YEAR 11 & 12
STUDENT HANDBOOK

Student Name:

Form Class:

2018 Senior Student Handbook
We acknowledge the traditional custodians of this land on which we work each day, the Giabal and Jarowair clans, and pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal people.

(Adapted from Dare to Lead)

### 2018 YEAR 11 & 12 STUDENT HANDBOOK

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Senior Students are also required to familiarise themselves with other school rules and policies as set out in the 2018 Student Planner.
A Letter to Year 11 and Year 12 Students

Congratulations on reaching your final year(s) of Senior Secondary education at Harristown State High School. Not every student makes it this far, so well done.

Independent of whether you are currently in Year 11 or Year 12, you are now in a prime position to capitalise on everything that has happened so far in your education and in your life and to use all of the knowledge, skills and experience you have gained to finish well, and to achieve your best possible results and competencies.

If you are in Year 11, there may be significant changes from Year 10 in terms of your number of subjects and also in terms of academic rigour.

There may also be other significant changes in terms of the specific nature of the English and Mathematics subjects you undertake, and well as possibly your first-ever introduction to one or more of our school’s many Vocational Education and Training (VET) subjects, leading to a completed Certificate I, II or III.

If you are in Year 12, much more of your assessment this year may be summative in nature. Our Year 12s of last year, 2017, worked hard and brought significant improvement to their results in their Year 12 year. I look forward to the same from you.

Like many other aspects of life, for example, sport, music, art, drama, your achievements will reflect your effort, commitment and involvement – the more effort you make, the greater your rewards will be; the more you commit to being involved in the life of the school the greater will be your personal satisfaction, especially as it comes time for you to leave. I want you to leave with no regrets about things you could have chosen to be involved in but didn’t, so when in doubt, participate, ‘have a go’, and give it your very best.

As Year 11 and 12 students you have a vital part to play as leaders and role models for both your peers and also for younger students. Whether they are aware of it or not, younger students observe and learn from you about leadership, about attitude, about standards of behaviour, and about personal presentation.

You are the people who pass on to them the cultural, sporting and community traditions that have made Harristown the proud, dynamic school it is today.

You thus have a serious responsibility to properly guide and assist younger students, but you will, in turn, have the support and the goodwill of your teachers, Year Coordinators, Student Managers, Heads of Departments, Deputy Principals and Principal as you lead the school.

Harristown State High School is very highly regarded in the Toowoomba community and you may have helped make it the great school it is – but remember always that we must all continue to bear the responsibility of ensuring that we as a school remain highly regarded.

Take good note of our school vision – Engage, Achieve, Excel – and apply this three-step process to everything you do in life and school to achieve excellence.

I wish you the very best in these last all important years of your secondary schooling. I am proud of you.

Ken Green
Principal
Vision

Engage, Achieve, Excel…

an agenda for excellence

Values

As a place of learning, we value:

P articipation

R elationships

I ntegrity

D illigence

E nthusiasm
UNIFORM EXPECTATIONS

Year 11 students are *encouraged* to wear their formal uniform each day whilst Year 12 students are *expected* to wear their formal uniform each day. The intention is to have the senior students stand out as a group from the general student body. Seniors have an important leadership role to play in modelling for younger students. This leadership role begins with your presentation.

Locker rooms in F Block are available for seniors to change from sport uniform to formal uniform when needed during the school week.

STUDENT LEADERSHIP POSITIONS

Student Leadership has an important role to play in the Harristown High School community. At the end of Year 11, twelve students will be elected to represent their peers as Gold Leaders. These twelve students will include, two male and two female School Captains, 2 Arts and 2 Sports Prefects and 4 Year Level Prefects. The two School Captains will automatically be the joint President of the Student Representative Council (SRC). The School Vice-Captains will decide who will fulfil the role of Treasurer and Secretary, and the prefects will represent the Year 12 students in the SRC. (Eight Year 11 students will also be elected to the council.)

Each House will appoint 2 Captains and 2 Vice Captains (1 boy and 1 girl in each position). These captains will work closely with the relevant Deputy Principal to action appropriate House and lunchtime activities specific to the Houses. These students are known as Silver Leaders.

The school’s extra curricular programs operate smoothly because of the support of students elected to the positions of captains of each sport and cultural activity such as debating and music. Positions such as Basketball Captain, Rock Eisteddfod and Debating Captains are known as Bronze Leaders.

At the end of Year 11, students can apply to undergo training in the Inter-year Program. This program involves Year 12 students in developing relationships and nurturing Year 8 students. Opportunities also exist to participate in Interact and the Formal committees.

THE SENIOR FORMAL

The Senior Formal is a special occasion that recognises, in both a symbolic and practical way, that a student has fulfilled his/her responsibilities to this school and the Queensland Curriculum and Assessment Authority (QCAA) and will therefore be awarded a certificate to mark the completion of his/her senior secondary years of schooling.

To be eligible to attend the Year 12 Formal, a student must:

- attend school for a *minimum* 90% of the school year in each of the Senior years of schooling i.e. Year 11 and Year 12.
- ensure that the school has received acceptable explanations for all absences in a timely manner (i.e. it is not appropriate to explain all absences for the year towards the end of the school year)
- have submitted ALL assessment for each subject
- have no outstanding school fees or debts eg sporting or excursion fees or outstanding commitments to the textbook and equipment hire scheme
- have returned any school resources that have been borrowed eg library books, sporting uniforms, music etc
- have behaved appropriately throughout the school year.
WEDNESDAY – PERIODS 7 and 8

YEAR 11 – HAWK DEVELOPMENT

ALL Year 11 Students will remain at school for periods 7 and 8 on Wednesday afternoons to participate in a Hawks Development Program of activities relevant to their successful transition to the world beyond formal schooling. It will involve students in activities relating to Study Skills, Stress Management and Lifestyle Balance, Leadership, Driver Education and Road Safety, and, where applicable, Literacy/Numeracy Catch Up, Work Experience or Community Service.

