HARRISTOWN STATE HIGH

RECTE CRESCAM

2024 Senior STUDENT HANDBOOK

Student Name:	
Form Class:	

We acknowledge the traditional custodians of this land on which we work each day, the Giabal, Jarowair, and Wakka Wakka 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)
http://www.daretolead.edu.au/servlet/Web?s=169694&p=PROT_APAPDC_ACK -)

2024 SENIOR STUDENT HANDBOOK
TABLE OF CONTENTS

Senior Students are also required to familiarise themselves with other school rules and policies as set out in the 2023 Student Planner

A Letter to Year 11 and Year 12 Students

Congratulations on reaching your Year 11, or your Year 12, year of your Senior Secondary education at Harristown State High School. Well done for making it this far. Not every student is able to do this.

Independent of whether you are currently commencing 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.

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

There will also be significant changes to your assessment in Years 11 and 12 as you join over 30,000 other students across the state who will be the *sixth* group of students to achieve an ATAR – an Australian Tertiary Admission Rank - at the conclusion of Year 12.

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**, you are in the 'middle' of Unit 3, and much more of your assessment this year may be summative in nature. Our Year 12s of last year, 2023, 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, Sports Coordinator, Positive Behaviour Coaches, QCE Coach, Heads of Departments, Deputy Principals and Principal as you lead and influence 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.

I wish you the very best in this very important year of your secondary schooling. I am proud of you in reaching this important moment in your educational journey.

Ken Green
Principal

Vision

Every Student Succeeding

Values

As a place of learning, we value:

P *articipation*

R *elationships*

I *ntegrity*

D *iligence*

E *nthusiasm*

UNIFORM EXPECTATIONS

Year 11 and 12 students are *encouraged* to wear their formal uniform each day, and this is the preferred look for our Senior Students. 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.

STUDENT LEADERSHIP POSITIONS

Student Leadership has an important role to play in the Harristown High School community. At the end of Year 11, students will be elected to represent their peers as Gold Leaders. The Gold Leadership team will include, two School Captains and two Vice-Captains, two Arts and two Sports Prefects and Year Level Prefects. The Year Level Prefects will hold the Executive positions of the Student Representative Council (SRC) as joint Presidents, Treasurer and Secretary. All other Gold Leaders will represent the Year 12 students in the SRC. (Eight Year 11 students will also be elected to the council.)

Each House will appoint up to four Captains. 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, Drama Production 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 7 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 (ie. 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.

TUESDAY – PERIODS 7 and 8

YEAR 11– HAWK DEVELOPMENT

ALL Year 11 students will remain at school for periods 7 and 8 on Tuesday 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 INTERVENTION TIME

Year 12 students will go home unless they are selected to participate in a HIT session.

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 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. This data can be check in the student's QCAA learning account which can be accessed at https://studentconnect.qcaa.qld.edu.au/ To access their learning account students will require their LUI (which can be found on their school ID card) the default password is their date of birth in the format DDMM eg 1st January is 0101. Students should also list a personal email address so that QCAA / QTAC can contact them after their school email account has been closed.
Senior results will be released to students electronically on Friday 13 December 2024 via Student Connect in the QCAA Portal. Australian Tertiary Admission Rank (ATAR) details are released via the ATAR Portal. Students must register at www.qtac.edu.au/atar.
SENIOR RESULTS ARE NO LONGER POSTED TO STUDENTS.

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 their Year 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 north of the Hennessy Street gate, along the Stephen Street fence line 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 where transport is provided by the school. An exception to this is Presentation Night practice, where transport is only provided to students who are unable to organise their own transport to the Empire Theatre.

- **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 their Year 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.

COMPULSORY PARTICIPATION PHASE

From the end of compulsory schooling, a young person enters a compulsory participation phase. A young person's <u>compulsory participation phase</u> 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:

On a school day	On a non-school day	During a school week	During a non-school week
4 hrs	8 hrs	12 hrs	38 hrs

Scope

Harristown State High School is bound by the General Principles, Assessment Requirements and Guidelines as set out in the school Assessment Policy. This policy forms part of that by providing information for teachers, students, parents/carers, and tutors about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2023 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Harristown State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Harristown State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:
- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:
- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Harristown State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The senior school assessment policy is located on the school website and in the Year 11 & 12 Student Handbook. All questions regarding this policy should be directed to the Guidance Officer or House Deputy Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	At Harristown State High School there is an agenda for excellence. As such, the Assessment Policy is guided by the mantra of 'non-submission is not an option'. Harristown State High School, therefore, has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Student responsibility Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates (including exams) Section 8.5.2 Section 8.5.3	Harristown State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. **Assessment must be submitted before 4:00pm on the due date.** Due dates for final responses and drafts will be published in the assessment schedule. Assessment schedules will be published by the end of week 3 of term1 and week 3 of term 3. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 of each semester • give consideration to allocation of workload.

	Student responsibility: Students are responsible for: • recording due dates in their student planners • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, it is the student's responsibility to: • inform both the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, for example, medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the Principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Harristown State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.
Appropriate materials Section 7.1 Section 8.5.3	Harristown SHS staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity. Students are responsible for considering the appropriateness of any materials independently accessed or produced ensuring they are aligned with the school values.

Ensuring academic integrity

Harristown State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

Where Internal Assessment take the form of an examination, the policies and procedures listed for External Examinations will be followed.

