COOKTOWN STATE SCHOOL SENIOR SECONDARY

2019

VET Student Handbook

Cooktown State School

Student Vocational Education and Training Student Information Handbook

Version 2.2019

Code	Qualification	RTO	Years Available
AHC21016	Certificate II in Conservation and Land Management	Outdoor Environment Sustainability Training RTO: 30685	11-12
BSB30115	Certificate III in Business	Aurora Training Institute RTO: 32237	11-12
CUA20715	Certificate II in Visual Arts	Cooktown State School RTO:30556	10
CUA31115	Certificate III in Visual Arts	Cooktown State School RTO:30556	11-12
FSK20113	Certificate II in Skills for Work and Vocational Pathways	Outdoor Environment Sustainability Training RTO: 30685	10
SIT20316	Certificate II in Hospitality	TAFE Queensland RTO: 0275	10
SIS30115	Certificate III in Sport and Recreation	Binnacle Training RTO: 31319	11
SIS20115	Certificate II in Sport and Recreation	Binnacle Training RTO: 31319	12

NATIONALLY RECOGNISED TRAINING

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Correct at time of publication but subject to change

1. Introduction

1.1 Purpose of this Handbook

This handbook has been written to provide VET students with important information about the VET programs offered by this School as well as your rights and responsibilities as a VET student.

You will be asked to **sign that you have read this handbook**, so please take the time to study it carefully and to ask your VET teachers about anything, which you are unsure.

This handbook is located on the school's **website** as well as the **student drive** under **Senior Schooling** and should be used as a reference in regards to policies and procedures throughout the duration of your VET qualification.

You should also know that the contents of this handbook, in many instances represent the key points of various VET Policies and Procedures developed by this School. The trainers and assessors of this registered training organisation (RTO) will support students to understand their rights as student learners with this training organisation. Cooktown VET trainers and Assessors access RTO policies and procedures from the School's Vet Oneportal website.

1.2 The VET Quality Framework (VQF)

The VET programs offered by this School can lead to a nationally recognised Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate / Statement of Attainment will be recognised in all eight States / Territories in Australia.

There are 12 different types of qualifications you can obtain. They are shown in the diagram below:

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector (e.g. TAFE, Private RTOs)	Higher Education Sector (e.g. Universities)
Senior Secondary Certificate of Education	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma
Certificate I Certificate II	**Certificate IV** **Certificate III** **Certificate II** **Certificate I**	Graduate Certificate Bachelor Degree Advanced Diploma Diploma

Your VET teacher will provide you with full information about the VET qualification/s you are aiming for at this School, including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

2. Cooktown State School VET Courses on Offer

The following is a list of the Certificate Courses offered by Cooktown State School in 2019. All of these qualifications will provide students with a vocational qualification upon successful completion of the core and elective competencies students will complete during each qualification.

Code	Qualification	Delivering RTO	Maximum *QCE points
AHC21016	Certificate II in Conservation and Land Management	Tallebudgera Outdoor Environment Sustainability Training RTO: 30685	4
CUA20715	Certificate II in Visual Arts	Cooktown State School RTO:30556	4
CUA31115	Certificate III in Visual Arts	Cooktown State School RTO:30556	8
BSB30115	Certificate III in Business	Aurora Training Institute RTO: 32237	8
FSK20113	Certificate II in Skills for Work and Vocational Pathways	Outdoor Environment Sustainability Training RTO: 30685	4
SIT20316	Certificate II in Hospitality Funding for this vocational qualification which is delivered under a Third Party Agreement with TAFE Queensland (RTO 0275), is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies.	TAFE Queensland RTO: 0275	4
SIS30115	Certificate III in Sport and Recreation	Binnacle Training RTO: 31319	4
SIS20115	Certificate II in Sport and Recreation		4

VET AND THE new QCE system
In the new QCE system as of 2019, achievement of a VET Certificate III or above, in combination with results in General Subjects, can contribute to the calculation of the Australian Tertiary Admissions Ranks (ATAR).
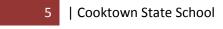
QCE Point accumulation: 2019 >
In the new QCE System as of 2019, achievement of multiple VET Certificates in the one course will result in an accumulation of QCE points based on units of competencies. For example a student successfully completing a VET Certificate II and III would receive 12 QCE points whereby in the new QCE System the same certificates would only receive 8 QCE points.
For more information : www.qcaa.com.au or see Deputy Principal Senior School and/or Guidance Officer

3. Student Selection, Enrolment and Induction / Orientation Procedures

Students enrolled in VET subjects at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for VET subjects, selection will be based on interview and/or review of student SET Plan document and further career direction in order to manage enrolments within VET courses on offer.

