

MITCHELTON STATE HIGH SCHOOL RTO 30400



Vocational Education and Training (VET)

Student Information Handbook 2018

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1. Introduction

Welcome to Mitchelton State High School and congratulations on your decision to complete a nationally recognised vocational course.

Mitchelton State High School is committed to developing comprehensive and inclusive outcomes for all students. The Senior Schooling program provides opportunities for students to participate in Vocational Education and Training (VET). The qualifications that successful students receive are recognised by the Queensland Curriculum and Assessment Authority, Training Providers including TAFE and Industry. As a Registered Training Organisation (RTO), Mitchelton SHS agrees to operate under the VQF - VET Quality Framework which includes a commitment to recognise training qualifications issued by other RTOs.

The School is registered to deliver a range of VET qualifications under the direction of Queensland Curriculum and Assessment Authority (QCAA) and the Australian Skills Quality Authority (ASQA) – where applicable. The mission of the School as an RTO is to deliver quality training and assessment across a range of selected industry areas in accordance with national training packages. Any amendments to the Mitchelton SHS VET program will be in accordance with legislation governing Registered Training Organisations (RTOs).

Mitchelton State High School will meet all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement standards will be met at all times. If students require any further information about VET programs at Mitchelton SHS, please see the Head of Department for Student Performance and Engagement, the Guidance/Careers Officers or the Deputy Principal for your year level.

1.1 Purpose of this handbook

This handbook has been written to provide VET students with important information about the VET program offered by this school as well as about your rights and responsibilities as a VET student. You will be asked to sign a document (last page of this booklet) indicating that you have read and understood this handbook. So please take the time to study it carefully and to ask your VET teachers about anything of which you are unsure. You should keep this handbook for reference throughout your enrolment.

You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school in conjunction with the Australian Qualifications Framework (AQF) and the QCAA. You can access full copies of all policies and procedures by approaching the Student Performance and Engagement Head of Department.

1.2 The Australian Qualifications Framework (AQF)

The VET programs offered by this school can lead to nationally recognised qualifications – a certificate if you complete all of the requirements of the qualification, or a statement of attainment for units successfully completed (if you do not complete the full qualification). This certificate/statement of attainment will be recognised in all eight States/Territories in Australia.

In Australia we have a national qualifications framework called the Australian Qualifications Framework (AQF). The AQF has ten levels – each with defined criteria based on learning outcomes. They are shown in the diagram on the following page:



Source: Australian Qualifications Framework Second Edition January 2013

Your VET Teacher (Trainer and Assessor) will provide you with full information about the VET qualification/s you are aiming for at this school, including an overview of the specific units of competency in each, assessment requirements, vocational outcomes, etc.

1.3 Legislative requirements

The RTO will observe all Australian, state and territory laws governing Vocational Education and Training. The RTO will also meet all legislative requirements of the:

- Education (General Provisions) Act 2006
- National Vocational Education and Training Regulator Act 2011
- Copyright Act 1968 (2006)
- Education (Work Experience) Act 1996
- Child Protection Act 1999
- Work Health and Safety Act 2011
- Anti-discrimination Act 1991
- Privacy Act 1988 (2014)
- Information Privacy Act 2009

If students require any further information, please see the RTO Manager.

2. Student Selection, Enrolment, and Induction/Orientation Procedures

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be made on the basis of interview and/or on the order in which enrolments were received. During your SET plan interview you had the opportunity to discuss VET options with your teachers. Mitchelton SHS is a Registered Training Organisation (RTO) in its own right and, as such, is able to offer courses as per the school's scope of registration. Current courses are advertised and marketed in *the Senior Subject Selection Handbook*. Other courses are offered in conjunction with external RTOs.

At the commencement of all VET subjects, VET teachers induct students on workplace health and safety (WH&S) issues and will continue to incorporate WH&S throughout VET delivery/assessment. Prior to participation in structured work placement, all students are required to undergo an induction program relevant to the course they are undertaking. The RTO Manager and associated Trainers and Assessors induct all VET students with this Handbook.