QCE and QCIA policy and procedures handbook	**Policy and procedures**
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets

	• monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, for example, written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided ideally within one week of a submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. A copy of the feedback will be stored with the draft in the student's folio. Parents and caregivers will be notified by text message about non-submission of drafts.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit

	or
	• allow a student to redact their response to meet the required length, before a judgment is made on the student work.
	and, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Harristown State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Where authorship of student work cannot be established, the school will: • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.Click or tap here to enter text.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** Harristown State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. The Principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided (for example, misreading an examination timetable) • matters of the student's or parent's/carer's own choosing (for example, family holidays, sporting or cultural events) • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the Principal's delegate on or before the due date and submit the relevant supporting documentation. In the case of assignments a

		copy of the student's draft must be submitted for an extension to be considered.
		Copies of the medical report template, variation application and other supporting documentation are available from the school website
Completion of course requirements for senior subjects Section 8.5		When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment. Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result. Where a student is a late entry into Units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of units 1 and 2.
Managing non-submission of assessment by the due date Section 8.5		Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: - provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this - was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3		Harristown State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This process includes: - quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA - quality assurance of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

| Review

Section 9.1

Section 9.2

Section 9.5 | Harristown State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context. |

External assessment administration

QCE and QCIA policy and procedures handbook	**Policy and procedures**
External assessment is developed by the QCAA for all General and General (Extension) subjects

Section 7.3.2

Section 10.3

Section 10.4

See also: *External assessment — administration guide* (provided to schools each year) | **Harristown State High School will administer external assessment in compliance with the External assessment – administration guide, published by The QCAA See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — Administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.**

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.

Schools:

- communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers

- maintain the security of external assessment materials

- provide supervision and conditions that comply with the external assessment schedule and guidelines.

School external assessment (SEA) coordinators:

- ensure that all external assessment guidelines and rules are shared with and understood by teachers and students

- supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.

Teachers:

- comply with rules and expectations when supervising the external assessment

- inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct

- report incidents of suspected or observed academic misconduct to the SEA coordinator.

Students:

- read and comply with the external assessment student rules and information provided by the school

- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 7.1.2: Understanding academic misconduct)

- are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations. |

	• Admitting students into an assessment room: Students should be admitted and seated with sufficient time for supervising staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor. • Late arrival to external assessment: If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late. The student may be required to complete the assessment in a different room at the assessment venue. See *External assessment — Administration guide* for further information. • Refusing entry to external assessment: Any student not listed on the assessment's attendance roll will not be permitted entry, unless authorised by the QCAA. A supervisor may also stop a student from entering an assessment room in accordance with the rules governing refusing entry. Grounds for refusing entry to a student relate only to unacceptable behaviour, or arriving too late to be admitted.	
	Breaches of the external assessment rules are a form of academic misconduct.	

Managing academic misconduct

Harristown State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, for example, through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	**For authorship issues** **When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.** **For all instances of academic misconduct** **Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.**
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.	

	Types of misconduct	Procedure
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, for example impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)). Where appropriate, the school's behaviour management policy will be implemented.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may	

Types of misconduct	Procedure
	include text, audio or audiovisual material, figures, tables, design, images, information or ideas). A student uses Artificial Intelligent programs to produce their student response.	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Harristown State High School Student Code of Conduct
Harristown State High School assessment policy

Referencing

Hawk students give credit for information and ideas used. You need to cite or reference when you:

- use a direct quote/exact words from someone else
- give a summary of someone else's ideas
- put someone else's ideas in your own words (paraphrase)
- copy or insert information or texts (images, table, etc)

We reference to

- give credit for other's work, ideas and information
- help others find the original ideas and information
- *"show readers the depth and quality of your reading and research"*

Vocabulary
To *cite* or to *reference* = to quote or refer to a source; acknowledge others' work
A *source* = a person or an item (book, image, website) that supplies information

Students are expected to show references in a Bibliography or Reference List. This is a list of works you've used or cited and their bibliographic details (author, date, title, location).

Your teacher will expect you to show in-text referencing, short references showing author and date in the sentence you used the idea or quote.

Tips to make referencing easier:

1. Use digital tools! The Reference tab on Microsoft Word is perfect when you are writing assignments. Use the guide to get started. NB It defaults to APA 6th Edition.

2. Use a referencing guide. There are videos and links to guides on the Library website. Work out your type of source (e.g. book, image) and follow the example on the guide.

3. Make use of Library resources.
   - Databases allow you to copy or export the citation for the article - a huge timesaver
   - Book details in the catalogue should have the reference information
   - Ask for help from Library staff
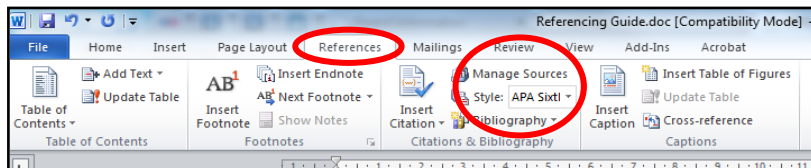
Our school uses two standard referencing styles that help you consistently produce references:

- **APA**: author-date style (American Psychological Association) This style is the default style in Microsoft Word
- **Harvard**: author-date style. This style is used in the Pride Planner and style guides available for loan.

Check with your *Librarian* or use the Referencing tab on *Library Online* for helpful videos and guides.

Download

- APA7 Referencing Quick Start (also on following pages)

Referencing Links

QUT Cite Write tool - examples for each type of reference
USQ Referencing guides and RefRight tool - detailed help from the USQ Library

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Copyright attribution e.g. Creative Commons is used for in-text referencing

One condition of Creative Commons and most open licensing agreements is attribution (the acknowledgment as credit to the creator of a work).