Access to VET Courses is open to all students in Year 10-12, if enrolment numbers are viable with human and physical resources are available to support course delivery.

In some instance, students may be required to complete an application process prior to commencing their course. This is to ensure that the student has the necessary literacy and/or numeracy sills required to complete the qualification, and to identify any requirements for the student support services.

Students must obtain a **Unique Student Identifier (USI)** number to enroll in these Certificate courses.
Students are provided with the following documentation upon enrolment:
- USI Fact Sheets and Help
- USI Consent Form
- USI Collection and Verification Form

For more information on the USI system visit www.usi.gov.au.

NOTE: Student's will not be issued with either a Certificate or Statement of Attainment, if they have not provided a Unique Student Identifier (USI) to the school RTO.

At the commencement of all VET subjects, VET teachers/trainers will induct students on Workplace Health and Safety measures and will continue to incorporate WH&S issues throughout the VET course. Students who complete these qualifications are required to complete the Cooktown SHS Vet induction and sign and complete an individual VET enrolment contract that highlights any practical, mandatory and other inclusions of the course they are completing.

3.1   Employability Skills

The Employability Skills for your qualification are noted on your Course Outline. During the course students will also be required to develop and display key employability skills in order to support awarding of individual competencies.

4.   Course Information, Including Content and Vocational Outcomes

Subject information for VET courses has been included in the Senior Secondary Curriculum Handbook. This information outlines industry/VET specific information relevant to the particular course including the individual vocational competencies being delivered with a statement that relates to the direct outcomes that each qualification will achieve. Further information in regards to the competencies delivered with each VET qualification; consult with the Senior Secondary Curriculum Handbook available from HOD Senior Secondary School or Deputy Principal – Senior Secondary.

4.1   Units of Competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations. Competency standards have set outcomes, conditions of performance and benchmarks for

measuring performance. The successful completion of each unit of competency contributes towards the overall qualification.

If a student does not achieve competency in their first attempt at an assessment task, they must be given the opportunity to revisit units of competency to obtain competency.

4.2   Student Induction

Once a student has enrolled in a VET course, students will be provided with the following:

- Qualification Vet Contract (for each qualification completed)
- Supporting documentation in regards to the course outline indicating units of work, units of competency, assessment requirements and links to employability skills
- RPL and credit transfer process and appeals processes will be discussed with the students and the individual trainers/assessors
- Vocational outcomes and opportunities that this qualification provides will also be discussed with the students.
- USI Fact Sheets
- USI Consent Form
- USI Collection and Verification Form

5.   Provision for Language, Literacy and Numeracy Support

If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as these skills are delivered and or assessed in the context of an industry vocational area that individuals have agreed to complete while attending this RTO.

If you still feel you need additional language, literacy or numeracy support, please approach your class teacher or Senior Schooling Head of Department or Guidance Officer.

6.   Student Support, Welfare and Guidance Services

Students have access to a wide range of support, welfare and guidance services at Cooktown State School. :

- Deputy Principal Senior Schooling Cherryl Perry
- Senior Schooling Head of Department : Bronwen Jones
- Guidance Officer: Trent Kirk
- Community Liaison Officer – Maude Olbar
- School Nurse
- Youth Support Co-ordinator (External Organisations)
- School Chaplain
- External Agencies – Cooktown District Community Centre

Deputy Principal Senior Schooling /RTO Manager
The Deputy Principal will individually review student performance with competency based assessment. The academic coach reviews student achievement data, academic transcripts and

competency completion provided by Senior Schooling HODs to support student with completion of competency based assessment.

