



Queensland Children's Hospital School

Senior Secondary Subject Guide

Brighter futures

Delivering excellence in every state school, for every student

Every Queensland state school is a school of choice, where every student of every background, ability or culture is empowered to realise their full potential. True excellence is only possible when founded in equity.

Queensland Department of Education 2025

Purpose

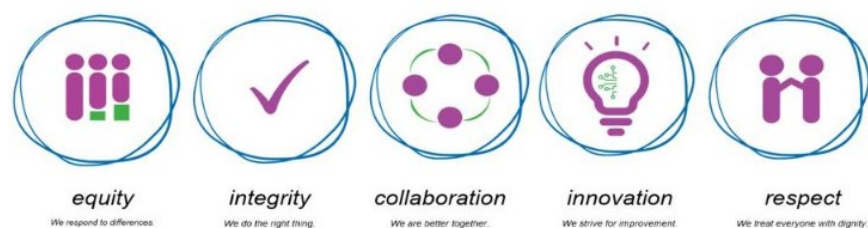
The Queensland Children's Hospital School (QCHS) is a unique learning environment that caters for student learning and well-being in hospital and health settings across Queensland. This state-wide, multi-campus service includes a variety of classrooms, inpatient units, outpatient units, residential settings, clinics and alternative programs. Collectively, these programs are referred to as Hospital Schooling Queensland (HSQ). A continuum of formal and informal processes and programs exist to ensure the school community's needs are supported.

The Senior Secondary Handbook supports students in all settings from Year 10 to Year 12 and beyond.

Our school purpose:

We lead, inspire and connect our community to provide our students with equitable, personalised and continuous learning to achieve a brighter future.

Our school values:



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Endorsement

Executive Principal Name: Michelle Bond

Principal Signature: *Michelle Bond*

Date: 13/07/2026

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Introduction

At the Queensland Children's Hospital School, we recognise that every student's educational journey is unique. Our Senior Secondary Subject Guide has been developed to support students and families to make informed decisions about learning pathways while balancing health, wellbeing and future aspirations.

As a specialised state school operating across hospital, health and community settings, we understand that senior schooling may look different for each young person. Students may engage in learning for varying lengths of time, across multiple settings, or through flexible and individualised programs designed to maintain connection to education during periods of illness, treatment or recovery.

This guide outlines the range of senior secondary learning opportunities available through the school and in partnership with students' base schools and education providers. It includes information about Queensland Curriculum and Assessment Authority (QCAA) General, Applied and Short Course subjects, as well as flexible pathways that support students to continue working towards their Queensland Certificate of Education (QCE), vocational goals or post-school aspirations.

At the heart of our approach is a commitment to personalised learning, student wellbeing and maintaining hope, engagement and achievement during challenging times. We encourage students and families to work closely with teachers, guidance officers and school staff to select subjects and pathways that reflect each student's strengths, interests, health needs and future goals.

Further information regarding syllabuses and senior certification can be accessed through the [Queensland Curriculum and Assessment Authority \(QCAA\)](#).

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student

becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for General (Senior External Examinations), www.qcaa.qld.edu.au/senior/see

Underpinning factors

All senior syllabuses are underpinned by:

