

DALBY STATE HIGH SCHOOL



30378

VOCATIONAL EDUCATION AND TRAINING

TEACHER HANDBOOK



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INTRODUCTION

Welcome to Vocational Education at Dalby State High School. It is hoped that you will enjoy being a member of our team and that you find the teaching of Vocational Education rewarding.

Vocational Education differs from the normal Senior School curriculum and to assist you, the following booklet contains the policies, practices and expectations, as well as administrative details. It has been designed to enhance the efficient and effective operation of the Vocational Education within Dalby SHS.

Should you require further clarification of any aspect please do not hesitate to seek assistance from the Head of Department or the Vocational Education Co-ordinator.

These policies will be evaluated and reviewed by the Vocational Education staff on a regular basis.

Subject specific information will be presented by the relevant HOD on your induction to Vocational Education.

Jason Marini
Deputy Principal

PRINCIPAL

- Oversee the operation of VET within the school in co-operation with the VET Coordinator/HOD
- Communicate/disseminate relevant information to all stakeholders.
- Supervise internal/external audits.
- Assist teachers comply with human and physical resource requirements.
- Issue statements of attainment/Certificates.
- Develop & implement school policies relating to VET.
- Risk identification and management.
- Admin and records management
- Registers of: Complaints, Qualification Issues, Documents, Consents and Partnerships.
- Approve all marketing.

DEPUTY PRINCIPAL

- Assist in the development & implementation of relevant school policies including:
 - grievance & appeals
 - access & equity
 - admission to courses
 - staff/student induction
- Risk identification & management
- Assist teachers meet human resource requirements.
- Data input into SDCS or VCS or records
- Disseminate information to all stakeholders

GUIDANCE OFFICER

- Assist in the development and implementation of relevant school policies including:
- grievance & appeals
 - access & equity
 - admission to courses
 - staff/student induction

DALBY STATE HIGH SCHOOL

VOCATIONAL EDUCATION AND TRAINING

DUTY STATEMENTS

STUDENTS

- Be actively involved in learning
- Be aware of and follow relevant school policies including-
 1. RPL
 2. Reassessment
 3. Grievance and Appeals
 4. Access and EquityThrough Student handbook, subject induction.

VET TEACHERS

- Set & Review assessment
- Data to admin staff
- Report students' achievements to parents
- Participate in internal reviews
- Maintain logbook of industry experience, professional development etc.
- Collect stakeholders/student feedback and implement their recommendations
- Implement/follow school policies including , RPL, Reassessment, Risk Identification and Management and Records Management
- Participate in PD and other relevant activities to maintain industry currency

SUBJECT HOD/SAC

- Oversee/support teachers of VET and assist them to carry out their duties and responsibilities.
- Assist in the resolution of grievance & appeals.
- Assess applications for RPL
- Conduct Internal Audit
- Approve assessment
- Ensure VET teachers maintain evidence of currency

HOD /VET COORDINATOR

- Assist the Principal
- Assist all stake holders in the daily operation of VET
- Maintain and update the Organisational Charts and School Policies and maintain version control
 1. RPL
 2. Reassessment
 3. Grievance and appeals
 4. Access and equity
 5. Version control
 6. Admission to courses
 7. Staff induction
 8. Appropriate professional development
 9. Risk identification and management
 10. Admin. and records management
- Coordinate student induction programs
- Human Resource requirements
- Physical Resource requirements
- Collection and analysis of stakeholder and student feedback and implementation of these recommendations
- Conduct internal audit
- Coordinate SAT Programs and Work Experience Programs