Ideal attribution includes:

1. Title
2. Creator
3. Source
4. License

"Mountain Peak, Alaska" by Andrew Shiva is licensed under CC BY-SA 4.0.
This is an ideal attribution because it includes the
1. Title: "Mountain Peak, Alaska"
2. Creator: "Andrew Shiva "
3. Source: Link to the original photo on Wikimedia Commons
4. License: "CC BY-SA 4.0

By Sam Northern

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?

APA7 Referencing

Source	Reference List format	In-text citation:
All sources	Author. (Date). *Title*. Location.	(Author, Year)

Finding reference details

- Authors: Who is responsible for this work?
  - One author = Surname, I. I.
  - Two authors = Surname, I. I. & Surname, B. B.
  - Three or more authors = Surname, I. I., Surname, B. B. & Surname, C. C.
  - Corporate or government authors = use full name in reference list and first citation. Use abbreviations in any further citations e.g. USQ
  - Editors = Surname, I. I. (Ed.)
  - Director, etc – Identify contribution role in brackets = Director, A. (Director)
- Date: When was this work published?
  - Use Copyright date © or the date content is published.
  - For audio and visual sources, look for the date created, uploaded, performed, or 'in press' if not published.
- Title: What is this work called? [What is the format?]

  - When in doubt, include bracketed description e.g. song, album, video, photograph, podcast, software.
- Location source: Where can I retrieve this work? Use Publisher of source.
  - Do not include academic database information. Include doi or url if readers can access it. If not, leave out and treat as a print source (doi=digital object identifier)
  - Name location of audio-visual sources e.g. Museum or database/streaming service if unavailable elsewhere.
  - In-text citation: include page number for direct quotes only
- Missing details?
  - No author = move title to the author position
  - No date = use (n.d.)
  - No title = use description of work in square brackets
  - If articles don't have volume, issue or page numbers, leave out

Text sources (both print and online)

Notes: Print and electronic references are treated the same usually.

Source	Reference List format	In-text citation
Text sources	Surname, I. (Year). *Book Title: subtitle* (Edition). Publisher.	(Surname, Year, Page) or Surname (Year, Page)
Chapter in a book	Chapter Author, A. A. (Year). Title of chapter. In A. A. Editor (Ed.), *Book title: Subtitle* (Edition, pp. xx-xx). Publisher.	(Chapter Author, Year)
Electronic books	Surname, I. (Year). *Book Title: subtitle* (Edition). Publisher. https://xxxx	(Surname, Year)
Journal articles or news sources	Surname, A., Surname, B., Surname, C. & Surname, D. (Date, Month Day). Title of article. *Title of Journal/News Source*, Volume(Issue), pagenumbers. https://doi or url	(Surname et al., Year)
Webpages or web documents	Surname, I. (YYYY, Month DD). *Title of work*. Site Name. https://xxxxx Organisation name. (YYYY, Month DD). *Title of webpage*. https://xxxxx	(Surname, Year) (Organisation name, Year)
Other text materials e.g. brochures, fact sheets, slides	Organisation name. (Year). *Title of material* [Format]. https://xxxxx	(Organisation name, Year)
Study materials - **Handouts** - **Slides**	Surname, I. (Year, Month DD). *Title of work* [Format]. Site Name. https://xxxxx If not available online, cite as personal communication in-text only	(Surname, Year) (Initials. Surname, personal communication, Month Day, Year)

Audio-Visual sources		
Notes: Copyright attribution (e.g. Creative Commons license) is used for in-text referencing.		
Source	**Reference List format**	**In-text citation**
Audio-visual sources	Surname, I. (Year). Title [Format]. Location. https://xxxxx	(Surname, Year)
Artwork	Artist, A. (Year). Title [Painting]. Museum Name, Museum location. https://xxxxx	(Surname, Year)
Video sources	Director, A. (Director). (Year). *Title* [Film]. Production company. Producer, A. (Executive Producer). (Year). Title [Documentary]. Production company. Account name. (Year, Month Day). Title [Video]. YouTube. https://xxxx	(Surname, Year)
Images with no attribution required		Include figure number and title (optional in PowerPoint)
Images with attribution required	Author. (Year). *Title* [Format]. Site name. https://xxxxx	Note. Title [Format], by Author, Date, Site name (https://url). Creative Commons Licence.

Finding reference details

- Authors: Who is responsible for this work? Consider writer, artist, director, producer, Channel name (YouTube)
  - One author = Surname, I. I.
  - Two authors = Surname, I. I. & Surname, B. B.
  - Three or more authors = Surname, I. I., Surname, B. B. & Surname, C. C.
  - Corporate or government authors = use full name in reference list and first citation. Abbreviation may be used in any further citations.
  - Editors = Surname, I. I. (Ed.)
  - Director, etc – identify contribution role in brackets = Director, A. (Director)
- Date: When was this work published? Use Copyright date © or the date content is published. Consider date created, uploaded, performed or in press if not published
- Title: What is this work called? [What is the format?] When in doubt, include bracketed description e.g. song, album, video, artwork, photograph, podcast, software.
- Location source: Where can I retrieve this work? Consider Publisher of source and url e.g.

