VOCATIONAL EDUCATION AND TRAINING POLICY

INTRODUCTION:

Vocational education and training provides the opportunity for students to develop practical, job-related skills whilst examining the theory behind these skills. Students undertake a hands-on approach in order to apply a variety of workplace skills in a broad range of industries and occupations. VET offers options to enhance student access to industry, in order to acquire work-related skills.

Vocational learning includes:

- School to Work Creating Future Pathways,
- careers education,
- work readiness,
- workplace learning and
- enterprise learning

The curriculum offered in Years 11 and 12 at Ingleburn High School includes the VET framework courses of Information Technology, Retail Operations, Business Services, Construction and Hospitality. The study of these courses gives students accreditation towards their Higher School Certificate, as well as industry recognised qualifications. In 2000 Liverpool District became a registered training organisation. This process enables Ingleburn High School to provide nationally recognised qualifications to our students under the "Australian Qualifications Framework" (AQF).

The industry curriculum frameworks currently delivered by our school are:

- Business Services
- Construction
- Hospitality
- Information Technology
- Retail Services
With the changes to the leaving age, this has increased the relevance and importance of Vocational Education subjects to be offered and delivered across the range of lines available in Stage 6.

Ongoing evaluations are undertaken to determine the validity of existing Vocational curriculum offerings and one of these reviews has indicated a replacement of a content endorsed course with a VET course may occur post 2010.

QUALITY ASSURANCE:

All curriculum framework courses have strict quality assurance guidelines. These guidelines cover six main areas:

(i) **Teacher training** - All staff delivering VET courses must have appropriate up-to-date training and maintain industry currency.

(ii) **Course structure** - ie. Units of competency attempted and timing allowed for these as mandated by our RTO.

(iii) **Resources requirements** - ie. access to essential equipment and material needed to gain competencies as mandated in the ICFIP.

(iv) **Assessment** - must be competency based and recorded in a logbook as well as electronically following the guidelines in the regional assessment package.

(v) **Occupational Health and Safety (OHS)** - students must be briefed on OHS standards relevant to their particular industry including in Construction the WorkCover White Card.

(vi) **Work placement** - all students must complete the minimum mandatory hours of structured work placement. This is a Board of Studies (BOS) requirement. They must attend the Work Ready day and booklets included in this package.

To ensure compliance with all of the above, each year the relevant teachers complete the checklist provided in the Industry Curriculum Framework Information Package (ICFIP) for their particular curriculum framework.

ACCESS AND EQUITY:

Ingleburn High School is committed to access and equity principles and procedures. Student support and services are available to encourage and assist students from all backgrounds to work towards a VET qualification. Students with special needs can be supported via referrals to the Learning Support Team.

All students in Year 10 are provided with information about VET and the benefits of these types of courses. Students are informed about the various options and pathways available for studying VET and the qualifications gained by each of these.
TRAINING AND DEVELOPMENT:

To satisfy the quality assurance requirements of the Australian Recognition Framework (ARF), teachers need to complete all components of approved training programs. This includes:

- Orientation program
- TAFE study program
- Work placement program

At Ingleburn High School we endeavour to have two teachers trained to deliver each VET framework course offered. This is to ensure minimum disruption in the event of any restructuring within the school.

The Careers Adviser, Year Advisers and the BOS personal are encouraged to track subjects and courses taken by students to ensure that all individuals meet the requirements set by the BOS.

VET staff are encouraged to form, and be part of, district networks to promote and enhance the sharing of resources and assessment programs.

RECOGNITION OF PRIOR LEARNING:

Students undertaking vocational courses are to be given the opportunity to apply for this. Students will need to display the skills for which they are seeking RPL and they will follow the procedures as outlined on the Board of Studies website.

Recognition of Prior Learning (RPL) is an assessment process that assesses the individual student’s non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.

RECOGNITION OF PRIOR LEARNING POLICY

What is RPL and credit transfer?

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student’s achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their School Certificate (SC) or Higher School Certificate (HSC) VET courses and AQF VET qualifications.

The Board of Studies has delegated to principals the authority to assess and approve applications for RPL or credit transfer for School Certificate or HSC VET course outcomes and content as defined by the indicative hour requirements for the SC or HSC VET course and the mandatory work placement requirements.
CREDIT TRANSFER:

Credit transfer is a process that provides credit for a unit of competency previously achieved.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students can be granted credit (recognition of prior learning or credit transfer) for:

- units of competency within AQF VET qualifications
- School Certificate (SC) or HSC VET course outcomes and content as defined by the indicative hour requirements of SC or HSC VET courses
- mandatory work placement requirements.

