

2022

SENIOR - SEP

Subject Information Booklet
QCIA Subjects



Miami State High School

First Class Location, World Class Education

Queensland Certificate of Individual Achievement (QCIA) and Supportive Education Program (SEP) Miami State High School

Miami State High School offers the Queensland Certificate of Individual Achievement (QCIA) for students enrolled within the Supportive Education Program (SEP). Students goal are individualised and embeded in teachng. Courses are divided into five key curriculum organisers. All coursework is supported and recorded with the Queensland Curriculum and Assessment Authority (QCAA).

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

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individual learning program.

The QCIA records educational achievements in two areas:

- State of Achievement
- Statement of Participation

In the QCIA's Statement of Acievement section, five curriculum organisers are defined to support teachers in recording student achievements.

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



Communication and technologies

Students gain knowledge, understanding and skills in literacy, 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 involve the student learning to confidently operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. Students learn technical and social protocols for the appropriate use of digital technologies and platforms when interacting with others.



Community, citizenship and the environment

Students develop knowledge, understanding and skills about their local communities, citizenship and the environment. Students learn about being an active citizen within our community including volunteering and how they can participate in and contribute to their local and wider communities. Students also spend time learning about the changes in their lifetimes in our environment, including local structures, the day-to-day, tide by tide changes in our coastlines, transport changes and housing, as well as the natural environment and its impact over time and across locations.

Students will 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.



Leisure and recreation

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



Personal and living dimensions

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 they can 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 humans age. Students will develop their ability to use numeracy skills in everyday situations.



Vocational and transition activities

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.

Pathways

This booklet contains important information pertaining to the students undertaking the QCIA pathway. Not only is there information on the subjects we offer but also on developing a **SET Plan** with each student and the possible pathways that students who undertake a QCIA Certificate can follow.

The **SET Plan** maps out how students will work towards their post-school transition, along with their QCIA Certificate. Most importantly, students gain an understanding of the type of learning available to enable them to start planning for their future.

The Set Plan is designed to:

- Work as a 'road map' to help students achieve learning goals during the Senior Phase of Learning.
- Assist students in examining further options across education, training and employment sectors.
- Help students communicate with parents / carers or personnel from their school / learning provider.

How do I develop a SET Plan?

Our school will work with you to develop and implement your SET Plan. This plan is to assist you in making good choices about further learning and work.

Your SET Plan can be started anytime, but is best to start thinking and planning before you enter your Senior Phase of Learning. Most students will develop their SET Plan during Year 10. You and your family should keep a copy of your SET Plan for your referral to track how you are progressing. The school will also maintain a copy of the plan.

In your plan you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of your school (e.g. Certificate course or work experience)

Four stages of the SET Plan Process

A SET Plan is more than a piece of paper. It is the working plan of your education, work and living aspirations. It is a template of how you are wanting to achieve your after-school post transition life and is broken into achievable goals crafted toward you specifically.

You should think carefully about your strengths and weaknesses, likes and dislikes, subjects and topics that inspire you and seek assistance and input from your parents, teachers, local community members you engage with, sport coaches or other trusted adults, that can help you plan for your life after school.

- Stage 1:** Thinking about the future
- Stage 2:** Exploring options
- Stage 3:** Documenting the plan
- Stage 4:** Implementing the plan

You may need support to work through each of these stages, depending on your individual needs.

Stage 1 – Thinking about the future

During Stage 1 of the SET Planning process, you will need to take a close look at your strengths and ambitions. Think about where you are now and then consider where you want to go in the future. Try to make connections between what you know and the life and career goals you want to set for yourself.

Stage 2 – Exploring Options

During Stage 2 of the SET planning process, you will need to explore the many careers and work options available. Your school can help provide you with information about these opportunities.

It is important that you take advantage of resources available to you, such as:

- Print material
- Career exhibitions
- Websites related to careers
- Work experience placements
- Vocational education options, including traineeships and apprenticeships
- Supported traineeships

Stage 3 – Documenting the plan

During Stage 3 of the SET Planning process, you will need to work closely with your parents / carers and your school to document your SET Plan. This process should ideally be completed before you start your Senior Phase of Learning, usually in Year 10.