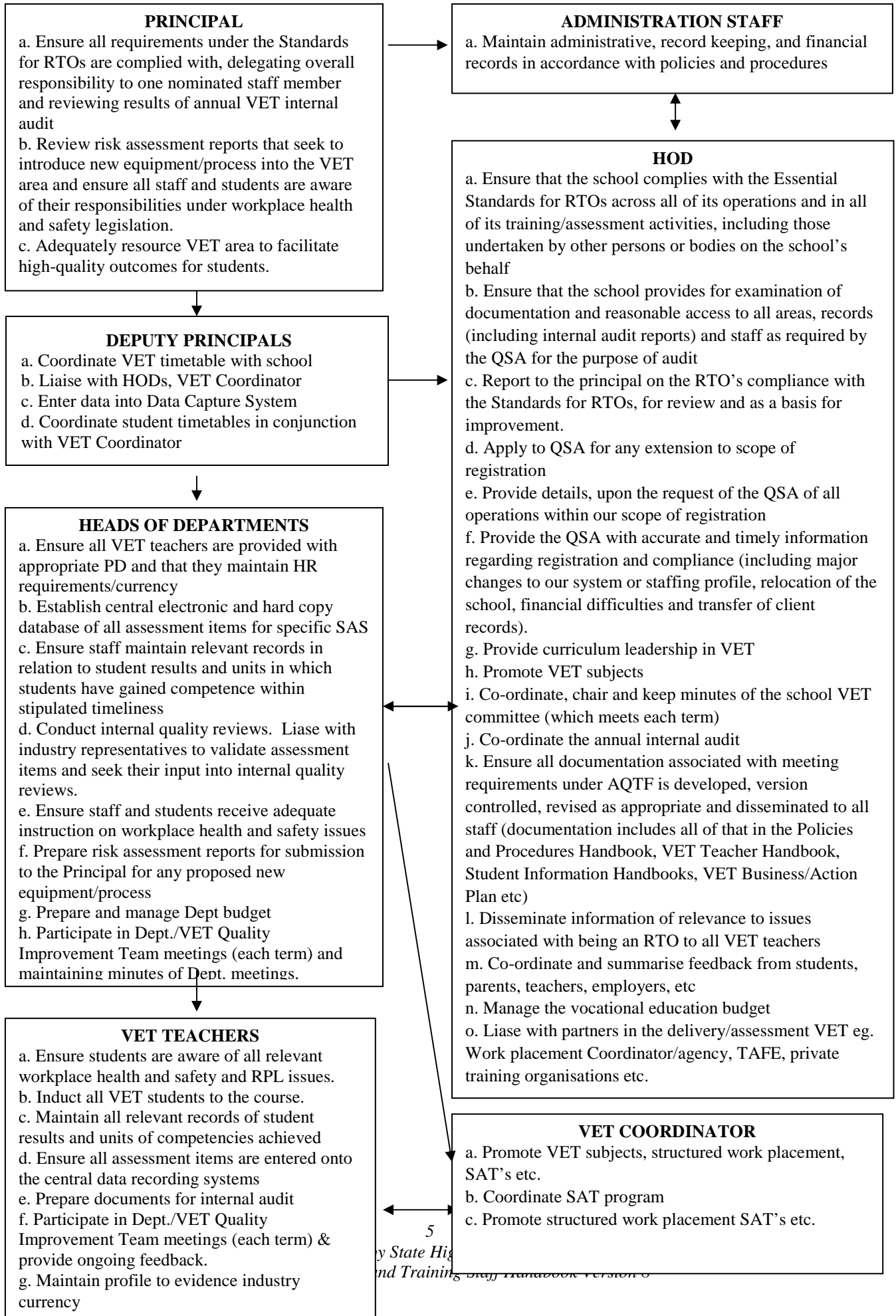
ADMINISTRATION STAFF

- Assist in the implementation of policies including
 - ❖ Version Control
 - ❖ Admission to courses
 - ❖ Staff induction
 - ❖ Records management
- Disseminate information to all stake holders
- Issuing statements of Attainment and/or certificate.
- Reporting Student's achievements to parents

ED. QLD, QSA, INDUSTRY, PARENTS, MANAGEMENT COMMITTEE AND P & C

VET POLICIES & PROCEDURES

STAFF ROLES AND RESPONSIBILITIES/ORGANISATIONAL CHART



ROLE OF THE HEAD OF DEPARTMENT

Areas of responsibility of the Head of Department are as follows:

Education Programs

- * ensure that study plans and learning and assessment strategies are valid interpretations of subject area specifications
- * develop programs of work, in conjunction with other teachers
- * monitor assessment programs and assessment items
- * implement quality control consistent with AQTF priorities and standards
- * assist in unpacking the Language, Literacy and Numeracy (LLN) needs of each component
- * implement LLN assessment and assistance programmes

Organisation

- * implement school policies within the Vocational Education curriculum area
- * maintain effective and efficient organisational standards
- * develop policies and procedures

Staff Management

- * maintenance of effective working relationships amongst staff members
- * effective use of available personnel, staff matrixing
- * encourage quality classroom teaching and learning
- * support teachers, students and parents
- * ensure staff participate in PD and relevant activities to maintain industry currency

Resources

- * select and acquire department resources
- * organisation and effective use of material resources
- * liaison with Resource Scheme and Teacher Librarian
- * develop a stimulating, efficient and pleasant teaching environment

Planning and Budgeting

- * implement Annual Action Plan in accordance with school policy
- * budget within AOP framework
- * TAS development
- * PD, currency, industry access for qualifications within Department.
- * internal review and evaluation within the department in association with the Internal Audit Committee.

