



NASSSA

2018

**VOCATIONAL
EDUCATION
AND
TRAINING
PATHWAYS**

***INDUCTION
BOOKLET***

STUDENT NAME:



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Course name:

Training Provider:

Trainer name:

Phone/mobile contact:

Trainer Email:

Training location address:

VET Leader name:

VET Leader contact phone:

Notes: Key information from my induction:



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TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES

Congratulations on being awarded the opportunity by your school, to participate in a Regional VET (Vocational Education & Training) course.

This booklet will provide you with some key information to make your experience a positive and rewarding one! You must complete this booklet and provide your VET Leader with all certificates completed during activities, before you can embark on any training or work placement.

Chapters:

1. What is VET?
2. Vocational Training Documents
3. Structured Workplace Learning [SWL]
4. Guide to Workplace Learning for Students
5. Other Workplace Learning Documents
6. Workplace Learning Agreement Form
7. Workplace Learning Videos
8. Work Health & Safety (WHS)
9. Equal Opportunity
10. Keeping Safe
11. Places to get information and Law Stuff

Appendices:

1. DCSI Clearance
2. Grievance Procedure
3. Certificate
4. Teacher Resources
5. Other Resources

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What
is VET?

[Click here!](#)



Course
Videos

[Click here!](#)



CHAPTER 1

What is VET?

VET stands for "Vocational Education and Training".

It is industry specific training providing you with nationally recognised qualifications which can also contribute to your SACE.

As a NASSSA regional VET student, you will be receiving training from a trainer/teacher, qualified to deliver and assess accredited training from a training package. If you are successful, you will receive nationally recognised qualifications in your chosen field.

The training may occur at a school, in a Trade Training Centre, or at the facility of a Registered Training Organisation (RTO).

The specific qualification for your VET course will comprise of "units of competency".

Your trainer will collect evidence of your "competence" from which they will assess whether you have met the criteria for the unit.

The evidence will comprise of a selection from your:

Work books

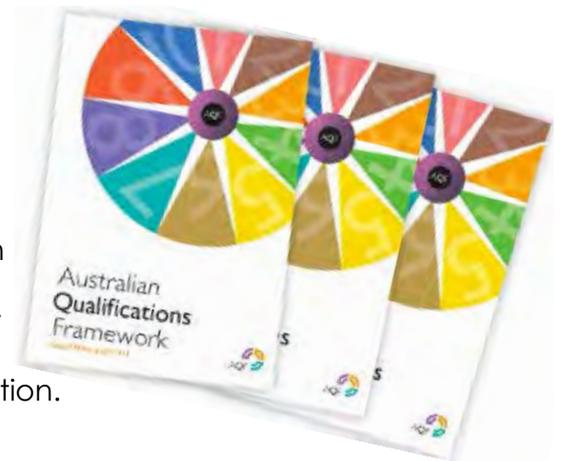
Work placement Logbook/Journal

Work placement feedback/report

Practical activities

The trainer will collect this information, collate it and send it to an RTO at the end of the course, who will issue a Statement of Attainment for those Units of Competency you have successfully completed. If you complete all the required competencies for a qualification, you will also receive a Certificate for that Qualification.

This will be nationally registered and recognised.



Your school will also receive this information and organise for your VET results to be recognised and counted towards your SACE certificate. Your VET Leader can talk to you about how much and at what Stage of the SACE, each competency will be recognised.

You need to be aware that you will only gain credits for SACE if you complete all the requirements of training, so poor attendance and non-completion of tasks, means you could be putting your SACE completion at jeopardy!



What are my rights and responsibilities with VET?

When you begin a VET course, you are entering an adult learning environment. This means that it is not school...it is learning with some different expectations and assessment requirements.



- 😊 A training environment that allows you feel safe and be free from harassment, discrimination and bullying
- 😊 To be properly informed of the assessment requirements of the course
- 😊 To be properly informed of changes to the program
- 😊 A training environment that gives you a number of different opportunities to demonstrate your understanding of the subject being taught



- 😊 Be on time...times for VET training may be different to school!
- 😊 Notify your trainer AND VET Leader, if you cannot attend, or are going to be late for any reason
- 😊 Submit any work required on time
- 😊 Wear appropriate clothing. VET courses may have different dress requirements
- 😊 Ensure you orient yourself to the training venue (HINT: The checklist on page 25 must be completed and signed on your first day)
- 😊 Negotiate with your trainer and your teachers to catch up on either missed VET or missed school work. You will have to manage your time!
- 😊 Follow the Code of Conduct you signed as part of your initial VET application for enrolment (see a copy on page 18 of this booklet)
- 😊 After one term, you will be required to complete an online survey about your training. This is a simple survey and you will be given time to do it at school. It asks you to reflect about your attendance, subject matter in the course, the trainer, the actual training, assignments and assessments, resources and facilities, career, well being and other general training matters. It will give you a chance to provide feedback on the quality of the training and whether it is meeting your needs and expectations.

CHAPTER 2

Vocational Training Documents

Checklist Consent Form



Training Induction Checklist

Complete all details on the form, tick check boxes when completed, trainer signs, then return to VET Leader



| | | |
|--|-------------------|---|
| Student's Name: | | |
| Trainer's name: | | |
| Location of Training: | | |
| Date of Induction: | | |
| Introduction: (explain and provide) | | Specific health and safety information: (explain and show) |
| <p>Nature and structure of organization</p> <p>Roles of key people in the organization (introduce trainer if not the person doing the induction)</p> <p>Training times and meal / rest breaks / punctuality requirements</p> <p>Mobile phone rules</p> <p>Notification of absences</p> <p>Sign in/out procedures including specific rules around leaving premises</p> <p>Explain confidentiality requirements</p> <p>Emergency contact details</p> <p>Site general information including other courses offered</p> | | <p>Health and safety policy and procedures, including roles and responsibilities for health and safety</p> <p>Harassment, bullying and workplace violence policies and procedures</p> <p>Safe work procedures</p> <p>Special safety requirements</p> <p>Safety signage</p> <p>Hazard reporting procedures</p> <p>Incident reporting procedures</p> <p>Injury reporting procedures</p> <p>First aid procedures</p> <p>Fire safety procedures</p> |
| Training Environment: (show) | | Reporting: (discuss) |
| <p>Equipment used for training, hazards involved and control measures</p> <p>Locker and change rooms (if required)</p> <p>Wash and toilet facilities</p> <p>Lunch facilities or where to go during breaks</p> <p>Location of First Aid facilities, such as the First Aid kit / room</p> <p>Location of emergency exits, fire extinguishers and eye wash stations</p> | | <p>Review competency based training assessment procedures to be used</p> <p>Explain theory and practical requirements</p> <p>Explain structured workplace learning placement requirements and process to be used if applicable</p> <p>Overview of activities to be done during the placement to reach the goals</p> <p>Outline recording procedure required during placements</p> |
| Security: (explain) | | Any other course specific induction matters (please list) |
| <p>Training facility</p> <p>Personal belongings</p> | | |
| Conducted by: | Name: | Date: |
| | Signature: | |



CONSENT FORM FOR CAMP/EXCURSION

(To be completed in conjunction with medical information and activity information sheets)

Please use block letters when filling out this form

As a parent/guardian of:

| | |
|----------------------|--|
| STUDENT/CHILD'S NAME | |
|----------------------|--|

I:

| | |
|----------------------|--|
| PARENT/GUARDIAN NAME | |
|----------------------|--|

give my consent for him/her to participate in:

| | |
|--|--|
| NAME OF ACTIVITY | |
| REASON FOR AND DESCRIPTION OF ACTIVITY | |

at/on:

| | |
|----------|--|
| LOCATION | |
|----------|--|

FROM:

| | | |
|--|--|--|
| | | |
|--|--|--|

 TO:

| | | |
|--|--|--|
| | | |
|--|--|--|

 OR ON:

| | | |
|--|--|--|
| | | |
|--|--|--|

The school/preschool will use the student's current Health Care Plan unless otherwise instructed.

Has a current Health Care Plan been provided to the school/preschool? Yes No

If No, please provide an updated Health Care Plan to the school/preschool on completion of this form. ↴

Details of **planned activities, transport arrangements**, anticipated **number of students/children** and **supervising teachers/instructors** are provided on the information sheet attached.

