

# The Queensland Certificate of Individual Achievement (QCIA) Handbook

Revised

July 2016

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Queensland Curriculum and Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia  
Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Fax: +61 7 3221 2553

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

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# 1 Introduction

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 for students who 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 QCIA records educational achievement in two ways: Statement of Achievement and Statement of Participation.

The legislative framework for the QCIA is defined in the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and the Education (Queensland Curriculum and Assessment Authority) Regulation 2014.

## 1.1 QCIA Statement of Achievement and Statement of Participation

The Statement of Achievement provides an overview of a student's demonstrated educational achievement within curriculum organisers: <sup>1</sup> Communication and technologies (CT), Community, citizenship and the environment (CCE), Leisure and recreation (LR), Personal and living dimensions (PLD) and Vocational and transition activities (VTA).

Achievements do not need to be recorded for each curriculum organiser. There is a specific format for writing the Statement of Achievement (see Section 5.1).

The Statement of Participation includes the names or titles of activities a student has undertaken. There is no provision for explaining the activity or indicating the nature of any achievements or standards that might be associated with the activity (see Section 5.2).



## 1.2 Eligibility for the QCIA

### 1.2.1 Criteria

A person is eligible for the issue of a QCIA if:

- the person is nominated for the issue of the certificate by the principal of a school at which the person is enrolled
- the person has completed at least 24 semesters of schooling, other than schooling in the preparatory year
- at least one result for contributing studies for the certificate is recorded in a student account kept for the person
- the person completes studies that are part of an **individual learning program** developed for the person at the school. <sup>2</sup>

<sup>1</sup> From 2017, Areas of study and learning (ASL) will be embedded within other curriculum organisers.

<sup>2</sup> *Education (Queensland Curriculum and Assessment Authority) Act 2014*, Education (Queensland Curriculum and Assessment Authority) Regulation 2014 ss. 118-119.

## 1.2.2 Individual learning program

An **individual learning program** for the senior phase of learning which leads to the recording of achievement on the QCIA:

- is a school-developed program of study using curriculum organisers, learning goals and learning focuses from the *Guideline for individual learning (GIL)*<sup>3</sup>
- is developed for students who have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- is recorded in a curriculum plan developed using the Curriculum plan builder, which is accessed via the QCAA School Portal<sup>4</sup>
- does not contribute credit towards the Queensland Certificate of Education (QCE)
- cannot duplicate learning from enrolments in any QCE-contributing areas of study, e.g. Authority subjects, Authority-registered subjects, QCAA short courses, QCE recognised studies, Vocational Education and Training (VET) certificates or VET units of competency.

## 1.3 QCIA eligibility and the Queensland Certificate of Education (QCE)

At exit from Year 12, a student cannot receive both a QCE and a QCIA; however, a student may be issued with the QCIA and bank some credit towards the QCE. In this situation, the QCE may be achieved and awarded post-school. For a student to remain eligible to receive a QCIA, they may have up to three completed QCE contributing studies (from the Core learning category) in their learning account (regardless of level of achievement).<sup>5</sup> This may include a combination of:<sup>6</sup>

- Authority subjects
- Authority-registered subjects
- VET Certificates II, III or IV.

A student eligible for the QCIA may also record achievements for other learning categories of the QCE in their learning account; for example, a course from the Preparatory learning category such as a VET Certificate I. QCE learning is recorded on the Senior Statement and cannot be duplicated on the QCIA.

## 1.4 Identifying students for a QCIA pathway

Discussions about a QCIA learning pathway occur as part of the senior education and training (SET) plan process. Most schools work with students in Year 10 to develop a SET plan. It is crucial that parents/carers and students are involved in making important decisions about the student's future education, training and employment. Each school has its own SET planning

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<sup>3</sup> The *Guideline for individual learning (GIL)* is available from <https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/curriculum>

<sup>4</sup> The School Portal may be accessed at <https://www.qcaa.qld.edu.au/>. Only authorised individuals may access the School Portal.

<sup>5</sup> If a student is able to successfully complete three Authority subjects or a combination of three Authority subjects, Authority-registered subjects and VET certificates, the school should consider whether working towards the QCE is a more appropriate learning pathway.

<sup>6</sup> QCIA eligibility does not correlate with a minimum or maximum number of credits contributing towards a Queensland Certificate of Education (QCE).

process. For information about SET planning refer to <https://www.qcaa.qld.edu.au/parents-carers/senior/pathway-planning>.

## 1.5 Key dates

The senior education profile (SEP) calendar provides key dates about the issuing of all certificates, including the QCIA. It is available on the QCAA website at <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

The calendar also includes due dates for data submissions by schools, registered training organisations (RTOs) and recognised learning providers.

## 1.6 Frequently asked questions

The QCIA brochure provides general certificate information and answers to frequently asked questions. It is available on the QCAA website at [https://www.qcaa.qld.edu.au/downloads/senior/qcia\\_brochure.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qcia_brochure.pdf).

## 2 Registration and the learning account

Students are registered with the QCAA during Year 10 or in the 12 months before they turn 16, whichever comes first. Young people are registered by their main learning provider: schools (state or non-state), registered training organisations (e.g. TAFE) or other approved organisations. In most cases, schools register young people.

When a student is registered, the QCAA opens a learning account for them. The student is assigned a Learner Unique Identifier (LUI) and password so they can access their web-based account through the Student Connect website.