Students may be awarded recognition for:

- units of competency achieved in another VET course (whether the VET course is undertaken as a part of their School Certificate (SC) or HSC, or as an independent activity outside of their SC or HSC)
- learning and experiences gained outside VET courses that are awarded through RPL.

RPL and credit transfer for SC/HSC Indicative hour requirements

Where a student is granted credit through RPL or credit transfer for units of competency in one or more VET courses, they are not required to undertake additional units of competency to meet the SC/HSC VET course indicative hour requirements.

RPL and credit transfer for HSC Requirements and Advice in Industry Curriculum Frameworks

Where a unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Requirements and Advice relating to that unit of competency and to provide a program which enables the student to address the identified gaps.

RPL AND CREDIT TRANSFER AND THE OPTIONAL HSC EXAMINATION

Access to the optional HSC examination for VET Industry Curriculum Framework courses is restricted to students undertaking the corresponding 240-hour course.

Students who have been granted credit through RPL or credit transfer for some or all units of competency in an Industry Curriculum Framework course will still be eligible to undertake the optional HSC examination provided they have met the requirements of the respective 240-hour course.

It is the responsibility of the school/RTO delivering the HSC course to support HSC examination preparation for students who intend to undertake the optional HSC examination and who have been granted credit through RPL or credit transfer for some or all examinable units of competency.
Estimated examination mark

It is the responsibility of the school/RTO delivering the HSC VET course to determine an appropriate estimated exam mark for all students entered for the optional HSC VET examination. This includes students who have been granted credit through RPL or credit transfer for some or all of the examinable units of competency.

For furthering information about the estimated examination mark refer to Section 8.13.7.1 of the Assessment, Certification and Examination (ACE) Manual available on the Board’s website.

RPL FOR WORKPLACEMENT

RPL may be granted for mandatory work placement requirements. Students’ outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course. Refer to Section 8.4.7.2 of the Assessment, Certification and Examination (ACE) Manual for further advice.

Applying for Recognition of Prior Learning (RPL) and credit transfer within VET courses

It is the responsibility of the student to initiate applications to the school/RTO delivering the SC/HSC VET course. Schools/colleges and Registered Training Organisations (RTOs) should support students in completing their application.

An RTO with the AQF VET qualification on their scope that RPL and/or credit transfer is being claimed against must be involved in the process.

Documents and processes to be followed include the following:

Application for Recognition of Prior Learning (RPL) and/or credit transfer within School Certificate (SC) or Higher School Certificate (HSC) VET courses

Flowchart of processes for determining RPL/credit transfer for unit(s) of competency and SC/HSC indicative hour requirements

Flowchart of processes for determining RPL for work placement requirements

Reporting and credentialing credit granted through RPL/credit transfer within VET courses

Published 19 May 2009

INFORMING STUDENTS ON THE RESULT OF THEIR APPLICATION:

Principals should formally inform students of the outcome of their application for RPL or credit transfer for the School Certificate or HSC VET course and what this outcome means for the student.

All details are mandated from the BOS and are to be followed by Teachers of VET subjects at Ingleburn High School.
VET COURSE ASSESSMENT:

Training in VET courses is based on units of competency. Trainees have to show assessors that they are competent, that is, they have the skills and knowledge to carry out the skills for that particular task or function.

In competency based framework courses assessment is criterion referenced. A student's performance is judged against a prescribed standard not against the performance of other students. A student is judged as competent or not yet competent. A holistic or integrated approach to assessment means that a number of elements of competency, or even several units of competency, can be assessed concurrently.

Work placements may provide opportunities for work based assessment by accredited trainers and assessors in the workplace.

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment
- Assessment for the Higher School Certificate which may include the optional HSC examination for Universities Admissions Index (UAI) purposes AQF Certification

Assessment for AQF Certification is competency based. Competence is the integration of a wide range of skills, knowledge and attitudes, which should be assessed through a holistic or integrated approach.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Assessors should give consideration to set up costs when conducting alternative attempts to achieve competency. Schools are expected to provide reasonable opportunity for students.

A variety of assessment methods will be employed by VET staff to assess the competence of students.

