

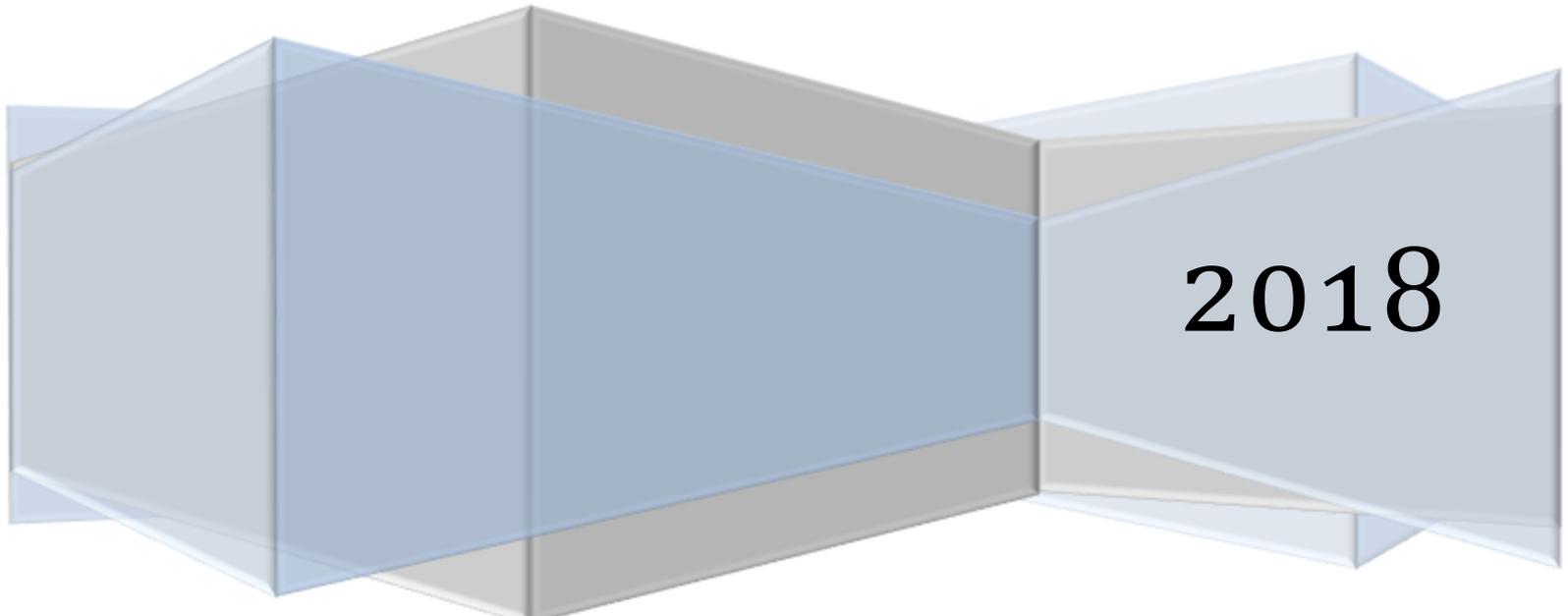
Maroochydore State High School (RTO Code 30397)

VET Student Handbook

VET Quality Framework

20 February 2018

'Correct at time of publication but subject to change'



2018

VET Student Handbook

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Introduction

Welcome to students undertaking a vocational education and training (VET) course this year. The purpose of this handbook is to provide all VET students with information about the VET programs offered. It also outlines your rights and responsibilities as a VET student studying at this School. Take the time to read everything in this handbook as you will be required to sign that you understand its contents. If there is anything that you do not understand, please ask your teacher about it. You may need to refer to this handbook throughout your period of enrolment in your VET course/s. Please note that the Policies and Procedures covered in this handbook are edited to provide you with the key concepts. You can access the full copies of all the policies and procedures at any time by making a request to your VET Co-ordinator.

Contact Details:

Name: Ms Liana Gerbo

Position: Head of Vocational Education and Training – RTO Manager

Email: lgerb1@eq.edu.au

Enrolment and Induction Procedures

1. All students will receive information about VET courses available in the School in Term 1, 2, 3 and 4 of Year 10, 11 and/or 12.
2. Should any VET Course be over-subscribed, auditions according to set criteria, where applicable, will be used to make selections. When auditions are not possible, students will be selected, in consultation with staff members, based on the students' demonstrated interests and aptitudes.
3. At the beginning of the year, all VET students will receive an induction in the form of direct instruction and a copy of this handbook. VET teachers will also ensure that you are informed about assessment and the specific competencies covered.