Before you start getting your plan down onto paper, it is a good idea to think about your most recent achievements, including:

- School results
- Literacy and numeracy tests
- Work place learning (paid and unpaid)
- Participation in clubs and sports
- Community service
- Individual skills and abilities

Stage 4 – Implementing the Plan

Stage 4 of the SET Planning process occurs during your Senior Phase of Learning. This is where you actively work towards your goals by completing your education or training. This is the phase where you may start a School Based Traineeship, Apprenticeship, Work Experience or commence a part-time job. It can also include other goals you may be working towards, such as preparing for your driver's licence.

What are some of the possible Transition Pathways for QCIA students?

QCIA students traditionally transition into one of the following categories:



Support levels are unique for every student and will be different for each student's transition. The more independent the individual, the less support that will need to be in place during transition.

What is Community Participation?

Community Participation refers to services provided by organisations called 'Service Providers'. Service Providers run social outings, recreational programs, learning programs and many other work related programs. Currently, these services can be accessed when students with a verified disability have requested Service Provider support through the National Disability Insurance Scheme (NDIS). The application process can be discussed during the SET Plan meeting and the details for the Local Area Coordinator can be provided.

What is an Australian Disability Enterprise?

Australian Disability Enterprises (ADEs) are generally not-for-profit organisations providing supported employment opportunities to people with disability. ADEs provide a wide range of employment opportunities and they operate within a commercial context.

An ADE supports people with disability to engage in a wide variety of work tasks such as packaging, assembly, production, recycling, screen-printing, plant/nursery, garden maintenance and landscaping, cleaning services, laundry services and food services. ADEs also offer similar working conditions as other employers and an opportunity for people with a disability to contribute and connect to their local community. Funding of ADEs has transitioned to the National Disability Insurance Scheme (NDIS). This program is accessed during the planning phase of the NDIS.

What is a Disability Employment Service (DES)?

Disability Employment Services (DES) providers are a mix of large, medium and small, for-profit and not-for-profit organisations. They have experience in supporting job seekers with a disability and helping businesses to put in place practices that support employees in the workplace. They are there to help students find work, train for work and remain employed by giving on-going individual support in the workplace. This service does not need funding from the NDIS.

What is Open Employment?

Open employment can be found by looking online, through family, through family friends, work contacts, advertisements, newspaper ads, or simply enquiring at local businesses. Open employment is always harder to obtain and may not allow the level of assistance, flexibility and guidance needed (even initially) for students with a disability.

QCIA ART STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Art Studies	Terms of Study: 1 – 4	Evidence of Learning: <i>Portfolio of Work</i>
COMMUNITY PARTICIPATION:	Possible excursions <i>GOMA, Queensland Art Gallery, Tweed Regional Gallery, Swell Festival</i>		

Course Outline

QCIA Art plans to maximize student opportunities to identify artistic likes and dislikes, to participate in, appreciate and create artworks. The Art curriculum is developed with individual student abilities and interests in mind. Students use visual art diaries to experiment and record the process of creation and exploration. QCIA Art is designed to provide a continuum of learning experiences, and provide opportunities to explore styles of art and artists.

Possible learning activities

Craft	Students are involved in craft making opportunities which may include pottery, textile crafts and screen printing, sculptures and paper maché.
Design	Students are given the opportunity to develop skills and knowledge in various design and pattern exploration.
Painting	Students view, explore and create various types of paintings using different styles and methods.
Photograph and digital editing	Students will have opportunities to explore photography and use digital editing programs.

Additional costs

Students may be asked to attend one excursion to a museum to view artworks.
Cost is dependent on the individual gallery, but should not exceed \$20.

Resources

Visual Art Diary, USB, BYOD

QCIA COMMUNITY & CITIZENSHIP STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Community & Citizenship Studies	Terms of Study: 2 - 4	Evidence of Learning Projects: <i>Collection of work Response to stimulus</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>Gold Coast Arts Centre, Community parks and gardens.</i>		

Course Outline

The QCIA Community and Citizenship Studies highlights the skills students need to function efficiently, effectively and positively in current and future life roles. The course fosters appreciation of, and respect for cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community. The program supports student development in communication and social skills which lead to self-reliance, self-management and concern for others. The Community and Citizenship Studies course can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces.