All assessments are to be conducted within the requirements of the ICF syllabus and have a direct link to performance criteria.

Some evidence of competence will be gathered on an ongoing basis. Other evidence will be collected through specific assessment activity and events such as written assignments, written tests and practical work, role-plays and workplace logs etc.

The scope and sequence of each VET course provides the direction for the order of delivery of units of competency and suggested clustering.

Assessment activities should be developed which are holistic and assess “clusters” of units of competency.

If appealing an assessment of “Non-Competent” then the following appeals process must be followed.
Board of Studies Requirements

Students undertaking a VET course must meet the requirements of the Board of Studies for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment.

The Board of Studies has mandated workplacement as a requirement of the HSC. Students must achieve the hours of workplacement required for the course undertaken.

The rules and processes related to an “N” award for a Board Developed Course are applicable to students undertaking a VET course. Refer to Board Bulletin Vol 14 No 3 (BOS26/05) and as outlined in the Assessment, Credentialing and Examination Manual (11.4.1). Current and up to date information can be located at www.boardofstudies.nsw.edu.au

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parents should be timely and provide the opportunity for the issues of concern to be redressed as appropriate.

The Higher School Certificate Examination

The HSC Examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of a 240-hour VET course and is intended for UAI purposes only. All VET students should be entered for the HSC exam.

It is recommended by the BOS that all VET students complete ‘two prior exams’ to enable the school to estimate performance in the HSC exam in the case of misadventure. The trial HSC examination should be one of these prior exams. (Refer to Official Notice BOS 14/1, Board Bulletin, Volume No.1)

Students at SWSR schools will indicate their intention not to sit for the VET HSC examination in a written form. Students wishing to withdraw from the HSC exam must do so prior to the examination by completing “Student Request to Withdraw from Optional HSC form” in section 4 of this handbook.

Specific course assessment tasks are detailed in the assessment booklet.

COMPLAINTS AND GRIEVANCES

It is absolutely vital that complaints from students or employers are dealt with quickly and in a fair and transparent manner.

Complaints Handling Policy PD2002005119/11/2007

Provides policy and guidelines for handling complaints. While most complaints should be resolved informally with the relevant employee, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint.


Sets out the framework for a professional response according to the seriousness of the suggestion, complaint or allegation.

The Complaints Handling Policy Guidelines document was introduced in November 2007 and is available to the public on the Department’s internet. It may also be accessed through the DET internet Our Policies and Procedures site under ‘C’ for complaints.
COMPLAINTS AND GRIEVANCES

The key changes to the policy and guidelines are:

- It replaces *Responding to Suggestions, Complaints and Allegations*
- It has been renamed in line with the policy *Complaints Handling Policy Guidelines*
- It focuses on timely and informal resolution of less serious complaints wherever possible
- Complainants are not required to put their complaint in writing

There have been no substantial changes made to the content of the document. However, the emphasis is now on dealing with complaints quickly and informally, wherever possible.

The guidelines have been designed as a web document, which allows the user to view the relevant section and to print it if required.

Parents, students or employers may need to access this information at


This process is different to the appeals process in relation to an assessment task.

COMPETENCY RECORDS:

Competency records provide a record of the student's achievement and learning activities both at school and in the workplace.

Once completed, the competency record provides a summary of all learning outcomes achieved by the student during the program, so it can be used as evidence when seeking work or claiming advanced standing in further education and training programs.

Students will have responsibility for the safe keeping of their own competency records. Class teachers will have copies of all competency records secured in a safe location and will maintain database summaries of competency assessments. As part of the Ingleburn High School reporting to parents process, progress reports will be issued twice per year to a student studying VET courses.

Copies of competency records and progress reports will be kept in student central files. Ingleburn High School will keep both electronic records and hard copies of all student competency records for a minimum period of seven years.

All senior students at Ingleburn High School are issued with an assessment booklet. This booklet contains details of the school VET Assessment Policy and informs students about right of appeals and the appeals process.
SUBJECT SELECTION:

SWS Region RTO provides the ‘Jump Ahead’ VET promotion brochure and HSC Course descriptors to each school. It is mandatory to use these both documents when promoting VET courses in the subject selection process. The descriptors incorporate information provided by the Board of Studies (BOS) and the Vocational Education in Schools Directorate. Schools should only make additions to the fees and course costs section.