All students who undertake studies in VET must create a USI Number. A Statement of Attainment or Qualification cannot be issued if a USI Number is not supplied. Mitchelton SHS, as a Registered Training Organisation, requires students to supply a USI number at the time of enrolment as students who undertake VET studies and achieve competencies must be issued a statement of attainment or qualification. Therefore, it is very important that students supply a USI Number to their VET Teacher as soon as possible. Students who do not submit a USI number at the start of a course may find that they cannot participate in VET studies.

Creating a USI Number is quick and easy. The form at the back of this booklet gives instructions on how to create a USI number. You will require a form of identification such as a Medicare card, Australian birth certificate or passport. See the USI website for more details and information. For support on creating or retrieving a USI, please see the Head of Department for Student Performance and Engagement. At times, we are required to supply your USI Number to other parties. In this case you may be required to complete and sign a USI Third Party Consent form. These are available from the Head of Department for Student Performance and Engagement.

3. Attendance

Regular attendance during the course is essential if you wish to succeed. Punctuality is not only important for your learning; it is a skill for work. If you are legitimately going to be late, it is better to arrive late than not to arrive at all. If late to school, you follow normal school routines for signing in. If you are absent or late to work placement or a training program provided offsite, it is your responsibility to notify the workplace provider and the office staff at Mitchelton SHS using the absence line 35501160.

Students who are absent more than 20% of the time from a class or who fail to complete classwork or submit assessment during a Z grade audit may receive a Z grade for the subject. Further details on the Z grade process will be made available through the Head of Department for Student Performance and Engagement.

4. Course Information

At the commencement of a VET course, students are supplied with a course overview. This overview outlines industry/VET specific information relevant to the particular course, including:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course

- Units of competency (code and title) to be delivered
- Entry Requirements
- Fees and Charges
- Course outcomes and Pathways
- Work experience, placement requirements or third party arrangements (if required)

Mitchelton State High School as a registered training organisation ensures that marketing and advertising of the AQF qualifications to prospective students is accurate and consistent with the scope of registration. Mitchelton State High School is responsible for managing appropriate human and physical resources to deliver and assess any course currently on the RTO's scope of registration. If the RTO loses access to these resources, the RTO will provide students with alternative opportunities to complete the course and the related qualification.

5. Provision for Literacy and Numeracy Support

If you are undertaking a VET subject which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice. If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers or the Head of Department Student Performance and Engagement. Any support given is provided in accordance with relevant state and federal training requirements.

6. Student Support, Wellbeing and Guidance Services

6.1 Guidance Services

Mitchelton State High School has two Guidance and Careers Officers on staff to assist students with: SET plans; subject selection; future career pathways; further education; welfare and guidance counselling. The Deputy Principal and Head of Department for Student Performance and Engagement can also assist.

6.2 Learning Support/Special Education Unit

Mitchelton SHS has an excellent Special Education Unit that works with students with learning difficulties and those associated with Intellectual Impairment, Speech Language Impairment and Autistic Spectrum Disorder.

6.3 International Student Support

Mitchelton State High School has an International and Home Stay Co-ordinator to assist International Students with adjusting to life in Brisbane and making a smooth transition into the school. The International Student Centre also offers support in the form of tutorials and extra classes.

6.4 School Nurse

Mitchelton State High School has at different times through the year a nurse based at the school. Students make appointments to see the nurse at the Student Inquiries Desk in the Administration Building.

6.5 Chaplain

Mitchelton State High School has a Chaplain in the school. The Chaplain's room is located within the Student Support Centre in E Block.

6.7 Defence Force Mentor

Mitchelton State High School has a Defence Force Mentor in the school, the Defence Force Mentor's room is located within the Student Support Centre in E Block.

6.8 Aboriginal and Torres Strait Islander Support

Mitchelton State High School has an Aboriginal and Torres Strait Islander support centre located in the Mirrigin Room in D-block. This room is Monday, Wednesday and Thursday.