The learning account records enrolments and results of any QCE-contributing studies.

### 2.1 Senior Learning Information Management System – Registration and Banking System (SLIMS-RABS)

To register students, use QCAA's SLIMS-RABS at <https://www.qcaa.qld.edu.au/senior/slims>.

Registration is complete once an Intended Learning Option (ILO) has been selected and entered into the learning account. For students who are working towards a QCIA, the ILO selected should be QCIA.

### 2.2 Student Data Capture System (SDCS)

At the start of the senior phase of learning, schools indicate eligible QCIA students in the *student details* screen of SDCS, by ticking the QCIA box (black tick, not grey tick) and indicating the disability in the adjoining field on this screen.

The SDCS software package contains help files, accessible from the QCAA website at <https://www.qcaa.qld.edu.au/senior/sdcs>.



# 3 Curriculum

## 3.1 Guideline for individual learning (GIL)

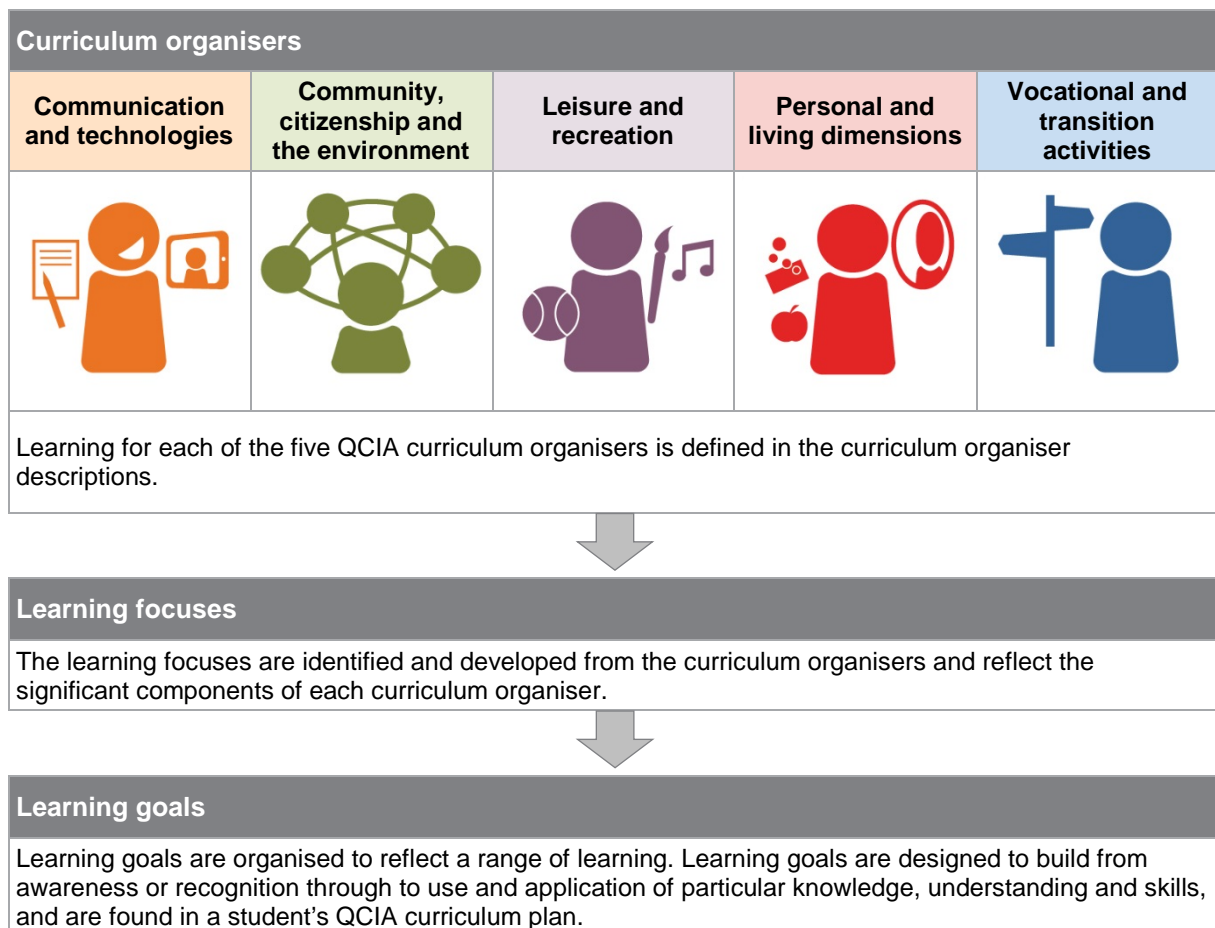
The *Guideline for individual learning (GIL)* consists of curriculum organisers, learning focuses and learning goals for developing curriculum plans for senior secondary students working toward the QCIA.

The five curriculum organisers are:

- Communication and technologies (CT)
- Community, citizenship and the environment (CCE)
- Leisure and recreation (LR)
- Personal and living dimensions (PLD)
- Vocational and transition activities (VTA).

QCIA curriculum plans do not need to have learning goals from all five curriculum organisers.

The following figure is an excerpt from the *GIL* outlining the curriculum structure, accessible from the QCAA website at [https://www.qcaa.qld.edu.au/downloads/senior/qcia\\_guidel\\_ind\\_learn.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qcia_guidel_ind_learn.pdf)



## 3.2 QCIA Curriculum plan builder

The QCIA Curriculum plan builder is a software application embedded within the School Portal<sup>7</sup> on the QCAA website. Schools must use the Curriculum plan builder to create curriculum plans for students eligible for a QCIA.