Museum, Database or Streaming service (if unavailable elsewhere).
- In-text citation: include page number for direct quotes only
- Do not include database information. Include doi or url if readers can access it. If not, leave out and treat as a print source
- Include Consider Publisher of source and url e.g. Museum, Database or Streaming service (if unavailable elsewhere).
- Missing details?
  - No author = move title to the author position
  - No date = use (n.d.)
  - No title = use description of work in square brackets
  - If articles don't have volume, issue or page numbers, leave out
- Copyright attribution (e.g. from Creative Commons license)

Copyright attribution is used instead of an in-text citation. The copyright attribution consists of the same elements as the reference list entry, but in a different order (title, author, date, site name, URL), followed by the name of the Creative Commons License

Legend
- doi = digital object identifier, a unique string of characters to identify a digital file or information
- url = uniform resource location (web address)
- cite = (verb) refer to or mention
- citation = (noun) a quotation or reference to information or a work e.g. book
- reference = (verb) to provide acknowledgment with a citation (noun) the use of a source of information

NB (nota bene or note well)
- Use Copyright date © or the date content is published
- In-text citation: include page number for direct quotes only
- Do not include database information. Include doi or url if readers can access it. If not, leave out and treat as a print source
- If articles don't have volume, issue or page numbers, leave out.

Queensland Certificate of Education (QCE) & Banking Credits

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment 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 unit at satisfactory 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 / unsatisfactory 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 ATAR 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)

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● Literacy	● Numeracy
• QCAA General or Applied English subjects • QCAA Short Course in Literacy • Senior External Examination in a QCAA English subject • FSK20113 Certificate II in Skills for Work and Vocational Pathways • International Baccalaureate examination in approved English subjects • Recognised studies listed as meeting literacy requirements	• QCAA General or Applied Mathematics subjects • QCAA Short Course in Numeracy • Senior External Examination in a QCAA Mathematics subject • FSK20113 Certificate II in Skills for Work and Vocational Pathways • International Baccalaureate examination in approved Mathematics subjects • Recognised studies listed as meeting numeracy requirements

Queensland Curriculum & Assessment Authority

YEAR 12 ACCREDITATION

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

All students with at least one semester of study and in attendance on the last day of Year 12 will receive:

- ♦ A Senior Statement documenting the subjects studied and levels of achievement.

Students who satisfactorily complete an English subject, and complete five General subjects, or four General subjects **plus** one Applied subject or VET course at AQF Certificate III or above will receive:

- ♦ An Australian Tertiary Admission Rank (ATAR)

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:

- ♦ A Queensland Certificate of Individual Achievement detailing: their achievements, any VET competencies and a statement of participation.

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:

- ♦ A Certificate I, II, III or IV

Students who obtain 20 credits by meeting the various requirements, as noted previously, will receive:

- ♦ A Queensland Certificate of Education
  Attainment of a QCE is viewed by State Schooling as 'graduation' from secondary school.

Complaints and Appeals Policy (ATAR 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 Curriculum and Assessment Authority (QCAA) should you wish to appeal your OP Score or VET results. Please refer to the QCAA website for this information.

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┌─────────────────────┐
│ Student identifies  │
│ complaint and       │
│ commences process   │
└─────────────────────┘
          │
          ▼
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Student and      │   │ Student completes│   │ Student submits  │   │ Student prepares │
│ Teacher attempt  │   │ Appeals Form.    │   │ appeals form     │   │ written          │
│ to resolve issue.│ → │ Appeals form can │ → │ stating nature   │ → │ application to   │
│ (mutually agreed │   │ be collected from│   │ of complaint.    │   │ Principal. Meeting│
│ time/venue)      │   │ HOD Senior       │   │ Reviewed by      │   │ with Guidance    │
└──────────────────┘   │ Schooling or     │   │ Guidance Officer,│   │ Officer, HOD,    │
                       │ Deputy Principal │   │ HOD and Teacher. │   │ Parents & Principal│
                       │ (VET), Student,  │   │ Parents/Caregivers│  │ to review grievance.│
                       │ Parent/Caregiver,│   │ informed of the  │   │ Student and       │
                       │ Teacher and Head │   │ grievance and    │   │ Teacher may speak │
                       │ of Department    │   │ appeal. HOD      │   │ to the issue. Five│
                       │ review appeal.   │   │ prepares written │   │ days notice given │
                       └──────────────────┘   │ response (within │   │ of meeting. Decision│
                                              │ 10 working days).│   │ given within 5 days│
                                              └──────────────────┘   │ of meeting.       │
                                                                     └──────────────────┘
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APPEAL   PROCESS

2024

VOCATIONAL EDUCATION & TRAINING (VET)

(Nb. This section was correct at time of printing)

VOCATIONAL EDUCATION STAFF

For information about, and organisation of students into, VET courses, please see -

Mr Liam Capewell	Acting Head of Department - Senior Pathways	D024
Ms Jeanine Briese	Industry Placement Officer	S208
Mrs Pauline Peters	QCE Attainment Coach	J014

For HSHS faculties delivering VET certificate courses, please refer to your -

- ➢ HSHS *Senior School Year 11 & 12 Subject Selection Booklet* – given out in Year 10
- ➢ *Senior Student Pride Planner* for the HODs managing these courses. The HODs can direct you to the teachers (trainers and assessors) delivering these certificate courses.

