



DALBY STATE HIGH VOCATIONAL EDUCATION

STUDENT HANDBOOK GENERAL

Also available in the ETRF Folder on the Public Drive of the school curriculum computer network.



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PURPOSE OF THE INFORMATION HANDBOOK

This booklet provides you with the information you will need during your Vocational Education and Training course of study. Please make sure you have ongoing access to this book as you will need refer to it throughout your course.

It is important to know your rights as a student, and be familiar with the competencies to be attained for each qualification you study. A process of RPL (recognition of prior learning) can be applied to avoid duplication of learning and training. Appeals procedures exist for students who might disagree with competencies awarded.

SCHOOL CODE OF PRACTICE

OUR SCHOOL:

- Recognises the importance of students receiving a broad-based education, comprising of both general and vocational education.
- Is registered with the Queensland Studies Authority to provide the vocational education training program in Business (Business Procedures), Manufacturing (Pathways), Engineering and Furnishing.
- Has access to the facilities and resources required for the above vocational education training program.
- Has in place an assignment /assessment policy that applies to all subjects offered at this school.
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education programs in the above program.
- Has a process for addressing any concerns that students may have and offers them access to a range of people who can provide them with advice and guidance about the vocational education training programs in the above program; for example teachers, Heads of Department, Vocational Education Co-ordinator, Guidance Officer and administrators.

ENTRY REQUIREMENTS

Courses cater for students in the Years 10, 11 and 12, including mature, aged re-entry students.

Students may commence the course at any time. None of the units in these courses have pre-requisite units.

Students may exit from the course at any time. A Statement of Attainment will be issued for competently completed Units at the end of the school year in which they exit the course.

Students must be prepared to exhibit the following workplace characteristics:

Self-motivated: Students are able to keep on task without close teacher supervision – Business (Business Procedures) only.

Responsible: Students must be prepared to ask for teacher assistance as soon as it is required (after they have first attempted to complete the learning task).

Pride: Students will complete all tasks to a standard which they would be proud to present to an employer.

This school strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

DISCIPLINE POLICY

Students will follow school discipline policy as set out in the school and Senior Student's handbook. Equipment and clothing requirements will be outlined in your course booklets.

PROGRAM OUTCOMES AND BENEFITS

By choosing VET subjects you will have to opportunity to:

- ◆ Receive training in areas that have recognised and valued outcomes
- ◆ Be involved in learning which is relevant to you and your aspirations
- ◆ Gain insights into career pathways and further education by industry
- ◆ Gain credit for/articulation of qualifications to reduce further study time or apprenticeship time.
- ◆ Take part in competency based training and assessment.
- ◆ Enhance career and employment opportunities by maximising post-school further education, training and pathways
- ◆ Prepare yourself for the world of work
- ◆ Have VET results recorded on the Senior Statement
- ◆ Be able to apply for *Recognition of Prior Learning (RPL)* to determine on an individual basis, the competencies obtained by a person through previous formal or informal training, work and/or life experience.
- ◆ Gain skills to contribute to the further skills base of Queenslanders and thus enhance the competitiveness of Queensland business and industry.

FEES AND CHARGES

As Dalby State High School is a government school, no fees are charged for tuition. It is highly recommended that students become members of the Resource Scheme.

ASSESSMENT REQUIREMENTS

Assessment for the modules of these subjects is competency-based. This means that once you can demonstrate that you can do all of the tasks required in a Unit of Competency, you will be given credit for that Unit. Where relevant, pieces of assessment may also be marked by a Standard (A - E) and your level of achievement recorded on your report card and Senior Statement. At the beginning of each semester, students are issued with a calendar outlining assessment dates for all their subjects.

COMPETENCY BASED ASSESSMENT

Students will be assessed at the end of each Unit of Competency. All Elements of Competency will be assessed. This assessment is competency based - meaning that the students can or cannot complete all tasks to ASF (Australian Standards Framework).

- ◆ Students will complete tasks or projects to workplace standards of presentation and accuracy, whilst acting with safety in mind.
- ◆ On presentation to the teacher the student will be advised by way of a broad statement of any minor errors which may present eg Business (Business Procedures) - have you proofread carefully, is the discount calculated correctly? (Level 1 elements are tasks to be completed under close supervision).
- ◆ If the task is completed competently, students will be recorded as being competent in the relevant elements of that Unit of Competency.
- ◆ If the test is not 100% accurate, the elements for which the student is competent will be recorded. The student will be expected to re-learn the elements, which they are not competent for and present completed tasks again when they are ready. This is referred to as "upgrading".

Students will be given multiple opportunities to complete each Unit of Competency and if they are not competent by this stage, they will be expected to take extra time to re-learn and present for testing at a later date.