The Curriculum plan builder embeds:

- eligibility criteria to receive the QCIA
- identification of the number of QCE-contributing studies (from the Core learning category) likely to be completed by the student
- learning goals selected from the *G/L*
- school contact details for the QCIA
- approval of the curriculum plan by the school moderator.

When creating a student's curriculum plan, it is understood that some students may complete a school-based modified program as a group; however, QCIA curriculum plans should be different for each student to reflect their individual learning goals.

The purpose of a curriculum plan is to identify the learning goals that a student may achieve towards the *end* of their senior phase of learning — it is not necessary to choose every learning goal a student may achieve *during* their senior phase of learning. 20–30 learning goals would be reasonable for most curriculum plans.

For more information about using the QCIA Curriculum plan builder, see *Creating QCIA curriculum plans: A guide for schools*:

[https://www.qcaa.qld.edu.au/downloads/senior/curriculum\\_plan\\_builder\\_handbook.pdf](https://www.qcaa.qld.edu.au/downloads/senior/curriculum_plan_builder_handbook.pdf).

## 3.3 Amending a curriculum plan

During the senior phase of learning, a student's enrolment may change.

For students with curriculum plans approved prior to 2016 **only**, an amendment using the *QCIA curriculum plan amendment form* is required if a student leaves the school, changes their expected exit year or undertakes additional QCE learning, which may mean they are no longer eligible for a QCIA. The *QCIA Curriculum plan amendment form* is available from:

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/curriculum>.

From 2016, schools use the Curriculum plan builder to create a student's curriculum plan. Any changes to number of QCE contributing studies or learning goals within a curriculum plan are made through the Curriculum plan builder. If a student ceases enrolment, changes their expected exit year or is no longer eligible to receive a QCIA, schools must update SLIMS-RABS and SDCS.

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<sup>7</sup> The QCIA Curriculum plan builder is accessed via the School Portal on the QCAA website: <https://www.qcaa.qld.edu.au/>.

## 4 Quality assurance processes

A memo is released at the beginning of each year outlining the policy and procedures associated with the QCIA. To ensure that the QCIA meets the Australasian Curriculum, Assessment and Certification Authorities' (ACACA) principles, a number of quality assurance procedures need to occur.

### 4.1 Gathering evidence of learning

Schools collect evidence of learning throughout a student's senior phase of learning.

In the student's exiting year, the school generates draft QCIA information based on demonstrated learning and evidence of achievement and participation. This information should be discussed with students and their parents/carers before the final submission of school data to the QCAA. See the *Guideline for individual learning (GIL)* for suggestions for collecting different types of evidence: [https://www.qcaa.qld.edu.au/downloads/senior/qcia\\_guidel\\_ind\\_learn.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qcia_guidel_ind_learn.pdf).

### 4.2 School-based moderation

School-based moderation for QCIA involves professional discussions between teachers involved in the student's learning to gain a shared understanding of the student's progress and to gain evidence for achievements in learning and participation.

### 4.3 Verification

Verification provides feedback to schools about the quality of draft QCIA information and evidence submitted to substantiate the Statement of Achievement and Statement of Participation.

#### 4.3.1 District verification meetings

Peer moderation is the main process that ensures the validity and reliability of the QCIA information. This occurs at the district verification meeting facilitated by QCAA District Advisers. All schools with students expected to receive a QCIA at the end of the year are required to send one school representative to the meeting. The representative should be a Year 12 teacher responsible for the QCIA, Head of Special Education Services (HOSES) or similar role.

#### 4.3.2 Preparing for verification

Schools prepare the following information for QCIA verification meetings:

1. Draft certificate information for all exiting students, including statements of achievement and statements of participation. This information is prepared in SLIMS–RABS (see Section 5.3).
2. Folio/s of evidence used to make judgments (a folio for one student if fewer than 10 students are exiting, or folios for two students if 10 or more students are exiting). Folios must provide annotated evidence for all statements of achievement (organised within curriculum organisers) and statements of participation. The student's curriculum plan is required with the folio/s of evidence; however, the focus of the verification meeting will be on the folio of evidence matching the draft certificate information.
3. Ensure that all exiting students with certificate information in SLIMS-RABS are also identified in SDCS.

It is important that there is no duplication between the Statement of Achievement and the Statement of Participation. Additionally, there must be no duplication with any QCE contributing studies.

### 4.3.3 Feedback and advice to schools

QCAA officers use review notes from the verification meeting to provide feedback and advice to schools about how well the draft certificate information meets the certificate guidelines and evidence provided. Schools must act upon feedback and advice to alter certificate information or provide further evidence of student achievement as required. Information about verification protocols is available in the *A-Z of Senior Moderation*, Section 2.9: [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_qa\\_mod\\_a-z.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf).

## 4.4 State review

### 4.4.1 State review meeting

The second phase of the moderation process occurs in October. The final draft certificate information must be recorded in SLIMS-RABS by the required date in the QCAA SEP calendar <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Schools are required to:

- submit certification information for exiting students in SLIMS-RABS
- confirm exiting students have been identified in the exit cohort of SDCS
- check that the QCIA achievement does not duplicate any QCE contributing studies
- ensure the accuracy and quality of the certificate data.