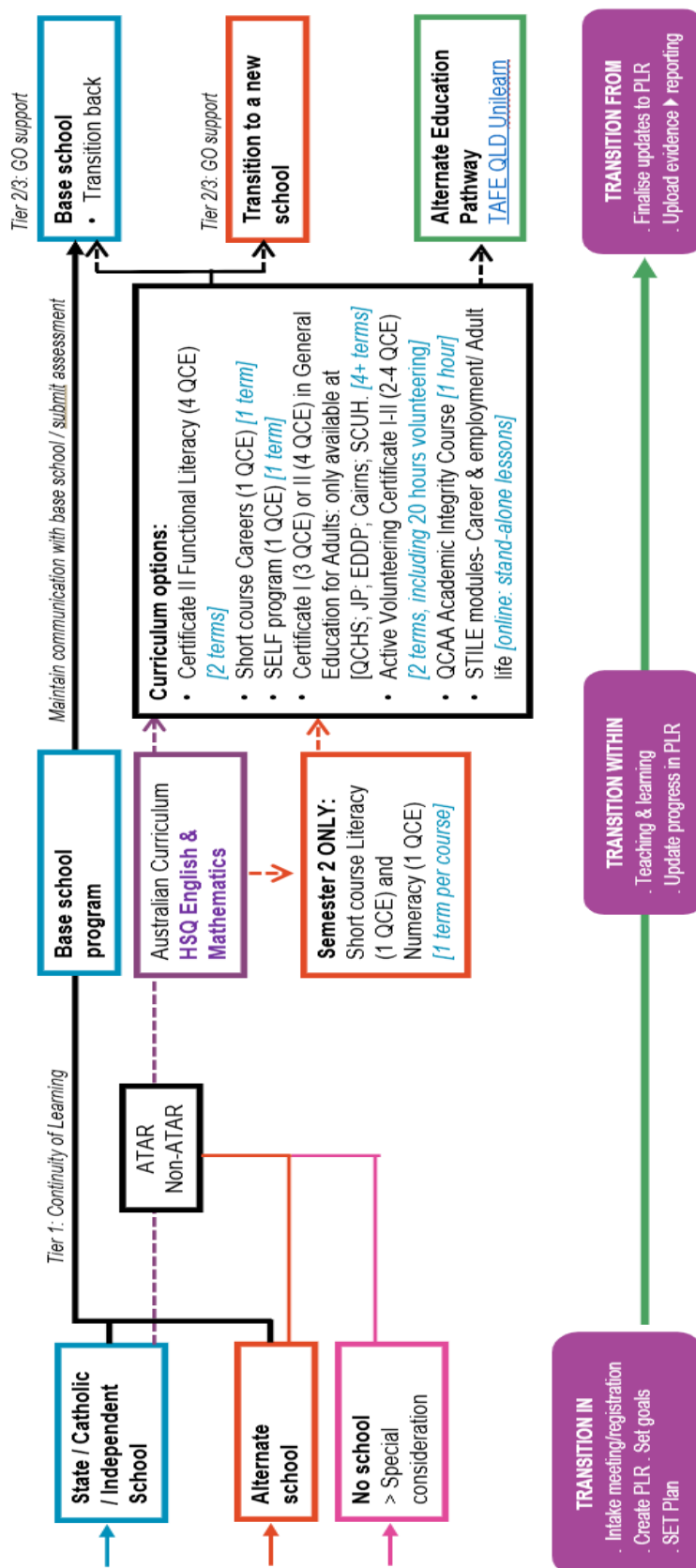
- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