The Deputy Principal will provide career related information, assistance with work related activities, organise structured industry placement for on the job assessment relating to VET subjects, coordinate school-based traineeships and apprenticeships and assist with work experience.

Guidance Officer/Senior Schooling Head of Department
Provides help solving problems at school with work, VET trainers and assessors support from additional teachers or friends. Can also help you make decisions about subjects or your future career path. This RTO also refers students who need additional support from internal and external support agencies to provide the required assistance needed to support this student to complete the individual competencies or the qualification.

Community Liaison Officer
Provides support for the Aboriginal and Torres Strait Islander students and liaises between the school and the Aboriginal and Torres Strait Islander community.

School Nurse
Provides help with issues related to health and well-being. School nurse is available to discuss health issues such as puberty, drugs, nutrition, sexual health, vision and hearing testing, stress and family problems.

Youth Support Coordinator – External Organisation
Provides support outside of the school in areas that relate to student welfare such as community support, housing and related issues.

Year Coordinators/School Chaplain
Provide support within the school in areas that relate to student welfare.

Visiting Health Psychologists
For problems, which require additional support, the community-based psychologists who may visit the school provide extra assistance.

VET Assessment Policy Principles

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

> i. **All VET students at this school will** *be fully informed of* the **VET assessment procedures** *and requirements and will have* the right to appeal.

ii. Information given to students, on the assessment cover sheet, will include:

  ☐ the criteria against which they will be assessed
  ☐ advice about the assessment methods
  ☐ assessment procedures
  ☐ space for comments and feedback

iii. Students will have access to their **student profile sheet** of results in each VET subject at timely intervals throughout the 1-2 year course. Students are encouraged to consult with their subject teacher about their assessment, units of competency and request feedback during each learning phase within the course.

iv. The assessment approach chosen will cater for the language, literacy and numeracy needs of students.

v. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

vi. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

vii. Opportunities for feedback and review of all aspects of assessment will be provided to students. Students will be engaged in a process of review of training and assessment, this may in the form of formal feedback in a learner engagement survey or an information discussion and review of the assessment with the trainer/assessor. A Student Progress Report will be issued for each VET subject studied at the end of each semester this will be in line with the School assessment reporting timelines set each semester.

viii. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

7.1   VET Assessment Policy- Competency Based Assessment

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. An individual must demonstrate competency in all of the required tasks in order to be recognised as competent overall.

Competencies and modules studied at Cooktown State School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standard as well as the standard appropriate to the level of training and assessment delivered in accordance with the National Training Packages.

In most VET subjects competency based assessment will be assessed a number of times throughout the duration of the course. Results for each assessment item will be marked on a subject student

7.2   Assessment Grades for Competency Based Assessment:

Units of Competency:

- ☐   CA competency achieved
- ☐   CNA competency not achieved
- ☐   WTC working towards competency
- ☐   W Withdrawn

Individual Assessment Items:

- ☐   S = Satisfactory
- ☐   U = Unsatisfactory

7.3   Assessment Modes

In most courses e a variety of assessment modes will be used to document skills and knowledge of competency based assessment. Assessment methods may include, but not limited to:

Assessment Mode	Explanation of the document students are expected to produce to demonstrate level of competency
Short answers or workbooks	Questions which need answers of a single word, a few words, a sentence or paragraph.
Projects	A task related to developing documents for delivery and assessment of a vocational qualification.
Oral Response	Questions which need oral answers of a single word, a few words, a sentence or paragraph.
Third Party Report	A means of gathering information on the demonstration of a student's performance by someone other than the assessor.
Case Study	Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks in a simulated context.
Practical exercise	A task which involves an application of knowledge with or without supporting documentation or student review of practical skills.
Observation	Involves observing the demonstration of a student's performance. School may document evidence within a check list or photograph evidence of trainer review notes.

7.4   Resubmissions

If a student has not achieved an individual competency or an instrument assessing a cluster of competencies within their first attempt, they can then submit their second attempt of this assessment task When submitting their second attempt they are given the opportunity to obtain competency, but addressing the feedback and correcting the errors. The assessor will provide the student with feedback whenever an assessment is not yet competent in the first attempt.