YEAR 12 – HAWK DEVELOPMENT

On Wednesday afternoon Year 12 students will participate in ‘Hawk Development’. This program will consist of either:

- QCS Preparation – ALL students wishing to sit for the QCS Test MUST attend (see separate program) or
- A program of activities relevant to their successful transition to the world beyond formal schooling. It will involve students in activities relating to Study Skills, Stress Management and Lifestyle Balance, Leadership, Driver Education and Road Safety, and, where applicable, Literacy/Numeracy Catch Up, Work Experience or Community Service.

PRESENTATION NIGHT

Presentation Night is a special event where students’ achievement is celebrated and their dedication to their studies is recognised. To be eligible to be considered for various awards and prizes students are encouraged to work diligently in all of their subjects and to keep a record in their diary of the various school and community activities in which they participate during the year. For further details see Student Planner.
NAME ON OFFICIAL RECORDS

In recent years students have given serious thought to the name that appears on their official records. Some students have sought to have their name on official records changed to that which appears on their birth certificate. If a student wishes to have Year 12 Certificates issued in the name on their birth certificate, then he/she will need to provide a copy of his/her birth certificate and a written request from his/her custodial parent/caregiver to the office. This should be done as early as possible to avoid disappointment.

CHECKING SENIOR DATA RECORDS

It is the responsibility of senior students to thoroughly check data records when requested, to ensure the accuracy of data included in the Year 12 Senior Statement when issued. This data relates to name, date of birth, contact details and details of study undertaken.

REFERENCES

Year 12 students leaving the school may apply for a reference. Given the lengthy process involved in compiling references, a strict time line of submitting applications is implemented. Students must submit their application for a reference by the due date advised. School references can be useful not only when finding employment but when securing accommodation or perhaps even loans. This reference will be compiled by form teachers who incorporate the knowledge of all subject teachers regarding the student’s application to study and personal qualities. Extra curricular activities noted on the application for reference will also be generally recorded within this reference. It would be advisable to keep a list of your involvement and achievements throughout your secondary years to include when you are making your application.

REFUND PROCEDURE

1. No refund is available for activities costing less than ten dollars, unless the school cancels the activity.

2. If a student requests a refund prior to the closing date of an activity the student may apply for a refund of the non-committed costs. “committed costs” are not refundable and may include the cost of travel, prior reservations and administrative fee, among other items.

3. If a student is unable to attend an activity due to illness, a medical certificate will be required to apply for a refund. The extent of the refund will depend upon the school’s consideration of the excursion’s cost profile of committed and non-committed costs.

4. If a medical certificate is not supplied, committed costs (eg travel, reservations, administrative fee) are not refundable.

5. Once a course has commenced through a private Registered Training Organisation (RTO) e.g. TAFE, Binnacle Training, then a refund cannot be given as these courses have committed their funds to the delivery of the training.
Rationale
This policy is designed to ensure that the school can fulfil its legal obligations and parents’ expectations. It will also serve to ensure that the reputation of the school is enhanced by the development of high standards of student responsibility.

Policy
Any student who wishes to drive him/herself to school, or who wishes to travel in a vehicle driven by another student going to or from school must firstly notify the school of this arrangement.

Procedures
- All students who wish to drive themselves to school must first notify the Year 12 Co-ordinator of this arrangement. It will be necessary to complete a “Register of Student Driver” form indicating parent/guardian permission and the “Student Driver Declaration”.

- All student cars are to be parked in the area to the south of the Hennessy Street gate or in Burton Street near Harristown Primary School. Cars may not be parked in the school grounds.

- Student drivers may access their cars only when they leave at 3.00pm, or when they have been given permission to leave the school grounds (eg for appointments).

- Students are not permitted to drive to sport or other school excursions.

- **Any student who wishes to travel as a passenger** in a car driven by another student must have written permission from his/her parent/guardian specifying the terms, and have the letter approved by the Year 12 Co-ordinator prior to getting in the vehicle.

- Where this travel is a regular occurrence, (eg. daily travel to school), a single note will suffice. Where this travel occurs occasionally, written permission will be required each time before travelling. The note must indicate which student will be driving. It is assumed of course that the student driver will have notified the school.

Consequences
Students should be aware that failure to observe these policies may result in being placed on a Discipline Level or other appropriate action.
COMPULSORY PARTICIPATION PHASE

From the end of compulsory schooling, a young person enters a compulsory participation phase. A young person’s compulsory participation phase starts when s/he stops being of compulsory school age (i.e. turns 16 or completes Year 10 whichever comes first) and ends when the person –

- gains a Senior Certificate, Certificate III or Certificate IV or
- has participated in eligible options (various approved education or training programs) for 2 years after the person stopped being of compulsory school age or
- turns 17.

In certain circumstances students may apply for an exemption from participating in the compulsory participation phase if they are participating in eligible options. For further information, see your Deputy Principal.

ATTENDANCE REQUIREMENTS IN POST-COMPULSORY SCHOOLING (YEARS 11 & 12)

This school aims to develop in post-compulsory students a clear sense of responsibility for their actions, and to prepare them for a successful transition into the world of work.

Regular attendance at school significantly enhances a student’s ability to achieve his or her academic potential. To be eligible to receive a Queensland Certificate of Education a student must show that he/she attends school consistently, participates in all aspects of the course of instruction and completes all course assessment requirements. Our school attendance target is 95%, and this is expected of every student.

In Years 11 and 12, parent/guardian explanation for student absence is required. Parents are encouraged to contact the school as early as possible to advise that a student will be or has been absent. Parents should either telephone the school on the absence hotline (4636 8789) or email the details to absence@harristownshs.eq.edu.au. Independent students must have their absences validated by the guidance officer.