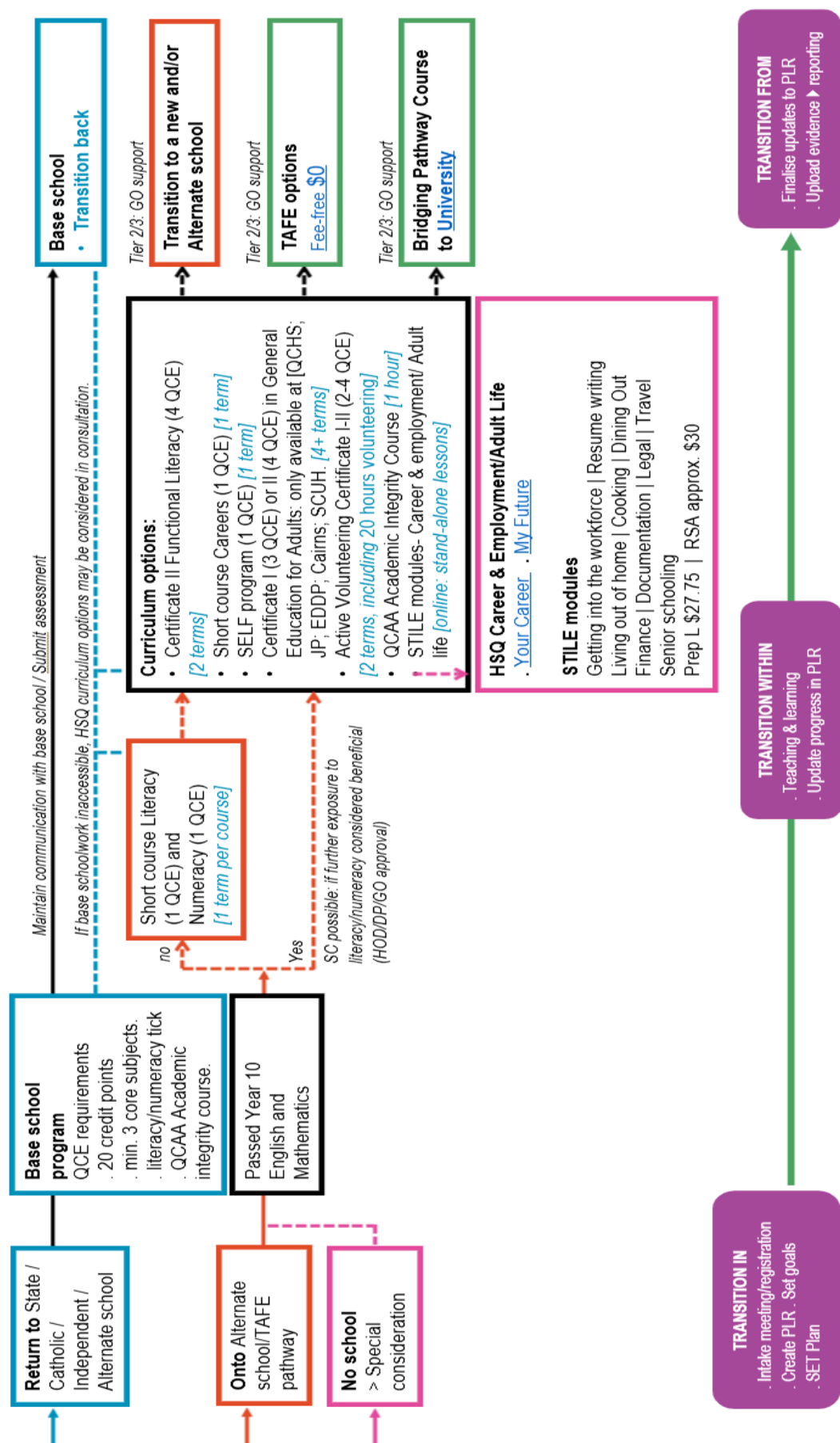
Year 10-12 Decision Making Flowchart

Year 10

Guide

SET Plan: Senior Education and Training Plan
 QCAA: Qld Curriculum & Assessment Authority
 QCE: Qld Certificate of Education
 QCA: Qld Certificate of Individual Achievement
 ATAR: Australian Tertiary Admission Rank





Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course.

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

The Senior External Examination) are designed for:

- low candidature subjects not otherwise offered as General subjects in Queensland. students in their final year of senior schooling who are unable to access particular subjects at their school.
- adult students
 - to gain credit towards a QCE

- to meet tertiary entrance or employment requirements
- For personal interest

To be eligible for General (Senior External Examination) subjects, students must reside in Queensland and meet [eligibility requirements](#).

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12.

Students may choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Variable progression rate

Variable progression encompasses variations to the start date, completion date and semesters taken to complete the course of study.

These strategies may be used for individual students with special requirements or for flexible delivery of particular subjects.

- **Early entry and completion** — schools may identify a student or group of students who are capable of starting a senior subject earlier than normal. These students may begin and complete some subjects before or by the year they are likely to be eligible for a QCE. For further information about opening a learning account, see [Section 13.2.4: Learning accounts and registration](#)
- **Accelerated completion** — some students may begin some senior subjects earlier, and when the school identifies the students as being able to do so, with principal approval, these students may complete a subject in a shorter time than normal.
- **Compressed curriculum** — schools may shorten the duration of the course from two years, and concentrate the learning into one year.
 - This is typically achieved by doubling the time students study a subject during the year of delivery. Summative assessment is undertaken during that year. Compressed courses may be offered annually for some subjects to support students wanting to spread their learning

over two years; or in alternate years as a strategy for maintaining small enrolments with vertical candidature, i.e. students enrolled in the same class from different year levels.