7. General Student Information

7.1 Communication

The following means of communication are used to deliver information to Vocational Education and Training Students.

- Care Group – notices are communicated daily during Care. Please read daily notices as they may include information relevant to VET. These can also be checked via the school intranet
- Notice Boards – Vocational Education and Training notices are displayed on a window located outside the Head of Department for Student Performance and Engagement's Office (G Block)
- School Newsletter – "Mitchie Moments" is published fortnightly and contains articles about VET programs
- School Website - <https://mitcheltonshs.eq.edu.au/> contains relevant VET information and documents
- Student Planner – used by students, parents and teachers for written communication
- Email – teachers and Heads of Department will often send important messages through student school emails. It is your responsibility to check your school email regularly to stay abreast of important information.

7.2 Resource Centre

The Resource Centre at Mitchelton State High School provides access to the necessary resources for your study. Students are encouraged to use the Resource Centre both before school and at lunchtime. The Resource Centre is also open for a limited time after school. Times are published at the entrance. Homework Club operates out of the school library on Wednesday afternoons from 3-4pm.

In addition to the Resource Centre, all students have opportunity to participate in the one-to-one laptop program. Details regarding this program are outlined upon enrolment at the school. All students receive a log-on name and password to allow access to the school curriculum network including space on the hard drive, known as H:/drive, to save your school work, and an e-mail address. T:/drive is the Student Common Drive place where teachers post resources and work for you to access.

The following rules apply in the Resource Centre:

Borrowing: You will not be allowed to borrow if you have any resource overdue. If you lose a book or any other resource you will have to pay the replacement cost of that resource before you are allowed to borrow any other resource. Money is paid at the office and the receipt must be shown to the Resource Centre.

Lost ID Cards: If your ID card is lost:

- Come to the Resource Centre and collect a Declaration regarding the loss of an ID card form;
- Complete this form, return it signed including a signature by parent/caregiver;
- Pay \$5 to the office to cover the cost of a new ID card;
- Bring your receipt to the Resource Centre where staff will indicate on Declaration that money has been paid and an ID card will be issued as soon as possible.

Acceptable Use Agreement: All students are expected to return a signed Acceptable Use Agreement indicating that they are aware of the school's expectations regarding the use of Learning Technology provided by the school. On return of a signed AUA, students are given a blue card which is to be handed in at the circulation desk whenever they are accessing a computer without direct supervision of a teacher i.e. before and after school, lunch time, study periods. Computers must be booked during these times.

Borrowing of texts from the Textbook Hire Scheme

Parents must sign the Textbook Hire Scheme Agreement form and pay the text book hire contribution. Students must write their name and the date in the space provided on the inside cover of each textbook. Full replacement cost must be paid for any lost books.

7.3 Rules for the Use of Computers

The following rules apply for use of the library computers:

- No student may bring disks/CDs into the computer room
- No components (CD speakers, mouse or keyboard) are to be moved between computers
- Each student must always sit at the same computer
- Printing and photocopying is available at the Library
- It is compulsory to log on using student's user name and password and log off at the end of the session
- Under no circumstances should you disclose your password to anyone else

7.4 Prohibited Items

- Aerosol cans
- Chewing gum/bubble gum
- Cutters/Stanley knives/pen knives
- Laser pointers
- Liquid paper
- Steel rulers
- Yo-yos
- Alcohol/drugs
- Cigarettes/lighters/matches/tobacco
- Felt pens (NOTE: Highlighters/Fine Liners are permitted)
- Weapons (Objects that would harm another person)

7.5 School Uniform Policy

Mitchelton State High School expects high standards with regards to dress, and the school emphasises the importance of personal pride. Students are to wear their full uniform every day. When representing the school at work placement or when participating in vocational activities; students are required to maintain the high standards of dress expected at school. A note signed by a parent/caregiver is required to explain any deviation from uniform requirements. At all times whilst on work placement or experience students are reminded that their conduct and behaviour (including dress) is in accordance with school policy.