CHILD EMPLOYMENT LAWS

Child Employment Laws are applicable to students aged up to and including 15 years. These laws limit the hours students are able to work so that children’s studies aren’t adversely affected by employment. Senior students are urged to consider these guidelines so as not to disadvantage their studies in their important senior years. The laws state the maximum allowable hours of work for school-aged children as:

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<tr>
<th>On a school day</th>
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<td>4 hrs</td>
<td>8 hrs</td>
<td>12 hrs</td>
<td>38 hrs</td>
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GENERAL PRINCIPLES

“NON SUBMISSION IS NOT AN OPTION”

At Harristown SHS there is an agenda for excellence. Our vision is a school environment that demonstrates engaging, achieving and excelling. Assessment is a vital part of student learning and therefore it is essential that it be completed.

Assessment Requirements: The specific tasks outlined as part of an assessment schedule including drafts, final copies and attendance at, and completion of, examinations.

Students are expected to
- take responsibility for their own behaviour and learning;
- complete all assessment requirements by due dates;
- attend all examinations in every subject on the due date;
- maintain high standards of attendance, effort and behaviour;
- follow procedures relating to assessment.

Parents/Carers are expected to
- show an active interest in their child’s schooling and progress;
- initiate and maintain communication with staff regarding any absence or other matters linked to the completion of assessment. Communication is a vital component of the learning and assessment process.

Schools are expected to
- provide inclusive and engaging curriculum and teaching;
- explicitly communicate to students and parents assessment requirements including a schedule of deadlines;
- provide student support and guidance for learning when required;
- apply consequences when a student refuses to complete assessment at an effort and standard matching his/her ability.

Teachers are expected to
- monitor and record student progress and provide students timely feedback through the assessment schedule. Feedback will build each student’s capacity to reflect on and improve his/her standard.

Guidelines

If a student refuses to meet assessment requirements at any point along the assessment schedule then consequences or actions may include:
- Parent or carer contact. (Staff will make contact at any time they feel the student is at risk of non-submission);
- Student to attend sessions as directed, to complete work, including after school sessions;
- Student to experience a loss of privileges;
- Student to be removed from an elective subject;
- Student unable to represent the school in cultural, sporting and other extra-curricular activities;
- Student unable to attend non-compulsory excursions;
- Student unable to achieve an Overall Position (OP) for tertiary entrance;
- Student unable to acquire Queensland Certificate of Education (QCE) eligibility;
- Cancellation of enrolment in Years 11 and 12.
Assessment and School Based Apprenticeships and Traineeships

If an assessment item is scheduled on the day that a student would normally be absent from school because of traineeship or apprenticeship commitments please note that school assessment and/or examinations take precedence over the work commitment. This means that a student may not be absent for class assessment or examinations because of an apprenticeship or traineeship.

The student should inform their employer prior to the assessment date that he/she will not be attending his/her workplace for the appropriate period of time because of school assessment commitments.

If an assignment is due on an off-campus day, it is a student’s responsibility to ensure that the assignment is handed in at the office or, preferably, given to the class teacher on the due date. Students should request a receipt of the staff member who accepts receipt of the assignment.
Referencing and Academic Integrity

Academic Integrity
It is important that all students understand how to demonstrate academic integrity or honest practice by referencing your sources correctly and avoiding plagiarism. Plagiarism is when you misrepresent work as your own or fail to properly acknowledge your sources, including giving credit for images, coding and music, in your work.

What is referencing?
Referencing is acknowledging the information sources you have used in your assignment preparation including ideas, theories and word-for-word quotations. Referencing is like putting together a puzzle. You find the pieces of a reference when you look carefully around the resource. You need all the right pieces in the right order: Author, Year, Title and Location. Different resources need different details.
Your teachers expect you to use a Referencing Style and use both In-Text Referencing and a Reference List.

A. What is a Referencing Style?
- A referencing style is a set of rules for how the reference list should look and how sources should be acknowledged. There are many different referencing styles e.g. Harvard AGPS or APA.
- Punctuation is important. Each style has specific requirements. Rule #1 – be consistent use one tool only.
- Refer to USQ Referencing Guides http://www.usq.edu.au/library/referencing or QUT CiteWrite for a comprehensive list of examples http://www.citewrite.qut.edu.au/

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B. What is a Reference List or Bibliography?
- A list of all the resources you have referred to or cited when preparing your assignment
- All of the information about the source is formatted in a specific style
- It is placed at the end of the assignment and is arranged alphabetically by author

C. What is an In-text Reference or Citation?
- A short reference placed in brackets immediately after you quoted or used the source
- It is a summary of who said it (author) and when (year), and page if the quote is from a book
- It links to the full reference in your reference list
- In-text referencing is also required when you use a table, diagram or image from another work

Referencing checklist
☐ Have you made it as easy as possible for the reader to locate your source?
☐ Have you supplied all the necessary details – Author, Year, Title and Location?
☐ Is your referencing consistent and accurate?
☐ Has your teacher approved or requested the referencing style you are using?
☐ Have you acknowledged all words and ideas that you have drawn on?
☐ Have you compiled a bibliography or list of references?
☐ Does every in-text citation correspond to a specific reference in the bibliography/list of references?

Check with your Librarian or use the Referencing tab on Library Online for helpful videos and guides.
Make referencing easy with Microsoft Word:
Use the References tab of your word document as you are preparing your assignment. Every time you take notes from a source, record the details of the source and save.
1. Select the References tab
2. Check the Style (APA 6th edition)
3. Select Manage Sources
4. Select New to create a source
5. Complete Create Source form:
   - Choose Type of Source from drop down menu (Hint: if your source type isn’t there, click on closest e.g. if a web article choose Document from web site; Tick Show All Bibliography Fields)
   - Complete details for
     - Author – click Edit and enter names, tick ‘Corporate Author’ for an organisation
     - Year - for websites use n.d. for ‘no date’ if you can’t find a date for a the page
     - Title of the document, page or image
     - Location – Place of Publication and Publisher for print resources; web address (URL) for websites.
6. Select **Insert Citation** (in-text references) for every quote or reference to someone else’s ideas. Choose your source or add a new source.