- Schools may deliver one or more subjects using a compressed curriculum model.
- Timelines for compressed delivery, where they vary from standard delivery, are published in the [SEP calendar](#).
- **Extended completion** — certain students may complete their senior studies over an extended time, e.g. three years. This option requires students to complete an additional year of schooling. While summative assessments may be spread over this period, the Unit 3 and 4 pair for a subject must be completed within the same year, with the same subject cohort. For example, a student on a reduced timetable (e.g. an elite athlete or a student with disability) might complete Units 3 and 4 for some subjects in one year, and for other subjects in the following year (see [Section 6: Access arrangements and reasonable adjustments \(AARA\), including illness and misadventure](#)).

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Academic integrity

Academic integrity requirement

From 2026, Year 12 graduates will need to have completed an **academic integrity course** during their senior schooling as part of the eligibility requirements for the Queensland Certificate of Education (QCE).

Academic integrity course for senior secondary students

The *Academic integrity course for senior secondary students* is available in the Student Portal on the [myQCE website](#).

Students must complete the QCAA's academic integrity course, or an equivalent course, as part of the eligibility requirements for the Queensland Certificate of Education (QCE).

Teachers can access this course via the Learning Hub application in the [QCAA Portal](#).

They can access the *Academic integrity alternative format kit* via the Noticeboard in the [QCAA Portal](#). This resource has been designed to make the academic integrity course accessible to all students.

The related [factsheet for teachers \(PDF, 186.7 KB\)](#) outlines different ways teachers can use the course with their students.

Access arrangements and reasonable adjustments (AARA)

This information is for medical practitioners who have been asked to complete a medical report to support one of the following types of application for a senior student undertaking summative assessment:

- application for QCAA-approved access arrangements and reasonable adjustments (AARA)
- illness and misadventure application for external assessment.

Information for medical practitioners

Medical reports are used in conjunction with school evidence to inform the QCAA's decisions about AARA for summative assessment. When a student's performance in external assessment is affected by temporary illness or a deterioration/complication in a chronic condition, the medical report is used to substantiate diagnosis and effects at the time of scheduled assessment.

Application for QCAA-approved AARA

The QCAA recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students.

Decisions about AARA are made on a case-by-case basis in consultation with the student and/or their parents/carers.

Schools submit applications to the QCAA for AARA requiring QCAA approval in summative internal and external assessment in Units 3 and 4. These units are generally completed when a student is in Year 12. The following table shows QCAA-approved AARA for summative assessment.

Internal assessment – examinations	External assessment (Term 4) examinations
• Extra time • Rest breaks • Alternative format papers* • Assistive technology* • Computer* *QCAA approval is required for the common internal assessment (CIA) in Essential English and Essential Mathematics only.	• Extra time • Rest breaks • Alternative format papers • Assistance • Computer • Reader • Scribe • Variation to venue

See [AARA: Information for parents/carers](#) for more information.

Illness and misadventure application for external assessment

External assessments are delivered annually in Term 4 according to the [external assessment timetable](#) determined by the QCAA. All schools administer them at the same time on the same day.

External assessment cannot be rescheduled for students who are impacted by temporary illness, a deterioration/complication in a chronic medical condition or other circumstances that are outside of their control (misadventure).

- [AARA: Illness and misadventure \(PDF, 172.4 KB\)](#)

Medical report requirements

Applications for **QCAA-approved AARA** require a medical report as supporting documentation unless the student has Education Adjustment Program (EAP) verification approved with no review of EAP criterion 1 required.

Illness and misadventure applications require strong supporting evidence. Medical information provided must be more detailed than a certificate stating that the student has a medical condition and is unfit for duty.

The QCAA provides a [confidential medical report template](#) with separate sections to complete for AARA and illness and misadventure, but its use is **optional**. Reports must include the date the report was completed and the practitioner's details and signature and provide the following information.

QCAA-approved AARA	Illness and misadventure – external assessment
• diagnosis of disability and/or medical condition • dates of diagnosis and occurrence/onset • information about how the disability and/or medical condition affects the student, particularly in timed assessment • professional recommendations for AARA	• diagnosis of temporary medical condition or deterioration/complication in a chronic condition • dates of diagnosis and occurrence/onset • the duration of effect • whether the student is/was considered disadvantaged in assessment performance or unable to participate • information about the likely impacts on the student's ability to undertake scheduled external assessment.