Agreement

- I agree to delegate my authority to supervising teachers/instructors. Such supervisors may take whatever disciplinary action they deem necessary to ensure the safety, well-being and successful conduct of the students as a group and individually.
- In the event of an accident or illness and contact with me being impracticable or impossible, I authorise the teacher-in-charge to arrange whatever medical or surgical treatment a registered medical practitioner considers necessary. I will pay all medical and dental expenses incurred on behalf of my child.
- I have also attached additional or updated health care information, including details of any additional health support he/she requires to undertake the above activities safely. I also consent to my child's doctor or medical specialist being contacted in an emergency.
- The information given is accurate to the best of my knowledge.

Signed: _____

Date: / /

Emergency Contacts - Parent/Guardian

| | | | |
|----------------|--|-----------------------|--|
| NAME | | | |
| ADDRESS | | | |
| | | POSTCODE | |
| HOME TELEPHONE | | WORK TELEPHONE | |
| | | ALTERNATIVE TELEPHONE | |

| | |
|--|--|
| Student Medic Alert Number (If applicable): | |
|--|--|

*Any health care information provided is not intended to prevent your child participating unless specific medical advice warrants exclusion. The health care information you supply to the school/preschool will be treated confidentially. Such information is sought in order to protect and assist the student so the activity may be a safe and enjoyable experience. Please contact the teacher-in-charge if you wish to discuss any health care problems.

CHAPTER 3

What is SWL?

WORKPLACE LEARNING

Workplace learning occurs when your school assists you to undertake a learning program at a worksite without the direct supervision of a teacher. You will observe a variety of work as well as undertake supervised work appropriate to your age, maturity, competence and skill level.

Workplace learning provides you with valuable opportunities to develop vocational skills, knowledge and attitudes in the context of real work environments. Work placement aims to build on your school's work and career development programs as well as other course work and activities that assist you in your transition from school to work and/or further study.

Workplace learning is a chance for you to learn outside of the classroom. It can help you learn about what employers expect, what responsibilities workers have and can also help you to make decisions about your future career options.

Workplace learning is undertaken as part of the school curriculum and is governed by the Workplace Learning Guidelines [DECD].

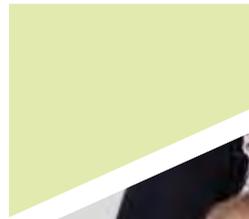
Structured Workplace Learning (SWL)

This involves an integral link to the Vocational Education and Training (VET) program that you are undertaking. This program may be provided wholly on the job, by a teacher or trainer in a school, or by another training organisation. SWL is more than work experience because the logbook and journal you complete during your placement as well as the feedback from the employer/supervisor, will be part of your VET assessment. In fact, for some courses, you cannot complete the qualification without such placements and industry verification (or confirmation) of your competency. It can be **COMPULSORY** and failure to do it means you cannot get your full certificate!!! During your placement you will have the opportunity to put into practice what you have learnt in your VET course.

If your employer/supervisor is concerned about your conduct, they will notify your trainer, school and/or parent/guardian. You may be interviewed about this and it could lead to you being withdrawn from your placement and even your VET course! Remember the Code of Conduct!

Work Experience

This involves a short term industry placement, which aims to enhance your experience and understanding of the work environment informing your career development.

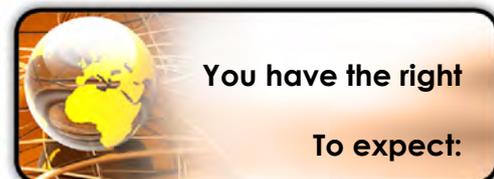


What are my rights and responsibilities with Workplace Learning?



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Your work placement may be your first experience of the world of the workforce! Doing a work placement (as with being an actual employee), means you have some responsibilities, but also some rights.



You have the right
To expect:

😊 A workplace that allows you feel safe and be free from harassment, discrimination and bullying

😊 An induction to the workplace that includes site specific Work Health and Safety (WHS) procedures.



You have the
responsibility to:

😊 Ensure you have a signed workplace agreement form returned to your school BEFORE you begin your placement. This covers you should any injury occur, under your school/DECD insurance policy (see Appendix)

😊 Be on time

😊 Notify your employer/supervisor and school VET Leader, if you cannot attend, or are going

😊 Notify your school VET Leader immediately, of any changes to arrangements, eg you being sent unexpectedly to a different work site

😊 Follow the employer's rules and regulations including WHS, privacy and confidentiality, as well as phone use

😊 Ensure you orient yourself to the workplace (HINT: The checklist in the Appendix must be completed and signed on your first day)

😊 Wear appropriate clothing for the particular workplace

😊 Present yourself clean and tidy and with a positive attitude

😊 Follow reasonable instructions

😊 Fill out your workplace journal/logbook



CHAPTER 4 Workplace Learning Documents

As well as you receiving the '**Guide to Workplace Learning for Students**', before going on any work placement, the following documents **MUST** be provided to Parents/Caregivers and Employers.



http://nassa.com.au/uploads/documents/DECD_WPL_STUDENTS-A5-Booklet_V8.pdf



<http://nassa.com.au/uploads/Parent-WPLG-brochure-1.pdf>



<http://nassa.com.au/uploads/Workplace-Provider-brochure-1.pdf>

PRE-Workplacement Checklist

Students complete all details on the form, tick check boxes and, when completed, return to VET Leader...NO PLACEMENT UNTIL FORM RETURNED!



| | |
|-------------------------|--|
| Student's Name: | |
| School: | |
| Home/Care/Mentor Class: | |
| VET Course: | |

BEFORE I start my placement, I have:

- Notified my VET Leader that I need to do a placement
- Gained approval from the Trainer the workplace is appropriate and had my VET Leader agree on a particular employer
- Collected my Workplace Learning Agreement Form from School
- A clear understanding AND the documentation I need from my trainer about what I need to do on placement
- Filled in as much of page 1 of the form as I can before approaching potential workplace
- Made contact with the employer
- Met my supervisor and recorded their name and contact details
- Had the employer/supervisor sign the form
- Discussed the training logbook with the employer/supervisor
- Confirmed any special requirements eg clothing
- Had my parents/caregivers sign the form
- Returned the form to my VET Leader at my school with Sections A, B and C complete. ***It is a legal and DECD requirement, that this form is completed and returned BEFORE any Workplace Learning or Work Experience***
- Discussed my absenteeism with my other teachers and arranged work/catch up activities
- The Workplace Induction Checklist to complete with the supervisor either before placement or the first time I attend
- The Workplace Logbook/Reporting materials I need to provide the supervisor the first day
- Returned the Workplace Induction Checklist to my VET Leader

| | |
|-------------------|--------------|
| Name: | Date: |
| Signature: | |

FOLLOWING my placement, I have:

- Returned the Workplace Induction Checklist to my VET Leader
- Provided the Report/Logbook to my VET Leader to copy before handing to my trainer at my next training day
- Sent a thank you letter to the employer

| | |
|-------------------|--------------|
| Name: | Date: |
| Signature: | |

Workplace Induction Checklist

Complete all details on the form, tick check boxes when completed, inductor/employer signs, then return to VET Leader



| | | |
|---|-------------------|--|
| Student's Name: | | |
| Manger/Supervisor's name: | | |
| Workplace Name & Address (Location): | | |
| Department/Section: | | |
| Date of Induction: | | |
| Introduction: (explain and provide) | | Specific health and safety information: (explain and show) |
| <p>Nature and structure of organization</p> <p>Roles of key people in the organization (introduce supervisor if not the person doing the induction)</p> <p>Work times and meal/rest breaks</p> <p>Procedures for phone calls and collecting messages, including mobile phone rules</p> <p>Notification of absence procedure</p> <p>Explain confidentiality requirements</p> <p>Emergency contact details</p> <p>Dress/uniform/appearance requirements</p> | | <p>Health and safety policy and procedures, including roles and responsibilities for health and safety</p> <p>Consultation & communication procedures including function of health & safety representative in student's area</p> <p>Harassment, bullying and workplace violence policies and procedures</p> <p>Safe work procedures</p> <p>Special safety requirements</p> <p>Hazard reporting procedures</p> <p>Incident reporting procedures</p> <p>Injury reporting procedures</p> <p>Location of forms that need to be completed when reporting hazards, incidents and injuries</p> <p>First aid procedures</p> <p>Fire safety procedures</p> <p>Other emergency/evacuation procedures</p> |
| Work Environment: (show) | | Reporting: (discuss) |
| <p>Equipment used for job, hazards involved and control measures</p> <p>Locker and change rooms (if available)</p> <p>Wash and toilet facilities</p> <p>Dining/Staffroom facilities, or where to go during breaks</p> <p>Location of First Aid facilities, such as the First Aid kit / room</p> <p>Location of emergency exits, fire extinguishers and eye wash stations</p> <p>Prohibited or restricted areas</p> <p>Safety signage</p> | | <p>Together, review the logbook/report to be used by the student during the placement</p> <p>Discuss activities to be done during the placement to reach the goals</p> <p>Agree on completion times of logbook and employer report</p> |
| Security: (explain) | | Any other site specific induction matters (please list) |
| <p>Cash handling (only if required for competency verification)</p> <p>Building</p> <p>Personal belongings</p> | | |
| Conducted by: | Name: | Date: |
| | Signature: | |

CHAPTER 6

Workplace Learning Agreement Form

The Workplace Learning Agreement Form must be completed before any placement occurs.