7.5   Plagiarism

Plagiarism is a form of dishonesty that occurs when a person submits someone else's work as their own. This can range from:

- ☐ copying another student's work
- ☐ providing your own work to another student for the purposes of submitting it as their own
- ☐ cutting and pasting paragraphs from different website
- ☐ copying information from books, pamphlets, legislation and websites without acknowledging or citing the author in your own assessments.

If you share your work with another student and he or she plagiarises it, then you are also considered to be guilty of plagiarism as you enabled the plagiarism to take place.

In some instances, assessment tasks may require you to work collaboratively with a partner or group. Unless the task is explicit in permitting students to work together, you should always ensure that the work you are submitting is your own.

Students who are suspected of plagiarism will be contacted by the VET trainer or assessor /Head of Department will meet with the student and their teacher to discuss the matter and determine a suitable outcome. Students who are found to plagiarise will have this entered onto their student record and will be required to submit a new assessment.

8.   Assignments, Examinations, Practical Assessments and Orals

- ☐ The framework for assessment gives students **two attempts** to demonstrate competency when presenting assignments. If successful on the first attempt, students will not need to present a second attempt.

- ☐ The due date for submission of assignments will be clearly set out in the Semester Assessment Planner for this VET qualification as well as clearly stated on the Assessment Cover Sheet.

- ☐ For examinations, practical assessments and orals, students will be given a date or schedule to complete their first attempt, however students and their trainers will need to negotiate any second attempt date and time in a reasonable timeframe suitable to both individuals. This date will be clearly set out for students and given them enough time to demonstrate their level of competence.

- ☐ Students who complete examinations, practical assessments, project work, orals or work placement on their first attempt date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and additional support before they are given a second opportunity to demonstrate competency.

- ☐ The scheduling of this second opportunity will provide the students with the opportunity to demonstrate competence. This opportunity will be reviewed by the individual staff trainer and assessor and will fit in with the program planning and timetabling demands of the course (however this second opportunity must not extend for more than semester in order to allow for the student learner to progress with the course).

9.   Recognition (Recognition of Prior Learning - RPL)

When students commence a VET programme, some units of competency or modules they may be competent at. Students are able to apply for what is called **'RECOGNITION'** for those specific units of competency or modules. If student's do, they will need to provide **evidence** that you can in fact already do these particular tasks. Individual students wishing to apply for RPL are eligible to complete the relevant documentation required by the RTO and provided to the student by the trainer and assessor.

Evidence might include:

☐ Letters of testimonials from employers – samples of work – certificates, etc.

NOTE:
You do not need to go through the following process if you already have a Statement of Attainment from another Registered Training Organisation that details any units of competency/learning outcomes which are the same as those in any of the school's VET programmes.
You will be awarded automatic recognition in these cases. This is referred to as "mutual recognition" – Credit Transfer. If you have done a unit of competency in another qualification, please alert your trainer to that fact and provide them with the evidence to support your credit transfer.

Recognition of prior learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. Students are provided with the school's RPL policy prior to enrolment in SDCS. They are made aware of the RPL application form. As part of their student induction, the process and types of evidence that can be used to support RPL applications is provided to them.

RPL applications will only be considered if the school's RPL application form is used. RPL applications must be submitted to the teacher of the qualification in the first instance.

How does this RPL Work?

Application:	To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.
Assessment	You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.
Notification	You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts

	of the course, you will not have to do those parts.

Cooktown SHS recognises AQF qualifications and statements of attainment issued by any other RTO and have a separate policy and procedure regarding the credit transfer process for this.

The RECOGNITION process is a very supportive one. VET Trainers and Assessors will guide student's through the process, including the steps of which are outlined as follows.

10. Complaints / Appeals

On rare occasions, a student may disagree with the grade/result a teacher has given for a particular assignment or test response that affects the outcome of a unit of competency. The grievance procedural steps are as follows:

STEP 1: The student consults the teacher about a review of the test, practical task, assignments or learning experiences.

STEP 2: In cases where no adjustment is made, the student may request that the HOD from the relevant faculty area review the assignment, test, practical task or learning experiences.