VET TOPICS IN THIS SECTION

- ➢ VET Acronyms
- ➢ What is VET?
- ➢ What is VETiS?
- ➢ VET Certificate Courses through HSHS – What are my choices?
- ➢ I've decided which VET option is for me. What now?
- ➢ VET Stakeholders External to HSHS – RTOs, SRTOs, AASNs
- ➢ Accept and provide Credit to Learners
- ➢ Certificate 3 Guarantee – C3G (After leaving school - a <u>must</u> read)
- ➢ Unique Student Identifier (USI) – Do you have one for your VET course?
- ➢ Recognition of Prior Learning – RPL (including the RPL checklist)

Vocational Education and Training (VET) Acronyms

AASN	Australian Apprenticeship Support Network
ASQA	Australian Skills Quality Authority
DESBT	Department of Small Business and Training
DGT	Downs Group Training
LUI	Learner Unique Identifier
QCE	Queensland Certificate of Education
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SATs	School-based Apprenticeships and Traineeships
SRTO	Supervising Registered Training Organisation
TAFE	Technical and Further Education
USI	Unique Student Identifier
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools

What is VET?

https://desbt.qld.gov.au/training/providers/funded/vetis

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

You can undertake VET at school -

a)   as part of your school studies - delivered and resourced by a school registered training organisation (RTO), ie: HSHS – RTO No. 30293

b)   by enrolling in a qualification with an external registered training organisation - funded either by the Department of Employment, Small Business and Training's VET investment budget or through fee-for-service arrangements i.e. where the student or parent/carer pays for the qualification.

c)   as a school-based apprentice or trainee (SAT).

What are my obligations if I study a VET course?

Attendance at your selected VET Course is compulsory unless you have a HSHS exam and/or assessment on the same day.

Your HSHS exam/assessment takes priority, in most cases – see the HSHS Industry Placement Officer, S208, to work through the options available to you. Nb. For the security of an exam, it is important that you attend the exam at the set time.

It equals and replaces your day at school. Any school day/s missed are recorded as *Unexplained Absences.*

What is VETiS?

Vocational education and training (VET) courses are available to students while they are still at school. This is often referred to as VETiS.

VETiS Funding

VETiS qualifications funded by the VET investment budget are listed on the Priority Skills List. These qualifications are delivered by RTOs who have been approved by the department (DESBT) as Skills Assure suppliers (SAS) under the Certificate 3 Guarantee.

Students undertaking VETiS, underlined funded by the VET Investment budget, can complete one employment stream qualification at the certificate I or II level. ("One bite of the cherry" funding).

Students who wish to access the VET investment budget to undertake a certificate III qualification should do so through a school-based apprenticeship or traineeship (SAT) - funding for a SAT is available under the User Choice program.

VET Certificate Courses through HSHS – What are my choices?

a) As part of your school studies with HSHS as the RTO – Does not affect your VETiS funding options

See the HSHS website and *Senior School Year 11 & 12 Subject Selection Booklet* for -

- *BSB20210 Certificate II in Workplace*
- *ICT20120   Certificate II in Applied Digital Technologies*
- *FNS10120   Certificate I in Basic Financial Literacy*
- *FNS20120   Certificate II in Financial Services*
- *FSK20119   Certificate II in Skills for Work and Vocational Pathways*

b) By enrolling in a qualification with an external registered training organisation (RTO) – VETiS funded or through fee-for-service arrangements (FFS) i.e. FFS is where the student or parent/carer pays for the qualification -

Need information about the courses, below? See the HSHS VET staff listed on the first page of this VET section. Each RTO supplies the T & A (trainer and assessor) unless stated otherwise.

- ❖   Aurora Training Institute offers –
  Certificate II in Community Services
  Certificates II/III in Community Services
  Certificate in Community Services/Certificate II in Health Services
  Certificate II/III in Health Support Services
  Certificate II in Health Support Services
  Certificate II in Hospitality
  Certificate II in Hospitality/Certificate II in Tourism
  Certificate II in Kitchen Operations
  Certificate II in Kitchen Operations/Certificate III in Hospitality
  Certificates II/III in Hospitality
  Certificate II in Tourism
  Certificate II in Tourism/Certificate III in Events
  Certificate III in Business
  Certificate III in Early Education and Care
  Certificate III in Hospitality
  Diploma of Business

As well as these units –

Responsible Service of Alcohol (RSA)
Responsible Gambling Services (RGS)
Dual RSA/RGS
Espresso Coffee Skill Set

Some courses/units are delivered at HSHS by an Aurora trainer and assessor

❖ Aviation Australia offers –
Certificate III in Aviation (Remote Pilot), ie: Drones
Delivered at HSHS by HSHS staff through AA

❖ Connect 'n' Grow offers –
Certificate II in Health Support Services and *Certificate III in Health Services Assistance*
Delivered at HSHS by HSHS staff (+ registered nurse, as required) through C 'n' G

❖ Binnacle Training (RTO Code 31319) offers –
SIS201122 Certificate II in Sport and Recreation – for Year 11 and 12 Sports Academy students; and SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport and Recreation for any eligible and interested student entering Year 11. In partnership with Binnacle Training, Harristown SHS operate as Third Party Deliverer to provide training and assessment to provide training and assessment services on behalf of Binnacle Training. See www.binnacletraining.com.au for more information.