More information

- see [Section 6 of the QCE and QCIA policy and procedures handbook](#).

Educational Access Scheme (EAS)

The Educational Access Scheme (EAS) is designed to support students who have faced challenges that negatively impacted their most recent studies. If eligible, EAS can provide adjustments to selection rank, improving chances of getting into desired course. Additionally, many institutions offer financial assistance, including scholarships and bursaries, along with access to various support services to help you succeed in your studies.

What is EAS?

The Educational Access Scheme (EAS) helps QTAC applicants whose recent study was impacted by financial or personal challenges.

EAS supports by levelling the playing field to provide students with a better chance to compete for tertiary study. It can assist if students have faced challenging circumstances that have affected their most recent schooling or study experience. All applicant information is treated with strict confidentiality and care.

EAS can assist students if:

- Students have qualifications that provide a QTAC selection rank. This includes completing senior secondary schooling (years 11 and 12) or other equivalent studies.
- Students are applying for an institution or course that accepts EAS.
- Students meet entry requirements even if they changed school subjects, as long as the new subjects align with the course requirements.
- Students have missed school due to circumstances beyond their control, not including personal choice activities like sports, music, or cultural events.

If the EAS application is successful, the student may receive adjustments to their QTAC selection rank. This can help them compete for tertiary study on a more equal basis.

If students are eligible for the Financial Hardship category, they may also get financial assistance from institutions, such as scholarships or bursaries.

Applicants seeking EAS can apply to the 5 categories below that are relevant to them. Students can apply to all categories that are relevant.

- [Financial hardship](#)
- [Home environment and responsibilities](#)
- [School environment](#)
- English language difficulty
- Personal illness or disability

QCAA senior syllabuses

English

Applied

- [Essential English](#)

General

- [English](#)
- [English as an Additional Language](#)
- [Literature](#)

General (Extension)

- [English & Literature Extension](#)

General (Senior External Examination)

- [English](#)

Short Course

- [Literacy](#)

Health and Physical Education

Applied

- [Early Childhood Studies](#)
- [Sport & Recreation](#)

General

- [Health](#)
- [Physical Education](#)

Humanities and Social Sciences

Applied

- [Business Studies](#)
- [Religion & Ethics](#)
- [Social & Community Studies](#)
- [Tourism](#)

General

- [Aboriginal & Torres Strait Islander Studies](#)
- [Accounting](#)
- [Ancient History](#)
- [Business](#)
- [Economics](#)
- [Geography](#)
- [Legal Studies](#)
- [Modern History](#)
- [Philosophy & Reason](#)
- [Study of Religion](#)

Short course

- [Career Education](#)

Languages

General

- [Chinese](#)
- [French](#)
- [German](#)
- [Italian](#)
- [Japanese](#)
- [Spanish](#)

General (Extension)

- [Chinese Extension](#)
- [French Extension](#)
- [German Extension](#)

General (Senior External Examination)

- [Arabic](#)
 - [Chinese](#)
 - [Indonesian](#)
 - [Korean](#)
 - [Latin](#)
 - [Modern Greek](#)
 - [Polish](#)
 - [Punjabi](#)
 - [Russian](#)
 - [Tamil](#)
 - [Vietnamese](#)
- ### Short Course
- [Aboriginal & Torres Strait Islander Languages](#)

Mathematics

Applied

- [Essential Mathematics](#)

General

- [General Mathematics](#)
- [Mathematical Methods](#)
- [Specialist Mathematics](#)

General (Senior External Examination)

- [General Mathematics](#)

Short Course

- [Numeracy](#)

Sciences

Applied

- [Agricultural Practices](#)
- [Aquatic Practices](#)
- [Science in Practice](#)

General

- [Agricultural Science](#)
- [Biology](#)
- [Chemistry](#)
- [Earth & Environmental Science](#)
- [Marine Science](#)
- [Physics](#)
- [Psychology](#)

Technologies

Applied

- [Building & Construction Skills](#)
- [Engineering Skills](#)
- [Fashion](#)
- [Furnishing Skills](#)
- [Hospitality Practices](#)
- [Industrial Graphics Skills](#)
- [Industrial Technology Skills](#)
- [Information & Communication Technology](#)

General

- [Aerospace Systems](#)
- [Design](#)
- [Digital Solutions](#)
- [Engineering](#)
- [Food & Nutrition](#)

Arts

Applied

- [Arts in Practice](#)
- [Dance in Practice](#)
- [Drama in Practice](#)
- [Media Arts in Practice](#)
- [Music in Practice](#)
- [Visual Arts in Practice](#)

General

- [Dance](#)
- [Drama](#)
- [Film, Television & New Media](#)
- [Music](#)
- [Visual Art](#)

General (Extension)

- [Music Extension](#)

QCHS Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Queensland Children's Hospital School Short Courses are available in:

- Career Education
- Literacy
- Numeracy.