No part of the existing text may be altered, deleted or added to.

This document is to be completed

- firstly by the student (all the parts the student can complete)
- then the workplace provider (employer)
- followed by the parent/caregiver
- finally by the principal/delegate.

Schools are to attach to the completed and signed original, any additional forms, such as for maritime placements, accommodation away from home, or additional documents showing changes to work placement dates, time, location or tasks.

Copies must be made and given to each of: the student, the employer, the parent/caregiver and the original copy to be kept by the school.



This form is to be completed and returned for school approval by:

[Click here to enter a date.](#)

This document is to be referenced against the current version *Workplace Learning Guidelines*. No part of the existing text may be altered, deleted or added to. This document in its entirety is to be completed firstly by the student, then the workplace provider, followed by the parent/caregiver and finally by the principal/delegate. Schools are to attach to the completed and signed original, any additional forms, such as for maritime placements, accommodation away from home, or addendums documenting changes to work placement dates, time, location or tasks.

| |
|-------------------|
| School use |
| Date submitted |
| Form check Notes |
| Signature |
| Date |
| Data entered |

| Section A: | School | School to complete |
|------------------------|---|---|
| School contact person: | Click here to enter text. | Mobile: Click here to enter text. |
| School name: | Click here to enter text. | Fax: (08) Click here to enter text. Tel: (08) Click here to enter text. |
| Street address: | Click here to enter text. | |
| Suburb/town: | Click here to enter text. | P/C: Click here to enter text. Email: Click here to enter text. |

| Section B: | Student and Work Placement Details | Student to complete |
|--|---|---|
| Family name: | Click here to enter text. | Given name: Click here to enter text. |
| Birth date: | Click here to enter text. | Age at time of placement: Choose an item. Year level: Choose an item. |
| <input type="checkbox"/> Work Experience | Identify industry area or VET course linked to this placement: Click here to enter text. | |
| <input type="checkbox"/> Structured Work Placement | | |
| Placement dates: | From: Click here to enter a date. To: Click here to enter a date. | Start time: Choose an item. |
| <i>Identify any specific arrangements:</i> Click here to enter text. | | Lunch time: Choose an item. |
| | | Finish time: Choose an item. |
| Identify any special medical condition, medication, disability and/or learning needs that may affect this student on work placement If there is / are none please indicate 'Not Applicable'. Click here to enter text. | | |
| <i>Please attach further information if necessary.</i> | | |

Student to sign and date the following declaration

As a student on work placement, I agree to attend the workplace at the agreed time and days or to notify both my workplace supervisor and my school promptly if I am unable to do so. I shall be appropriately dressed and comply with all reasonable directions. I shall promptly inform the workplace supervisor and the school of any incident or accident. I will complete the required program of workplace preparation prior to beginning work placement. I am aware that, in case of need, I may contact my supervising teacher or school. I have read and understood the brochure 'A Guide to Workplace Learning for Students'.

| | | | |
|---------------------------|----------------------|--------------|---|
| Student signature: | <input type="text"/> | Date: | Click here to enter a date. |
|---------------------------|----------------------|--------------|---|

| Section C: | Emergency Contact Details | Parent/caregiver/independent student* to complete, sign, date |
|--------------|---|---|
| Name: | Click here to enter text. | Relationship to student: |
| Address: | Click here to enter text. | |
| Phone: Home: | Click here to enter text. | Work: Click here to enter text. Mobile: Click here to enter text. |

Parent/caregiver to sign and date declaration below

*I give permission for: [Click here to enter text.](#)
to be involved in the work placement program under the conditions outlined in this document, particularly D1 and D2. In the event of illness or accident, the emergency contact shall be notified as soon as possible. If contact cannot be made, I authorise the supervisor in the workplace to obtain the services of a suitably qualified medical practitioner and to convey the student to a place suitable for treatment. I undertake to cover the costs of any unmet expenses incurred. I understand that I am responsible for transportation and any costs associated with travel to and from the work placement. I have read and understood the brochure 'A Guide to Workplace Learning for Parents and Caregivers'.*

| | | | |
|---|---|--------------|---|
| Parent/caregiver/independent student name (print): | Click here to enter text. | | |
| Parent/caregiver/independent student signature: | <input type="text"/> | Date: | Click here to enter a date. |

Additional forms attached

Maritime Workplace Learning Agreement

Accommodation Away from Home

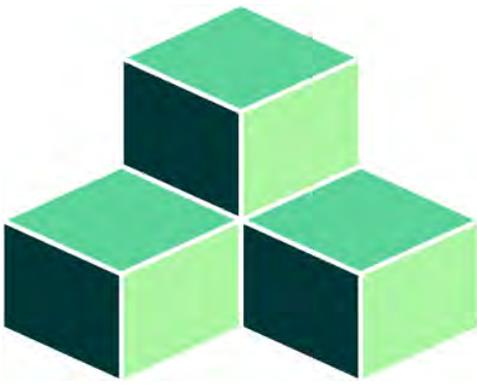
Addendum to Workplace Learning

- Department for Education & Child Development
- Association of Independent Schools of SA
- Catholic Education SA



*'independent student' refers to any student over 18, or whom the school recognises as being responsible for their own education and living arrangements.

| Section D1: Workplace Provider Details | | Workplace provider to complete all sections in BLOCK PRINT | |
|---|--|---|---|
| Firm name: | Click here to enter text. | Phone: | Click here to enter text. |
| Firm postal address: | Click here to enter text. | | |
| Suburb/town: | Click here to enter text. | P/C: | Click here to enter text. |
| Contact person: | Name: Click here to enter text. | Position: | Click here to enter text. |
| Contact details: | Phone: Click here to enter text. | Fax: Click here to enter text. | Email: Click here to enter text. |
| Location of placement <i>(If not same as above)</i> | Click here to enter text. | | |
| Tasks to be performed: | Click here to enter text. | Will the student be required to travel as a passenger in an appropriately registered and insured work vehicle as part of their placement? | Choose an item. |
| Special conditions <i>(eg, special clothing / PPE Relevant History Screening)</i> | Click here to enter text. | | |
| Section D2: Workplace Provider Declaration | | Workplace provider to note then sign / date the section below | |
| <p><u>I certify that</u> Work Health and Safety practices, procedures and systems are in place, including the induction of people new to the workplace.</p> <p><u>I agree to accept</u> this student on work placement and to plan and conduct an appropriate program in a non-discriminatory and harassment free environment. I will notify the school in the case of student illness, accident, inappropriate behaviour or any absence.</p> <p><u>I give assurance</u> that the student will be adequately supervised in a child safe environment. Those workplace providers who are mandated notifiers agree to acknowledge their responsibility under the <i>Children's Protection Act 1993</i>.</p> <p><u>I understand the student</u> will not be paid or given a reward of any description for work performed during the placement and will not be used to replace a paid or striking worker, or participate in industrial disputes.</p> <p><u>I understand</u> the student will be visited or telephoned by a teacher/staff member during the placement and that the student will not be involved with any tasks prohibited by insurance or legislation.</p> <p><u>I acknowledge</u> that there will not be more than 1 work placement student for the equivalent of 3 fulltime employees during this placement and that the information provided on this form is for the administration of workplace learning only. Subject to the requirements of the South Australian Government <i>Information Privacy Principles 1989 (re-issued 16 September, 2013)</i> this information is not to be used for any other purpose.</p> <p><u>I acknowledge</u> I have read and understood the brochure '<i>A Guide to Workplace Learning for Workplace Providers</i>'.</p> | | | |
| Insurance arrangements (Please tick relevant box) | | | |
| <p><u>I understand</u> that while a student is participating in the work placement program they are covered by:</p> <ul style="list-style-type: none"> • DECD's self-insurance arrangements in the case of students enrolled in government schools, or • The school's personal accident and public liability insurance policies in the case of students enrolled in non-government schools. <p><u>I certify</u> that as the workplace provider:</p> <p><input type="checkbox"/> I have a current public liability or protection and indemnity insurance policy, OR</p> <p><input type="checkbox"/> my workplace is a large corporation, statutory authority, government department or instrumentality, and stands its own risk in terms of public liability in the event of injury to the student or damage or injury to a third party arising from the actions of the student, but which is attributable to negligence on the part of the workplace provider or their workers or agents.</p> | | | |
| Workplace provider approval for SA Unions Notification (not required for Independent Schools). Please tick one box. | | | |
| <p><input type="checkbox"/> <u>I agree to</u> the school informing the SA Unions of the business name of this workplace provider and its location to assist in maintaining the highest standard of this student work placement.</p> <p>or</p> <p><input type="checkbox"/> <u>I do not agree</u> to this information being passed onto the SA Unions.</p> | | | |
| Workplace provider signature | <input type="text"/> | Date: | Click here to enter a date. |
| Section E: Principal / Delegate's Approval | | School principal or delegate to sign /date once all other sections have been completed | |
| <p><u>I certify</u> that the student will have completed a program of workplace preparation and having done so, give permission for this student to undertake a work placement with the above-named workplace provider in accordance with the current <i>Workplace Learning Guidelines</i>.</p> <p>The Principal must sign this Workplace Learning Agreement where any of the following apply.</p> <p>The student will:</p> <p><input type="checkbox"/> be only 14 yrs of age at the time of work placement <input type="checkbox"/> require accommodation away from home for this placement</p> <p><input type="checkbox"/> undertake this work placement interstate <input type="checkbox"/> be undertaking a maritime work placement</p> | | | |
| <input type="checkbox"/> Principal, or (please indicate) | Name: | Click here to enter text. | |
| <input type="checkbox"/> Delegate | Signature: | <input type="text"/> | Date: Click here to enter a date. |
| <p><input type="checkbox"/> original retained by the school <input type="checkbox"/> a copy to workplace provider <input type="checkbox"/> a copy to the student <input type="checkbox"/> a copy to parent/caregiver</p> | | | |