FACULTY MEETINGS

Faculty meetings are held every fourth Tuesday after school. These meetings will generally deal with routine matters and issues raised at HODs meetings. They also provide the opportunity for staff to evaluate and review current practices and programs. In addition, teachers are encouraged to use these meetings as a forum to discuss issues of concern. Please see the HOD, prior to the meeting, if you have items for the agenda.

Other meetings may be called on an as-needs basis. These would commonly be meetings of teachers of a particular year level for planning, reviewing and writing assessment items, moderation, reviewing units of and curriculum development etc. Such meetings may be called by any teacher at a mutually convenient time.

ANNUAL OPERATIONAL PLAN

All subject departments at Dalby State High School operate under the Annual Operational Plan and each department's Annual Action Plan. The implementation of the AAP is the responsibility of

all staff under the direction of the HOD. A copy of the relevant AOP and the associated budget allocations is available from the HODs.

INTERNAL REVIEW AND AUDIT

An Internal Review is conducted at least once a year for each VET subject. The aim of the internal review is to assess compliance to the Essential Standards of Registration. The Committee will consist of the Subject HOD, teacher, industry representative and a student representative.

Teachers are to assist the HOD and the Internal review committee by:

- Presenting assessment items for review.
- Collecting student feedback on units and assessment.
- Updating currency in the Teacher Profile Handbook.

An Internal VET Audit is conducted each year to monitor that the school is meeting AQTF standards as an RTO.

RISK MANAGEMENT

Teachers are directed to the PPR guidelines on Risk Management policy or the school Risk Management Policy held by the Principal and the Vocational Education Co-ordinator.

STAFF PROFILE

Vocational Education staff are encouraged to participate in professional development activities as the opportunity arises. Information gained from these should be shared with other staff members who did not attend. Staff should try to incorporate the information gained from professional development in their teaching activities. Staff are encouraged to implement changes which are beneficial to our students rather than resisting change.

Staff Profile and Professional Development Handbooks may be provided. The individual staff member's profile is saved in the relevant file on the public drive as directed by the subject HOD. This Profile has been developed so that Vocational Education teachers can easily record activities completed whilst on Industry Placement or during industry visits, record attendance at relevant workshops or seminars and record any activity that is relevant to industry currency. Staff need to update this profile regularly.

Each department has subscriptions to relevant industry magazines/publications that may be useful in professional development.

If you attend professional development funded by the school, you must sign the Register kept by the Registrar.

ASSESSMENT POLICY

Staff are referred to the Dalby State High School Assessment Policy. Assessment must comply with the principles of reliability, validity, fairness and flexibility. Students must be given two weeks notice of all assessment. All exam papers will be locked in the cabinet in the staff room for security. In addition, special care must be taken of student response papers during the marking and storage process. Special folders are available from the HOD to reduce the risk of student

responses being lost during the marking process. For VET, student assessment tasks must be stored securely for seven years. (central archives)

COMPETENCY BASED ASSESSMENT

Students will be assessed for 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 AQTF (Australian Qualifications Training Framework) standards.

The Learning and Assessment Strategy for each VET qualification outlines the opportunities that students will have to demonstrate competency in each unit and element of competency.

- ◆ Students will complete the test to workplace standards of presentation and accuracy.
- ◆ On presentation to the teacher the student will be advised by way of a broad statement of any minor errors which may present eg. "have you proofread carefully?" "Is the discount calculated correctly?"
- ◆ If the test is 100% correct, students will be recorded that evidence of student's competency has been gathered in all elements of that Unit of Competency being assessed.
- ◆ 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 for testing again when they are ready. This is referred to as "upgrading".

Students will be given two tests for 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. Teachers should set aside time each week to allow for students to upgrade their competencies. (Upgrades do not always have to be under test conditions.)

Credit may be allowed to students for Recognised Prior Learning. Information regarding RPL and a copy of the RPL Application form are contained in the VET Student Handbook.

Dalby State High School recognises the Australian Qualifications Training Framework (AQTF) qualifications and statement of attainment issued by any other RTO.

ASSESSMENT REQUIREMENTS

Assessment for the Units of Competency in Vocational Education is competency-based. This means that once a student can demonstrate that they can do all of the tasks required in a Unit of Competency, they will be given credit for that Unit.

At the beginning of each semester, students are issued with a calendar outlining assessment dates for all their subjects.

