



Policy and Procedures

Access and Equity

for

Pacific Pines State High School

RTO 30900

AQTF reference

QCAA Standards for RTO's 2015 Standard 1

Scope

This policy is relevant to all Pacific Pines State High School staff including trainers and assessors as well as support staff, students, and employers who engage Pacific Pines State High students in work experience or structured work placement.

Policy statement

Pacific Pines State High School will, at all times, market and enrol in an ethical and responsible manner which complies with Equal Employment Opportunity and Anti-Discrimination legislation and is consistent with the requirements of the National Training Package.

Pacific Pines State High School endorses the principles of access and equity within our Vocational Education and Training by adopting the following guidelines:

- *Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.*
- *Access and opportunity for all people to appropriate, quality vocational education and training programs and services without discrimination.*
- *Increased opportunity for stakeholders to participate in relevant decision making processes within our Vocational Education and Training activities.*

Responsibilities

Principal

- Ratifies the Pacific Pines State High School Access and Equity — QCAA Standards for RTO's 2015 Policy and Procedures
- The principal is ultimately responsible for ensuring that the school RTO complies with the QCAA Standards for RTO's 2015 .

Deputy Principal

- The Deputy Principal has access and equity as a nominated part of their duties.
- Implements and manages the Pacific Pines State High School Access and Equity — QCAA Standards for RTO's 2015 Policy and Procedures under the principal.

VET coordinator

- Liaises with the principal, deputy principal and vocational training areas regarding student access and equity.

Trainers and assessors / teachers

- Operate in accordance with the Pacific Pines State High School Access and Equity — QCAA Standards for RTO's 2015 Policy and Procedures
- Assessment will be conducted by appropriately qualified staff that will practice equality of opportunity for all students. Students with special needs can access the

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learning support staff that will provide teachers with relevant information when assessment needs to be adjusted.

Learning support staff

- The Learning Support Coordinator has access and equity as a nominated part of their duties.

Further details regarding RTO responsibilities are available on the Pacific Pines State High School Duty Statements — VET Guidelines document.

Related materials

VET Student Handbook

VET Staff Handbook

Risk Management — Policy and Procedures

Trainers and Assessors — Policy and Procedures

Continuous Improvement — Policy and Procedures

Conditions of Registration — Policy and Procedures

Complaints and Appeals — Policy and Procedures

Duty statements

Language & Literacy Skills

All staff, including trainers are required to observe, identify and immediately act when a student has problems with language, literacy, or numeracy.

- Staff will maintain the confidentiality of student's language, literacy, or numeracy problems except as required to facilitate support and assistance.
- Staff will not make discriminatory or judgmental statements about any student or other staff member based on the level of language, literacy, or numeracy skills or any other issues.
- Students with language, literacy, or numeracy problems will be counselled on their skill deficiency and the possible impact that may have on their chosen training program.
- Recommendations for assistance will be presented to the student to overcome the skill shortfall, however, no student will be rejected because they decline this advice.
- Specialised training, mentoring and support may be recommended.
- Details of access, cost, entry requirements will be given to the student if needed.
- Management will hold discussions with staff to reinforce organisational policy on Access and Equity if inappropriate behaviour has been observed or identified.
- Where a language, literacy or numeracy support program is needed, the effectiveness of that program and its impact on the student undertaking any training program will be monitored.
- Management and staff have the joint responsibility of maintaining a high level of awareness of courses available to students with language, literacy, or numeracy problems.

Student Support, Welfare and Guidance Services

Students have access to a wide range of support, welfare and guidance services at this school, including, for example:

- Guidance Officer
- Deputy Principal (Senior Schooling)
- Youth Support Worker/YSC
- School Nurse
- School Chaplin
- School Health Worker
- Learning Support Department
- Senior Schooling HOD
- Industry Liaison Officers

The Head of Department of each course in which VET outcomes are embedded, the HOD (Senior Schooling), the Deputy Principals and the school Guidance Officer are available for confidential counseling and support of students. These people will provide assistance to students with study difficulties, interpersonal difficulties, grievances and any special educational needs that may arise which could prevent a student from realising his/her full potential while participating in courses of study.

Access to these services is by appointment or referral.

Students will be referred to outside agencies if the problem is beyond the scope of the organisation. This will occur at the discretion of the Deputy Principal, Guidance Counselor or School Health Worker.

Flexible Learning and Assessment Procedures

Pacific Pines State High School operates a flexible timetable where Year 12 students commence school at 8.45am and finish at 2.45pm. Students are not required to attend on Mondays, giving them the opportunity to pursue other opportunities such as school based traineeships, apprenticeships, part time work, work experience, tutorials, study etc. Students have the opportunity to make appointments with relevant teachers if they need additional assistance with competencies/modules. Students should arrange a mutually suitable time with teachers to ensure they achieve the best outcomes possible in their VET course of study.

Year 11 students commence school at 8.45am and finish at 2.45pm. Students are required to attend five days a week and they have the opportunity to negotiate and pursue other opportunities similar to those offered to Year 12 students.

Some students have opted for an “Earning and Learning” pathway. These students attend school three days each week, undertaking paid or voluntary work, traineeships, apprenticeships or other approved programs to improve their long term career options.

Pacific Pines State High School’s assignment policy is clearly set out in the Senior Schooling handbook.

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

Your VET teacher/trainer will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however, represents some general information about the VET assessment process adopted at this school.

Students with Disabilities

The purpose of this section is to clarify the obligations of Pacific Pines State High School staff and the rights of people with a disability, under the Disability Discrimination Act 2005.

All students, including students with disability, should be treated with dignity and enjoy the benefits of education and training in a supportive environment which values and encourages equal opportunity participation. This includes the right to comparable access, services and facilities, and the right to participate in education and training without discrimination. Pacific Pines State High School has a legal and ethical obligation to make changes to reasonably accommodate the needs of a student with a disability.

Pacific Pines State High School will make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, staff and other students.

In determining whether an adjustment is reasonable, Pacific Pines State High School will take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, the trainer / assessor of the student, independent experts, or a combination of these people.

Training of staff in the principles of Access and Equity

- All staff has access to the organisation's Access and Equity Policy.
- All staff will attend the staff induction, which covers among other topics, the implementation of the Access and Equity Policy.
- Any staff member who breaches the Access and Equity Policy will be counselled on the breach and, if required, the staff member will undertake further training or disciplinary action as appropriate.