Schools carry out an extensive program of student and parent information dissemination through literature and forums. All students are given the opportunity to seek further information about courses.

Schools develop their curriculum pattern in one of two ways:

a) open subject selection process then establish lines based on student demand.
b) schools establish subject lines, this can occur when availability of teaching staff is limited.

Upon commencement of a VET course, students will be issued the SWS region RTO’s ‘Student Information Booklet’. Student counselling is available via the VET Class Teacher, Head Teacher, Year Adviser, Curriculum Coordinator, Careers Adviser, Head Teacher-Welfare and Principal.

At all times the school will try to meet the student’s needs. If a course appears to be unsuitable the school will engage the above support personnel to provide advice to students regarding access to alternative courses or providers. If a VET course is unavailable at a school, investigation of alternatives is recommended.

New VET courses should only be offered by schools after consultation with the regional vocational education consultant and completion of ‘Authority to Run’ process outlined in section 3 of this handbook.

WORK PLACEMENT:

Curriculum framework courses include a mandatory work placement. Indicative hours have been assigned to the work placement requirements for each course and these are detailed in the BOS syllabus and the ICFIP.

Structured workplace learning provides students with the opportunity to integrate the off-the-job training that they do at school with application and training in the workplace. Class teachers will discuss competencies to be assessed in work placements with the workplace supervisor. Work placement may provide opportunities for work-based assessment by accredited trainers and assessors in the workplace. All student work placements are in line with procedures detailed in the Workplace Learning Handbook.

Duty of care considerations when students are on work placement rest with the class teacher who monitors student participation by phone calls and/or visits to the workplace.

Evaluation of work placements is undertaken by the collection and assessment of data compiled from evaluation surveys completed by students, teachers and employers. This process ensures quality work placement.

EVALUATION PROGRAMS:

Destination surveys are conducted each year at Ingleburn High School and these are coordinated by the Careers Adviser. The data collected by these surveys informs the school of pathways taken by students and is useful in evaluating the success of programs.
APPEALS:

In the instance where a student appeals a decision made by their classroom teacher regarding an achievement of a competency, the appeals procedure outlined in this booklet must be followed.
ASSOCIATION APPEAL FORM - STUDENT

Student's Name: (print)  

School:  

Course:  

Teacher:  

Please identify in the table below the units of competency that are the subject of the assessment appeal.

<table>
<thead>
<tr>
<th>Unit Code(s)</th>
<th>Unit of competency title(s)</th>
<th>Date Assessed</th>
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Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Grounds for the appeal:

Signed: ____________________________  Date: ____________________________

Office use only:
Date received: ____________________________  Received by: ____________________________
Date reviewed: ____________________________  Decision: Upheld / Rejected
Additional comments
STUDENT APPLICATION FOR
RECOGNITION OF PRIOR LEARNING (RPL)
RECOGNITION OF CURRENT COMPETENCIES
(RCC)

Please note that your application will be assessed on the following criteria:
Validity □ Authenticity □ Reliability □ Currency □ Sufficiency □

Student's Name: _________________________________________

School: ___________________________________________________

Course Name: ______________________________________________

I wish to apply for Recognition of Prior Learning/ Recognition of Current Competencies for:

<table>
<thead>
<tr>
<th>Units of Competence/Elements</th>
<th>Evidence attached</th>
<th>RPL Granted Yes/No</th>
<th>Recorded in Student record</th>
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Student's signature: ____________________________ Date __/__/__

Evidence can be:
- Previous training: attach copies of certificate and actual units/modules/subjects and results/signed off competency record books.
- Delivery site/s providing evidence:
- Work experience: attach copies of letters/testimonials from employer (which are on letterhead and can be verified), reports, samples of work, log books.
- Life experience: attach documentary evidence that can be verified, awards, job descriptions.

Assessor's Name ____________________________ Assessor's Signature __/__/__

VET Co-ordinator's Name ___________________ VET Co-ordinator's Signature __/__/__

Principal's Name __________________________ Principal's Signature __/__/__
SOUTH WESTERN SYDNEY REGION - VOCATIONAL EDUCATION RTO 90072 (FORM 07 WD 08)

STUDENT REQUEST TO WITHDRAW FROM OPTIONAL HSC EXAMINATION IN VET INDUSTRY CURRICULUM FRAMEWORK COURSE

Signed request to be returned to (school) by (date)

Background
Students are not obliged to sit the VET ICF HSC examination.