CHAPTER 7

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TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES

Watch a video

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx>

Click here to watch Structured Workplace Learning Videos (Internet connection required)

Either click the link above, or one of the pictures/links below, to watch a video of vital information about the work environment, with a strong focus on the importance of good WHS (work health and safety) practice.



Childcare



Business

- Introduction to Workplace Learning
- Preparing for work placement
- Bullying and sexual harassment
- Common workplace hazards



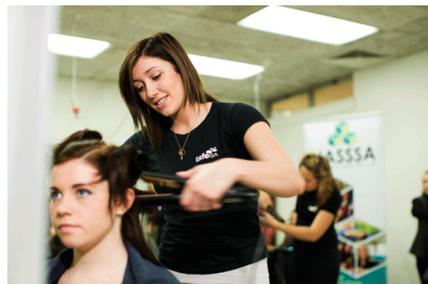
Agriculture/Farming



Automotive



Construction



Hairdressing



Engineering



Hospitality



Recreation



Manufacturing



CHAPTER 8 Workplace Health and Safety [WHS]

Your teacher will take you through a program covering the following Work Health and Safety areas:

1. Health and safety is important at work
2. Employer responsibilities to protect workers
3. Employee rights and responsibilities
4. Identifying, understanding and controlling workplace hazards
5. Recognising and protecting yourself from a range of hazards
6. Personal protective equipment (PPE)
7. Emergency procedures
8. Work-related injury and illness
9. Workplace hazardous substances



You may participate in some online training eg Safework SA's "Safety Check" or recommended **Passport to Safety**

There are also online quizzes at http://www.safework.sa.gov.au/show_page.jsp?id=6421#.VLbtpocSM8

These include:

- Hunt for Hazards
- Safety Check
- Virtual Hotel
- Virtual Office
- Virtual Supermarket



Other information may be found about safety for young workers in SA, at:

<https://www.safeworkaustralia.gov.au/book/safety-young-workers-south-australia> or click image at right.



By the end of this section, you may complete a test, eg "Passport to Safety" or the online test "Safety Check" and will need to print out your Certificate after successfully completing it. This will need to be presented to your teacher for verification to receive your sign off to begin training and work placement.



WHS Training Resource Kit:
http://dlb.sa.edu.au/ctmoodle/pluginfile.php/2210/mod_resource/content/1/Safe%20Work%20SA%20WHS%20Training%20Resource%20Kit.pdf

Teacher Toolbox:

http://www.safework.sa.gov.au/show_page.jsp?id=6424#.VLbyLocSM8



CASE STUDY

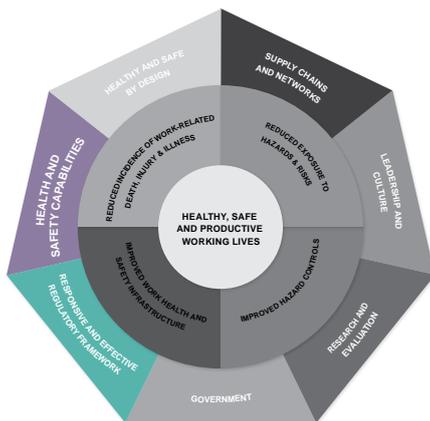
SAFETY FOR YOUNG WORKERS IN SOUTH AUSTRALIA



Street art

Australian Strategy Action Areas:

Health and safety capabilities,
Responsive & effective regulatory framework



Priority industries:

Construction, Agriculture, Manufacturing

Mechanism of injury:

All

Location:

South Australia

Business size:

All

Young workers can sometimes be at increased risk of workplace injury due to lack of experience, maturity and awareness. They may also be:

- developing their skills, competencies and physical capabilities
- unaware of their rights and responsibilities
- unaware of the duties of others regarding workplace health and safety
- unfamiliar with appropriate workplace behaviours
- reluctant to make requests, ask questions or speak out about problems
- overly keen to please and make a good impression, and
- over-confident in their capabilities.

Australian Bureau of Statistics data show that in 2011 there were 54,458 women and 54,864 men aged between 15 and 24 years in South Australia's workforce with young men predominately employed in the agriculture, mining, manufacturing and construction industries whilst young women's employment was concentrated in the community, health, clerical and sales sectors¹.

SafeWork South Australia (SA) understands the importance of raising awareness of work health and safety issues affecting young workers by providing accessible information on workplace hazards, safety procedures and workplace rights.

Awareness raising strategies include:

- communicating information in a relevant and culturally appropriate way
- providing a safe environment for young workers to have a voice, and
- providing a positive learning environment that supports education, training and skill development.

¹Australian Bureau of Statistics 2011 Census of Population and Housing, South Australia

CASE STUDY

In 2012-13 SafeWork SA undertook extensive consultation to develop a work health and safety strategy for young workers. This consultation process identified the following improvement areas:

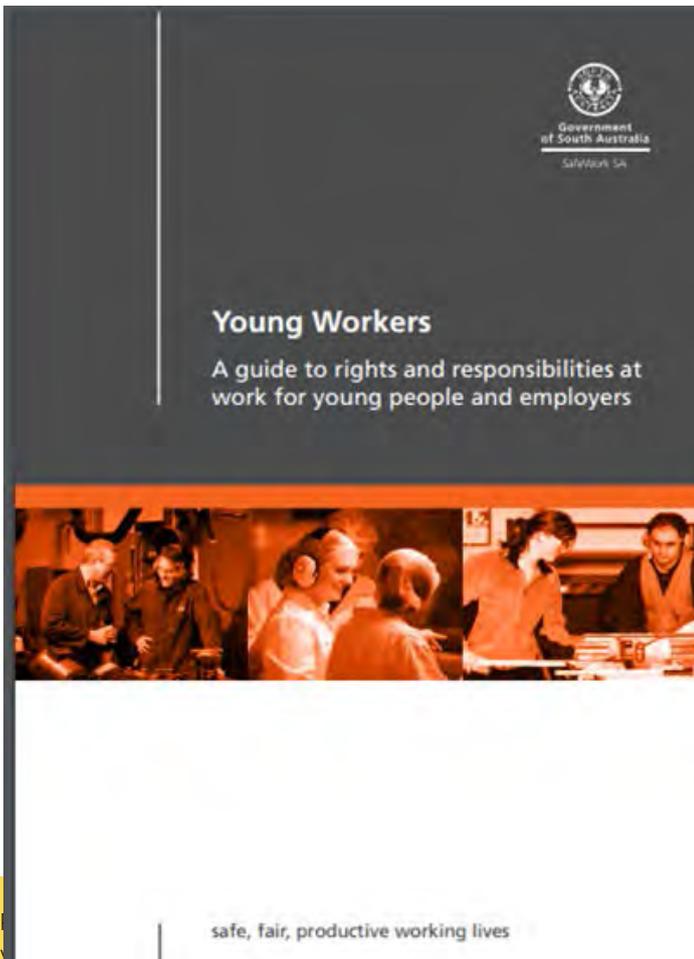
- health and wellbeing focussed on the physical and psychosocial work environment, fatigue management and work life balance
- engagement and participation-giving young workers a voice
- education, training and skills development-targeting young workers, employers and their advocates, and
- better connections - improving processes for employers to access information for young workers.