7. When you have a record of all sources you have used, select **Bibliography** to automatically insert the reference list at the end of your assignment. This can then be copied into a slide or other if presenting an oral/multi-modal assessment.
SPECIAL CONSIDERATION FOR ASSESSMENT

In the Senior School it is possible that special consideration for students may be applied in certain circumstances. These circumstances may relate to an impairment, a medical, socio-economic, cultural or linguistic circumstance or other factor creating an educational disadvantage. This allows departments to provide special arrangements or exempt certain parts of assessment. No student is granted exemption from those parts of the syllabus which are compulsory. Special consideration must not produce an unfair advantage or reflect inaccurate results.

Special consideration
- is not automatic. There is a due process to be followed and each case is assessed on individual circumstances.
- will not produce a result if compulsory parts of the syllabus are not met
- will not lead to the granting of a result if assessment has not been submitted.

In extraordinary circumstances, (eg. severe and/or prolonged illness, family bereavement) it may be possible, following application by the student and/or parent/guardian, to make special arrangements such as granting an extension on an assignment or sitting an exam outside exam time.

If a parent and/or student believe a student should be considered for special consideration, then they need to:
- Make an application as early as practical in your course to the Head of Department or Guidance Officer.
- Apply for special consideration prior to the due date of an assessment task.

PROCESS
1. Discuss your circumstance with your Teacher or Guidance Officer.
2. Submit form with documentation to the Head of Department or Guidance Officer.
3. Abide by the decision given to you.
OP Eligible Students
Any student who is eligible for an Overall Position (OP) must sit the QCS Test if he/she is to remain OP eligible, and therefore eligible to gain a place in a university. In general, if you have 20 semester units of Authority subjects over your course of senior study, you are OP eligible.

Students Interested in a Selection Ranking
All students, who are considering further study, such as at university, are encouraged to sit the QCS Test to gain a more preferential selection ranking. A selection rank, like an OP (Overall Position), is a measure that places students in priority order for entry to tertiary courses. The difference is the scale used for Non-OP Eligible Students.

Students who complete Queensland Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions participating in QTAC. All applicants, whether they have an OP or are OP ineligible, must still satisfy specified prerequisites. Prerequisites may be subject requirements or portfolio/audition requirements for creative and performing arts courses.

OP ineligible students will be allocated a Queensland Tertiary Admissions Centre (QTAC) selection rank, based on their results recorded on the Senior Certificate and, if available, their results in the Queensland Core Skills (QCS) Test. (See full handout on Tertiary entry: Internal Queensland Year 12 students without OPs, published by QTAC)

QUEENSLAND CORE SKILLS (QCS) TEST PREPARATION

QCS Preparation
All students who are sitting the QCS Test MUST attend QCS Test Practice. QCS Test Practice for Year 12 students will take place on Wednesday during periods 7 & 8 (as per program to be distributed). If a student attends a school-based apprenticeship or traineeship or work experience on Wednesday afternoons, then QCS Practice Lessons will be held out of school hours on Thursdays from 8.00-8.45am in Room D3. However, the priority for students who plan to sit for the QCS Test is to attend the practice sessions on a Wednesday afternoon.

NOTE: OP students need to be aware that missing a full day of school (other than Wednesdays) to attend a TAFE course may have implications for your school results and subsequent OP. Being absent from classes on days other than Wednesday means missing one double in each of 4 subjects, effectively 1/3 of each subject. This situation will impact significantly on your subjects because it may continue each week for your two senior years.
Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. It is an expectation that students will achieve the QCE over Years 11 and 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester at sound achievement. A credit for a certificate II qualification is 25% of the competencies.

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a limited achievement in a school subject does not meet the set standard to be a credit.

Banking Credits
Students are responsible to complete a Credit Banking Form to advise the school of qualifications or appropriate documented experiences completed external to the school so that these may be banked on your behalf. (see QCE Banking Credits Form)

Flexibility
This qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider (e.g. TAFE), in a workplace or with a community group. The list of options is in the table on the following page.

The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The QCAA will issue the Senior Statement to young people who:

- Have met the requirements for the Queensland Certificate of Education, or
- Are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- Have completed a pattern of study which makes them OP eligible.

Relevant Laws
The QCE complements the Government’s “learning or earning” laws which mean everyone will be required to complete Year 10 at school and go on to either complete a further two years of education and training, or move into full time employment. (See Compulsory Participation Phase)
To gain a QCE students need an AMOUNT of LEARNING at a SET STANDARD in a SET PATTERN

20 credits Sound Achievement. Pass or equivalent at least 12 credits from completed Core courses of study an additional 8 credits from a combination of any courses of study meet literacy and numeracy requirements.