Sitting the HSC examination is not a requirement for satisfactorily completing the VET ICF course. If the VET ICF course is satisfactorily completed, but the exam is not sat, then:

- The course will be listed on the HSC but no examination mark will appear.
- No mark is available from that course to be included in the UAI for matriculation.

VET ICF courses are 'category B' for the UAI. For further advice see the careers advisor or other school staff.

VET ICF courses with optional HSC examination:
- Business Services (school or TAFE delivered)
- Construction (school or TAFE delivered)
- Entertainment (school or TAFE delivered)
- Information Technology (school or TAFE delivered)
- Metal and Engineering (school or TAFE delivered)
- Primary Industries (school or TAFE delivered)
- Retail (school or TAFE delivered)
- Hospitality (school or TAFE delivered)
- Tourism (TAFE delivered only)

Student Request to Withdraw from VET ICF HSC examination(s)

I, ___________________________ of ___________________________ High School
(print student name) (school name)

request that my entry for sitting the HSC examination(s) in the VET ICF course(s) be withdrawn as follows:

<table>
<thead>
<tr>
<th>NAME OF HSC VET ICF COURSE</th>
<th>PLACE OF DELIVERY (E.G. NAME/SCHOOL/TAFE)</th>
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Signed: ___________________________ Date: ________________

(student's signature)

I agree to my son's/daughter's/ward's withdrawal from VET ICF HSC examination(s) as above.

Signed: ___________________________ Date: ________________

School Use Only:

Student's HSC BOS entry(s) amended YES / NO

Signed: ___________________________ Date: ________________
ROLE OF THE SCHOOL VET COORDINATOR:

1. Coordinating VET programs
   - coordinating school delivery site obligations and responsibilities for RTO compliance
   - prepare and organise school VET team for regional internal RTO audits and external VETAB audits of the school site
   - coordinating responses to regional offices e.g. School Profile, ICFIPs
   - liaise with regional vocational education consultant/s
   - advise and anticipate teacher training needs
   - submit ATR Applications to RVEC for new courses
   - facilitate the collection of client feedback and evaluation on behalf of the RTO
   - coordination of TVET where determined by schools

2. Promote VET within the school
   - liaise with RVEC
   - liaise with Careers Advisers/Curriculum Coordinators/Head Teachers/support teachers/learning support team
   - liaise with timetable committee regarding delivery and workplace learning needs
   - lead the school VET committee

3. Liaise with VET teachers
   - disseminate information
   - support and advise VET teachers
   - encourage and facilitate professional development of VET teachers to support industry currency
   - facilitate and encourage assessment validation activities at school level
   - coordinate school VET meetings/agenda, at least once a term
   - record Teacher Qualifications and maintain copy of qualifications held for each teacher
   - keep relevant VET records, ICFIP and updates, WPL documentation, course profiles – competencies, student details
   - e BOS entries, monitor and maintain school system for central recording of competencies – delivered and achieved, including electronic backups
   - advise and assist with school VET assessment policy
   - ensure all VET teachers have and maintain electronic competency records for all cohorts

4. Workplacement
   - ensure VET workplacements are aligned to the DET Workplace Learning Policy (PD20050016)
   - oversee and implement VET student work readiness program in consultation with the careers adviser and key personnel
   - set up processes for matching of students, monitoring and timetabling workplace
   - liaise with Local Community Partnership (LCP), provide feedback and evaluation regarding issues occurring at host employer site
   - oversee record keeping and central archiving of student workplace learning documents, specifically student placement records (SPR), student WP diaries and employer’s reports

5. Funding
   - liaise with SASS / Head Teachers
   - allocation and appropriate expenditure and acquittal of regional VET funds
   - applications / submissions as required
6. Local Vocational Education in Schools Committee (VEiSC)
   - be an active member of the local VEiSC
   - liaise with local VEiSC members

7. Support VET students
   - subject selection
   - work placement issues
   - information to parents
   - special needs
   - with relevant Head Teacher and/or senior executive assist with VET appeals, RPL and refunds.