Possible learning activities

Australia's place in the world

Students investigate the ideas of what makes a community, they will explore the roles, rights and responsibilities that individuals have in different communities. They will understand the differences between 'rules' and 'laws' and explain why rules and laws exist. Students will learn about the obligations of citizenship and understand what makes a good citizen.

Community Gardens

Students explore botany concepts including identification of plant parts, functions and need of living plants, while developing and maintaining a garden. A community garden promotes the view that sharing, teamwork, cooperation and organisation can bring about something useful and productive.

Additional costs

N/A

Resources

2 exercise books, pens, pencils, highlighters, BYOD, USB

QCIA ENGLISH STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA English Studies	Terms of Study: 8	Evidence of Learning Projects: <i>Projects Collection of work Response to stimulus</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>Local council library, digital media hub / Wi-Fi hotspots</i>		

Course Outline

In the QCIA English Studies course, 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. QCIA English Studies focuses on the skills required to participate confidently and constructively when interacting with others and accessing the community, it also targets how language can be used clearly and effectively to achieve purposes and convey meanings. The course is also designed to support the development of digital literacy skills and students learn to operate digital devices. These include those for listening, reading, viewing, speaking, writing, and creating language and texts. They explore the technical and social protocols for appropriate use of digital technologies to interact with others safely while online.

Possible learning activities

Investigating Technologies and Digital Medias	Students explore digital texts by reading and selecting information from online texts, using keywords to facilitate online searches, interpret graphic information, identify presentation and layout of digital texts, send and receive emails and response to digital notices.
Creating with Claymation	Students engage in planning, narrative writing, organisational and teamwork skills, The Claymation process supports students in building communication skills and provides a fun, relevant way for students to demonstrate their knowledge and abilities.
Travel Reports	Students share travel knowledge, experiences, and research local, national and global locations. They create a multimodal text detailing a possible itinerary and travel advice to a holiday destination.
Sport and Leisure	Students investigate leisure and recreation activities of the 21 st Century and prepare a speech about the benefits of a particular leisure or sporting activity of their choice.

Additional costs

N/A

Resources

GCCC Library membership card, 2 exercise books, pens, pencils, highlighters, BYOD, USB

QCIA FITNESS STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Fitness Studies	Terms of Study: 8	Evidence of Learning Projects: <i>Skill progression checklist Portfolio of photos</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>Snap Fitness, Learn to Surf lessons, Bike ride to Tallebudgera Creek – swim and BBQ lunch</i>		

Course Outline

In the QCIA Fitness Studies course, the focus is for students to participate in recreational activities to improve their overall fitness, strength and co-ordination. The course also allows students to access facilities in the local community. The aim is to help develop student independence and confidence so they can use these facilities beyond their school years. Course content includes learning about sexual reproduction and puberty.

Possible learning activities

Physical	Students will take part in the following activities: attending the gym, swimming, walking, rock climbing, bike riding, bodyboarding and gymnastics.
Puberty	Relationships and puberty: <i>common changes during puberty.</i>
Reproduction	Sexual reproduction.

Additional costs

N/A

Resources

Sports uniform, towel, swimmers, hat and water bottle

QCIA LIFE SKILLS STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Life Skills Studies	Terms of Study: 4	Evidence of Learning Projects: <i>Recipe Book</i> <i>Skills progression checklist</i>
COMMUNITY PARTICIPATION:	Help with the preparation and cooking for school catered events: <i>Dance Excellence evening, SEP Transition program and Showcase afternoon.</i>		

Course Outline

The QCIA Community and Life Skills Studies give students opportunities to learn about and practise everyday skills. This course focuses on the independence necessary for everyday life. Teaching and learning plans may change from year to year, as the aim is to target skills for each cohort.

Possible learning activities

Hygiene

Students learn the “why” of hygiene. This unit of work focuses on best hygiene practices, such as having clean laundry and personal hygiene.