Working towards a QCE

About the QCE
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works
To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway
QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

Learning options and credit values

COURSE | CREDIT
--- | ---
Core courses: usually undertaken by students in the senior phase of learning At least 12 credits are required, at least 1 credit undertaken or assessed at a school |
Authority or Authority-registered subjects Per course (6 semesters) |
Subjects assessed by a Senior External Examination Certificate II |
VET Certificate II or VET qualifications (includes school-based traineeships) Certificate I |
School-based traineeships that incorporate on-the-job training Certificate II |
Recognised international learning programs Per course |
PREPARATORY courses: generally used as stepping stones to further study A maximum of 6 credits can contribute |
VET Certificates and qualifications (Max. 2 qualifications can count) 2 or 3 |
Re-enrolment programs (Max. of 1 program can count) 0 |
Recognised certificates and awards As accredited by QCAA |
Enrichment courses: real-world or workplace Core courses of study A maximum of 6 credits can contribute |
Recognised certificates and awards As accredited by QCAA |
Recognised structured workplace or community-based learning programs As accredited by QCAA |
Authority extension subjects, such as English Extension As accredited by QCAA |
Cater development: A short course senior syllables As accredited by QCAA |
School-based subjects As accredited by QCAA |
ADVANCED courses: a deep exploration of a specialist subject or area A maximum of 6 credits can contribute |
One or two-semester senior subjects completed while enrolled at a school One-semester subject |
Two-semester subject |
Units of Competency contributing to VET diploma or advanced diploma while enrolled at a school Up to 8 credits |
Recognised certificates and awards As accredited by QCAA

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in Literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C in the Queensland Core Skills (QCS) Test
- at least a C for an International Baccalaureate examination in English and Mathematics
- completion of VET courses in Core Skills for Employment and Training – Communication, i.e. 39298QLO (Certificate II) or 39283QLO (Certificate III)
- completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 39280QLO (Certificate II) or 39289QLO (Certificate III).

Visit www.qcaa.qld.edu.au for a copy of the handbook

March 2015

Queensland Curriculum & Assessment Authority
YEAR 12 ACCREDITATION

What accreditation will students receive at the end of Year 12?

<table>
<thead>
<tr>
<th>All students with at least one semester of study and in attendance on the last day of Year 12 will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A Senior Statement documenting the subjects studied and levels of achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who combine a minimum of 3 subjects studied over 4 semesters (12 semesters) with their best 8 semester results from any other authority subjects (8 semesters); totalling 20 semesters AND sit for the Queensland Core Skills (QCS) Test will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ An Overall Position (OP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who are not OP-eligible and sit for the Queensland Core Skills (QCS) Test will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A Selection Ranking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with at least 12 years of schooling and school recognition that the student has an impairment or learning difficulty who is in attendance on the last day of Year 12 will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A Queensland Certificate of Individual Achievement detailing: their achievements, any VET competencies and a statement of participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who have successfully completed the necessary core and elective Vocational Education Modules with either Harristown State High School or an external Registered Training Organisation will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A Certificate I, II, III or IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who obtain 20 credits by meeting the various requirements, as noted previously, will receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ A Queensland Certificate of Education Attainment of a QCE is viewed by State Schooling as ‘graduation’ from secondary school.</td>
</tr>
</tbody>
</table>
Complaints and Appeals Policy (OP and VET)

Should you have a complaint or wish to appeal a decision made by the school, then there is a process that you will need to go through. There is also a formal appeal process available through the Queensland Studies Authority (QSA) should you wish to appeal your OP Score or VET results. Please refer to the QSA website for this information.

**APPEAL PROCESS**
REQUEST TO ALTER SCHOOL BASED CURRICULUM PROGRAM

Student’s Name: ___________________________ Form: _____ Year Level: _____

SUBJECT DETAILS: Enter the subjects you have studied since commencing study in Year 11

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Result</td>
<td>Subject</td>
<td>Result</td>
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<td>Subject</td>
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<td>Subject</td>
<td>Result</td>
<td>Subject</td>
<td>Result</td>
</tr>
<tr>
<td>QCE IMPLICATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Completed Core (3 subjects/Cert 2 over 4 semesters completed successfully)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Working towards 20 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

QUALIFICATION

□ VET Competency
□ OP eligible

Initialled by GO: ______ Initialled by DP: ______

Change/s Requested

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Teacher</th>
<th>Recommended</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM:</td>
<td></td>
<td>Y/N</td>
<td>Teacher</td>
</tr>
<tr>
<td>*TO:</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td></td>
<td>Y/N</td>
<td>Teacher</td>
</tr>
<tr>
<td>*TO:</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>FROM:</td>
<td></td>
<td>Y/N</td>
<td>Teacher</td>
</tr>
<tr>
<td>*TO:</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
</tbody>
</table>

*where a GAP is requested please see GAP REQUEST section below.

Guidance Comment ___________________________________________________________________________

________________________________

GAP REQUEST: Written Application must be lodged outlining particular circumstances. In addition, documentary evidence (proof of course enrolment, Dr Certificate, etc) is to be attached to written application.

Reason for GAP:

☐ Head Start Program  ☐ ESL Student
☐ TAFE Course: Course Details ____________________________________________
☐ Study off Campus/SDE: Course Details _____________________________________
☐ Personal Reasons – give brief details: _____________________________________
☐ Other – give details: ______________________________________________________

Subject to be dropped to gain GAP: __________________

AUTORISATION

Parent/Guardian Signature: ___________________________ Date: ____________
Student’s Signature: ___________________________ Date: ____________
House Deputy Signature: ___________________________ Date: ____________
Approved by Deputy Principal: ______________________
Vocational Education Staff:

Ms Sharon Matheson  Head of Department - Senior Schooling
Ms Jeanine Briese  Industry Placement Officer

The Vocational Education Office is located in D011 (just down from the Canteen).

An Overview of VET – Vocational Education and Training

What is VET - Vocational Education and Training?  (http://www.australia.gov.au)

Designed to deliver workplace-specific skills and knowledge, vocational education and training (VET) covers a wide range of careers and industries, including trade and office work, retail, hospitality and technology.

Australia’s VET Sector (http://www.asqa.gov.au)

Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.

Vocational education and training is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers. These organisations work together to provide nationally consistent training across Australia.