A copy of the *Uniform Policy* can be located on the school web page. A copy of the *Responsible Behaviour Plan for Students* is also located within the document section of the webpage. Copies of the *Prospectus*, *Uniform Policy* and *RBP* are issued to students annually and provided to new families upon enrolment.

Students must comply to the school dress code for footwear. This is also particularly important in some industries. Workplace Health and Safety Regulations require the above to be worn at all times in Manual Arts, Art, Science and Hospitality. For further details of the Uniform Policy please refer to your Student Planner.

8. Assessment

8.1 Training and Assessment Procedures

The following represent the basic VET assessment principles of this school. They are designed to promote fairness and equity in assessment.

- (i) All VET students at this school are informed of the VET assessment procedures and requirements and will have the right to appeal if they feel they have been unjustly treated.
- (ii) Information given to students, on each assessment instrument, will include:
 - The required knowledge and skill against which they will be assessed
 - Assessment procedures/instructions
 - The name of the Unit/s of competency and individual performance criteria listed
 - Space for teacher comments and feedback
- (iii) Students need to self-monitor their progress through each unit of competency. They need to know the requirements of each learning outcome (and their progress to date) that contribute towards unit of competency.
- (iv) Students are able to sight their profile of results in each VET subject at any time throughout the two-year course.
- (v) The assessment approach chosen will cater for the language, literacy and numeracy needs of students and reflect industry/qualification requirements
- (vi) Reasonable adjustments are made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes
- (vii) Opportunities for feedback and review of all aspects of assessment will be provided to students

8.2 Competency Based Assessment

Competencies studied at Mitchelton State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standard.

What does it mean to be competent? Competency based assessment: competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating to stakeholders, information on candidate development against industry competency standards and/or learning outcomes.

Final records of assessment of competencies will be awarded as either:

- C for Competent
- NYC for Not Yet Competent

Progress within a course is recognised termly on the Student Report Card. Progress is noted as *working towards competency* or *not yet competent*.

9. Recognition

9.1 Recognition of Credentials

Mitchelton State High School will recognise all qualifications issued by any other Registered Training Organisation (e.g. TAFE). The student is responsible for providing verification of the certification from the relevant training organisation where the studies were undertaken. Once the qualification is verified, the teacher applies an exemption of the units of competency/modules identified in the qualification and update the student's records accordingly.

Credit Transfer: (CT) is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications. All students who are entitled to credit transfer from units of competency they have achieved within the RTO (i.e. through qualifications completed in year 10 or across qualifications being undertaken at the same time) will be awarded credit transfer automatically by the RTO. These instances will be identified by the RTO Manager and the SDCS Operator and the student and relevant Trainer and Assessor will be informed by the RTO Manager. In order to achieve this, the RTO Manager and SDCS Operator will identify all units of competency across the RTO that are offered in multiple courses and where students will be awarded credit transfer.

When students transfer in from other schools that are an RTO and the student has undertaken VET at the other school credit transfer will only be granted upon the student providing a Statement of Attainment or Record of Results issued by the previous RTO (a Form S1 is not sufficient). It is the responsibility of the student to obtain this and credit transfer will not be granted until the documented evidence has been provided. The documentation is to be provided to the RTO Manager directly. A copy of the Statement of Attainment/Record of Results will be provided to the relevant VET teacher to store a copy with the student profile/portfolio as evidence. The SDCS Operator will update SDCS accordingly.

When students have undertaken qualifications through other non-school RTOs credit transfer will be granted when the student provides the RTO Manager with a copy of the Statement of Attainment or Record of Results.

9.2 Recognition of Prior Learning (RPL)

When you commence a VET program, you may think there are some units of competency you can already do and would be competent at. You could apply of what is called 'recognition' for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. The 'recognition' process is a very supportive one, i.e. your teacher will guide you through the process, the steps of which are outlined below:

Step 1: Read the information in the VET Student Vocational Education Handbook (this information) about 'recognition'. Your teacher/trainer will also provide you with additional information.