Healthy Living

Students explore how they can improve their wellbeing and live a healthy life. The unit creates opportunities where the students identify what wellbeing means to them and how it looks in their life. Healthy Living investigates topics such as bullying, resilience, mental health, emotional intelligence, relationships and how to find support.

Cooking

This unit of work will support students with independent cooking skills. Students will need to plan recipes that they will learn to create with decreasing support. Healthy and unhealthy foods will be discussed and analysed. A herb garden will also be grown and maintained by students for use in cooking.

Additional costs

Students may be asked to attend a community venue or to go to lunch.
Cost for cooking supplies will not exceed \$10 per week.

Resources

Exercise books, 1 plastic sleeve folder, 2 pens, 2 pencils, 1 highlighter, USB, BYOD

QCIA MATHEMATICS STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Maths Studies	Terms of Study: 8	Evidence of Learning Projects: <i>Portfolio of work</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>Attend a movie session using public transport</i>		

Course Outline

In this QCIA Mathematics course, the focus will be to develop the numeracy skills needed to be an active and productive member of the community. Students recognise and use appropriate amounts of money for budgeting and purchasing essential items as well as leisure activities, paying bills, investing and withdrawing money.

Students will have multiple opportunities to practice, review, discuss and apply their knowledge through the use of scaffolds to develop practical numeracy for life.

Time (both analogue and digital, 12 and 24 hour), and use of timetables (specifically for travel arrangements) are delivered in real-life situations.

Possible learning activities

Measuring	Measurement skills are practised within: class activities, cooking and Work Studies projects.
Budgeting	Budgets are created for shopping.
Time and timetables	Understand both digital and analogue time. Use and reading timetables for an excursion or local bus route.

Additional costs

N/A

Resources

2 exercise books, pens, pencils, highlighters, BYOD, USB

QCIA TECHNOLOGY STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Technology Studies	Terms of Study: 2-4	Evidence of Learning Projects: <i>Portfolio of work PowerPoint presentation</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>QUT Cube</i>		

Course Outline

This program has been designed to provide young people exiting with a Queensland Certificate of Individual Achievement experiences that enable them to develop their technology skills. Students will strengthen their skills by making independent decisions, following procedures with decreased teacher dependence while learning to use basic functions of devices with purpose. Students will be utilizing practical experiences and internet research to find information and be able to better understand the world outside of the school environment.

Possible learning activities

Engaging with devices	Recognise that different devices have different purposes. Identify how digital and other technologies are used at home and at school.
Recognising	Recognise that devices have tools and applications. Understand the basic functions of devices. Understand that digital and other technologies are suited to completing simple specific tasks.
Operating software	Use functions and commands when using devices.
Using digital technologies	Identify where information is located. Identify, record and classify information. Plan an information search.

Additional costs

N/A

Resources

USB, BYOD (laptop), exercise book, pen, pencil

QCIA WORK STUDIES

FACULTY:	Supportive Education Program	CONTACT PERSON:	J Carroll – HOSES
SUBJECT TYPE:	QCIA Work Studies	Terms of Study: 2 - 4	Evidence of Learning Projects: <i>Portfolio of work</i>
COMMUNITY PARTICIPATION:	Possible excursions: <i>Participation in creation and sales of market items to be sold to the local community.</i>		

Course Outline

QCIA Work Studies is planned to maximize opportunities for students to develop work skills in a simulated environment. Employability skills and work ethics are targeted learning goals. Transferable skills to link with post-school goals are embedded within projects. Projects are guided by specific needs.

Where possible, students are involved in selling self-produced items to the general public and the school community. Workplace Health and Safety is a consistent focus throughout projects, where students learn about safe working practices that they then need to demonstrate and apply during working projects.

Possible learning activities

- Candle making** Students will be involved in making candles for sale in the community.
- Small projects** Students are given the opportunity to develop skills and knowledge by making a variety of small projects, such as shelves, garden boxes or bird houses.
- Coffee making** Students learn how to make coffee using a commercial coffee machine.

Additional costs

N/A

Resources

Exercise book, USB, 2 pens, 2 pencils, ruler