❖ Downs Group Training offers –
Certificate I in Construction
Certificate II in Electrotechnology
Certificate II in Engineering Pathways
Certificate II in Horticulture
DGT Training: 56 Duhig Street, Toowoomba – very close to HSHS

❖ Hutchinson Builders offer –
Certificate I in Construction

❖ TAFE Qld offers –
A wide variety of certificates – collect TAFE's book from S208 or S210 or J014

c) As a school-based apprentice or trainee (SAT) with On the Job Training (paid work – by employers) and Off the Job Training (SRTOs) -

❖ As advertised through the HSHS Student Notices or HSHS student emails

❖ As found by students and/or their family and friends

❖ By converting a current part-time/casual job into a SAT

❖ By discussing how to get a SAT with the HSHS Industry Placement Officer or HOD Senior Schooling

School-based Apprenticeships and Traineeships – SATs

https://desbt.qld.gov.au/training/providers/funded/vetis
https://desbt.qld.gov.au/training/apprentices/resources/information-sheets/is26

School-based apprenticeships and traineeships (SATs) allow high school students - typically Years 11 and 12, but can include Year 10, to work with an employer as paid employees, while studying for their senior certificate (QCE). At the same time, students undertake a training qualification with a supervising registered training organisation (SRTO) chosen by both the employer and the student.

A school-based apprentice's or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based.

Nb. Work Experience must be undertaken at the potential SATs worksite for the employer and student to see if the SAT will work for both. Exception: The student has been employed at that worksite.

See the HSHS Industry Placement Officer, the HOD Senior Schooling or the QCE Attainment Coach for more information.

I've decided which VET option is for me. What now?

- Get your USI – see below

- See the HSHS QCE Attainment Coach to see –

  ❖ if your choice is possible
  ❖ how it will affect your QCE credits

- See the HSHS Industry Placement Officer and/or HOD Senior Schooling to discuss –

  ❖ what is involved with your choice, eg: Will you miss school or not, duration of the course

  ❖ if any work experience (unpaid work) is required

  ❖ if work experience is able to be done through the holidays

  ❖ if your choice requires industry placement, ie: Working, unpaid, at a worksite where your work is marked and if you are competent, then, you will receive credit towards your course.

VET Stakeholders External to HSHS – RTOs, SRTOs, AASNs

Registered Training Organisations – RTOs

https://www.asqa.gov.au/about/vet-sector/what-are-rtos

A registered training organisation (RTO) is a provider registered by ASQA (or a state regulator) to deliver nationally recognised VET training and qualifications.

Registration by ASQA confirms that the provider is capable of meeting rigorous government standards and is permitted to issue nationally recognised qualifications.

There are currently around 5 000 RTOs in Australia. The national register, training.gov.au, maintains a complete list of RTOs.

Registered providers can offer certain qualifications (per their scope of registration) at the following levels:

- Certificates I, II, III and IV

- Diploma

- Advanced Diploma

- Graduate Certificate

- Graduate Diploma.

Supervising Registered Training Organisations - SRTOs

https://www.qld.gov.au/education/apprenticeships/for-trainers/training

Supervising registered training organisations (or SRTOs) are registered training organisations that **deliver training and assessment services to an apprentice or trainee** under a training contract.

SRTOs also work with employers and apprentices or trainees to develop a training plan and will issue a qualification on successful completion of the apprenticeship or traineeship - therefore every apprenticeship and traineeship must have an SRTO.

SRTOs have responsibilities relating to the entire apprenticeship or traineeship duration – from initial sign-up to completion.

Australian Apprenticeship Support Networks – AASNs

https://desbt.qld.gov.au/training/apprentices/aasn

The Australian Government contracts Australian Apprenticeship Support Network (AASN) Providers as the first point of contact to provide information and advice to support employers, apprentices and trainees across Australia to better navigate the apprenticeship and traineeship system.

Accept and provide Credit to Learners

https://www.asqa.gov.au/standards/enrolment/clause-3.5

A key pillar of the national VET system is that nationally endorsed qualifications, skill sets and units of competency are recognised and portable across Australia —regardless of where they were issued. Students must not be required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or licence condition (including an industry licensing scheme) requires this. If a student provides suitable evidence they have successfully completed a unit or module at any RTO, your RTO must provide credit for the unit or module. Please see the HOD Senior Schooling if you are unsure about this topic.

Certificate 3 Guarantee – C3G (After leaving school - a must read)

https://www.qld.gov.au/education/training/subsidies/certificate

The Certificate 3 Guarantee supports eligible Queenslanders to complete their first post-school certificate III qualification and increase their skills to move into employment, re-enter the workforce or advance their career.

It also supports school students to access training and Queensland's Year 12 graduates to transition to employment by providing fee-free training in high priority qualifications.

The Certificate 3 Guarantee subsidises your <u>vocational education and training (VET)</u> course fees.

This means that instead of paying the full costs of a training course, you will pay a reduced amount, making training more affordable and accessible.

What training is available?

There are over 100 different courses, in over 30 different industry sectors, that you can enrol in under the Certificate 3 Guarantee.

The <u>Queensland Skills Gateway</u> has more information about qualifications. The course search results will provide details of whether a qualification is funded under Certificate III Guarantee or not.

Who are the approved training providers? Am I eligible? How much will I pay? How do I start training?

Refer to the link, above, to find these answers.

Unique Student Identifier – USI: Do you have one for your VET course?

https://www.usi.gov.au/about-us

What is a USI?

The USI is a reference number made up of **10 numbers and letters**. It's free, easy to create – takes about 5 minutes to get and stays with you for life.

You'll need a USI if you are a -

- new or continuing student undertaking <u>nationally recognised training</u>, ie: VET certificate courses

- higher education student in a Commonwealth supported place or graduating in 2023 & beyond.

Without one, you won't be able to receive your statement of attainment, qualification, or award. You also won't be eligible for <u>higher education support, like HECS-HELP</u>.

For VET students, the USI gives you access to an online record of your nationally recognised training in the form of <u>a VET transcript</u>. This can be used when:

- applying for a job

- seeking a credit transfer

- demonstrating pre-requisites when undertaking further training.