The VET sector is crucial to the Australian economy; both for the development of the national workforce and as a major export industry.
VET: OPPORTUNITIES THROUGH HSHS

At Harristown, students may participate in a range of vocational opportunities including the following:

- VET certificate courses delivered at HSHS with:
  - HSHS as the RTO* - Various HSHS staff as the Trainers and Assessors (ie: Business; Foundation Skills; Hospitality; Kitchen Operations; Information, Digital Media & Technology).
  - Binnacle Training as the RTO* and HSHS Physical Education staff as the Trainers and Assessors for Binnacle (ie: Fitness, Sport and Recreation as well as First Aid)

- School-based Apprenticeships and Traineeships (SATs) – SRTOs*

- TAFE certificate courses (eg: At RTO* - TAFE Queensland, South West Campus)

- DET: Year 12, Certificate II in Logistics (GenR8) and Health Support Services (AllevE8). Nb. Yr 11s may have access to these programs, if vacancies, after Yr 12s.

- DET: Years 10/11/12 - Health Inspirations’ Workshop - Toowoomba Base Hospital, one day.

- Certificate courses through other RTOs* (eg: Aurora, DGT, CTIA, The Smith Family)

- Involvement in Work Experience as a selected option:
  - (a) As a lead up to a SAT (School-based Apprenticeship or Traineeship)
  - (b) In the last week of a semester - subject to HSHS commitments
  - (c) On Student Free Days
  - (c) During School Holidays (conditions apply)
  - (d) Through involvement in special projects (eg: A boat building project.)

- Industry Placement is similar to Work Experience. A Vocational Placement Agreement replaces the Work Experience Agreement, if training is involved.

RTO* and SRTO* Definitions

**Registered training organisation (RTO):** An organisation, registered with ASQA in accordance with the requirements of the VET Quality Framework, to provide specific vocational education and training and/or assessment services. [www.asqa.gov.au](http://www.asqa.gov.au)

**Supervising registered training organisation (or SRTO):** Is a registered training organisation who delivers training and assessment services to an apprentice or trainee under a training contract. [https://www.qld.gov.au/education/apprenticeships/for-trainers/pages/training.html](https://www.qld.gov.au/education/apprenticeships/for-trainers/pages/training.html)
What is VETiS?

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for employment in specific industries.

VETiS qualifications can be undertaken in Years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

VETiS options

There are a variety of options available to students to undertake VETiS:
1. as part of their school studies, delivered and resourced by a school registered training organisation (RTO)
2. through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
3. enrolling in a qualification with an external RTO which is funded by the Department of Education and Training’s VET investment budget.

School students can also undertake a vocational qualification through a school-based apprenticeship or traineeship (SAT), where students are employed while undertaking nationally recognised qualifications.

VETiS funded by the VET investment budget

DET’s VET investment budget funds those VETiS qualifications at the certificate I and II level which have been identified in consultation with industry, national skills shortages, Queensland Government priorities, and other evidence relating to effective training pathways that support employment. These qualifications range across a number of industries.

The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school.

Students are able to undertake any qualification while at school, however students wishing to access the VET investment budget for certificate III qualifications should do so as a SAT.

Certificate 3 Guarantee and fee-free training for Year 12 graduates

Regardless of how it is funded, participation in VETiS or a SAT does not affect a student’s access to fee-free training for Year 12 graduates or subsidised training through the Certificate 3 Guarantee — even if the student has completed a certificate III level qualification at school.
VET: USI - UNIQUE STUDENT IDENTIFIER

- Compulsory for ALL VET students to have a USI before commencing a certificate course.
- Go to usi.gov.au to create your USI.

1. About the USI *(Nb. Points 1 - 4 are from usi.gov.au)*

Every year almost four million Australians build and sharpen their skills by undertaking nationally recognised training. All students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) when they are still at school (VET for secondary students).

2. What is a USI?

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:
- creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life

3. Who needs a USI and why?

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

If you are an Australian expat or resident and have an Australian ID, you need a USI even if you do the VET course while outside Australia.

If you are an International student who will be studying in Australia you will require a USI. You will only be able to create a USI using once you have arrived in Australia.

4. Forgot your USI?

- Use your mobile number, email address or some personal details to retrieve it.
- It’s now fast and simple.
- Click on the ‘I have forgotten my USI’ on usi.gov.au

Key Points

- You **MUST** have your USI submitted to HSHS (ie:kmazz1@eq.edu.au) and verified before commencing any VET certificate.
- Need help getting a USI? See the HOD Senior Schooling in D011.
- Your name, particularly your surname, **MUST** match the name that will appear on your QCE.
- Check the spelling of your name on your identification document – mistakes have been found!
- Do **NOT** use your HSHS email to create your USI – no access to it after leaving HSHS
- **REMEMBER** your password and answers to your “check questions” – keep them safe
- Store your USI safely
- You will need your USI for EVERY form of VET training that you undertake (eg: First Aid, White Card, Forklift Ticket)
VET EXPECTATIONS
(FOR ALL VET COURSES ACCESSED THROUGH HSHS)

SATs: School-based Apprenticeships and Traineeships

School subjects, homework and any assessment tasks are always the first priority of all SATs’ students. This is closely followed by the SATs’ coursework, both practical and theory, for a SAT or TAFE or other SRTO courses. It is strongly recommended that a SATs’ student does not hold any other job/s so that their full commitment is given to both their schoolwork and the practical and theoretical work for their SAT.

Harristown SHS has a policy where any student wishing to gain a SAT must participate in two to three days of Work Experience, as a minimum, prior to the sign up. (Exception: If the student has worked for the business, previously.)

The student and a parent / guardian must be in attendance at a SATs’ sign up as well as the HOD Senior Schooling / Industry Placement Officer, employer and external stakeholders as designated by the government. A Training Plan sign up occurs approximately a month after the initial sign up.

