The QCIA adds to the suite of certificates that the Queensland Curriculum and Assessment Authority (QCAA) issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

The course for the QCIA is highly structured to meet the requirements of the set guidelines. Students undertaking the QCIA are enrolled in a combination of school subjects, TAFE courses and community access programs.



## School subjects

- The subjects developed by the school to meet recognised needs of students are generated from the Guidelines for Individual Learning (GIL).
- All subjects are created to cover the learning goals from the Guidelines for Individual Learning (GIL).

## TAFE course (Year 11 only) delivered by TAFE Queensland Townsville, Pimlico Campus

- Certificate II in Hospitality

## Community access program (Year 12 only)

- a range of community programs accessed by students as a group e.g. Conservation Qld.
- Individualised programs with support from community organisations where appropriate.

# Frequently asked questions

## Who is eligible for the QCIA?

Students who:

- undertake studies that are part of an individual learning program
- have either an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

## What is an individual learning program?

An individual learning program is developed by the school to meet individual learning needs. It must be based on learning goals from the Guideline for Individual Learning (GIL).

## Does a student with an impairment or difficulties in learning have to receive this certificate?

No. The school will consult with the student and parents or carers to decide which educational program is best suited. There are several ways in which achievements can be reported.

## What achievements are included on the QCIA?

The certificate records educational achievement in two areas:

- Statement of Achievement
- Statement of Participation

## What achievements will not be included on the QCIA?

Authority subjects, Authority-registered subjects and vocational education and training (VET) are not included on the QCIA. These areas of learning can contribute toward the QCE and any achievements in these areas will be recorded on the Senior Statement.

## If a student obtains a QCIA, does it also contribute towards a QCE?

No. The QCE recognises broad learning options and confirms achievements of a significant amount of learning, a set standard of achievement, and the fulfilment of literacy and numeracy requirements.

## Can a QCIA student receive a Senior Statement?

Yes. The Senior Statement records any achievements that contribute toward the QCE that have been banked in the student's learning account.

## When a student leaves school at the end of Year 12, do they receive a QCIA and a QCE?

No. If a student meets the QCE requirements, a QCIA will not be issued. However, if a student receives a QCIA, they can continue to work towards a QCE — learning accounts remain open, regardless of age (however, credits expire after 9 years).

## What can the QCIA be used for?

The QCIA is a valuable record of student achievements. It:

- is an official record of completion of at least 12 years of education
- can be shown to employers as a summary of knowledge and skills
- can be used by training providers to help them decide the best training options to provide.

## Find out more

Visit the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

# What achievements are included on the QCIA

The Statement of Achievement shows achievement information under five curriculum organisers.

Communication and technologies (CT)	Students gain knowledge, understanding and skills in literacy and digital technologies. 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. They learn technical and social protocols for appropriate use of digital technologies to interact with others.
Community, citizenship and the environment (CCE)	Students develop knowledge, understanding and skills about communities, citizenship and environment. Students learn about active citizenship and participate in and contribute to their local and wider communities. They explore the world around them. They learn about how scientific understandings can inform decision making about people, environments and their relationships.
Leisure and recreation (LR)	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 make, participate, perform, contribute to and express opinions for artistic and cultural activities.
Personal and living dimensions (PLD)	Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. 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 develop their ability to use numeracy skills in everyday situations.
Vocational and transition activities (VTA)	Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They 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.

## Statement of Participation

This section could include the names or titles of activities the student has undertaken.

## **Life English**

The Life English course focuses on communication skills for life. Students engage with and create a range of texts for entertainment and work purposes.

### **Focus areas include:**

- Navigating reading, viewing and listening to a wide range of texts, including TV dramas, crime stories, work documents, novels, picture books, short stories, recipe books, anime, science fiction and fantasy texts.
- Interpreting and responding to texts.
- Interacting with and composing texts.
- Communicating to convey knowledge, understanding and opinions.
- Planning and presenting information, including dramatic readings, and informative speeches.

### **Assessment:**

- Reviews
- Reports
- Work related documents
- Short stories
- Journals
- Recipe Book

## **Life Mathematics**

The Life Mathematics course prepares students for meeting the functional numeracy demands of daily life. Mathematics is taught through symbolic, concrete and abstract applications in real life contexts for both personal and workforce applications.

### **Focus areas include:**

- Every day numeracy skills
- Understanding and using number values
- Applying patterns and relationships
- Using data
- Applying concepts of time
- Using money
- Household budgeting

### **Assessment:**

- Short tests
- Research assignments
- Exam

## **Social Environment and Community Studies**

This subject offers a broad range of learning opportunities related to personal health, community access and environmental studies. It is a practical Life Skills Social Sciences based subject that focuses on life-long learning.