Keeping national training records together

The USI gives students access to a complete record of their VET enrolments and achievements from a single source.

Legislation (Nb. Very Important)

Under the legislation, an education or training provider must not issue a statement of attainment or a qualification unless the student has been assigned a USI.

International students in Australia

If you are studying in Australia with an Australian education or training provider, you need a USI.

International students planning to come to Australia to study

International students travelling to Australia to study are issued with an Australian visa. Students must land in Australia and go through customs before they can create a USI using their passport as a form of ID.

New Zealand students

Students from New Zealand cannot use their New Zealand passport as a form of ID to create a USI until they land in Australia and go through customs.

Studying Harristown's VET Courses? HSHS must have your USI – see Legislation, above

- Why? So HSHS can verify your USI to be able to print your certificates/statements of attainment
- Send it to Kath Mazzanti, HSHS Data Operator – **kmazz1@eq.edu.au - ASAP**

Recognition of Prior Learning – RPL

https://www.asqa.gov.au/faqs/provider-closures-students/what-rpl

The RPL assessment process assesses an individual's level of knowledge and skills against individual or multiple units of competencies to determine if the requirements for a unit/s have been met. A variety of documentation can be used to apply for RPL. This includes, but is not limited to –

- records of completed training

- assessment items

- assessment records

- declarations from your employer, and/or

- a copy of your student records provided by ASQA.

Note that providing credit for previous studies is not recognition of prior learning. RPL is an assessment-only pathway of determining the competence of a person, acquired through formal and informal learning, while providing credit is recognising the equivalence in content and learning outcomes between different types of learning and/or qualifications previously undertaken and completed successfully.

RPL Checklist for Students

To ensure an effective RPL process, students should:

1. Realise that you are responsible for gathering and supplying the RPL evidence

2. Obtain RPL information from the HOD Senior Schooling and/or your T & A/curriculum HOD

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* of this Handbook

8. Gather evidence that supports your application – collect an RPL Log Book from your T & A

9. Give the completed RPL Application Form and the evidence to your T & A

10. Receive notification from your T & A to show that you -

    (i)   have gained RPL (go to 11) **or**

    (ii) need to supply more information and/or attend an interview (go to 14) **or**

    (iii) have not gained full/partial RPL and you receive feedback (go to 12) **or**

    (iv) if successful, be exempt from those learning outcomes/competencies/training programs

11. Ensure T & A signs off your competencies on Student Profile - Your RPL is complete

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 (go to 15)

14. Gather further evidence that supports your application (Go to 9)

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 you have -

    (i) gained RPL (go to 11) **or**

    (ii) not gained full/partial RPL and receive feedback (go to 9 or 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*
➢ *An Appeals' form is available from the HOD Senior Schooling.*

2024

FORMS SECTION

REQUEST FOR AN AARA
(Access Arrangements and Reasonable Adjustments)
Year 11 and 12 students only

HARRISTOWN STATE HIGH
RECTE CRESCAM

SECTION 1 - To be completed by the student and given, in hard copy or email, to the class teacher.

STUDENT NAME		YEAR		FORM	
STUDENT SCHOOL EMAIL ADDRESS					

SUBJECT		TEACHER	
ASSESSMENT NAME		ASSESSMENT NUMBER	
ASSESSMENT TYPE	(circle one) EXAM ASSIGNMENT/PRESENTATION		
DUE DATE		DATE AARA REQUESTED UNTIL	
DATE OF APPLICATION FOR AARA			

AARA ELIGIBILITY CRITERIA (Select from the conditions and categories below. Tick all that apply.)	
Time-frame of condition	**Category**
☐ Temporary (near assessment time) ☐ Intermittent (impacts for 3 weeks or longer) ☐ Permanent (verified/diagnosed/imputed)	☐ Cognitive ☐ Physical ☐ Sensory ☐ Social/emotional/mental health ☐ Illness ☐ Bereavement ☐ Misadventure
SUPPORTING DOCUMENTATION ATTACHED	*(tick all that apply and attach documentation)* ☐ Medical Certificate ☐ Written notification e.g. bereavement

PARENT ACKNOWLEDGEMENT
I have discussed this application with my child and I support the request for an AARA. I acknowledge that this application is subject to approval from the Principal (or delegate) in line with school and QCAA policies.

PARENT/CARER NAME			
MOBILE NUMBER		EMAIL ADDRESS	

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

AARA RECOMMENDED (circle one)	YES		NO	
DRAFT COMPLETED (circle one)	YES	NO		N/A
COMMENTS				
TEACHER'S SIGNATURE			DATE	

SECTION 3 - To be completed by HOD and forwarded to QCAA Principal's Delegate.

AARA GRANTED? (circle one)	YES	NO	REFER TO PRINICPAL'S DELEGATE

RESOLUTION (tick and complete all that apply)	☐ Complete comparable task – due on _____
	☐ Hand in assignment/presentation – due on _____
	☐ Complete exam – due on _____
	☐ Adjustment required
	   ☐ Supplementary/Differentiated (broad based support - criteria integrity maintained) (detail) _____
	   ☐ Substantial (specific to the individual student - criteria integrity maintained) (detail) _____
	☐ Other (detail) _____		

SUPPORTING DOCUMENTATION COMPLETED & RECEIVED	*(tick all that apply and attach documentation)* ☐ Medical Certificate ☐ Written Notification e.g. bereavement ☐ Confidential Medical Report (if required)

EMAIL SENT TO STUDENT, PARENT/S AND TEACHER/S ON	
COMMENTS	
HEAD OF DEPARTMENT NAME	
HOD'S SIGNATURE		DATE	

HOD - Original paperwork must be given to QCAA Deputy for filing.