OP students can only participate in a SAT on Wednesdays due to the least number of subjects being missed. OP students and TAFE/ Other VET students must also attend the “Make Up” session for the QCS class missed on Wednesday. (See section on QCS)

Non-OP students doing a SAT are able to work up to two days, subject to the employer’s offer, preferably including a Wednesday.

All SATs’ students must keep the Head of Department Senior Schooling/Industry Placement Officer informed of the progress of their SAT at least once per month.

SATs and Other Jobs Available

- All SATs’ enquiries and resumés: Place through the HOD Senior Schooling or Industry Placement Officer at the HSHS Vocational Education Office, D011 - Many businesses do not want to be contacted directly for SATs.
- For casual jobs, please contact the Voc Ed staff in D011.
- For full-time jobs, please phone the business directly/hand resume into the Voc Ed Office.
- Job vacancies will appear regularly on the Jobs’ Notice Board outside D011, and in the Student Notices.

COURSES THROUGH TAFE QLD and OTHER RTOs

Students can make an appointment or drop into D011 either before or after school or at breaks to discuss any of their Vocational Education offerings. Parents / carers are welcome to discuss their student’s vocational options with the Vocational Education staff. However, due to the large volume of students passing through this office, parents/ carers need to make an appointment through the main office to see one of the Vocational Education staff. Ideally their student should attend with them.

The TAFE/RTO Courses must be paid through the TAFE/RTO in full (or as organised with this institution) before a student can commence their chosen course. (Nb. TAFE/RTO course payments are made to these institutions). Please refer to the relevant refund polices for TAFE/RTOs. HSHS as it is not involved in their payment/refund policies.
WORK EXPERIENCE

- Work Experience is an unpaid placement.
- An employer has the right to terminate any placement for any reason.
- No Work Experience can commence until a student presents the Vocational Education staff with two certificates from the Safety Sense website (a General Certificate and the relevant Industry Specific Certificate). An exception to this rule is in the case of those students who wish to work in the Construction industry as they must have the “White Card.”
- A “Work Experience, Form C, Agreement” must be completed by all signatories before a student can commence a placement.
- Students engaged in part-time employment related to their HSHS certificate course may use this as an alternative to Work Experience for their certificate course, subject to negotiation with the HSHS Trainer and Assessor and the relevant HOD.

Work Experience during Holidays

- The student’s House Deputy Principal and/or Student Manager determines if the student is a suitable candidate for a holiday placement.
- This is dependent upon staff being available for supervision of the placement during the holidays (eg: To attend to any issue that may occur).

INDUSTRY PLACEMENT (IP)

- Industry Placement is similar to Work Experience except that students apply skills learnt in certificate courses to the real world situation of work and this placement is used for assessment. Training Assessment is part of IP. A Vocational Placement Agreement replaces the Work Experience Agreement.
- May be required by an RTO as part of the assessment regime of the certificate course. If required, this is to be organised by the RTO through the HOD Senior Schooling.

PINK CARDS

Student Pink Attendance Cards are needed when students are out of HSHS for a SAT, TAFE, Other RTO Certificate Course, Work Experience, Vocational Placement, etc.

To maintain accurate rolls and attendance records, Harristown needs evidence from all students involved in the above activities. This evidence is to be recorded on the Pink Card entitled Industry / Training Confirmation of Attendance Card which is to be collected from the D011 Voc. Ed. Office.

Each time a student attends their nominated activity, they have to record the Day, Date and Times (eg: 8.00am – 5.00pm) for their attendance. At the end of the day, they ask their supervisor to Sign that this information is correct. It is the student’s responsibility, not the supervisor’s, to have this card signed. On their next day at school, before form class, they are to drop the card into the D011 Pink Drop Off Box and the Industry Placement Officer will confirm their attendance record on the school’s system, accordingly. The student is to collect this card from the Pink Collection Box (Alphabetical by surname) in D011 at first or second break. Usually, it is available on the same day.

If the student does not present this card to the school, then, the day/s missed are recorded as Unexplained Absences. The Vocational Education staff – HOD Senior Schooling and Industry Placement Officer – explain the Pink Card process to all students at the time of sign up into a VET course and when collected. This process has also been advertised in the Student Daily Notices.

Absence from this activity. Students should also record this on their Pink Card and have their parent/guardian sign in the Supervisor’s Signature column. In addition, the parent/ guardian is to ring both the school and the contact person at the work site or TAFE, etc.
VET: RPL - RECOGNITION OF PRIOR LEARNING PROCESS

**RPL** is an assessment process that assesses an individual’s level of knowledge and skills against individual or multiple units of competencies. (Nb. T & A = Trainer and Assessor)

**RPL checklist for students:**

To ensure an effective RPL process, students should:

1. Realise that they are responsible for gathering and supplying the RPL evidence.
2. Obtain information about RPL from your T & A (ie: Teacher) and their HOD and/or HOD of Senior Schooling.
3. Obtain a copy of the competencies for the vocational training program/s of your subject.
4. Read through the relevant learning outcomes for the units of competency/training programs, as listed in the competencies, with your T & A.
5. Assess your abilities/competencies, with guidance from your T & A/relevant HOD in the learning outcome(s) units of competency/training programs
6. Decide if you think you possess the knowledge and skills of the learning outcome(s)/units of competency/training programs and if so, you should apply for RPL.
7. Complete an RPL Application Form (See the Forms Section).
8. Gather evidence that supports your application – an RPL Log Book is available to help you collect evidence.
9. Give the completed RPL Application Form and give the evidence to your T & A.
10. Receive notification from your T & A to show:

    Either (i) that you have gained RPL (go to 10)
    Or (ii) that you need to supply more information and/or attend an interview (go to 7)
    Or (iii) that you have not gained full/partial RPL and you receive feedback (go to 12)
    Or (iv) if you are successful) be exempt from those learning outcomes / competencies / training programs

11. Ensure your competencies are signed off on the Student Profile kept by your T & A.
12. (If you were partially successful) you may decide to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application.
13. (If you were unsuccessful) you may initiate an appeal (see the appeals process).
14. Gather further evidence that supports your application
15. Submit your completed RPL Appeals Form and further evidence to the person nominated in the school’s Complaints and Appeals policy, who will arrange for a second suitably qualified person to assess the evidence
16. Receive a notification about whether:

    Either (i) you have gained RPL (go to 10)
    Or (ii) you have not gained full/partial RPL and receive feedback (go to 17)
17. Seek to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning.