STEP 3: Before returning the script to the student, the teacher should be consulted by the relevant subject HOD before a final decision is made. An informal meeting should then take place between the student, teacher and HOD to resolve the grievance.

STEP 4: If the student fails to accept the decision arrived at by this group, then the grievance is to be put in writing and submitted the Principal for final consideration and resolution.

11. Continuous Improvement: Internal Quality Review Committee (IQR), Learner Engagement Surveys, Internal Audit

To assist the School in continuous improvement of our services, products and operations, we welcome comments and suggestions. These comments can be passed on through meetings conducted by the Student Council or at any time directly to the Head of Department for Senior Schooling.

By the end of Term 3 each year, the **Internal Quality Review Committees (IQR)** for each VET subject will have met to evaluate the delivery of the Certificate courses. This IQR committee will comprise of the relevant Head of Department for the qualification, subject teacher, community representative and evidence from a student completing the course. The School will also aim to link get the advice and support from an industry representative from the community to helps support a more formal review process.

Teachers and students may also be asked to complete evaluation forms. This will allow the School to obtain written feedback, which will be addressed by the **School Internal Audit Committee.** This Committee comprises the Principal or Nominee, Head of Department Senior Schooling, VET Coordinator and HOD's of VET subject areas, and will meet in Term 3 to discuss and review the delivery of VET at Cooktown State School.

12.   Student Feedback

During the course, students will be asked to provide feedback on the progression of the course, level of feedback provided by the trainer/assessor and the organisation of the units of competency. Students will be required to complete an on-line survey each year provided by the VET Coordinator for the course to review student learner feedback. This survey will then help to inform appropriate decision making in regards to the training and assessment of this qualification for the future with this registered training organisation.

13.   Access and Equity

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

This School strives to meet the needs of each student through incorporating access and equity principles and practices in line with Education Queensland Policy which acknowledge the right of all students to equality of opportunity **without discrimination.**

14.   Workplace Health and Safety

The safety and well-being of the staff and students of this School is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment.

You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher and observe good housekeeping practices
- Report all injuries or "near misses" to a teacher
- Ensure that your conduct does not interfere with:
  - school property
  - school staff safety or welfare, or with their ability to perform their duties
  - Student safety or welfare, or their ability to participate in and benefit from instruction.
- **Workplace Health and Safety and Accidents/Incidents while on structured work placement/work experience.**
- Where you find that you are required to undertake work that is a risk to your health and safety, you **must** advise your Work Education Coordinator immediately. Action may include withdrawing you from the work placement.
- The school will investigate all serious accidents as soon as possible after they occur so that an accurate account of events is recorded and remedial action taken to reduce the risk of other similar accidents.

15.   Access to Records

STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions when it is necessary for the school to provide information about you to another organisation (e.g.: the Department of Employment and Training or another registered training organisation, etc.) for your results.

** Note: The school will provide you with a copy of the consent form.

You can have access to your own personal records at any time by approaching the Head of Department or Subject Co-ordinator **for the subject area** in which you wish to check your information. If the matter is not related to any one specific subject you will need to approach the Principal for permission.

16.   VET Curriculum / Subject Levies and Refund Policies

VET curriculum/subject levies for the academic year are required to be paid at the beginning of Term 1 or unless otherwise stated by the VET contract for the qualification. For a full list of qualifications, competencies and subject levy information See Senior Secondary Curriculum Handbook Available from the HOD Senior Secondary or Deputy Principal – Senior Secondary.

Once a student commences in a VET program/curriculum area, no refunds of levies will be granted for particular term. Where levies have been paid for the whole year, a pro rata refund system will apply for terms in which the student has not commenced, but had paid levies. All fees and charges are known to participants before enrolment. Should Cooktown State School cancel any program, participants are entitled to a full refund or transfer of funds to another program.

Certification and Issuing Qualifications

The RTO must issue to students whom it has assessed as competent in accordance with the requirements of the Training package or VET accreditation course, a VET qualification or VET Statement of Attainment (as appropriate) that meets the requirements of the Standards for RTOs 2015.
Only certification documents that align with the scope of registration of the school RTO are issued.