The district advisers for the QCIA and officers of the QCAA review the provisional certificate information for all schools.

### 4.4.2 Feedback and advice to schools

Feedback is provided to schools about students' provisional certificate information after the state review meeting.

QCAA staff will highlight duplication issues with achievements in QCE-contributing studies to the school, and may discuss issues about provisional certificate information with schools. Schools must act upon feedback and advice to alter certificate information as required.

Schools must update certificate information according to feedback and advice before the final date for schools to provide QCIA data via SLIMS-RABS (see the QCAA SEP calendar <https://www.qcaa.qld.edu.au/senior/sep-calendar>).

Information about state review protocols is available in the *A-Z of Senior Moderation*, Section 2.10: [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_qa\\_mod\\_a-z.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf).

## 4.5 Pre-production checks of certificates

Officers of the QCAA check all certificate data for formatting and to ensure the information will fit on the certificate. Schools may be contacted to make corrections, which must be completed immediately.

# 5 Guidelines for the Statement of Achievement and Statement of Participation

## 5.1 Statement of Achievement

The aim of the Statement of Achievement is to provide an overview of a student's demonstrated educational achievement within the curriculum organisers. Achievements do not need to be recorded for each curriculum organiser. There is a specific format for writing the Statement of Achievement.

### 5.1.1 Number of statements to be included

The QCIA is a one-page document with limited space for statements in each curriculum organiser. It is important to keep statements brief. As a guide, write up to six sentences per curriculum organiser.

Each statement must be supported by evidence in the folio of student achievement.

### 5.1.2 Writing statements of achievement

Statements of achievement should:

- describe demonstrated knowledge and skills
- be expressed positively
- aim for clear and specific statements about demonstrated achievement
- include the context or qualifier for the achievement
- focus on achievement ('does', 'applies', 'shows') rather than ability ('can do', 'may be able to do', 'able to', 'ability to')
- maintain a consistent tense (e.g. 'Produces emails using familiar software', 'Completes personal details information using a range of formats')
- be appropriate for the curriculum organiser in which they are placed.

To adhere to the guidelines for writing the Statement of Achievement:

- use the Macquarie Dictionary (6th edition - online or print)
- refer to Appendix 1: Writing conventions for the Statement of Achievement
- refer to Appendix 2: List of verbs
- refer to Appendix 3: Spelling list.

## 5.2 Statement of Participation

The Statement of Participation includes the names or titles of activities a student has undertaken. There is no provision for explaining the activity or indicating the nature of any achievements or standards that might be associated with the activity.

### 5.2.1 Number of statements to be included

There is provision for a maximum of eight statements of participation per student. Each statement must be supported by evidence in the folio of student achievement.

Statements of participation are selected from a list included in SLIMS- RABS. There is no provision to add an activity to this list. See Appendix 4 for a list of statements of participation.

Statements of participation must not be duplicated with the Statement of Achievement or any completed QCE contributing studies.

## 5.3 Entering statements of achievement and statements of participation using SLIMS-RABS

Schools may select from sample statements of achievement in SLIMS-RABS or use the free-form text field to enter specific statements to report the learning achievements for students.

Statements of participation can only be selected from the list in SLIMS-RABS.

QCIA achievement information should only be entered for exiting students prior to verification (see Section 4). The QCIA information that has been selected or entered may be previewed and printed for checking.

The document *SLIMS and QCIA data* provides information about entering statements of achievement and participation, viewing, editing and printing draft certificate information: [https://www.qcaa.qld.edu.au/downloads/senior/slims\\_qcia\\_user\\_guide.pdf](https://www.qcaa.qld.edu.au/downloads/senior/slims_qcia_user_guide.pdf).

# 6 Senior Education Profile (SEP)

For eligible students, the QCIA is issued as part of their SEP.

## 6.1 Senior Statement

Students who have completed any QCE-contributing studies and have information in their learning account will receive a Senior Statement as well as a QCIA. This statement is a transcript of the learning account that records all QCE-contributing studies and results achieved. Achievements in Authority and Authority-registered subjects, completed VET qualifications or units of competency and recognised studies are recorded on the Senior Statement.

## 6.2 Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, learning can be added to a learning account for up to seven years after leaving school. The Statement of Results is a transcript of the learning account issued when a student achieves a QCE after Year 12. The Statement of Results shows all studies and the results achieved that may contribute to the award of a QCE.

## 6.3 Querying QCIA information

Students and their parents/carers are entitled to query the information recorded in the SEP. Schools must retain the student work and compiled student portfolios of evidence of achievement on which decisions about the Statement of Achievement and Statement of Participation are based until all such requests have been finalised.

The form *Application for verification or review of information* is included in the SEP envelope posted to students.

This form is used only if there is an error in the student's name or certificate information. The student or a parent/carer completes the form and returns it with the payment to QCAA.

Schools may be asked to check and verify that certificate information is correct. Requests are usually finalised by the end of Term 1 in the year following certification.