Students are referred to the DSHS assignment policy. It is the student's responsibility to notify the class teacher if they will be absent for assessment. This notification may be carried out by way of a telephone message or a written note from a parent/guardian explaining the reason for the absence. On the first day back at school, the student must arrange with the classroom teacher a suitable time to complete the missed test.

LANGUAGE, LITERACY AND NUMERACY

Language, Numeracy and Literacy are prioritised in all subjects at Dalby State High School. VET subjects comply with this policy. Students who are having difficulties in these areas will be identified and assisted by the classroom teacher and the Head of Department and referred to the Learning Support Teacher.

APPEALS POLICY

All students have the right to request reconsideration of the results of an assessment task. It is the student's responsibility to use the process set up for this purpose within two weeks of results being received.

All process steps are to be completed within a period of six (6) weeks from the date of lodgement of appeal.

Steps To Follow:

1. Within two (2) weeks of receipt of results, student discusses concerns with the result with the teacher concerned, who will record concerns and pass information to the relevant Head of Department.
2. HOD discusses concerns with student and/or parents and documents decision.
3. HOD advises teacher and student of the decision.
4. If student/parent still dissatisfied, HOD takes all information to Principal.
5. Principal confers with HOD/teacher/student/parent and advises decision in writing to the student and/or parent. Principal will advise of further action to be taken in the event of further appeal.

All students have the right to request reconsideration of the results of assessment of an element or unit of competency, which has been assessed as not yet competent. It is the student's responsibility to use the process set up for this purpose within two weeks of results (for the element or unit of competency) being received.

All process steps are to be completed within a period of six (6) weeks from the date of lodgement of appeal.

STEPS TO FOLLOW

1. Student to fill out and give to teacher within two (2) weeks of receipt of results.
2. Form given to teacher.
3. Teacher reconsiders the assessment outcome and reaches a decision.
4. If not satisfactory to student, teacher takes all information to HOD for reconsideration.
5. HOD reaches a decision, interviews student, advises decision.
6. If not satisfactory to student, HOD takes all information to Deputy Principal.
7. Deputy Principal confers with HOD/teacher/student and advises decision.
8. If not satisfactory to student, Deputy Principal takes all information to Principal for final reassessment and decision.
9. Final decision is conveyed in writing to student.

You will find one form attached to this handbook and others on the school Intranet.

CERTIFICATION ON COMPLETION OF THE VOCATIONAL EDUCATION TRAINING PROGRAMS OFFERED AT THIS SCHOOL

On completion of the training programs offered at this school, students will receive recognition for the units of competency and/or certificated completed on their Senior Statement.

RECOGNITION OF PRIOR LEARNING

RPL means getting credit for what is already known (no matter where or how it has been learnt) that the knowledge and skills are the same standard as required for the vocational course.

RPL will allow you to

- ◆ Progress through the course at a faster rate
- ◆ Do only new work (not repeat the work in which you are already competent)
- ◆ Have knowledge and skill level formally recognised

What learning might count towards RPL?

Knowledge learned in:

- ◆ Other subjects
- ◆ Work experience or industry placement
- ◆ A part-time job or unpaid work
- ◆ Hobbies, activities, clubs and sporting interests inside and outside school
- ◆ Activities you undertake as part of your family, holiday, home routines

In what parts of the course does RPL apply?

RPL can only be granted for the vocational training competencies or learning in the course being studied. (These are the job related knowledge and skill areas of the course.)

Each vocational training program has a number of units of competency. RPL can be applied for in either an entire training program, a unit of competency, or individual learning elements.

If you decide to take advantage of RPL:

1. Ask for specific information about the learning outcomes or competencies of the training program
2. Complete the RPL Application form in detail (and attach the relevant information)
3. Possibly attend an interview, or do a practical test, or provide more information

How does RPL assessment work?

An assessor (usually a class teacher) will look through the application. The assessor will look at the evidence provided in the application (and perhaps the interview) to decide on the outcome of the application. If the teacher does not have sufficient evidence to grant RPL, the student may be asked to do a practical test.

After the RPL assessment is finished the student will be notified of the result in writing, ie.

- ◆ Successful

- ◆ Partially successful
- ◆ Unsuccessful

If the student disagrees with the outcome they may appeal.

STUDENT GUIDE TO GATHERING EVIDENCE FOR RPL

The evidence you gather for your application might include:

- ◆ Products and/or records of your work
- ◆ A personal report
- ◆ A referee's report

A single piece of evidence may be relevant to one or more of the learning elements or units of competency.