Students registered at QCHS programs may access the Short Courses from semester 2 Year 10.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and

Structure

Topic 1	Topic 2
Personal identity - Comprehend ideas and information in familiar and unfamiliar texts. - Communicate ideas and information.	Workplace contexts - Comprehend ideas and information in familiar and unfamiliar texts. - Communicate ideas and information.

Assessment

Schools develop *two* assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity	Topic 2: Workplace contexts
- Internal assessment option A: Written response - Internal assessment option B: Spoken or multimodal response - Internal assessment option C: Reading comprehension examination	

making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information.

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their

learning to achieve their work and career goals.

The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

By the conclusion of the course of study, students will:

- demonstrate knowledge
- examine information
- apply knowledge to make recommendations
- communicate using oral and written forms
- appraise learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One presentation consisting of two parts: • interview or survey findings	One investigation consisting of two parts: • investigation

Numeracy

Short Course

Short
Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate

Structure

Topic 1	Topic 2
Personal identity and community • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community.	Workplace and employment • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

By the conclusion of the course of study, students will:

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: - Internal assessment option A: Project — Personal identity and community - Internal assessment option B: Examination — Personal identity and community	One of the following assessments: - Internal assessment option C: Project — Workplace and employment - Internal assessment option D: Examination — Workplace and employment

QCHS Vocational Education & Training (VET)

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.

School RTOs registered to deliver VET through the QCAA may deliver VET to students in Years 10, 11 and 12 only.

11110NAT – Certificate II in Functional Literacy

About Certificate II Functional Literacy

This course aims to develop a skill set in reading, writing and oral communication and develop the ability to prioritise and set goals for young people to participate in the community and develop future learning (and potentially employment) pathways. It also aims to develop basic digital literacy skills and engaging with customers.

QCE credit Points: 4

What will students learn?

This course is intended to provide participants with the following general education outcomes:

- Develop general literacy skills (reading, writing and oral communication) to enable young people to function in the community.
- Develop digital literacy skills in order to use technology to assist with daily activities in everyday life.
- Set personal short- and long-term goals in relation to learning and engaging with the community.
- Prepare for participating positively in society.
- Gain literacy and learning skills to enable young people to progress on to a range of other vocational qualifications and into entry-level jobs.

Units of competency

NAT11110001	Interpret and comprehend text documents
NAT11110002	Apply written communication skills
NAT11110003	Design personal goals and negotiate learning pathways
NAT11110004	Participate in oral communication
NAT11110005	Apply planning and organisational skills to achieve short- and medium-term goals
BSBOPS203	Deliver a service to customers
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications

How will students be assessed?

Students will complete a range of tasks in order to demonstrate competency across various performance criteria and foundation skills.

Certificate I & II Active Volunteering

About Certificate I & II Active Volunteering



The Certificate I & II qualification allows learners to develop an understanding of the concepts of service, volunteering, and community work – through engagement with the community.

The course focuses on essential skills for supervised volunteering and serves as a pathway to workforce entry.

Course length and delivery methods

The typical completion time of the course is 6-12 months.

As part of the course, learners must **complete at least 20 hours of volunteer work** with an organisation that has a structured volunteer program.

This course is delivered entirely online, allowing you to learn at your own pace and on your own schedule.

Designed for self-directed learners, the course provides flexible access to resources, activities, and assessments, enabling you to progress in a way that suits your individual needs and commitments. With no set class times, you have the freedom to manage your learning journey while developing valuable skills for your career and personal growth.