Students will receive the certification documentation to which they are entitled within 30 calendar days of meeting the requirements of the training package they are enrolled in, provided the student has submitted a **Unique Student Identifier (USI)**.

If a student leaves the course part way through, a Statement of Attainment will be issued for the units of competency completed, provided the student has submitted a **Unique Student Identifier (USI).**

The RTO will ensure that through the implementation of the AQF Qualifications Issuance Policy:
- AQF qualifications are correctly identified in certification documentation

- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the RTO, and
- Students and parents/carers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – AQF
- The RTO will establish anti-fraud mechanisms by including the RTO's own logo on each document issued to ensure there is no fraudulent reproduction or use of credentials.

Replacement of certification documentation

The RTO maintains a Register of Certification documents issued for 30 years from the date of issue. This allows learners to request a reissue of their documentation at a later date. The RTO ensures that this is stored in an accessible format kept securely. The process for a learner, or former learner to request a reissue of their documentation is as follows:
- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the learner to the RTO Manager;
- The request will be forwarded to the RTO to coordinate who may request the SDCS operator to print the certification documentation.
- The replacement will identify that it is a re-issued version, as well as follow all requirements for printing and issuing qualifications and statements of attainment.
- A replacement will be issued within 30 working days of receipt of the written request and payment made to the school office.

17. Code of Practice

EDUCATIONAL STANDARDS
As a Registered Training Organisation, Cooktown State School will operate within the Principles and Standards of the Australian Skills Quality Authority. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

LEGISLATIVE REQUIREMENTS
Cooktown State School will meet all legislative requirements of the State and Federal governments. In particular, Workplace Health and Safety, Workplace Relations, Vocational Placement and Copyright Standards will be met at all times.

ACCESS AND EQUITY
All post-compulsory students are offered access to vocational education subjects through our subject selection process. All post-compulsory students receive individual counselling from the Guidance Office or Administration prior to finalisation of subjects.

Appropriately qualified staff will, based on their qualifications and experience, assess the extent to which the application is likely to achieve the stated competency standards and outcomes of the course. Course content, assessment procedures and vocational outcomes are outlined to students prior to their commencement of a subject.

QUALITY MANAGEMENT FOCUS
Cooktown State School is committed to providing a quality service and a focus on continuous improvement. We value feedback from participants, staff and employers for incorporation into future programs. This includes data collection through the SMART learner surveys and individual faculty assessment feedback.

CLIENT SERVICE

We operationalise sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with QSA requirements, are appropriate to competence achieved and issued in accordance with national guidelines.

Our qualify focus includes a Recognition of Prior Learning Policy, a Grievance and Appeal process, and the provision of student welfare and guidance services. Where necessary, arrangements are made for those students requiring additional literacy and numeracy support. We will take every opportunity to ensure that this information is disseminated, understood and valued by members of our school community.

EXTERNAL REVIEW

Cooktown State School agrees to participate in external monitoring and audit processes required by the Australian Skills Quality Authority.

MANAGEMENT AND ADMINISTRATION

Cooktown State School has policies and management strategies, which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

MARKETING AND ADVERTISING

Cooktown State School provides students with a sound subject selection process aimed at helping students select a course of study best suited to their needs. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

TRAINING AND ASSESSMENT STANDARDS

Cooktown State School has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QSA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

GUARANTEE

Cooktown State School will honour all guarantees outlined in this Code of Practice.

18.   Refund Policy

At Cooktown State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- [ ] an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student
- [ ] an education service purchased from a provider other than the school where the provider charges the school and
- [ ] a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student's account at the school, and used to offset any future charges.

Department of Education and Training policy references:

Education (General Provisions) Act 2006
SCM-PR-002: School Excursions
FNM-PR-019: State Education Fees

Please note a refund payment will only be issued to a parent which is free of any outstanding balance on their student's school account. Where a balance is owing a refund will be issued as a credit directly onto the student's school account to offset any outstanding amounts.