South Australia's *Work Health and Safety Youth Strategy 2014-2018*, released in late 2013, encourages a coordinated and proactive approach to reducing workplace injuries, illness and deaths among young workers by supporting young workers and helping businesses. This integrated approach is informing SafeWork SA's ongoing engagement with young workers.

MORE INFORMATION

For more information on work health and safety for young people in South Australia visit [New and Young Workers](#)

Click [HERE](#) for more information and a booklet on "Young Workers"



Click [HERE](#) for "Take 10@0" discussion topics...what do you think?

RISK ASSESSMENT

TO CARRY OUT A BASIC RISK ASSESSMENT FOLLOW THE FOUR STEPS...:

STEP 1: INFORMATION

Gather information about each hazard identified.

STEP 2: LIKELIHOOD

Think about how likely you are to be exposed to each hazard and for how long. You need to take into account the different situations/conditions that may exist in your work place that may increase the likelihood, such as a change to operations, inspection, cleaning, maintenance, servicing and repair, new or inexperienced staff.

STEP 3: CONSEQUENCES

Use the information to assess the consequences of each hazard....

- 5 Catastrophic (death)
- 4 Major injuries (significant long term effects, maybe lifelong)
- 3 Moderate injuries (significant long term effects, maybe months)
- 2 Minor injuries (usually requiring several days off work)
- 1 Negligible/insignificant injuries (maybe first aid)

STEP 4: RATING THE RISK

Use the risk table below to work out the risk associated with each hazard so it can be classified as low, medium, high or extreme.

| Likelihood | Consequences | | | | |
|------------------|--------------------|------------|---------------|------------|-------------------|
| | Insignificant 1 | Minor 2 | Moderate 3 | Major 4 | Catastrophic 5 |
| A—almost certain | High | High | High | Extreme | Extreme |
| B—likely | Medium | High | High | Extreme | Extreme |
| C—possible | Low | Medium | High | Extreme | Extreme |
| D—unlikely | Low | Low | Medium | High | Extreme |
| E—rare | Low | Low | Medium | High | High |

Activity:

What Is Your Student Risk Profile?

1. Read the previous page, *TO CARRY OUT A BASIC RISK ASSESSMENT*
2. Brain storm your own personal risk assessment and list four things that may affect you on work experience eg disabilities, anxiety, asthma or a hazard that may be present in that workplace e.g. slippery floors from spilt water, oil etc uneven floors from changing floor level
3. Use the Risk Assessment Chart below to assess the risk.

| HAZARD | WORKPLACE RISK ASSESSMENT Using the Risk Assessment Chart High [H] Medium [M] Low [L] | RISK MANAGEMENT STRATEGIES / PLAN [Suggest ways to control the hazard/risk] | RISK MANAGEMENT OUTCOME APPROVED / NOT APPROVED |
|--------|--|--|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

4. Comment below as to whether you think the risk management plans you indicated, could help you be safer on a work placement.

CHAPTER 9



The **Equal Opportunities 4 Schools** website at <http://www.eo4schools.net.au/work-life>, gives a great deal of information to support your understanding of your rights at work, school and the community. [If you have an internet connection, click on any **green bold** text to go to the related link]

In this **Work life** section, your teacher will guide you through resources and activities to cover topics such as:

Conditions at work

Discrimination

Sexual harassment

Workplace bullying

Finding a placement/job

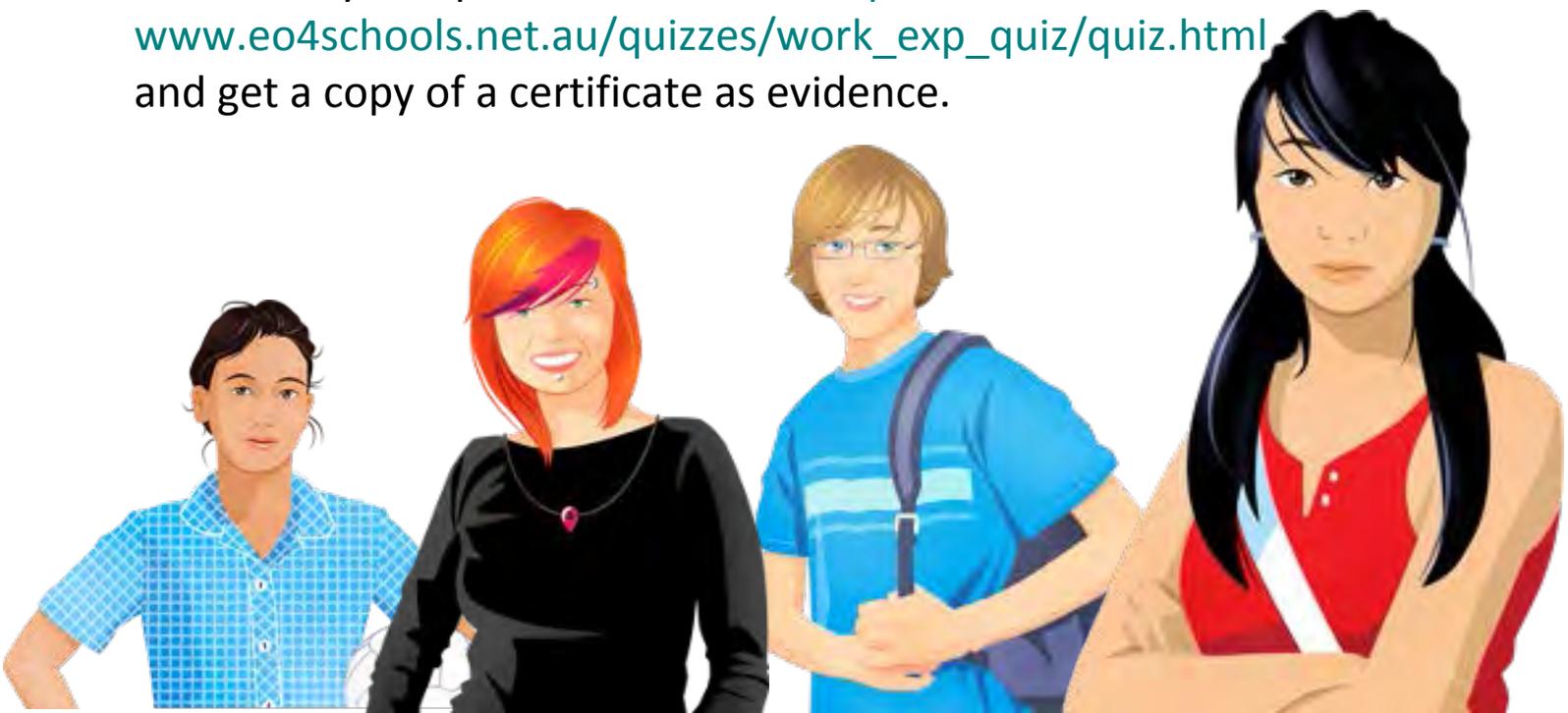
Work experience placements

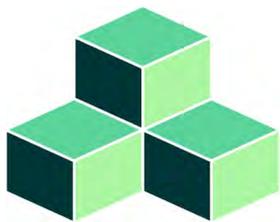
What to do about issues at work

Places to get information



Before you finish this induction booklet, you should be able to successfully complete the **QUIZ** at: http://www.eo4schools.net.au/quizzes/work_exp_quiz/quiz.html and get a copy of a certificate as evidence.