DIAGNOSTIC TESTING

Throughout each unit teachers should test students to assess their progress – this can be in the form of class test, set exercise, peruse books, oral questions, quizzes.

PROCEDURE FOR SETTING TESTS

Reference must be made to the Training and Assessment Schedule (TAS) before commencing to set test instruments. As a guide, reference can also be made to previous assessments for examples of questions and standards but tests must always be updated and made relevant to present classes. Previous assessments are stored in the relevant staffroom in files or on-line.

A copy of the proposed assessment and accompanying solution should be given to the staff members teaching the subject **as well as the Head of Department**. This copy must be distributed **two weeks prior to the due date for the task**. This is to ensure that perusal is not rushed, that the teacher has sufficient time to photocopy and collate two days prior to the assessment date, and that all classes of the same subject are prepared for the task in an equitable manner.

To ensure that the solution is correct, it should be re-worked from the final copy of the test.

Presentation is very important. Clear instructions must be given to students regarding the working of the paper.

Dalby State High School has very clear expectations regarding information that must be present on the cover sheet of assignments and tests. See your subject HOD for a faculty cover sheet. Students must be given two weeks notice of assessment. Assessment tasks must contain the signature of the relevant subject HOD before being given to students.

Each test paper heading must contain the following information (where appropriate):

- Dalby State High School
- Year Level and Subject
- Unit of Competency
- Test Number/Part Number (as outlined in the TAS)
- Semester/Year
- Space to record date of first attempt and subsequent upgrades.
- Space to record Standard, if competent and date achieved.
- Performance criteria being assessed
- Mapping of question/section to the relevant performance criteria/element
- Time Allocation – Perusal and Working
- Set By (teacher name and Code)
- Space for Student Name
- HOD's signature
- For assignments – request for extension form and progress check feedback
- Space to record student feedback and notes regarding areas of improvement required

It is the responsibility of the teacher setting the assessment item to complete an evaluation of the item after student scripts have been marked. Copies of assessment items, solutions/anticipated student response and evaluation of the item itself are stored in the exam folders and the appropriate department files. This is vitally important as all assessment will be needed for the Internal Review and Internal/External Audit.

APPEALS POLICY

All students have the right to request reconsideration of the results of assessment of an element/competency/learning outcome/unit, 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 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 DP.
7. DP confers with HOD/teacher/student and advises decision.
8. If not satisfactory to student, DP takes all information to principal for final reassessment and decision.
9. Final decision is conveyed in writing to student.

You will find the relevant form on the curriculum network.

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

ABSENCE OF STUDENTS

All students are to be made aware that it is their responsibility to notify the class teacher if they will be absent for a test. This notification may be carried out by way of a phone message or a written note from home 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. Refer to the DSHS Assessment Policy for procedure regarding late assignments.

MARKING

Ensure that students collate their papers before handing them in to make marking easier and to guard against single sheets being lost. Staple the paper to the back of their responses (teachers should remember to take a stapler to the test room with them).

To ensure consistency and comparability of marking where more than one teacher teaches the subject, there must be consultation on anything not covered, or clear, in the marking scheme.

Where possible, mark the papers as soon after the test as possible so that students can obtain beneficial feedback.

From time to time, the HOD will request to see completed and marked student scripts to monitor students' progress.

RECORDING OF STUDENTS' RESULTS

For effective risk management, all results of assessment will be recorded in the teacher's mark book and on the individual student's profile. A record of Units of Competency will also be maintained within OneSchool.

As other staff may have to refer to and interpret these mark books at a future time, ensure that test instruments are clearly indicated.

At the end of each school year, or in case of a teacher departing the school or going on leave, all mark books and student profiles should be given to the HOD for storage.

It is the teacher's responsibility to store the mark book and profiles securely as well as recording results regularly and accurately. Profiles should be stored in a locked filing cabinet in the staffroom. Profiles will be used to determine achievement. The Head of Department may request these profiles at any time to check student achievement. Students should peruse these profiles and their assessment folders on a regular basis.

Marks will be updated on the School Data Capture System regularly (see school data management)

Parents are able to view the student's work on request – Parent Teacher Interviews being the ideal time. Do not allow students to take assessment instruments out of the classroom under any circumstances.

REPORTING

At the end of each semester results are reported to students and parents.