Examples:

Products of Your Work:

- ◆ Samples of work you have completed
- ◆ Work experience/industry placement records
- ◆ Qualifications gained
- ◆ Coaching certificates
- ◆ Senior first aid certificates
- ◆ Magazine or newspaper articles about you
- ◆ Prizes, certificates or other forms of recommendation

A personal report:

The personal report is written by you and is a concise description of activities and functions that you have carried out. It should be related to the training program for which you are seeking RPL.

The Personal Report can never stand alone as sufficient evidence of competence.

Referee's Report:

- ◆ Letters from others to support your claim – eg managers, customers, colleagues, previous employer
- ◆ Reports from a manager who witnessed specific activities undertaken.

A referee's report should include:

- ◆ A company letterhead
- ◆ The name of the supervisor or manager
- ◆ Period of employment
- ◆ List of competencies

- ◆ Signature and position of the person verifying the claim
- ◆ The date

RPL APPEALS

A decision to not approve RPL may be questioned by a written grievance that outlines the grounds for reconsideration of the application by the HOD and Deputy Principal. This grievance needs to be lodged within two days of being informed of the application's status and is to lodge with the Deputy Principal.

For your convenience, an application form is attached to the back of this booklet, as is the appeals form. Others are available on the school's Intranet.

ADVANCED STANDING CREDIT

“Advanced standing” refers to the amount of credit granted to students towards an accredited course or training program on the basis of previous study, experience or competencies held. The units of competency delivered in these courses are Nationally recognised and met Competency Standards. Participants in this course will be given credit for national modules if they continue to other accredited training providers for further study in a course that incorporates the modules studied.

It is expected that these courses will also provide scope for further students to articulate into some traineeships or other courses offered by private providers.

RECOGNITION OF QUALIFICATIONS ISSUED BY OTHER REGISTERED TRAINING ORGANISATIONS

Dalby State High School recognises the AQTF (Australian Qualifications Training Framework) qualification and statements of attainment issued by any other Registered Training Organisation.

STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Dalby State High School provides student support in a range of areas.

Area	People to See
Vocational and Academic	Mrs Emily Curr, Guidance Officer
Vocational Education	Heads of Department Deputy Principals Vocational Education Coordinator Teachers
Social, Health and	School Nurse

Wellbeing	Chaplain Joanne Duncan, Community Education Councillor Year Co-ordinators
Sexual Harassment	Sexual Harassment Officer (see the DP or Principal for a current list)

COMPLAINTS POLICY

In its capacity as an RTO (Registered Training Organisation), Dalby State High School complies with the following AQTF procedures.

Any person wishing to make a complaint against the school concerning its conduct as an RTO, whether a grievance, appeal or other matter, shall have access to the complaint procedure. All formal complaints will be heard and decided on within 15 working days of the receipt of the written complaint by the school. The Head of Department will keep a 'Register of Complaints' that documents all formal complaints and their resolution.

Complaints procedure

Persons with a complaint concerning the matter how the school conducts its responsibilities as an RTO, have access to the following procedure:

Informal complaint:

- a. The initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the school, eg. The teacher, who will make a decision and record the outcome of the complaint.
- b. Person(s) dissatisfied with the outcome of the complaint to the teacher may then complain to the relevant Head of Department (HOD) or equivalent, who will make a decision and record the outcome of the complaint.
- c. Person(s) dissatisfied with the outcome of the complaint to the relevant HOD may initiate a 'formal complaint'

Formal complaint: **(will be finalised within 15 day of complaint)**

- a. Formal complaint may only proceed after the informal complaint procedure has been finalised.
- b. The complaint and its outcome shall be record in writing.
- c. On receipt of a formal complaint the principal shall convene an independent panel to hear the complaint; this shall be the 'complaint committee'.
- d. The complaint committee shall not have had previous involvement with the complaint and should include representatives of:

- 1.The principal
- 2.The teaching staff
3. An independent person

- e. The complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other for support or as representation.
- f. The relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person for support or as representation.
- g. The complaint committee will make a decision on the complaint.

- h. The complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.

ACCESS AND EQUITY

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This school strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity **without discrimination**.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers with the right qualifications, in order to ensure you have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs and in line with their AEP.
3. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, you will be provided with an induction program, which will equip you with the knowledge to recognise harassment/discrimination, should it occur, and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided to ensure you are successful in your workplacement.
5. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.
6. This school will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complains/grievances in relation to discrimination/harassment will be treated seriously, in line with the school's VET Policies and Procedures: Student Complaints/Grievances/Appeals.

Some terms defined. The following terms associated with access and equity have been included so as you can develop an understanding of what they mean.

Aboriginality

This school considers an Aboriginal or Torres Strait Islander to be any person who identifies with, and is accepted by, the indigenous community with which he or she is associated.