NASSSA

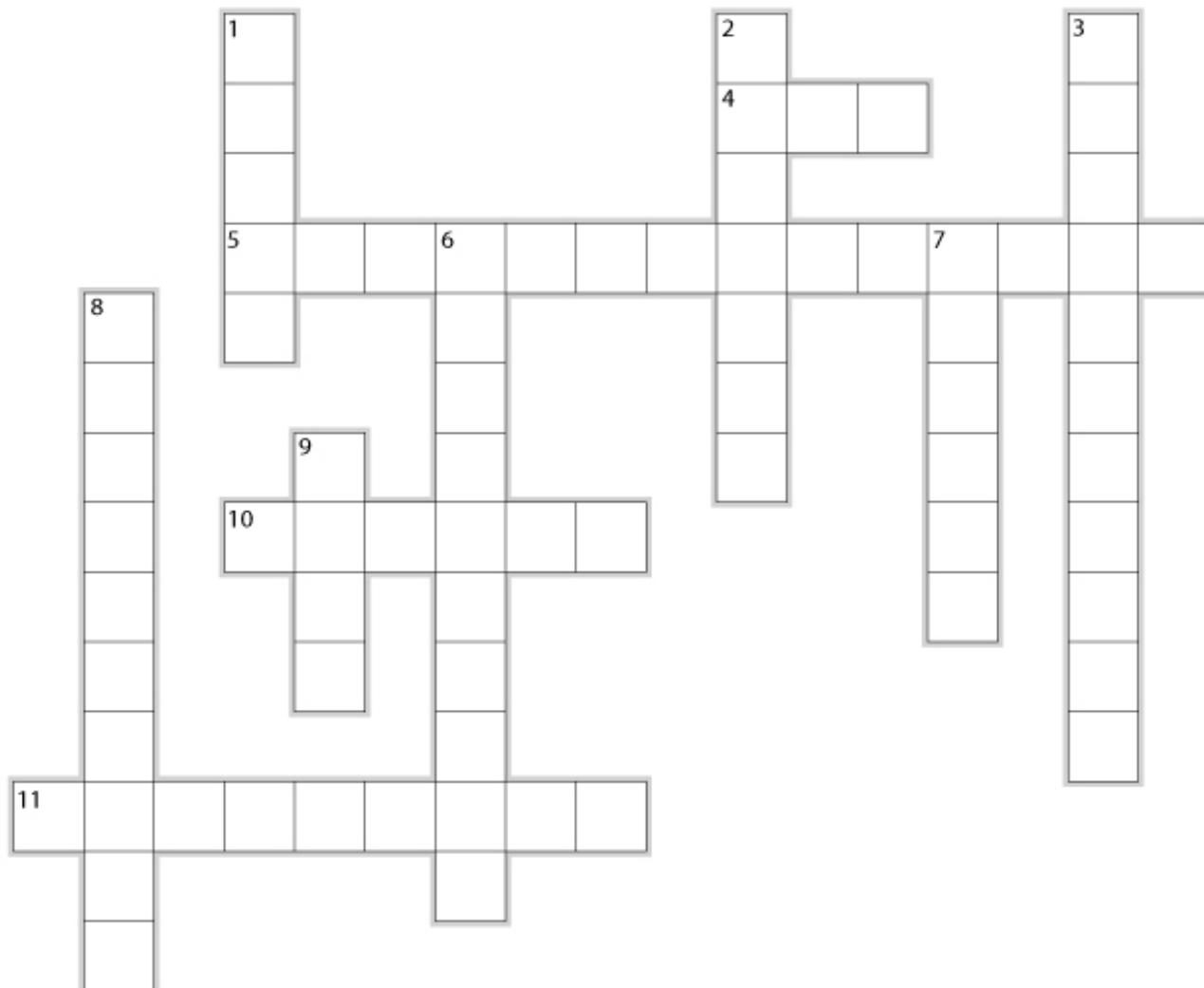
TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES

EQUAL

OPPORTUNITY

4 SCHOOLS

EO Crossword



Across

4. Searching the bags of teenagers and not older people is ____ discrimination
5. If you treat someone unfairly because of a person characteristic, it is called _____
10. Treating someone unfairly because they look after a family member is discriminating against them because of their ____ responsibilities
11. School dress policies generally can't stop people from wearing their _____ jewellery

Down

1. _____ dogs are allowed in shops, taxis and restaurants
2. Not hiring someone because they are married is _____ status discrimination
3. In South Australia, discrimination law can be found in the Equal ____ Act
6. If you are discriminated against in South Australia, you can complain to the Equal Opportunity _____
7. You need to lodge a discrimination complaint within ____ months
8. If you keep asking someone out on a date when they have said no, it is sexual _____
9. If a club wouldn't let someone in because they were Indian, it would be ____ discrimination

RACISM. IT STOPS WITH ME

RACISM. IT STOPS WITH ME

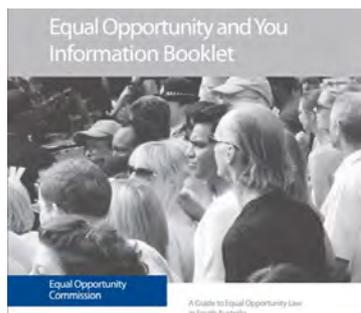
THE CAMPAIGN WHY RACISM? WHAT CAN YOU DO? CASE STUDIES RESOURCES

WHAT YOU SAY MATTERS

[Home](#) / [Resources](#) / [What you say matters](#)



Click on the picture above or [HERE](#) to access the "What you say matters" webpage



This booklet covers a huge range of topics, including, that discrimination is against the law, when is discrimination against the law, how does the law cover harassment, what to do about discrimination and harassment, exceptions to the rules.

Click [HERE](#) to read or download the booklet

Click on the picture below or [HERE](#) to access the "Racial Discrimination, Know your rights" video clip. You may need to scroll down the page.





KEEPING SAFE

CHAPTER 10

In this **Keeping Safe** section, your teacher will guide you through refreshers and activities/discussions around how to help keep yourself safe

Themes

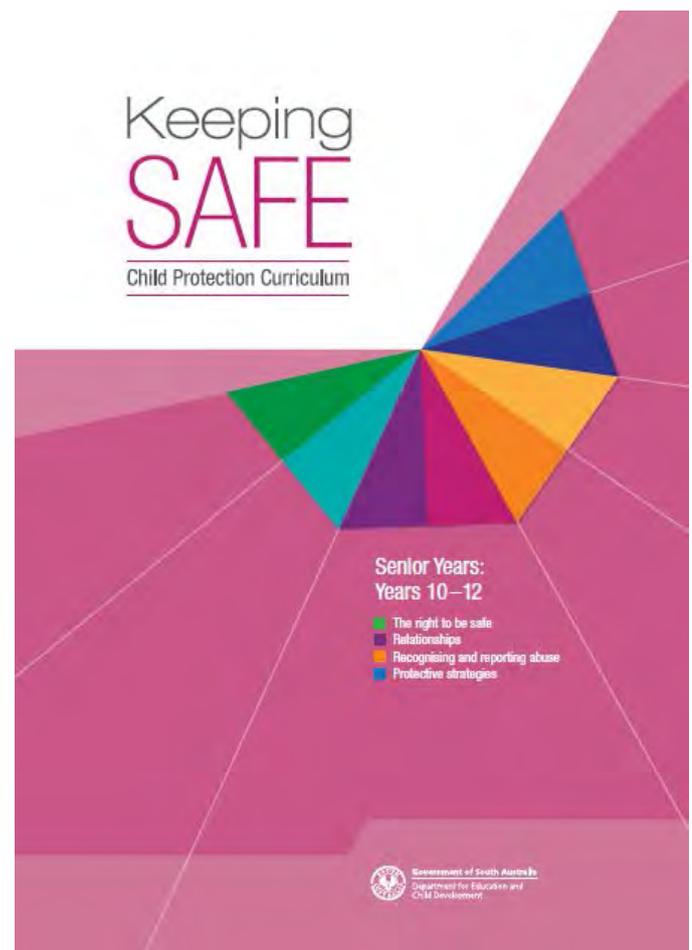
1. We all have the right to be safe
2. We can help ourselves be safe by talking to people we trust

Focus Areas

1. The right to be safe
2. Relationships
3. Recognising and reporting abuse
4. Protective Strategies

**Think, Feel,
Act, Persist...**

Protect yourself!