The image shows a form titled "Application for verification or review of information" from the Queensland Curriculum & Assessment Authority (QCAA). The form is for use by the holder of a Senior Education Profile (SEP). It includes fields for "Name bearing provider", "Your current telephone", and "Your current address (if different)". There are two main sections: "Verification of missing or incorrect information (QCE, QCEA, Senior Statement, Statement of Results)" and "Review of Tertiary Entrance Statement results (QEP/SES)". Each section has a checkbox and a text area for providing necessary information. At the bottom, there are fields for "Signature" and "Date", and a section for "Payment options" with checkboxes for "MasterCard" and "Visa". A table for "Card no." and "Cardholder's signature" is also present. The form includes a note that it is valid until 31 January 2016 and provides contact information for the Queensland Curriculum & Assessment Authority.

# Appendix 1: Writing conventions for the Statement of Achievement

The table below is used to help construct clear statements of achievement.

Not stated	Verb (present tense)	Adjective (optional)	Subject	Demonstrated knowledge/ skill or context <sup>8</sup>	Qualifier (optional)
(the student) <sup>9</sup>	Completes	basic	forms	requiring personal details	with support
	Applies	mathematical	knowledge	to money handling and budgeting	with guidance
	Uses	a head-control	switch	to manipulate specialised computer software	
	Applies		knowledge	of basic road safety rules	

The statements from the table would appear on the certificate as:

- Completes basic forms requiring personal details with support. (under CT curriculum organiser)
- Applies mathematical knowledge to money handling and budgeting with guidance. (under PLD curriculum organiser)
- Uses a head-control switch to manipulate specialised computer software. (under CT curriculum organiser)
- Applies knowledge of basic road safety rules. (under CCE curriculum organiser).

<sup>8</sup> *Context* refers to the circumstances or facts that surround a particular situation or event. These may include the subject matter, the participants, the purposes (both implicit and explicit) and the social environment in which the activity occurs.

<sup>9</sup> The student's name or the words 'the student' are **understood and not used** at the beginning of statements of achievement.



## Do's and Don'ts

Do	Don't														
<ul style="list-style-type: none"> <li>• begin with verbs in the present tense</li> <li>• place the qualifier at the end of the statement (as indicated in the writing conventions)</li> <li>• use words and not numerals, e.g. 'three'</li> <li>• use the appropriate article —'the' or 'a/an':               <ul style="list-style-type: none"> <li>– the definite article 'the' refers to a specific noun, e.g. 'Applies the principles' (already specified)</li> <li>– the indefinite article 'a' refers to an unknown or unspecified noun, e.g. 'Uses a calculator' (any calculator).</li> <li>– 'a' becomes 'an' before a noun starting with a vowel, e.g. 'Shows an awareness'</li> </ul> </li> <li>• use alphabetical order for a group of words, e.g. 'Uses crayons, paints and paper to create...'</li> <li>• ensure words such as 'aware' or 'awareness', if used to show a demonstrated skill or knowledge, are preceded by an auxiliary verb for clarity, e.g. 'Is aware', 'Shows an awareness'</li> <li>• use a comma to separate items in the statement</li> <li>• use hyphens:               <ul style="list-style-type: none"> <li>– to clarify the meanings of words, e.g. 'up-to-date', 'cause-and-effect'</li> <li>– when terms are used as adjectives, e.g. 'one-step instructions', 'full-time job', 'word-processing skills', 'post-school options'</li> <li>– to clarify the meaning of new words that might otherwise be confused with established words, e.g. 're-cover' (cover again) but 'recover' (retrieve)</li> </ul> </li> <li>• use capitals where appropriate, e.g. 'Aboriginal and Torres Strait Islander people', 'Auslan', but 'internet' is not capitalised</li> <li>• use 's' not 'z' in words such as 'analyses', 'organises', 'recognises', 'utilises' and their derivatives</li> <li>• use correct spelling to distinguish nouns from their verb forms, e.g. 'practice' (noun), 'practise/practising' (verb); 'advice' (noun), 'advise' (verb)</li> <li>• use descriptive rather than specific locations, e.g. 'a fast-food outlet', not 'McDonalds'</li> <li>• use generic terms rather than brand names:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">generic term</th> <th style="background-color: #e0e0e0;">instead of</th> </tr> </thead> <tbody> <tr> <td>smartphone</td> <td>Android, iPhone</td> </tr> <tr> <td>hand held electronic device</td> <td>iPad</td> </tr> <tr> <td>spreadsheet</td> <td>Excel</td> </tr> <tr> <td>games console</td> <td>Wii</td> </tr> <tr> <td>word processor</td> <td>Word</td> </tr> <tr> <td>presentation software</td> <td>PowerPoint</td> </tr> </tbody> </table>	generic term	instead of	smartphone	Android, iPhone	hand held electronic device	iPad	spreadsheet	Excel	games console	Wii	word processor	Word	presentation software	PowerPoint	<ul style="list-style-type: none"> <li>• start statements with an adverb, e.g. don't write 'Effectively communicates with peers'</li> <li>• repeat the same knowledge or skill in the curriculum organisers or in the Statement of Participation</li> <li>• describe attitudes or behaviour, e.g. don't write 'behaves well', 'displays appropriate behaviour', 'is courteous', 'work ethic'</li> <li>• make value judgments or predictions, e.g. don't write 'will do well', 'will be suitable'.</li> </ul> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><b>Don't use</b></div> <ul style="list-style-type: none"> <li>• the student's name</li> <li>• the verb 'demonstrates' (the Statement of Achievement is demonstrated knowledge and skill in itself)</li> <li>• the verb 'participates' (if participation is the achievement, then include in the Statement of Participation)</li> <li>• the verb 'attends' (if attends is the achievement, then include in the Statement of Participation)</li> <li>• the headings from school-based programs or subjects, e.g. learning program headings</li> <li>• 'independently' as a qualifier (the Statement of Achievement is demonstrated knowledge and skill in itself; a qualifier such as 'with assistance or prompting' can be used to indicate that the skill or knowledge has not been demonstrated independently)</li> <li>• personal pronouns, such as 'her', 'his', 'own'</li> <li>• abbreviations</li> <li>• a list of words in brackets</li> <li>• comparative language, such as 'good', 'high', 'advanced', 'effectively', '80%'</li> <li>• technical or specialist terms</li> <li>• colloquial language, such as 'uses apps'</li> <li>• bullet points or paragraphing</li> <li>• official Authority or Authority-registered subject names — use a generic name for the program, e.g. use 'art program' rather than 'arts in practice'</li> <li>• hyphens for 'cooperate', 'coordinate' and their derivatives, or for 'email', 'nonfiction', 'wellbeing' or 'artwork'</li> <li>• a comma before the qualifier, e.g. write 'Completes information on forms with support', not 'Completes information on forms, with support'</li> <li>• quotation marks, e.g. 'Responds to familiar adults with yes or no', not 'Responds to familiar adults with "yes" or "no"'. </li> </ul>
generic term	instead of														
smartphone	Android, iPhone														
hand held electronic device	iPad														
spreadsheet	Excel														
games console	Wii														
word processor	Word														
presentation software	PowerPoint														