Step 2: Discuss the 'recognition' process with your teacher/trainer if you feel you are already competent in some parts or all of the VET program you are about to do. Ensure that you understand the full 'recognition' application process, including the appeals process.

Step 3: Complete and submit the Student Application for Recognition Form. Evidence can take many forms, and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- employer references
- letters from work colleagues, etc.

Step 4: Once given the result of your application, discuss the outcome with your teacher/trainer.

Step 5: Should you wish to appeal, complete the Student Recognition Appeals Form.

Step 6: Discuss the outcome of the appeal, when known, with your teacher/trainer.

See your VET teacher for more information and for copies of the application forms.

Note: You do not need to go through the above process if you already have a *State of Attainment* from another Registered Training Organisation for any units of competency. You will be awarded automatic recognition in these cases.

10. Complaints and Appeals

A complaint can be made if you are unhappy about any aspect of your VET program such as:

- An administrative matter
- A financial matter
- Another person in the school (student or teacher)
- A person outside the school (e.g. a person at your work placement/training)
- A complaint about the results of an assessment or the way the assessment was undertaken

Complaint can be formal or informal. The initial stage of any complaint is for the complainant to communicate directly with the operational representative of the School, e.g. the teacher, who will make a decision and record the outcome of the complaint and will report this information to the Head of Department for Student Performance and Engagement who will follow up with the complainant to ensure a satisfactory outcome was sought. In the case that the complaint has not deemed to have been satisfactorily resolved, the affected parties may choose to lodge a **formal complaint**.

All **formal complaints** must be in writing and addressed to the principal, as CEO of the RTO or the Head of Department for Student Performance and Engagement as Manager of the RTO. The principal and/or the RTO manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee. The complaints committee shall not have had previous involvement with the complaint and will include representatives of: the principal; the teaching staff, and; an independent person.

If the complaint is not finalised within 60 calendar days, the complainant will be informed of the reasons in writing and regularly updated on the progress of the matter. If the processes fail to resolve the complaint,

the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.

The root cause of any such complaints will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence. The RTO Manager will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

11. 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 appropriately qualified teachers, 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.
3. 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.
4. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.
5. 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 work-placement.
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 complaints/grievances in relation to discrimination/harassment will be treated seriously.

12. 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 protective equipment 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 your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainers and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
 - school property

- school staff safety or welfare, or with their ability to perform their duties
- student safety or welfare, or their ability to participate in and benefit from instruction

First Aid - First Aid kits are available at a number of locations through the school. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

13. Continuous Improvement

To assist the school in continuous improvement of our services, products and operation, we welcome comments and suggestions. These comments can be passed on at any time directly to the Head of Department for Student Performance and Engagement.

Review Committees for each VET subject meet to evaluate the delivery of its Certificate Courses annually. This Committee will comprise of the CEO – Principal, The RTO Manager - Head of Student Performance and Engagement, relevant subject Heads of Department, and subject teacher(s). A representative from Industry and student(s) representative may be invited to attend.

Teachers and students will also be asked to complete evaluation forms annually. This allows the school to obtain written feedback, addressed by the School Internal Audit Committee. This Committee comprises of the Principal or Nominee, Head of Department for Student Performance and Engagement and the relevant Subject Heads of Department.

14. Access to Records

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions when it is necessary for the school to provide information about you to another organisation e.g. the Queensland Studies Authority, the Department of Employment and Training etc. for your results. The school will provide a copy of the consent form if required.

You can have access to your own personal records at any time, by approaching the Head of Department for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the VET matter is not related to any one specific subject, you should approach the Head of Department for Student Performance and Engagement rather than the subject area Head of Department.

15. Fees and Charges

Mitchelton State High School does not charge students fees for VET services. Levies are only collected for consumable costs or other additional services such as the issuing of a replacement qualification statement. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. Students who enrol past the commencement of the calendar year will be charged student levies at a pro-rata basis for the duration of the year. Students who leave a VET course before completion may be able to claim a refund for part of the course consumables (levy).