COOKTOWN STATE SCHOOL

Individual Student VET Agreement

This document is required to be completed by you, and counter-signed by your parent/career, as part of your undertaking to commence certificate courses with Cooktown State School. Your understanding and acknowledgement is essential. Please read through and complete ALL sections of this student contract. When completed, this document may be scanned and emailed or provided in person to your qualification trainer or the Senior Secondary School.

Student Name:	Internal/External VET Course:	Year and Level:	Gender:	Date of Birth: dd / mm / yyyy
	□ Cooktown State School	In 2019, I will be in Year □	□ Male	
	□ External VET Course	10 □ 11 □ 12	□ Female	

Enrolled course offered by Cooktown State High School: (Please select or state the appropriate course)

Qualification Level	□ I Level □ II Level □ III Level □ IV Level
	Qualification Name:

These courses are delivered and assessed by Cooktown State High School have qualified trainers and assessors, however, student evidence is verified with sufficient documentation regarding Statements and Certificate that may be issued or completed in conjunction with an external Registered Training Organisation (RTO).

Specific Qualification Requirement		**Response**
1.	I understand that this qualification requires full payment of a course fee inclusive of $____ payable over the two year course in yearly payments	□ Yes □ No
2.	I agree to undertake and complete the **mandatory _____ work placement** that is **required as part of this qualification**. I also agree to undertake this placement during nominated times during the school year. I agree to complete the other mandatory aspects of this qualification which include: completion of a First Aid certificate and CPR. I will submit and commit to completing this qualification including any work placement nominal hours or service periods in order to satisfy any qualification requirements.	□ Yes □ No
3.	I understand **(highlight other required aspects of the qualification that students and parents must agree to in order to complete this qualification).**	□ Yes □ No
4.	I have read through, or am familiar with Cooktown State High School's enrolment processes, fees and charges as well as the contents of school Policies and Procedures that contains the Assessment, Attendance and Grievance (Appeal) policies.	□ Yes □ No
I understand and acknowledge the following aspects of the Vet qualification offered by Cooktown State School.		**Response**
5.	As part of my selection for the qualification/s I am enrolled in, I have read the information such as Course Outline and/or Course or VET Handbook, either hard copy or via school website, that provides an overview of the certificate, the qualification or accredited course code and title, units to be delivered, entry requirements, course outcomes and pathways and, if applicable, work experience requirements.	□ Yes □ No
7.	Vocational Education Training (VET) qualifications and courses differ from other school courses and criteria-based assessment, by including work-like activities, competency based training and assessment and competency standards, which are an industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment. Everything 'counts' in VET, for example, conversations, demonstrations and task/documentation submission. Video recordings of the student undertaking the task may count as observation for specific unit elements.	□ Yes □ No
8.	Feedback and constructive suggestions to my trainer/assessor regarding my experiences in the enrolled Certificate course is welcomed and assists in ongoing course continuous improvement.	□ Yes □ No

VET Student Handbook   cperr86/2019
Correct at time of publication but subject to change

	Specific Qualification Requirement	Response
9.	I am required to demonstrate my competencies in skill and conversation to my trainer/assessor and this is facilitated through this school. I may need to fix-up submitted activities until my skill and knowledge is demonstrated to a satisfactory level according to unit requirements.	□ Yes □ No
10.	I need to read carefully and follow provided instructions. If I am unable to understand what is required of me I will seek assistance from my trainer/assessor.	□ Yes □ No
11.	All the work that has been/will be submitted under my name is in fact my own work and created within the last 18 month period in order to satisfy the training package requirements.	□ Yes □ No
12.	I need to ensure my postal address details are always kept up to date to assist in correct delivery of RTO documentation such as Statements of Results or Statement of Achievement and Certificate.	□ Yes □ No
13.	I am aware that late enrolment into this qualification may impact on my training and assessment, therefore I may be asked to negotiate units of work which could be impacted by a reduced amount of curriculum time due to late entry into this course. I am aware that competencies must be completed in order to obtain a statement of attainment.	□ Yes □ No

Student's Signature: _____   Date: ____ / ____ /____

If Student < 18 years of age:

Parent / Carer's Name *(Please Print):* _____

Parent / Carer's Signature*:* _____   Date: ____ / ____ /____

Deputy Principal/Principal _____   Date: ____ / ____ /____