ROLE OF THE SCHOOL VET COMMITTEE:

- Further increase the opportunities for Vocational Education to the full range of students.
- Promote VET to all key stakeholders including parents, the community and industry.
- Liaise with other organisations (nearby schools, TAFE, private providers) to enhance the implementation of VET in the school.
- Develop close links with District Office and the Vocational Education Consultant.
- Map and co-ordinate VET provision in the local area.
- Ensure quality work placements are occurring for students participating in VET.
- Identify and prioritise VET teacher training needs for the school.
- Scanning future needs and informing the Industry Education Advisory Committee.
- Support teachers in the implementation of VET courses.
- Identify appropriate course provision for students with special needs.
- Implement quality processes as guided by the Industry Education Advisory Committee.
- Encourage all VET teachers to undertake upgrading of qualifications.
- Support the VET Co-ordinator in the school.
- Monitor and evaluate VET provision in the school.
- Disseminate all VET information to appropriate teachers in the school.
- Provide the District Office with any relevant information—requested from the school.
- Be the key contact between the school and District Office for VET.
- Encourage staff to undertake industry up-dates through programs such as Teachers in Business, Quality Teaching Program and Teacher Networks.
- Provision of professional development for VET teachers.
- Complete the School Delivered VET Database and up-date as requested by District Office.
- Complete a database of each student’s pattern of study.
- Set up processes for monitoring workplace and timetabling of workplace.
- Competency record book monitoring and co-ordination.
- Develop an inventory of resources for delivery of VET.
- Consult with the principal about the provision of VET in the school.
- Ensure HSC documentation is complete, eg: requirements for HSC entries via ebos VCS.
VET ARCHIVING POLICY

Student records are to be archived for a period of 7 years.

The following documents **must** be archived by the school in the student’s central record:

- A hardcopy of the completed competency records (eg. Spreadsheet) for each ICF cohort group.
- Individual student reports generated from eBOS of competencies entered and achieved. The Board of Studies issues the qualifications on behalf of the delivery site (school) and archives these credentials for 30 years.
- Student placement record for each workplacement undertaken by the student.

*All signatories must be evidenced.*

- Documents completed when a student suffers an accident or injury during the placement.
- Teachers should record the details of all phone calls and visits related to arranging, supervising and following up workplace learning undertaken by students.

The following documents **may** be archived:

- Workplace learning diary and employer appraisal documents. Photocopy to be taken and archived and originals given back to the student.

VET teachers will ensure that all records are compiled and ready for collection by the VET coordinator early in Term 4 each year. The records to be collected will be those as detailed above and will be for those students who have finished their course in Year 12 or those Year 11 students who are dropping their course in Year 12. If the student is continuing into Year 12 those records will be collected in Term 4 of their HSC year.
FEES AND REFUND POLICY

Fees are set by the Principal and the Finance Committee, in consultation with the relevant faculty area. They are reviewed annually as part of the annual budgeting process. All fees are payable at the Front Office.

Students having difficulty meeting their fee commitments should be directed to speak to the Principal to organise alternative arrangements.

Students should show their class teacher a receipt for course fees or proof of alternative arrangements.

Students who leave during the year are entitled to a refund of their course fee in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Exit Point</th>
<th>Refund</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>75%</td>
</tr>
<tr>
<td>Term 2</td>
<td>50%</td>
</tr>
<tr>
<td>Term 3</td>
<td>25%</td>
</tr>
<tr>
<td>Term 4</td>
<td>Nil</td>
</tr>
</tbody>
</table>
# SUBJECT FEES 2010

## YEAR 7
- General Service Contribution: $30.00
- Science Competition: $6.00
- Technology: $40.00
  (Home Economics & Industrial Arts)
- Visual Arts: $20.00
- Music: $10.00
- **TOTAL**: $106.00

## YEAR 8
- General Service Contribution (Including School Diary): $35.00
- Technology:
  - Industrial Arts: $15.00
- Home Science: $40.00
- Visual Arts: $20.00
- Music: $10.00
- **TOTAL**: $120.00

## YEAR 9
- General Service Contribution (Including School Diary): $35.00
- Food Technology: $45.00
- Information and Software Technology: $15.00
- Industrial Technology – Metal: $35.00
- Industrial Technology – Multimedia: $10.00
- Industrial Technology – Timber: $35.00
- Music: $10.00
- Visual Arts: $30.00
- Visual Design: $20.00
- **TOTAL**: $106.00