Fees for VET Courses provided by external training providers will be charged as per the third party arrangements with that provider.

Work-placement Charges: Mitchelton State High School endeavours to provide a suitable work-placement. Where a student does not continue with a placement due to circumstances such as a change of mind/preference, the student will be charged for any alternative placement found. This cost is \$70/placement (as at January 2018).

Replacement of Qualification (certificate or statement of attainment) can be arranged following the submission of an application form and payment of a \$10.00 reprinting fee. Printing will occur within 21 days.

All matters regarding payment of fees or refund of fees will be managed by the Business Services Manager in accordance with the principles contained in the general fee policy of the school (not specific to VET).

16. Change of Subject Policy

Subject changes are possible only at the beginning and end of semester unless exceptional circumstances apply. Appropriate reasons must be given for the change. The student must have shown that, despite commitment and effort, the subject has been an unsuitable choice. Students may consult the Head of Department for Student Performance and Engagement or Guidance Officer at any time during the process. A change of subject form can be accessed from Heads of Department.

- Students must state clearly why they want to change subjects.
- Changes might not be possible due to timetable restrictions or unsatisfactory reasons. Students need to be aware that subject offerings may no longer be available due to restrictions on class sizes.
- Parents/Guardian must indicate support, or otherwise, of the proposal and add any relevant comments.
- The current Head of Department of can refer to such matters as industry, commitment, learning experiences, assessment needs, etc. which are relevant to the proposed change.
- Results to date should be obtained from the class teacher and entered on the form. A recommendation for action should be included. The Head of Department should indicate the Semester Unit(s) students will receive credit for.
- The Head of Department of the proposed subject should explain the effects of the proposed change to the student and make a recommendation. This could include specific class placement where this is warranted. The Head of Department should also indicate the proposed Semester Unit(s) students will receive credit for.
- The Guidance Officer will explain the vocational implications of the change and provide other counselling as appropriate, as well as making a recommendation if possible.
- The Head of Department Student Performance and Engagement will make the final decision after checking on the implications for the student's QCE.
- Once the VET course has commenced, no refunds of levies will be made for that particular term, however, a pro rata refund system may apply for terms in which students have not commenced based on the physical and human resources that have been used and/or issued.

17. Student Feedback

Written feedback will be sought from all Vocational Education and Training students annually in the form of surveys. This data will be used to focus on the continuous improvement of the Vocational Education and training programs within the school. Students are encouraged to provide feedback to their trainers and the RTO Manager throughout their course to assist the school with continual improvement.

Mitchelton SHS VET Student Information Handbook Acknowledgement

Student's Name: _____

Year Level: _____

I have received a copy of the Mitchelton State High School's VET Student Information Handbook.

I am aware this Student Information Handbook contains relevant information for students undertaking Vocational Education and Training (VET).

Topics included: The AQF Structure, Student Selection, Course Information, Provision for Literacy and Numeracy Support, Student Support, Welfare and Guidance Services, General Student Information, Behaviour Management, Assessment Guidelines, Z Grade Process, RPL, Grievances and Appeals Processes, Access and Equity, WHS, Access to Student Records, Work placement Charges, Change of Subject Policy, Unique Student Identifier

Student Signature: _____

Date: _____

Creating Your Unique Student Identifier (USI)

Step 1 Get at least one form of ID from the list below ready:

- Driver's Licence
- Medicare Card (this includes a current family Medicare card where your name is included)
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

Step 2 Go to <https://www.usi.gov.au/students/create-your-usi>

Step 3 Click on 'Create your USI'.

Step 4 Agree to the terms and conditions.

Step 5 Fill in your personal and contact details.

Step 6 Enter the requested details as shown on your form of ID (see list above).

Step 7 Set your USI account password and questions for security.

Step 8 Your USI will now be displayed on the screen.

Step 9 Record your USI below.

Step 10 Return this completed form to the Head of Department for Student Performance and Engagement

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