## Statements of achievement — including sufficient detail

When writing statements of achievement, it is important to avoid statements that have only a few words. The table below lists some examples to illustrate statements where more detailed information can be provided about a student's learning achievements.

Learning focus	Statements of achievement	
	Instead of ...	Consider ...
<b>Language use</b>	Communicates using gestures.	<ul style="list-style-type: none"> <li>• Gains and maintains the attention of others using facial expressions and gestures.</li> <li>• Points to a preferred object or activity from the choice of four symbols.</li> <li>• Combines signing and vocalisations to converse with family and peers.</li> <li>• Activates a voice-output device to greet, farewell and make requests.</li> <li>• Uses eye-gaze to select a preferred leisure activity.</li> </ul>
<b>Operation of digital and other technologies</b>	Uses the computer.	<ul style="list-style-type: none"> <li>• Uses a switch to activate cause-and-effect software on the computer.</li> <li>• Creates artwork using a paint program on the computer with support.</li> <li>• Focuses on the computer monitor and uses an adapted keyboard.</li> <li>• Researches a topic of interest on the internet with support.</li> <li>• Creates and responds to basic emails with assistance.</li> </ul>
<b>Technical and social protocols for use of digital technologies</b>	Uses a telephone.	<ul style="list-style-type: none"> <li>• Responds to a ringing telephone, answers and holds a short conversation.</li> <li>• Creates and sends a simple text message using a smartphone.</li> <li>• Answers a telephone and relays the message information to others.</li> </ul>

# Appendix 2: List of verbs

## A

accepts  
accesses  
accompanies  
activates  
acts  
adapts  
adds  
adheres  
administers  
adopts  
advocates  
aids  
analyses  
answers  
anticipates  
applies  
appreciates  
approximates  
arranges  
arrives  
articulates  
asks  
assembles  
assists  
attaches  
attempts  
aware

## B

balances  
banks  
behaves  
blinks  
books  
borrows  
bowls  
breaks  
budgets  
builds  
burns  
buys

## C

calculates  
cares  
carries  
catalogues  
caters  
chairs  
charts  
chats  
checks  
chooses  
clarifies  
cleans  
clears  
closes  
collaborates  
collates  
collects  
combines  
comments  
commutes  
competes  
compiles  
completes  
complies  
composes  
comprehends  
comprises  
computes  
conducts  
confirms  
considers  
constitutes  
constructs  
consults  
contacts  
contributes  
controls  
converses  
conveys  
cooks

cooperates  
coordinates  
copies  
counts  
creates  
crushes  
cues  
cultivates  
cuts

## D

dances  
decides  
decorates  
defines  
delivers  
demands  
deposits  
derives  
describes  
designs  
details  
determines  
develops  
dictates  
differentiates  
directs  
discerns  
discriminates  
discusses  
displays  
distributes  
downloads  
draws  
dresses  
dries  
drinks  
drives

**E**

eats  
 edits  
 employs  
 engages  
 enquires  
 ensures  
 enters  
 entertains  
 establishes  
 estimates  
 evaluates  
 exchanges  
 exercises  
 exhibits  
 expands  
 experiments  
 explains  
 explores  
 expresses  
 extends

**F**

facilitates  
 features  
 files  
 fills  
 films  
 finances  
 finds  
 fishes  
 fixes  
 floats  
 focuses  
 folds  
 follows  
 formats  
 forms  
 formulates  
 fulfils  
 functions  
 fundraises  
 funds

**G**

gains  
 gardens  
 gathers  
 generates  
 gestures  
 gives  
 graphs  
 grasps  
 greets  
 grooms  
 grows  
 guides

**H**

handles  
 harvests  
 helps  
 hems  
 holds

**I**

identifies  
 implements  
 includes  
 increases  
 indicates  
 informs  
 initiates  
 inputs  
 inserts  
 instructs  
 integrates  
 interacts  
 interfaces  
 interprets  
 interviews  
 introduces  
 investigates  
 invites  
 involves  
 irons