POOCH...Protect yourself decision-making model

Name _____

P

"Problem" or decision needed

O

Options or choices possible

O

Outcomes or consequences of those options

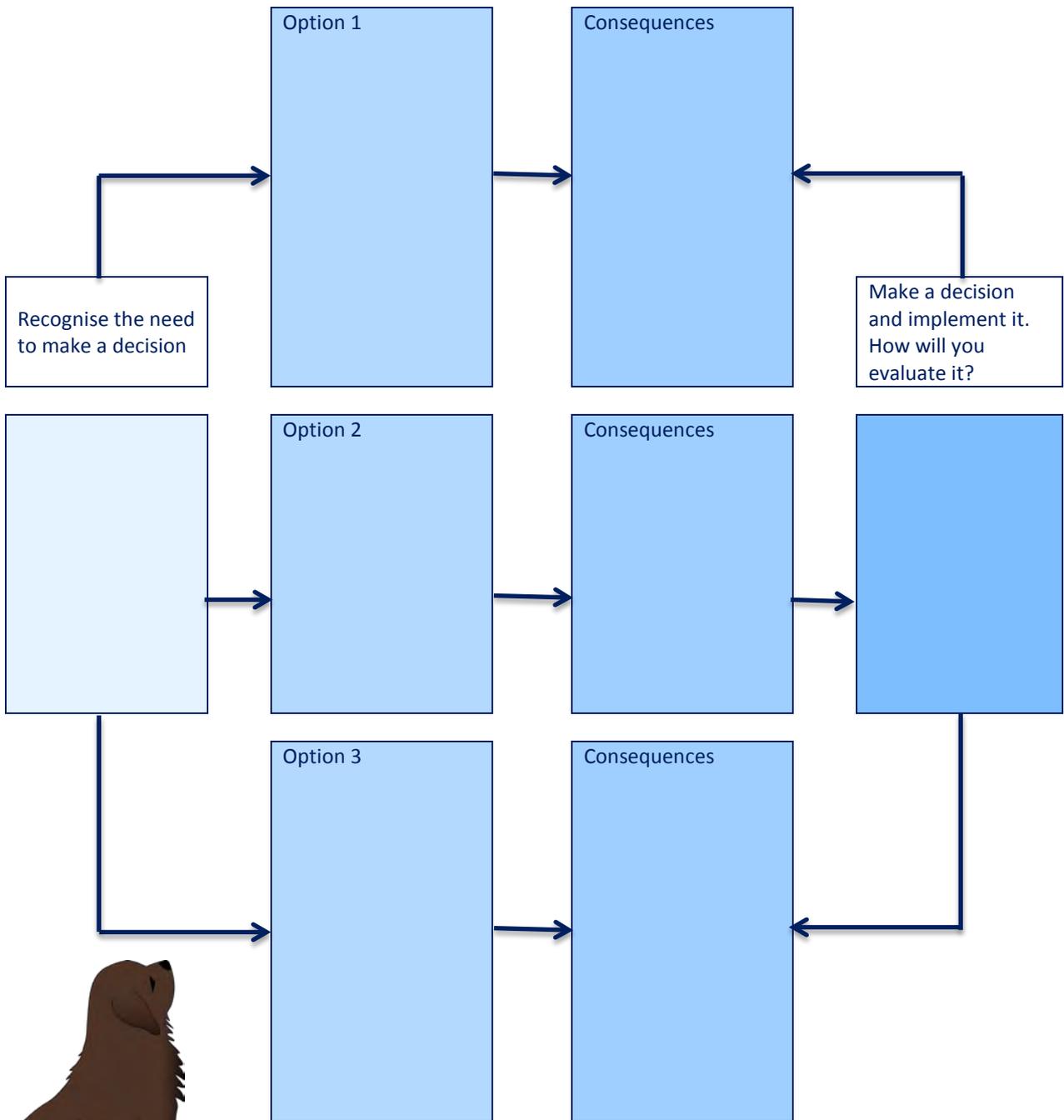
C

H

Choose – Decide and Do It! **How** did it go? (Review & reflect)

List the choices and get information on each choice

Consider the consequences of each choice for yourself and others



What if I am unsure about something?

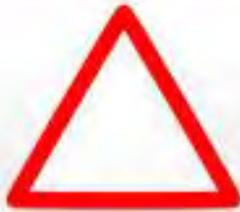
IF during your VET training or Work Placement...

You are asked to carry out a task that you feel is unsafe or you don't understand, then



...and talk to your supervisor or trainer and contact your VET Leader

OR you are made to feel uncomfortable by the actions of others...



...get away from the situation immediately and then contact your VET Leader or a trusted adult as soon as possible

OR you feel you have been treated unfairly, or are unsure about anything to do with your training or work placement...

...then contact your VET Leader

VET Leader Name

SEE OTHER CONTACTS ON THE NEXT PAGE!

VET Leader Phone



CHAPTER 11

Places to get information

important



Information about your conditions and rights at work

Fair Work Ombudsman
www.fairwork.gov.au
13 13 94

Employee Ombudsman
www.employeeombudsman.sa.gov.au
(08) 8207 1970

Young Workers Legal Service
www.ywls.org.au
(08) 8279 2233



Information about discrimination

Equal Opportunity Commission
www.eoc.sa.gov.au
(08) 8207 1977

Information about workplace health and safety

INFORMATION



SafeWork SA
www.safework.sa.gov.au
1300 365 255

Headspace
<http://headspace.org.au/>

Child and Youth Health
www.cyh.com

Reach Out.com
au.reachout.com

These organisation provide counselling services

Kids Help Line
1800 55 1800
www.kidshelpline.com.au

Lifeline Australia
13 11 14
www.lifeline.com.au

Youth Healthline
1300 13 17 19





http://www.lawstuff.org.au/sa_law/topics

Another website which may interest you is "Lawstuff". It is created by the National Children's and Youth Law Centre. You can select South Australia and look at the information they have available around:

"My Stuff"

Birth Certificates
Camera Phones
Cars and Driving
Changing Your Name
Cyber-Safety
Internet Downloading
Mobile Phones
Passports
Privacy
Shopping
Social Security
Voting

"School stuff"

Bullying
Child Abuse
Discrimination
Going to Uni
Internet Downloading
School
Sexual Assault & Sexual Harassment
Travel & Concession Cards

"At Home"

Adoption
Child Abuse
Cyber-Safety
Domestic Violence
Family Law
Forced Child Marriage
Internet Downloading
Mobile Phones
Parties
Prank Calls
Privacy
Renting

"On The Job"

Discrimination
Employment
Sexual Assault & Sexual Harassment
Social Security
Tax (Income Tax)

"The Law"

Bail
Being Sued
Criminal Law
Defamation
Discrimination
Fake IDs
Family Law
Forced Child Marriage
Graffiti
Legal Advice
Police
Self-Incrimination & Social Media
Victims of Crime
Youth Justice System

"Sex, Love & Health"

Alcohol
Child Abuse
Cigarettes
Drugs
Marriage
Medical
Pornography
Pregnancy
Sex
Sexting
Sexual Assault & Sexual Harassment
Tattoos & Piercings





DCSI Screening Unit

The DCSI Screening Unit provide a range of screening background checks on behalf of organisations that are engaging employees and volunteers. School students doing work placements are included in this and **this must be initiated by the school once the student has notified the school of needing it.**

Screening by the DCSI Screening Unit is an organisation-driven process, ie an organisation initiates the screening process on behalf of an applicant. The Unit offers five different types of screening check.

These are...

Child-related-employment-screening

Aged-care-sector-screening

Disability-services-sector

Vulnerable-person

General-probity

Schools students may need to undergo relevant history screening for a placement related to their studies, eg for a work experience placement where they will be working with children or vulnerable adults. For example, TAFE or high school students on work experience, where they will be working with children, may be required undergo child-related employment screening. This is mandatory pursuant to the Children's Protection Regulations (2010).

The checklist on the next page may assist you in the process. This clearance should be organised as soon as the student is approved into a course and preferably before the training begins. If a student does not have the clearance ready for training, they may not be able to do placements which are compulsory for some qualifications. Therefore they will not be able to complete the course and will not get a SACE result from their VET course.

Information can also be found at the DCSI website at <http://screening.dcsi.sa.gov.au/>
Answers to **Frequently Asked Questions** can be found at http://www.dcsi.sa.gov.au/__data/assets/pdf_file/0004/31738/25-August-2015-FAQ-Online-screening_information-for-applicants.pdf

STUDENTS ON PLACEMENT: Where more than one type of screening is required for students on placement, only one fee will be charged (\$57.20 GST incl.) provided that all of the screening applications forms are submitted online at the same time.