The following process will be followed:

1. Results are recorded on the student profiles, in the markbook, and where relevant, on record of units of competency. These are translated onto OneSchool as determined by assessment timelines provide by Admin.
2. Comments relating to behaviour, attitude, subject skills, etc may be available from comment banks prepared for each subject – embedded within OneSchool.
3. Prior to reporting, each teacher will be given a computer print-out of every class they teach. It is important that the accuracy of these lists is checked with great care. Any errors will complicate the reporting process immensely.
4. Results are recorded on the OneSchool Reporting system. Units of Competency achieved are listed on statement of attainments.
5. Teachers print a copy of the report for each of their classes and these are checked by another teacher, referred to as a "critical friend", allocated by the HOD, prior to submitting the disk to the office.
6. The Vet co-ordinator is responsible for the distribution of learner engagement surveys (online)

COMPLAINTS POLICY

In its capacity as an RTO, Dalby SHS complies with the following AQTF procedures.

Any person wishing to make a complaint against the school concerning its conduct as an RTO, whether an 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 HOD will keep a 'Register of Complaints', which documents all formal complaints and their resolution.

COMPLAINTS PROCEDURE

Persons with a complaint concerning the matter that 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: **(heard and decided within 15 days of complaint receipt)**

- 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 employ inclusive practices so that the needs of each student are met 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, students are provided with an induction program, which will equip them with the knowledge to recognise harassment/discrimination, should it occur and to ensure you have the strategies to deal with anything like this.
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 openly values all students, irrespective of background/culture/other differences and all students are 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.

The Students' Handbook defines terms such as Aboriginality, racial prejudice/harassment, racial discrimination, sexual harassment, physical harassment/bullying, and psychological harassment/bullying.

COMMONWEALTH, STATE/TERRITORY LEGISLATION AND REGULATORY REQUIREMENTS

A number of laws and regulations affect the delivery of VET. An outline of these is listed below:

Occupational Health and Safety

Workplace Health and Safety Act 2011

The Workplace Health and Safety Act 1995 provides a framework for managing health and safety risks in Queensland workplaces. The objective of the Act is to prevent fatalities, injuries and illnesses caused by a workplace, by workplace activities or by a specified high risk plant.

Workplace Harassment, Victimisation and Bullying

Industrial Relations Act 1999

The principal objective of the Industrial Relations Act 1999 is to provide a framework for industrial relations that supports economic prosperity and social justice.

Anti-Discrimination

Anti-Discrimination Act 1991

The Anti-Discrimination Act 1991 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed by RTOs, including their administrative practices and assessment processes, must take into account the principles established by this legislation.

Privacy

Privacy Act 2009

The Privacy Act 1988 is an Act to make provision to protect the privacy of individuals, and for related purposes. The Federal Privacy Act contains eleven Information Privacy Principles. It also has ten National Privacy Principles (NPPs).

VET & Apprenticeships/Traineeships

VETE Act 2000 & Training Reform Act 2003

The VETE Act 2000 was introduced by the Queensland government to provide a legislative foundation for flexible, high-quality training to support Queensland's workforce, now and into the future. The legislation regulates the apprenticeship and traineeship system and provides a structure for providing advice on vocational education, training and employment matters to the government. All RTOs should be familiar with the Act. The Training Reform Act 2003 is an amendment to the VETE Act 2000.

Rural Operations

Animal Care and Protection Act 2012

The Animal Care and Protection Act 2001 is an Act to promote the responsible care and use of animals and to protect animals from cruelty.



Queensland Treasury
Queensland Government Insurance Fund (QGIF)

Level 9, 33 Charlotte Street, Brisbane, QLD, 4000
GPO Box 1506, Brisbane, Queensland, 4001
Tel: 3036 6367
Website: www.qgfi.qld.gov.au

QUEENSLAND GOVERNMENT INSURANCE FUND
CERTIFICATE OF CURRENCY

This is to certify that the Department of Education and Training - School Student Work Experience & Vocational Placements has effected the following class of insurance:-

- Public Liability

with the Queensland Government Insurance Fund, under Policy Number QG0037 for a \$10,000,000 sum insured and liability, subject to the policy terms and conditions.

The policy is in the name of "Bodies or Employers nominated by the Director-General of Education and State and Non-State School Students participating in Work Experience as per the Education (Work Experience) Act 1996 and State School Students participating in Vocational Placements as per the Department of Education and Training Vocational Placement Policy and Procedures organised and approved by the Director-General for their respective rights and interests".

The policy is current until 01 July 2016.

Signed at BRISBANE on 01 June 2015.

A handwritten signature in black ink, appearing to be "S. J. ...", written over a horizontal line.

Manager Underwriting
Queensland Government Insurance Fund