**J**

joins  
 jumps  
 justifies

**K**

keeps  
 kicks  
 knows

**L**

labels  
 leads  
 links  
 listens  
 lists  
 loads  
 locates  
 lodges  
 logs

**M**

mails  
 maintains  
 makes  
 manages  
 manipulates  
 manoeuvres  
 manufactures  
 markets  
 matches  
 measures  
 meditates  
 meets  
 mentors  
 models  
 modifies  
 monitors  
 moulds  
 moves

**N**

names  
navigates  
needs  
negotiates  
networks  
notes

**O**

observes  
obtains  
offers  
officiates  
opens  
operates  
orders

**P**

packs  
paints  
pays  
peels  
places  
plans  
plants  
plays  
points  
possesses  
posts  
pots  
practises  
predicts  
prepares  
presents  
prints  
processes  
produces  
programs  
projects  
promotes  
prompts  
propels  
protects  
provides  
publishes  
purchases

**Q**

queries  
questions

**R**

raises  
reads  
reasons  
recalls  
receives  
recites  
recognises  
records  
recounts  
recycles  
reflects  
relates  
relays  
relies  
remembers  
repairs  
reports  
reproduces  
requests  
requires  
researches  
resources  
respects  
responds  
retains  
retells  
retrieves  
reviews  
rides  
rigs  
roleplays  
rotates  
runs

**S**

scans  
scoops  
scripts  
searches  
secures  
seeks

selects  
sells  
sends  
sequences  
serves  
sets  
sews  
shares  
shops  
showers  
shows  
signs  
sings  
sits  
skates  
socialises  
solves  
sorts  
sources  
speaks  
spells  
stays  
steers  
steps  
studies  
supervises  
supplements  
supplies  
supports  
sustains

**T**

takes  
talks  
teaches  
telephones  
tells  
tenders  
tends  
trains  
transcribes  
transfers  
transports  
travels  
tunes  
turns  
types

**U**

umpires  
understands  
undertakes  
unloads  
uses  
utilises

**V**

vacuums  
videos  
views  
visits  
vocalises  
volunteers

**WXYZ**

walks  
washes  
watches  
waters  
wears  
weeds  
welcomes  
wipes  
withdraws  
works  
writes

# Appendix 3: Spelling list

To ensure quality statements of achievement, the following A–Z list of spellings and capitalisations of frequently used certificate words may help facilitate the process.

## A

Aboriginal (adjective)  
Aboriginal peoples, but Aboriginal peoples and Torres Strait Islander peoples  
accommodation  
adult learning centre (no hyphen)  
age-group  
analyse; analyses  
artwork  
audiocassette  
audiovisual

## B

barbecue  
bike track  
bilingual  
board game  
braille (the system, not the person)  
brainstorm

## C

cause-and-effect  
CD; CDs (no full stops)  
checklist  
childcare  
childcare centre; childcare facility; childcare worker  
clean-up (noun)  
close-up  
co-curricula  
co-develop  
computer-generated  
cooperates  
coordinates

## D

daily living skills (no hyphen)  
day-to-day (adjective)  
decision making (noun); decision-making (adjective);  
decision-making process  
desktop publishing  
disc (general use, e.g. compact disc)  
disk (computer term)  
driver's licence  
drive-through  
DVD; DVDs (no full stops)

## E

e-card  
effect (noun, transitive verb)  
email  
enrol; enrolled  
e-pal  
eye-pointing

## F

fast food (noun); fast-food (adjective); fast-food outlet  
fine-motor (adjective)  
first aid  
first-hand (adjective and adverb)  
fit-out  
float; floatation  
focused; focuses; focusing  
formula  
freehand  
fulfil; fulfilled; fulfilment;  
full-time (adjective); full-time work  
fundraising

**G**

goodwill  
gross-motor

**H**

hairstyle  
half-hour  
handout  
hand-to-hand; hand-over-hand (adjective)  
handwritten; handwriting  
health care; health-care (adjective); health-care provider  
healthy living; healthy living activities (no hyphen)  
horseriding  
housekeeping  
hygiene

**I**

independent-living skills  
in-depth (adjective)  
Indigenous (when describing Australian Aboriginal and/or Torres Strait Islander peoples)  
indigenous (general term)  
in-service (adjective only)  
instil; instilled; instilling  
interactive whiteboard (no hyphen)  
internet  
interrelate  
interschool  
interstate; intrastate  
-ise/-ize: use -ise in verbs such as organise  
item bank  
item value  
itinerary

**J**

judgment

**K**

kickboard

**L**

Landcare  
Landline  
laptop  
large-group (adjective)  
learned (adjective; learnt [past tense of learn])  
learner permit (no apostrophe with learner)  
liaison  
licence (noun); license (verb)  
lifelike  
lifeline  
lifelong  
lifesaver; lifesaving  
life skills  
likelihood  
lip-read; lip-reading  
living skills; living-skills program  
logbook  
long-term (adjective)  
loose-leaf  
lower-case (adjective); lower case (noun)  
lunch-break  
lunchtime

**M**

mainstream  
makeup  
marksheets  
maxi cab  
media (noun, sing. and pl. for news or general media)  
media (plural); medium (singular); [art-related]  
modelled  
motorbike  
multi-age  
multicultural  
multilevel  
multimedia  
multipurpose  
multiskilling