Fees and Refund Policy

The School Fees policy – Refer any queries to the cashier.

The School must have certain teachers and equipment to run these VET courses. If the School loses access to these resources, the School will provide students with alternative opportunities to complete the course and the related qualification. The School retains the right to cancel the course if it is unable to meet requirements.

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Course Information

Below is a list of VET qualifications/accredited courses delivered this year. For detailed information on these courses please refer to the Junior and Senior Curriculum Information Subject Selection Booklets or Maroochydore State High School website.

VET Qualifications	Delivery (Year 11 and/or 12)	QCE Credits
<ul style="list-style-type: none"> FSK20113 Certificate II in Skills for Work and Vocational Pathways (30397 MSHS) MSL20109 Certificate II in Sampling and Measurement (0418 Tafe QLD) 	10, 11, 12 10	4
<ul style="list-style-type: none"> MEM20413 Certificate II Engineering Pathways(31193 Bluedog) SIS20313 Cert. II in Sport and Recreation (Binnacle 31319) 	11 and 12	4
<ul style="list-style-type: none"> ICA20115 Certificate II – Information, Digital Media and Technology (30397) SIT20316 Certificate II in Hospitality (5710 SmartSkill) BSB20115 Certificate II Business (30397 MSHS) SIT20116 Certificate II in Tourism (5710 SmartSkill) MSF20516 Certificate II in Furniture Making (30397 MSHS) 	11 and 12	4
<ul style="list-style-type: none"> CHC30113 Certificate III Early Childhood Education and Care (5404 Australian Childcare Career Options) SIT30116 Certificate III in Tourism (5710 SmartSkill) HLT33015 Certificate III in Allied Health Assistance (30857 Cairns Training academy) 	11/12	8
Some Qualifications accessed through other RTO's		
<ul style="list-style-type: none"> SIT20416 Certificate II in Kitchen Operations (0418 TAFE QLD) 39292QLD Certificate IV in Crime and Justice (32123 Unity College) 31530313 Certificate III in Fitness (31319 Binnacle) BSB30115 Certificate III in Business (31319 Binnacle) 	11 and 12 11 and 12	4 8

Student Support and Guidance

There are many people on staff who will be able to assist you if you are in need of help. People involved in support and guidance services at this school include:

- Ms Benjamin – Head of Senior Schooling
- Ms Gerbo – Head of Vocational Education and Training - RTO Manager
- Ms Larney McDonald – Vocational Liaison Officer
- Mrs Gillies/Ms Jenkins – Guidance Officers
- Ms Goldstone – Head of Senior Secondary (TBC)
- Mr Grayson – HOD of ITD

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- Ms Hoffman – HOD of Global Studies/Business
- Mr Hilder – HOD of IT

Language, Literacy and Numeracy Support

You are undertaking a VET subject which has embedded units of competency from a Training Package and as such you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of the VET area of your choice.

In addition to the above you will receive further support in English or English Communication, and Pre-Vocational Mathematics or Mathematics A/B/C.

Behaviour Management Policy and Attendance

Every family in the School has received and acknowledged receipt of this policy upon enrolment into the School. Please make sure that you read it as its application is also relevant to all School VET programs. Attendance in VET classes complies with the School's Attendance policy. Flexible Learning and Assessment Procedures

At this School, all VET students will be fully informed of the VET assessment process and requirements and will have the right to appeal.

The following information represents some general information about the VET assessment process adopted at this School.

Competency-based Assessment

The School will comply with the assessment guidelines from the relevant Training Package or accredited course. Assessment will be competency-based (See [Appendix 1: Definitions](#))

Essentially, students are considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

Principles of Assessment

The School's delivery and assessment of VET courses are designed to promote valid, reliable, flexible and fair assessment that is also informative in its context and purpose. These principles comply with the School's Assessment Policy.

This means that:

- a) Students will be given clear and timely information on assessment, including:
 - advice about the assessment methods
 - assessment procedures
 - the performance criteria against which they will be assessed
 - when and how they will receive appropriate feedback
 - the mechanism for appeal.
- b) Sufficient evidence will be gathered to enable a fair and accurate judgment of each Student's competence.
- c) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- d) Reasonable adjustments will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes as stated in the Training Package.
- e) Opportunities for feedback and review via surveys of all aspects of assessment will be provided to students.

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- f) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.
- g) All students have access to reassessment on (informal) appeal.