**Note:**

- An RPL application form is available from the HOD Senior Schooling/your Trainer and Assessor and their HOD.
- An Appeals form is available from the HOD Senior Schooling.

**VET: CREDIT TRANSFER vs MUTUAL RECOGNITION**

See the VET Student Handbook. If you have the exact same units of competency awarded by another RTO, then, that would be automatically recognised – mutual recognition. In the case of a credit transfer, there is the opportunity to demonstrate equivalence between units of competency attained with another RTO – where the units are different to those being delivered at Harristown. If a student believes that they fulfil these requirements they should approach their VET trainer and assessor first, who will contact the HOD Senior Schooling. The student may contact this HOD, too.
REQUEST FOR AN EXTENSION

SECTION 1  To be completed by the student and handed to the class teacher 2 DAYS BEFORE the due date of the assessment task. Please request this form from the subject Head of Department.

Student Name: ___________________________________  Form: ________
Subject: _________________________________________  Teacher: __________
Assignment Title: ____________________________________
Due Date: ___________  Extension Requested Until: ___________
Reason for Request: ____________________________________

☐ Medical Certificate attached  ☐ Note from Parent/Guardian attached

SECTION 2  To be completed by student’s teacher and forwarded to the HOD.

☐ Extension Recommended  ☐ Extension Not Recommended
Comments: ____________________________________________

Teacher’s Signature: ________________________________  Date: ___________

SECTION 3  This section is to be completed by the HOD, detached and returned to the teacher for signing and then attached to the front of the student’s task sheet.

Student Name: ________________________________  Teacher: ______________

☐ Extension Granted until _______________  ☐ Extension Not Granted
Comments: __________________________________________

HOD’s Signature: ________________________________  Date: _______
Teacher's Signature: ________________________________  Date: ____
REQUEST FOR SPECIAL CONSIDERATION FORM

The request for Special Consideration must be applied for prior to the due date of the assessment task.

Instructions: Complete Section 1 and submit this form to the Head of Department or Guidance Officer with documentation to support your request. Please ask the subject Head of Department or your Guidance Officer for this form.

SECTION 1:
I, ____________________________________________________ Year __________ request special consideration regarding:

- my assessment for the period __________________________ to ______________________
- my assessment task ______________________ (subject) ______________________________ (topic) ______________________ (teacher).

Reason for seeking special consideration:
____________________________________________________________________________________________________________________

Describe the specific action you are requesting:
____________________________________________________________________________________________________________________

Describe how this action is fair to you and to others:
____________________________________________________________________________________________________________________

Supporting documentation o is attached o has not been provided

Student’s signature ________________________________ Date __________________

Parent/guardian signature __________________________ Date __________________

SECTION 2: HOD/Guidance Officer to complete.

Comment:
____________________________________________________________________________________________________________________

Recommendation: To grant special consideration: □ YES □ NO

Specific Action:
□ Variation of assessment instrument
□ Opportunity to resit original or similar test
□ Change of due date of assessment item
□ Modification to test condition. Details ____________________________________________
□ Other ______________________________________________________________

Subject Affected Teacher Assessment Item

Copy to: □ HOD(s) □ Teacher(s) □ Original to Deputy (SDCS)
REGISTER OF STUDENT DRIVER

___________________________________  __________________________________
SURNAME                          FIRST NAME

___________________________________  __________________________________
LICENCE No.                      CAR REGISTRATION

___________________________________  __________________________________
CAR MAKE/MODEL                   COLOUR

PARENT/GUARDIAN CONSENT
I hereby give my consent for the aforementioned student to travel to school in his/her vehicle.

___________________________________  __________________________________
PARENT GUARDIAN                     CONTACT PHONE No.
SIGNATURE

STUDENT DRIVER DECLARATION
I hereby agree to abide by the terms as mentioned below in order to drive myself to school.
 I will not ferry other students in my vehicle without their Parent/Guardians prior written consent registered with the school.
 I will not use my vehicle to leave the school grounds during the term of the day without following the correct procedure to leave school.
 I have read the “STUDENT DRIVERS AND PASSENGER POLICY” found on page 6 of this document, and available from the school office, and agree to abide by the terms as set by Harristown State High School.

___________________________________  __________________________________
STUDENT SIGNATURE                 FORM CLASS

DATE

Note:
Students who wish to travel in the car of the aforementioned student driver must bring a note from their Parent/Guardian to the Year Co-ordinator of the Registered Driver BEFORE commencement.

PLEASE RETURN THIS FORM TO MRS CLARRY (YEAR 12) OR MR DAYUS (YEAR 11)
**HARRISTOWN STATE HIGH SCHOOL**

**RPL APPLICATION FORM**

**Student Name:** ________________________________________________________  **Form:** ________  **Date:** ___/___/____

**COURSE:** ___________________  **Certificate I / II in** ____________________________

(Code – eg: FSK10213 )  (Name of course - eg: Skills for Vocational Pathways)

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Details of Relevant Previous Experience including formal training, work experience and life experience (interests, skills etc.)</th>
<th>Attach copies of relevant evidence</th>
<th>Assessor’s Comments and Recommendations</th>
<th>Comp.</th>
<th>NYC</th>
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</thead>
<tbody>
<tr>
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<td>Letter from employer (Third Party Report)</td>
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