**N**

nationwide  
network; networking  
non-alcoholic  
nonfiction  
nonverbal  
noticeable

**O**

occurrence  
one- and two-step instructions  
one-step (adjective); one-step instructions  
ongoing  
online  
open-ended (adjective); open ended  
overall

**P**

parent–teacher  
part-time (adjective) part time  
peer group  
personal care requirements (no hyphen)  
personal care routines (no hyphen)  
personal hygiene needs (no hyphen)  
personal hygiene program (no hyphen)  
personal safety procedures (no hyphen)  
playdough  
post-compulsory  
post-school (adjective); post-school options  
pot plant procedures (no hyphen)  
practice (noun); practise/practising (verb)  
predetermine  
problem-solving (adjective) problem solving  
program; programmed; programming  
proofread

**Q**

quarter-hour  
questionnaire

**R**

real-life  
recipient  
reconstruct  
redevelop  
redraft  
re-edit  
reorganise  
re-vegetation  
rewrite  
road safety; road safety rules (no hyphen)  
roleplay (noun and verb); roleplaying

**S**

school age (noun); school-age (adjective)  
school-based  
self-awareness  
self-care (noun, adjective); self-care program  
self-esteem  
self-image  
self-management  
separate  
set-up  
short-term (adjective)  
sight-words  
soundtrack  
spellcheck  
statewide  
stationary (fixed or still); stationery (office materials)  
storytelling  
student-centred (adjective)  
student-devised  
subtotal  
SunSmart

**T**

TAFE (no full stops)  
tape-recording  
targeted  
t-ball  
teamwork  
tenpin bowling  
time sheet  
timeframe  
timeline  
time-management skills  
timetable  
Torres Strait Islander peoples  
touch-type  
travelled  
turn-taking  
two-step (adjective); two-step instructions

**U**

under way  
upcoming  
upper-case  
up-to-date (adjective)  
useable

**V**

video camera  
video recording  
videocassette  
voiceover

**W**

webpage  
website  
well known; well-known (adjective)  
wellbeing  
wheelbarrow  
word processing (noun); word-processing (adjective); word-processing program  
work experience (noun); work-experience (adjective); work-experience program  
work program  
workbook  
workforce  
workload  
workplace  
work plan  
worksheet  
workshop  
worksite  
work skills  
worldwide  
worthwhile (adjective)

**XYZ**

year-old  
year-to-year (adjective); year to year (noun)

# Appendix 4: Statements of participation options

Active sports program  
Adult-options program  
Animal husbandry program  
Animal therapy program  
ANZAC Day ceremony  
Aquatics program  
Army cadets  
Aromatherapy program  
Art competition  
Art program  
Athletics carnival  
Automotive program  
Basic emergency response course  
Bicycle education course  
Bicycle maintenance program  
Blood donor  
Boating program  
Buddy program  
Camping  
Car washing program  
Catering at school functions  
Coffee shop program  
Community service  
Community Service Program  
Community volunteer work  
Community work skills program  
Community-access program  
Computer skills program  
Conservation program  
Cooking program  
Craft program  
Cross-country  
Debutante ball  
District representative sportsperson  
Driver education course  
Duke of Edinburgh Scheme  
Eisteddfod  
Enterprise education program  
Environmental support program  
Etiquette course  
First aid course  
Fishing program  
Friendship program  
Fundraising  
Furniture making program  
Games program  
Graduation ceremony  
Group youth leader  
Gym program  
Gymnastics  
Horseriding  
Horticulture program  
Hospitality program  
Hydrotherapy program  
Indigenous program  
Individual sport  
Instrumental music program  
Interschool sport  
Kayaking program  
Landcare  
Landcare program  
Landscaping program  
Laundry program  
Lawn bowls  
Leadership camp  
Learn to swim program  
Library program  
Living skills program  
Manual arts program  
Marine program  
Market day program  
Music appreciation program  
Music competition  
National representative sportsperson  
Nursing home program  
Paper delivery program  
Paper shredding program

Peer mentoring program  
 Personal development program  
 Personal fitness program  
 Personal grooming course  
 Personal grooming program  
 Poetry competition  
 Public transport and travel program  
 Recycling program  
 Residential grooming course  
 Residential living program  
 Retail program  
 Rock Eisteddfod  
 Sailing program  
 School assembly program  
 School camp  
 School choir  
 School concert  
 School fete  
 School gardening program  
 School leadership program  
 School liturgies  
 School magazine  
 School musical  
 School newsletter  
 School outreach program  
 School play  
 School social  
 Senior formal  
 Senior induction ceremony  
 Senior leader  
 Senior retreat  
 Sensory program  
 Sewing program  
 Signing choir  
 Social skills program  
 Special athletics carnival  
 Special gymnastics  
 Special Olympics basketball  
 Special Olympics bocce  
 Special Olympics bowling  
 Special Olympics golf  
 Special Olympics soccer  
 Special swimming carnival  
 Speech and drama group  
 Sport coach  
 Sport competition  
 Sport program  
 Sport referee  
 State representative sports person  
 Structured Work Placement  
 Student council representative  
 Swimming carnival  
 Team sport  
 Tenpin bowling  
 Transition conference  
 Tuckshop program  
 Walkathon  
 Water therapy program  
 Wheelchair dancing program  
 Work experience  
 Work Readiness Program  
 Young Achiever's Australia Program