Flexibility

All VET courses are flexible and they are designed to give every student an opportunity to demonstrate competence. This means that if you have an identified need, the conditions of the assessment task that you do may be changed. For example, a learning support aide may read the tasks to you or they may act as a scribe. Your teacher, together with the Learning Support/SEU staff, will decide what adjustment needs to be made. In making an adjustment, the rigor or difficulty level of the task will not change as you will still need to be judged 'competent' in order to gain the qualification. The fact that the conditions under which the task was performed has changed will be noted on your assessment task sheet.

Recognition of Prior Learning (RPL)

When you commence a VET program, you may think there are some units of competency you can already do which, therefore, make you competent. You can apply for 'recognition' for those specific units of competency. If you do, you will need to provide evidence that you can in fact already do these particular tasks. You may need to perform a 'skills test' to support your claim.

If you believe that you have sound reasons to apply for recognition ask your teacher to guide you through the process listed below.

- a) Retain a copy of the Recognition of Prior Learning Policy. Discuss the recognition process with your teacher.
- b) Ensure that you understand the full recognition application process, including the Appeals process.
- c) Collect evidence of your prior learning from a variety of sources. Evidence can take many forms, and will usually include such things as:
 - letters or testimonials from employers
 - photographs, videos, reports
 - awards, certificates and qualifications
- d) Discuss your self-assessment with your teacher. If there are full units of competency for which you and your teacher feel recognition may be given, you will be encouraged to complete a *Recognition of Prior Learning Application Form*. Please see your specific Head of Department or HOD of Vocational Education and Training.
- e) Complete and submit the *Recognition of Prior Learning Application Form*.
- f) You will know the outcome of your application within 15 days of application.
- g) Should you wish to appeal the decision, complete the Complaints and Appeals Form which you can get from the HOD of Vocational Education and Training.

Note: *If you have a Statement of Attainment from another Registered Training Organisation for any units of competency which are the same as those in any of the School's VET programs, you will be awarded automatic recognition and it will not be necessary for you to apply. This is referred to as mutual recognition.*

Complaints and Appeals

You may approach the School if you are dissatisfied with any aspect of your VET program. This includes:

- an administrative matter such as, for example, the non-issue of qualifications/ statements within the prescribed timeline;

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- another person in the school (student or teacher);
- a complaint about any aspect of the course or its delivery;
- a complaint about the results of an assessment or about the way the assessment was undertaken.

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Process

This is the process to follow:

- a) You should discuss the matter with a teacher or person in authority with whom you feel comfortable
- b) If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (e.g. assault, illegal discrimination or harassment, etc.), and you feel comfortable to do so, you will be encouraged to raise your complaint directly with the person concerned. You can ask for another teacher, of your choice, to be present when you do this.
- c) Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you will be asked to put the complaint in writing on a Complaints and Appeals Form, which can be obtained from the HOD of Vocational Education and Training.
- d) If the complaint is about another student, the matter will then be handled by the Head of Department. If the complaint is about a member of staff, it will be handled by the Principal.
- e) The person handling your complaint will:
 - tell the person you are complaining about, about the complaint. He/she will be given the opportunity to present their understanding of the matter;
 - ensure that only those people who need to know about the complaint are involved/informed;
 - give you written advice about the outcome and the reasons for it.

Access and Equity

The School member of staff who is responsible for ensuring access and equity is available to all students is the Head of Department – Vocational Education and Training. Should you, at any time, feel that you have been discriminated against in any of the ways outlined in Appendix 1, you should see the Head of Department so that he/she can set up the mechanisms to resolve the situation.

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

This School strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

For example, the following principles apply:

- VET curriculum areas will be adequately resourced with qualified teachers, and all VET training and assessment will be in line with industry standards to ensure quality outcomes.
- All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.
- Literacy and numeracy are embedded in all VET programs, as well as being delivered separately through English and Mathematics subjects.
- A variety of training/assessment methods will be used to cater for the different ways in which students learn.
- Any complaints/appeals, in relation to discrimination/harassment, will be treated seriously and handled in accordance with the School's Complaints/Appeals Process.

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Work Health and Safety

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

You are required to:

- Use and take reasonable care of any equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- 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; or
 - School student safety or welfare, or their ability to benefit from instruction.

First Aid is available at the School Administration Office. Students or staff should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be cleaned appropriately by trained School personnel.

An ambulance will be called in case of an emergency.

Access to Records

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign an acknowledgement and consent form as part of your Student Training Agreement Form at the back of this Handbook, for those occasions when it is necessary for the School to provide information about you to another organisation e.g. QCAA, Department of Employment and Training, ASQA, USI.

You can have access to your own personal assessment records at any time, by approaching the VET Teacher concerned. If the matter is not related to any one specific subject you should approach the Head of Department.