### **Focus areas include:**

- Leisure activities in my community
- Health and well-being
- Local natural environments and conservation
- Team building and cooperation – building personal and community relationships
- Local, National and International Current Affairs issues
- Home budgeting and money management
- Cooperative work in a community garden
- How people live and work in Australia and other countries – including issues of gender, race, economics, culture, the arts, science, technology, law and history

### **Assessment:**

- Participation in activities and discussions
- Research assignments
- Short written tests
- Oral presentations

# Communication and Digital Technologies Skills

This course provides opportunities for students to undertake a subject that is focused on acquiring knowledge and skills of practical computing and use of a personal computer and hand held devices.

## Focus areas include:

Practical and knowledge skills in some areas of:

- Microsoft Office package including Word, PowerPoint, Excel and Outlook.
- Using the internet
- Digital media application including digital photography and video

## Assessment:

Assessment tasks are modified to suit student's abilities and requirements. Assessments are varied throughout the subject and combine to make up a folio of scaffolded and supported work including:

- Practical Tests
- Assignments
- Classroom Activities
- Observation of skills
- Questioning
- Presentations
- Demonstrations

# Work Ready Skills

Work Ready Skills is a course designed to prepare students for life beyond school.

## Focus areas include:

- Work Experience
- Workplace Health and Safety
- Basic job search and interview skills
- Communication in the Workplace
- Personal presentation in the Workplace
- Independence skills
- Maintaining a current resume
- Goal setting and decision making skills
- Access to Careers Expo
- Use of appropriate equipment in the Workplace
- Rights and Responsibilities: Employer-Employee
- Job site visits and guest speakers
- Transition to post-school life plan e.g. Path Plan
- Access to employment and volunteer agencies
- Access to community services programs that prepare students for post-school life

## Assessment:

Students are required to participate in school organised Work Experience and the TAFE Program as part of Work Ready Skills.

- Observations and log book entries for work experience
- Class activities and work books, questions checklists for knowledge

## Work Experience:

- Half a day each week
- Supported, structured work placement where students develop the necessary skills required for further employment

## **Human Relationships Education**

This subject is delivered in conjunction with the Family Planning framework and the resource ‘*High Talk and Everybody Needs to Know*’.

### **Focus areas include:**

- Physical and social development as adolescents become adults
- Understanding and managing emotions. Strategies to manage and moderate emotions in life contexts
- Interacting with others – personal and social skills, communication and conversation skills, cooperative behaviour
- Relationships
  - Relationships within and beyond family
  - Skills for developing and maintaining friendships
  - Intimate relationships and reproductive and sexual health

### **Assessment:**

- Classroom activities and discussion
- Worksheets to test knowledge of concepts

## **Art Skills (Elective)**

This course offers students the chance to design and create visual art pieces of work.

- Exhibit artworks
- Critique own and others' work

### **Focus areas include:**

- Sketching to Create Drawings
- Using grids and technology to create and enlarge designs
- Transposing designs
- Painting Techniques
- Exploring 3D with Sculpture
- Simple mould making and casting
- Understanding Elements and Principles of Design
- Understanding art styles and movement genres.
- Understanding art purposes

### **Assessment:**

- Production of practical artworks
- Exhibiting work
- Critical analyses and discussion

**OR**

## **Workshop Skills (Elective)**

The course is designed to build knowledge and practical skills in the areas of design, building and construction. Students will become familiar with materials, tools, and building processes in a safe & supportive learning environment.

### **Focus areas include:**

- Workplace health and safety processes and procedures
- Designing and planning various projects
- Cooperate in a group to complete community projects
- Budgeting and purchasing of materials
- Operating hand and powered tools
- Completing the construction of small personal projects using both metal and timber materials
- Familiarisation with workshop fixed bench tools e.g. drill press, drop saw and metal shears

### **Assessment:**

- Practical assessment tasks
- Completion of specified projects
- Supervised written tests
- Participation

## TAFE Program Certificate II in Hospitality (Year 11)

- This course **every Friday** provides opportunities for students to develop vocational skills for hospitality at industry standard at TAFE and at work experience hospitality placement.
- The TAFE adult learning environment provides opportunities for students to develop and practice social skills through interaction with students and staff from other schools and TAFE.
- This Certificate II level course is delivered and assessed to accommodate individual student learning needs.
- Theory and practical tasks at Pimlico TAFE Campus every Friday.



## Life Skills (Year 12)

This subject offers a range of real life learning experiences offered in community contexts, with a focus on accessing the Townsville community for recreation and leisure, social welfare, potential work opportunities and the National Disability Insurance Scheme.

- Each Friday accessing:

### Focus areas include:

- Public Transport
- Health and well-being in my community
- Work on local projects as part of a team
- Skills for running and maintaining a home and garden
- Health and Fitness
- Community venues and programs

### Assessment:

- Journal – weekly journal feeds into ongoing power point presentation
- Participation in planning and reflection
- Participation and co-operation
- Skills checklist