CHC14015 Certificate I in Active Volunteering

About Certificate I Active Volunteering

Learners develop a range of skills through the course which include:

- Enhancing your skills to increase employability and career opportunities.
- Gaining the knowledge and confidence to transition into the workforce or further study.
- Building professional networks to support career growth and development.

QCE credit Points: 2

What will students learn?

Units of competency

The course contains five (5) units of competency. Three (3) core units, one (1) compulsory elective unit and one (1) elective unit:

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace
BSBTEC202	Use digital technologies to communicate in a work environment

Credit transfer allows learners to receive recognition for completed units of study from a previously completed qualification, reducing the need to repeat equivalent course work.

How will students be assessed?

Assessment: Self-Marking & Practical Learning

Assessments 1 and 2 are auto-marked multiple-choice quizzes, allowing multiple attempts.

Assessment 3 primarily focuses on practical requirements which include project work and practical activity. In some instances, it may also include auto-marked multiple-choice questions with multiple attempts.

Logbook - As part of CHCVOL001 – Be an Effective Volunteer, learners are required to complete a minimum of 20 hours of volunteer placement to gain hands-on experience in a real-world setting. This placement allows learners to apply their knowledge, develop practical skills, and understand the expectations of a volunteer role.

CHC24015 Certificate II in Active Volunteering

About Certificate II Active Volunteering

Learners develop a range of skills through the course which include:

- Gaining valuable skills to enhance employability and career opportunities.
- Building confidence and knowledge to transition into the workforce or further study.
- Developing professional networks to support career growth and workplace connections.

QCE credit Points: 4

What will students learn?

Units of competency

The course contains seven (7) units of competency. Four (4) core units and three (3) elective units:

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBPEF202	Plan and apply time management

Credit transfer allows learners to receive recognition for completed units of study from a previously completed qualification, reducing the need to repeat equivalent course work.

How will students be assessed?

Assessment: Self-Marking & Practical Learning

Assessments 1 and 2 are auto-marked multiple-choice quizzes, allowing multiple attempts.

Assessment 3 primarily focuses on practical requirements which include project work and practical activity. In some instances, it may also include auto-marked multiple-choice questions with multiple attempts.

Logbook - As part of CHCVOL001 – Be an Effective Volunteer, learners are required to complete a minimum of 20 hours of volunteer placement to gain hands-on experience in a real-world setting. This placement allows learners to apply their knowledge, develop practical skills, and understand the expectations of a volunteer role.



Certificates in General Education for Adults (CGEA)

About Certificates in General Education Adult

CGEA certificates are designed to improve the literacy, numeracy and general education skills of adolescents and adults. Completion of a CGEA course supports young people to access further study, gain employment or increase positive participation in the community.

[Australian Core Skills Framework \(ACSF\)](#)

[Australian Qualifications Framework \(AQF\)](#)

QHEP sites with an agreement to deliver the CGEA: QCHS, Jacaranda Place, EDDP, Sunshine Coast Day program, Cairns Alcohol and Other Drugs Service (AODS).

What will students learn?

22471VIC Course in Initial General Education for Adults

ACSF Pre-Level 1 - Level 1

VU22343	Engage with short simple texts for personal purposes
VU22348	Create short simple texts for personal purposes
VU22346	Engage with short simple texts to participate in the community
VU22351	Create short simple texts to participate in the community
VU22345	Engage with short simple texts for employment purposes
VU22350	Create short simple texts for employment purposes
VU22352	Recognise numbers and money in simple, highly familiar situations
VU22354	Recognise measurements in simple, highly familiar situations
VU22353	Recognise, give and follow simple and familiar directions
VU22355	Recognise shape and design in simple, highly familiar situations
VU22342	Identify learning objectives

22476VIC Certificate I in General Education for Adults (Introductory)

ACSF Level 2

QCE points: 3

VU22358	Develop learning goals
VU22359	Conduct a project with guidance
VU22360	Engage with simple texts for personal purposes
VU22362	Engage with simple texts for employment purposes
VU22363	Engage with simple texts to participate in the community
VU22365	Create simple texts for personal purposes
VU22367	Create simple texts for employment purposes