Appendix 1: Definitions

Assessment (of a competency) – ‘means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.’ *Standards for NVR Registered Training Organisations 2011*

Essentially, to be deemed competent, a student needs to be able to show evidence of their knowledge and skill, to industry standard.

The following terms associated with access and equity has been included so that you can develop an understanding of what they mean.

Aboriginality

This School considers an Aboriginal or Torres Strait Islander to be any person who identifies with, and is accepted by, the indigenous community with which he or she is associated.

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Racial prejudice/harassment

Racial harassment is the expression of attitudes or behaviour based on false assumptions or social myths of superiority of one race or culture over another. Examples of racial prejudice or harassment may include name calling, racist graffiti, demeaning jokes concerning a person's racial or ethnic background and, in extreme cases, physical assault.

Racial discrimination

Racial discrimination is behaviour which disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group including structural or institutional disadvantage (this includes policies and procedures which at first glance appear fair but which on reflection actually disadvantage people from a particular race).

Sexual harassment

Sexual harassment is any unwelcome behaviour of a sexual nature in the working or learning environment. Sexual harassment is not confined to a particular gender or sexuality and may include but is not limited to the following behaviours: -

- requests for sexual favours, either directly or by implication
- deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching and brushing against another person
- wolf whistles, catcalls, leering or offensive staring and gesturing
- persistent social invitations or obscene or unsolicited communications by other persons either at work or at home
- persistent questioning about a person's private life
- suggestive comments about a person's physical appearance or sexuality
- displays of erotic or sexually graphic material (posters, photographs, etc).

Physical harassment/bullying: -

- threatening others
- physical contact of a hurtful nature, for example, touching, hitting or grabbing
- destroying or damaging another's property.

Psychological harassment/bullying: -

- disparaging comments about ability or achievement
- verbally and/or non-verbally denigrating or insulting others
- telling jokes deliberately intended to offend another
- stalking and abusive phone calls.

Inclusion

Inclusion is defined as: -

- the process whereby enrolled students with identified special needs, or needs arising from their membership of target groups, can have equal access to the total School environment;
- providing the most appropriate education for each enrolled student in the least restrictive environment;
- maintaining and enhancing the participation of all enrolled students in appropriate regular School programs, including VET programs;
- requiring the negotiation of an appropriate program which is flexible and supportive;
- ensuring an appropriate and acceptable learning/training environment for all enrolled students.

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Appendix 2: Legislation

Work Health and Safety Act 2011

<http://www.legislation.qld.gov.au/Search/isysquery/4db115dc-4263-4a2d-9e33-94361d35e464/1/doc/WorkplHSaA95.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/4db115dc-4263-4a2d-9e33-94361d35e464/1/hilite/>

The Work Health and Safety Act 2011 provides a framework for managing health and safety risks in Queensland workplaces. The objective of the Act is to prevent fatalities, injuries and illnesses caused by a workplace, by workplace activities or by a specified high risk plant.

Workplace Harassment, Victimisation and Bullying

Industrial Relations Act 1999

<http://www.legislation.qld.gov.au/Search/isysquery/3be370aa-6a34-4d73-831a-515f3f7efc70/1/doc/IndustRelA99.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/3be370aa-6a34-4d73-831a-515f3f7efc70/1/hilite/>

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

Anti-Discrimination

Anti-Discrimination Act 1991

<http://www.legislation.qld.gov.au/Search/isysquery/8df62db6-78cf-4346-aff0-6097c6b330ab/2/doc/AntiDiscrimA91.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/8df62db6-78cf-4346-aff0-6097c6b330ab/2/hilite/>

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

Privacy

Information Privacy Act 2009

<http://www.legislation.qld.gov.au/Search/isysquery/db4c512b-b331-499a-8396-81180f03dcd5/1/doc/InfoPrivA09.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/db4c512b-b331-499a-8396-81180f03dcd5/1/hilite/>

The Information Privacy Act 2009 is an Act to make provision to protect the privacy of individuals, and for related purposes. The Federal Privacy Act contains eleven Information Privacy Principles. It also has ten National Privacy Principles (NPPs).