## YEAR 10
- General Service Contribution (Including School Diary): $35.00
- Food Technology: $45.00
- Graphics Technology: $5.00
- Industrial Technology – Metal: $35.00
- Industrial Technology – Multimedia: $10.00
- Industrial Technology – Timber: $35.00
- Information and Software Technology (IST): $15.00
- Music: $10.00
- Visual Arts: $30.00
- **TOTAL**: $120.00

## YEAR 11
- General Service Contribution (Including School Diary): $40.00
- Construction: $40.00
- Construction Green Card: $20.00
- Hospitality: $90.00
- Industrial Technology – Timber: $35.00
- Information Technology: $15.00
- Music: $25.00
- Photography: $70.00
- Software Design and Development: $15.00
- Visual Arts: $50.00
- Visual Design: $35.00
- **TOTAL**: $120.00

## YEAR 12
- General Service Contribution (Including School Diary): $40.00
- Construction: $40.00
- Hospitality: $80.00
- Industrial Technology – Timber: $35.00
- Industrial Technology – Multimedia: $15.00
- Music: $25.00
- Photography: $70.00
- Software Design & Development: $15.00
- Visual Arts: $50.00
- Visual Design: $35.00
- **TOTAL**: $120.00
SAFETY & EMERGENCY PROCEDURES – STUDENT CONTACT CARD

Safety advice
- Be aware of risk at all times where you are working.
- Ask for information, instruction, training and on-going supervision when undertaking an activity, especially where you are asked to undertake an unfamiliar activity, or an activity in unfamiliar surroundings, for example, where there is not much light or ventilation.
- Concerns about safety at the workplace are always legitimate and always need to be addressed to your satisfaction. Tell your supervisor if you have any safety concerns. Make sure they are addressed, for example, through a safe work method statement or (if you are in a construction industry) a toolbox talk.
- Take responsibility for thinking about occupational health and safety.
- Ring your nominated contact if in doubt about your safety (see below)

My nominated contact during normal business hours from my School/TAFE NSW institute/P/C RTO is:

Name: ________________________________
Telephone: ________________________________
Parent/Carer Name: ________________________________
Telephone: ________________________________

For an emergency out of normal business hours (where applicable) my contact is:

Contact name: ________________________________
Contact number: ________________________________

If you are injured in the workplace
- Seek first aid or medical help immediately.
- Contact the school, TAFE NSW institute, RTO or emergency contact.
- Ask the doctor attending for a medical certificate.
- Use your Medicare number: do not treat as a Worker’s Compensation claim.
  My Medicare No: ________________________________
- Complete a written report of the accident and forward it to the school or relevant TAFE NSW institute college or campus or P/C RTO.

All students must be issued with this card and given instruction on its use.
Ingleburn High School Placement Checklist

**BEFORE**

1. See school VET coordinator about work placement  
2. Collect all necessary paperwork from school coordinator  
3. Contact workplace to introduce yourself and confirm details  
4. Student Placement Record completed by:
   - (a) You  
   - (b) Your workplace supervisor  
   - (c) Your parent/guardian  
   - (d) Your school  
5. Confirm placement details by phone or a (trial run) visit  
6. Collect necessary paperwork needed from subject teacher 3 copies Student Placement Record Logbook  
   - Emergency Card (inc. Medicare No.)  
   - OH&S White Card (construction)  
7. Be prepared for placement:
   - inform Year Advisor/teachers you'll be absent from school  
   - uniform and/or equipment, dress code (e.g. Church clothes), correct footwear (NO thongs)  
   - work out travel to and from workplace. How ________________ cost? ________________  
   - DON'T BE LATE to work placement. What time will you need to leave home? ________________

**DURING**

1. Attend ALL work shifts (if you are sick, phone your workplace and your school)  
2. Do your best and have a positive attitude (don't be afraid to ask questions/ask for more work)  
3. Do not use computers unless told to. If asked to, do not check personal emails or go on Bebo  
4. Mobile phone off or at least on silent (only check it during break times)  
5. Lunch breaks are not extendable e.g. 1 hr=60 mins, 40mins=40mins  
6. Respect other peoples belongings - If it's not yours don't touch or take  
7. Don't ask friends to hang around your workplace  
8. Maintain confidentiality - what you see and hear in the workplace stays at work  
9. Stay safe - harassment

**AFTER**

1. Thank all staff involved personally  
2. Return all paperwork to your VET coordinator  
3. Write a letter of appreciation to your workplace supervisor  
4. Discuss with your class teacher your placement experience