VU22368	Create simple texts to participate in the community
VU22369	Work with simple numbers and money in familiar situations
VU22450	Work with and interpret simple directions in familiar situations
VU22370	Work with simple measurements in familiar situations
VU22371	Work with simple design and shape in familiar situations
VU22364	Participate in simple spoken interactions
VU22372	Work with and interpret simple numerical information in familiar
VU22373	Work with and interpret simple statistical information in familiar situations
VU22104	Prepare simple budgets

22472VIC Certificate I in General Education for Adults

ACSF Level 3

QCE credit points: 3

AQF Level 1

VU22384	Develop and document a learning plan and portfolio
VU22385	Plan and undertake a project
VU22386	Engage with texts of limited complexity for personal purposes
VU22388	Engage with texts of limited complexity for employment purposes
VU22389	Engage with texts of limited complexity to participate in the community
VU22391	Create texts of limited complexity for personal purposes
VU22393	Create texts of limited complexity to participate in the workplace
VU22394	Create texts of limited complexity to participate in the community
VU22395	Work with a range of numbers and money in familiar and routine contexts
VU22396	Work with and interpret directions in familiar and routine situations
VU22397	Work with measurement in familiar and routine situations
VU22399	Work with design and shape in familiar and routine situations
VU22400	Work with and interpret numerical information in familiar and routine texts
VU22398	Work with and interpret statistical information in familiar and routine texts
VU22410	Investigate driving and owning a car
VU222409	Investigate the legal system

22473VIC Certificate II in General Education for Adults

ACSF Level 4

QCE credit points: 4

AQF Level 2

VU22412	Engage with a range of complex texts for learning purposes
VU22419	Create a range of complex texts for learning purposes
VU22416	Engage with a range of complex texts to participate in community
VU22421	Create a range of complex texts to participate in the community
VU22412	Implement and review a project
VU22390	Participate in spoken interactions of limited complexity
VU22423	Investigate numerical and statistical information
VU22422	Investigate and interpret shapes and measurements and related formulae
FNSFLT201	Develop and use a personal budget
FNSFLT202	Develop and use a savings plan
VU22411	Research pathways and produce a learning plan and portfolio

Students Exploring Life's Foundations

(S.E.L.F Program)

About S.E.L.F Program

The S.E.L.F. Program aims to provide students with a solid foundation in self-awareness, thereby reducing anxiety, increasing self-confidence, and fostering a sense of well-being and happiness that enables them to succeed in a life of their choosing.

S.E.L.F. is a life skills program aimed at enhancing the skills young people need for a healthy and authentic sense of self-awareness, allowing them to make informed decisions about their lives and futures.

What students achieve:

- Strong self-awareness for personal and academic growth
- Improved emotional regulation and reduced anxiety
- Increased confidence and sense of purpose
- Greater well-being and overall happiness
- Skills for making informed, authentic life choices

Program: QCAA Recognised Program

Course length: Approximately 55 hours, delivered for 12 months or longer.

QCE credit points: 1

What will students learn?

The program encourages students to connect with people and organisations that can support them during and post-school. The S.E.L.F program is organised around six key topics including:

- Discover your unique identity
- Your purpose and passion
- Emotional intelligence
- Using choice and responsibility
- The truth about your values
- Personal wellbeing

How will students be assessed?

Students will be required to complete assessments throughout the program to demonstrate their understanding and competency in the health support services field.

Assessment types include:

- Multiple choice, true/false and short answer questions (online)
- Practical activities and scenarios
- Workplace Learning Log
- Portfolio of workplace documents

Other curriculum offerings

QCHS has developed modules to support Career and Adult Life Preparation in the following topics:

- Finance
- Getting into the workforce
- Living out of home
- Cooking and dining out
- Documentation
- Information technology
- Legal
- Travel
- Senior Schooling

Helpful websites

- myfuture Career Profile: <http://myfuture.edu.au/login>
- myfuture Career Bullseyes: <https://myfuture.edu.au/bullseyes>
- QCAA website: <https://www.qcaa.qld.edu.au>
- 24 Character Strengths: <http://www.viacharacter.org/character-strengths>
- QTAC website: <https://www.qtac.edu.au>
- 21st Century Skills: <https://www.qcaa.qld.edu.au/senior/senior-subjects/about-syllabuses/general-subjects/21st-century-skills>

QCHS Senior Secondary Handbook

Final Audit Report

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