VET & Apprenticeships/Traineeships

National VET Regulator Act 2011

<http://www.comlaw.gov.au/Details/C2011A00012>

An Act to establish the National Vocational Education and Training Regulator, and for related purposes

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VETE Act 2000 & VETE Regulation 2000

<http://www.legislation.qld.gov.au/Search/isysquery/270cd1ab-79dd-485f-9f96-8454e4766a04/2/doc/VocEdTrEmA00.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/270cd1ab-79dd-485f-9f96-8454e4766a04/2/hilite/>

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

Education (Work Experience) Act 1996

<http://www.legislation.qld.gov.au/Search/isysquery/6baedef7-6052-405b-8ac7-8c89be05c593/1/doc/EducWkExA96.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/6baedef7-6052-405b-8ac7-8c89be05c593/1/hilite/>

An Act regulating work experience provided to students as part of their education. A work experience arrangement is an arrangement made between a student's educational establishment and a person (the 'work experience provider') under which the person will provide experience ('work experience') to the student as part of the student's education. An educational establishment may make work experience arrangements for its students.

The work experience arrangement must be in writing. A work experience arrangement may be made for a student only with the approval of the principal of the student's educational establishment.

Industry Specific Legislation

Tourism

Tourism Service Act 2003

<http://www.legislation.qld.gov.au/Search/isysquery/36b23da5-a609-4b40-9f6a-19dedc382bba/2/doc/TourServA03.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/36b23da5-a609-4b40-9f6a-19dedc382bba/2/hilite/>

The Tourism Service Act 2003 aims to eliminate unfair trading practices from the Tourism industry, such as controlled shopping, overcharging for goods and services and taking advantages of tourists.

Hospitality

Food Act 2006

<http://www.legislation.qld.gov.au/Search/isysquery/4ba347fc-85e3-4b96-8b30-225f62160904/2/doc/FoodA06.pdf#xml=http://www.legislation.qld.gov.au/Search/isysquery/4ba347fc-85e3-4b96-8b30-225f62160904/2/hilite/>

Objectives of the Food Act 2006 include ensuring food for sale is safe and suitable for human consumption, preventing misleading conduct relating to the sale of food and applying the Food Standards Code.

Further information on legislation is available on the State government web site www.legislation.qld.gov.au and the Commonwealth government website: www.comlaw.gov.au

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School Responsibilities

“The School must have certain teachers and equipment to run this course. If the School loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification. The School retains the right to cancel the course if it is unable to meet requirements.”

If a student enrolls late into a Vocational Education and Training course, that student may not complete all competencies to enable them to attain the full Qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.

Student Responsibilities

I acknowledge that I have been provided with a *Senior Curriculum Handbook and VET Induction session*, which contains information on the topics listed below. I acknowledge that I have read the handbook and was present at the induction session. I understand that I can access further information on these topics should I wish to do so from my Vet Teacher/s or the RTO Manager. I also understand that this information is available any time on request.

Topics covered in the VET section of the Curriculum Handbook (www.maroochyshs.eq.edu.au)

- Enrolment and Admission
- Course information, including content and vocational outcomes (refer to individual subject pages)
- Fees and charges including refund policy (VET brochure/VET offerings) VETIS Funding/Costs
- Access and Equity
- Access to records “*Educational Standards*”
- Expectations
- Student Feedback

Topics covered in the Induction session

- Complaints and Appeals Procedure
- Competency based assessment
- Recognition of Prior Learning (RPL)
- AQF qualifications
- Provision for language, literacy and numeracy support
- Student support and guidance services
- Flexible learning and assessment procedures
- Workplace Health and Safety
- Behaviour Management policy and attendance

CONSENT

I (Student's Name), a student at Maroochy State High School hereby consent to the school providing relevant information about me to the Queensland Curriculum & Assessment Authority (QCAA) to record my results in the calculation of my QCE. Information will also be recorded in Maroochy State High School management system and MSH S/QCAA will issue the relevant certification.

I also understand that subject charges vary according to individual Certificate requirements as outlined in individual course information outlined in the Senior Curriculum Handbook (www.maroochyshs.eq.edu.au).

I also agree to the school showing copies of any of my VET completed assessment tasks to the QCAA on request. I understand that student work is required in order to satisfy the QCAA that all assessment is of the correct, industry standard. This acknowledgement form will be valid for the full delivery period of any certificated vocational course spanning Years 10, 11 and/or 12.

NOTE: If I am a late enrolment into this course, I understand that I may not complete the qualification. A statement of attainment will be produced for the units of competency achieved.

I agree to:

- Make a serious commitment to my vocational studies at Maroochy State High School.
- Attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt.
- Meet the expectations and demands of the school in terms of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct.
- Maintain the high standard and reputation of Maroochy State High School when participating in work placement, excursions and interaction with the business community.
- Comply with the student behaviour support procedures of Maroochy State High School.

By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

Student Name			
Student Signature		Date	
Parent Name			
Parent Signature		Date	
VET Trainer			
VET Trainer Signature		Date	

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