Racial prejudice/harassment

Racial harassment is the expression of attitudes or behaviour based on false assumptions or social myths of superiority of one race or culture over another. Examples of racial prejudice or harassment may include name calling, racist graffiti, demeaning jokes concerning a person's racial or ethnic background and, in extreme cases, physical assault.

Racial discrimination

Racial discrimination is behaviour which disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group including structural or institutional disadvantage (this includes policies and procedures which at first glance appear fair but which on reflection actually disadvantage people from a particular race).

Sexual harassment

Sexual harassment is any unwelcome behaviour of a sexual nature in the working or learning environment. Sexual harassment is not confined to a particular gender or sexuality and may include but is not limited to the following behaviours:

- Requests for sexual favours, either directly or by implication
- Deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching and brushing against another person
- Wolf whistles, catcalls, leering or offensive staring and gesturing
- Persistent social invitations or obscene or unsolicited communications by other students either at work or at home
- Persistent questioning about a person's private life
- Suggestive comments about a person's physical appearance or sexuality
- Displays of erotic or sexually graphic material (posters, photographs, etc).

Physical harassment/bullying

- Threatening others
- Physical contact of hurtful nature, for example, touching, hitting or grabbing;
- Destroying or damaging another's property

Psychological harassment/bullying

- Disparaging comments about ability or achievement
- Verbally and/or non-verbally denigrating or insulting others
- Telling jokes deliberately intended to offend another
- Stalking and abusive phone calls.

Inclusion

Inclusion is defined as:

- The process whereby enrolled students with identified special needs, or needs arising from their membership of target groups, can have equal access to the total school environment;
- Providing the most appropriate education for each enrolled student in the least restrictive environment;

- Maintaining and enhancing the participation of all enrolled students in appropriate regular school programs, including VET programs;
- Requiring the negotiation of an appropriate program which is flexible and supportive;
- Ensuring an appropriate and acceptable learning/training environment for all enrolled students.

WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger you own or others' safety by the consumption of alcohol or drugs
- Report any unsafe acts or equipment to a teacher and observe good housekeeping practices
- Ensure that your conduct does not interfere with:
 - School property
 - The welfare or safety of school staff or with their ability to perform their duties
 - The welfare or safety of other students, or their ability to participate in and benefit from instruction.

APPLICATIONS AND APPEALS FORMS



DALBY STATE HIGH SCHOOL RPL APPLICATION FORM

STUDENT NAME: _____ DATE: _____

NAME OF COURSE: _____

UNIT/S OF COMPETENCY: _____

LEARNING ELEMENT		DETAILS OF RELEVANCE PREVIOUS EXPERIENCE: including formal training, work experience and life experiences (interests skills etc) ATTACH COPIES OF RELEVANT EVIDENCE	FOR OFFICE USE		
NO.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	COMPETENT	NOT YET COMPETENT

Student signature



DALBY STATE HIGH SCHOOL

APPEALS FORM

Name: _____ Date of Original
Decision: _____

Course
Name: _____

Complete the following to indicate the decisions/s against which you wish to appeal

Unit of Competency name and code: _____

ELEMENT OF COMPETENCY		FOR H.O.D USE		
No.	DESCRIPTION	ASSESSOR'S RECOMMENDATION	J	M
Summary of the reasons for your appeal: (List the additional information you will present as part of your appeal)				
Assessors reasons for decision:				

Applicant's Signature: _____ Date: _____

NOTIFICATION

Competency is/is not granted for the Element of Competency: _____

Assessor's Signature: _____



DALBY STATE HIGH SCHOOL

RPL APPEALS FORM

Name: _____ Date of original RPL application: _____ Course Name: _____

Complete the following to indicate the decisions against which you wish to appeal.

Learning element or competencies		Summary of the reasons for your appeal (list the additional information you will present as part of your appeal)	Office use only		
No.	Description		Assessor's comments and recommendations	Competent	Not yet competent

Applicant's Signature: _____

Date: _____

RPL NOTIFICATION

Recognition of prior learning is granted for the learning elements/competencies _____ (insert details)

is not granted for the learning elements/competencies _____ (insert details)

because _____

Assessor's Signature: _____ Date: _____



DALBY STATE HIGH SCHOOL
FORMAL COMPLAINT FORM

Student Name: _____

Incident first reported to: _____

Date of first report: _____

Outcome of complaint:

Explanation of dissatisfaction and/or further evidence: (Attach letter if necessary):

Signed:

Date:

Committee's decision/ Action required:



**DALBY STATE HIGH SCHOOL
CREDIT TRANSFER APPLICATION**

Student Name: _____

Date of application: _____

Name of Course: _____

Units of Credit applied for: _____

Student signature

Office use only:

- Successful**
- Unsuccessful**