BACKGROUND

In the new QCE system, AARA (Access Arrangements and Reasonable Adjustments) minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. AARA are for students who may have disability, impairment and/or medical conditions or experience other circumstances that may be a barrier to their performance in assessment.

Schools should make all students aware that AARA is available. The school must submit principal-reported AARA to the QCAA portal on behalf of the student before the due date, for students who undertake (summative) internal and external assessments in Units 3 and 4 for Applied and General subjects and for external exams in General subjects.

ELIGIBILITY

Granting an AARA, QCAA, principal or principal's delegate must:
- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Students are not eligible for AARA on the following grounds:
- unfamiliarity with the English language
- late AARA submission or lack of supporting evidence, e.g. medical certificate
- teacher absence or other teacher-related difficulties
- matters that students are able to avoid (e.g. misreading an exam timetable, misreading exam instruction)
- matters or absences of the students' and parents'/carers' own choosing e.g. family holidays, sporting or cultural events.

If in doubt, contact the Principal's Delegate, Mr Craig Forknall, cfork1@eq.edu.au.

Applications for known or pre-existing conditions must be submitted prior to the end of Term 1 in the summative year (i.e. Year 12).

Schools make decisions about AARA for Units 1 and 2. This provision of AARA for Units 1 and 2 by a school **does not guarantee** that students be provided with the same adjustments for assessment in Units 3 and 4. Assessment adjustments must not interfere with the integrity of the achievement standard.

PROCEDURE FOR APPLYING FOR AN AARA

1. Check eligibility information (see above and over the page).
2. Complete the AARA request form and submit this, with all required documentation, to the relevant Head of Department (with the teacher and student sections completed)/Principal's Delegate **before the due date**.
3. Students, parents and subject teacher/s are advised via email of the outcome of the request.
4. If approved, students complete assessment as per the information provided e.g. submit by given date, accessing adjustments provided.

SUMMARY OF POSSIBLE PRINCIPAL-REPORTED AND QCAA-APPROVED AARA
(This is a guide only. Each application will be assessed on its own merit.)

AARA	Description of adjustments to assessment conditions
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.
Physical environment	Temperature / lighting / ventilation / seating / venue etc.
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.
Assistance (Reader/Scribe/ Teacher Aide)	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. Teacher aide (TA) assisting with use of equipment and practical tasks
Computer	Desktop computer or laptop computer with an approved software application.
Assistive technology	Assistive technology to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. • amplification system • speech-to-text application • magnification application.
Extension	An extension to the due date for submission or completion of an extended response project, performance or assessment.

ALTERATION TO YEAR 11/12 CURRICULUM PROGRAM

QCE APPROVED CHANGE *(THIS FORM MUST BE COMPLETED WITH QCE COACH & STUDENT DURING THE INTERVIEW)*

Name:	

Year:		Form:	

1. Student to ensure form is signed by Teacher and HOD (where indicated); Parent/Guardian (OR authorisation by phone or email) and House DP.
2. Form to be returned to the School Office (Ms Mazzanti) to affect Timetable change.

SECTION 1: SUBJECT DETAILS YR 11 & 12: See attached TrackEd complete student record

SECTION 2 : CHANGE/S REQUESTED		Signatures		Signatures	
Subjects	**Teacher Code**	**Teacher Name**	**Staff room**	**HOD name**	**Staff room**
FROM:					
		Sign:		Sign:	
TO*:					
		Sign:		Sign:	
FROM:					
		Sign:		Sign:	
TO*:					
		Sign:		Sign:	

*Where an option other than another curriculum subject is to be granted, see overleaf for CODES,

SECTION 3: AUTHORISATION	
Student Signature:	
Parent/Guardian Signature/contact:	Date:
House Deputy Principal:	
Signature below indicates approval for the change(s):	
QCE Coach:	Date:

SECTION 4 : ACTION	TO BE EFFECTIVE: *(Nominate Date)*
☐ OneSchool	☐ Student Management change
☐ File in student File	☐ No longer ATAR eligible

REGISTER OF STUDENT DRIVER

HARRISTOWN STATE HIGH

_____ _____
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 9* 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 **Hawk HUB Office** *BEFORE commencement.*

PLEASE RETURN THIS FORM TO HAWK HUB OFFICE

HARRISTOWN STATE HIGH SCHOOL

RPL APPLICATION FORM

Student Name: _____   **Form:** _____   **Date:** ____ / ____ / ____

COURSE: _____ *Certificate II in* _____
     (Code, eg: *FSK20119*)   (Name of course, eg: *Skills for Work and Vocational Pathways*)

Units of Competency		**Details of Relevant Previous Experience** *including formal training, work experience & life experience (interests, skills etc.), records of completed training, assessment items, assessment records, declarations from your employer, and/or a copy of your student records provided by ASQA.* *Attach copies of relevant evidence.*	FOR OFFICE USE		
Code	**Name**	**Evidence being submitted**	**Assessor's Comments and Recommendations**	**Competent**	**NYC**
eg: *FSKOCM07*	*Interact effectively with others at work.*	*Letter from employer (Third Party Report)*			*NYC = Not yet competent*

Code	Name	Evidence being submitted	Assessor's Comments and Recommendations	Competent	NYC
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