Applying through your home school will cost LESS. You MUST see your VET Leader & Business Manager.



DCSI Screening Application Process

Trainer notifies student and their school VET Leader, that they are required to obtain DCSI Screening

Student requests assistance with as many forms of clearance as they require from Business Manager/VET Leader

School (Business Manager or VET Leader) initiates application online with DCSI Screening Unit

Student/family complete information online then inform their school Business Manager (with verification documents and any payment the school requires on the student's behalf if applicable)

School (Business Manager) verifies form and sends (posts) to DCSI Screening Unit

Screening outcome provided to student by **DCSI**

School claims back the gap they have paid, from DECD

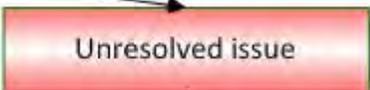
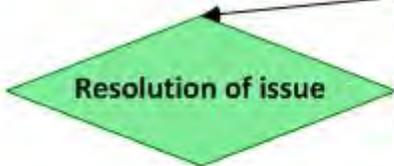
Student keeps original, but provides evidence (Copy) of successful screening to trainer

Trainer submits to relevant work place with other paperwork



NASSSA Grievance Procedures for VET Pathways Programs

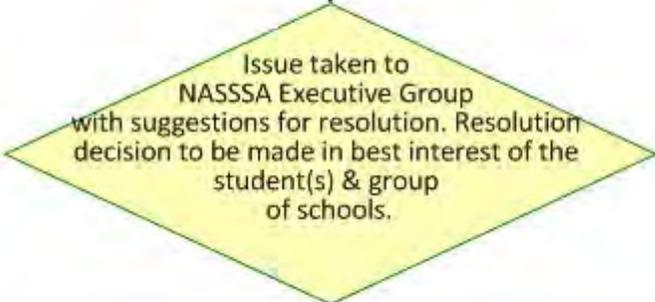
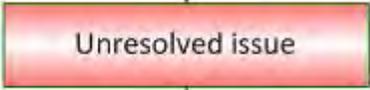
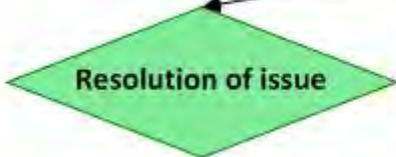
Document your concerns (write them down and summarise with dot points).
 Local resolution is the first priority!
 Approach & discuss with person concerned.



Dispute Mechanism:
 Disputes which cannot be resolved through discussion shall be set down in writing and submitted to the other parties or through the home school VET Leader. Within seven days of receipt of such notice, the key personnel from all parties will meet to:-

- review and resolve the matter if it is within delegated authority, or
- resolve that the matter requires further investigation and instigate that, or
- refer the matter to the relevant Principal, VET Leader(s) and RTO program coordinator, for mediation and decision making

Any parental dispute meeting needs to be held at the student's home school, with the home school Principal and VET Leader present.
 Action to be completed within 30 days of the initial complaint.



Document in writing, and copy to all parties:

- Description of complaint/concern
- Action taken to try and resolve complaint
- Remedy to problem
- Agreed action
- Outcome
- Dated & signed



NASSSA

TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES

Program of Workplace Preparation

Statement of Completion

.....

Student name

from

.....

School/college

has successfully completed a program of
**Vocational Education & Training and
 Workplace Preparation**

Prior to attending work placement or vocational education and training, this program referenced against the Workplace Learning Procedures v2.0 2016 has:

a). covered the relevant issues from the:

- ✓ Work Health and Safety Act 2012 (or as amended from time to time)
- ✓ Children’s Protection Act 1993 (or as amended from time to time)
- ✓ Equal Opportunity Act 1984 (or as amended from time to time)

b). made the student aware of:

- ✓ their right to undertake their work placement in a child safe environment
- ✓ their right to feel safe and be safe from harm at all times
- ✓ their role, responsibilities and rights related to WH&S in the workplace
- ✓ the purpose and goals of the work placement
- ✓ insurance arrangements and implications
- ✓ any particular requirements when working with children and vulnerable people
- ✓ any other specific requirements of the workplace provider, eg, industrial safety issues
- ✓ the procedure to be followed if they experience unsafe workplace practices, bullying, teasing,

violence, sexual or racial harassment, alcohol or drug abuse, or any other issue that makes them feel unsafe or uncomfortable



Government of South Australia
 Department for Education and Child Development

.....
 Principal/Delegate Signature

.....
 Principal/Delegate Name

.....
 Date:

It's a Risky Business - a classroom activity

Understanding and managing the risk factors in the workplace

Background

Through the use of case studies, students can consider actual or similar situations that they may encounter in the workplace and practice how they might respond, what actions they could take and the words they can use.

Learning opportunities may occur across a number of curriculum areas. Students could learn about discrimination in English lessons, or work health and safety issues in Physical Education, Science or Technology classes. Learning opportunities may also occur through listening to guest speakers or information sessions at school.

Best practice suggests there should be ongoing documentation and storage of the evidence of students' understanding of key elements of workplace learning, as well as other evidence that shows an individual's preparation for work placement.

Students may work in pairs or in small groups. They may choose to read the case studies aloud, act them out with their responses, or record, film or document them. They might create a powerpoint, a tellagami animated video or multimedia presentation of their responses. Each group may present a number of different scenarios and its resolution to the class.

It is important students are given the opportunity to rehearse their responses, and receive feedback and support.

The assumption for the following activities is that students have already been given background information on the three Legislative Acts: *Work Health and Safety (2012)*, *Child Protection (1993)* and *Equal Opportunity (1984)*.

Most important students need to understand and respond to:

- Keeping Self Safe
- Keeping Others Safe

Teacher/students may wish to design their own additional scenario cards – using past experiences and/or information that are relevant to the cohort of students.

One example of how the scenario cards could be used

Students receive a set of scenario cards (up to teacher how many per group)

- a) Students put the 3 Legislative Act cards (*Equal Opportunity*, *Child Protection*, *WHS*) across the top.
- b) Students as a group decide under which Act the Scenario Cards belong.
- c) Students then each choose 1 (number determined by teacher and amount of time allowed) scenario from each act to determine what they would do in response.

For each consider the outcomes from the 2 following perspectives:

1. Do nothing – what the consequences could be
 2. Respond – what the appropriate response should be
- d) Students use Response Cards (Blue) to help them determine a course of action. They may use more than one card in each response. They may also use a particular response card for more than one scenario
 - e) Students can then choose an appropriate format (as discussed in background above) to present one of their scenarios and response to the class.
 - f) Class can give feedback and offer additional ideas for responses.
 - g) Teacher to record, keep evidence of these sessions for each student to show evidence of understanding.

Teachers may choose to laminate multiple sets of the cards to use with small groups within class.

It's a Risky Business - SCENARIO CARDS *Acknowledgement of SafeWork SA for some scenarios*

It should not be assumed that all the following scenarios contain an unreasonable risk

Note not all the scenarios are related to work placement.

1

Lucie, 15, is on work experience in a small music retail store and has been enjoying learning about customer service and the musical instruments. Her supervisor thinks she is doing a great job. The supervisor needs to go out and pick up some supplies and asks Lucie to manage on her own for about half an hour.

2

Sam, 16, is doing some work experience with a plumber onsite. His supervisor asks him to go with the apprentice, who has his P plates, to pick up some supplies.

3

Annie, 17, started her work placement at a takeaway café as part of her Year 11 Workplace Practices course. Day 2 she started getting a hard time from Peta, another employee. Peta would wait until they were alone and then threaten to bash Annie. Annie explained she was only there on a work placement and was not a threat to her job. Peta told her the only way to not get bashed was to do her work too, starting with cleaning out the grease trap and then washing all the baking dishes.

4

Tom, a 15 year old on work placement with a small building company, was asked by some apprentices whether he was gay. They commented on him visiting gay bars and implied that he was a paedophile. One day one of the guys grabbed Tom from behind inappropriately touching him in the process.

5

Sophie is 15 and has always wanted to be a mechanic. She has spent a lot of time at weekends in her Dad's crash repair shop but she wants to experience a different workplace. Now she is in Year 10 she is excited to do her first official work placement at a mechanic across town. When she arrives on the first day she is shocked to see calendars and posters of naked women in the workshop. Even the computer in the office has a screensaver of naked women.

6

Joe is 16 and wants to get a weekend job as a cellar hand in a local winery. He organises a work placement as part of his Year 10 Personal Learning Plan (PLP) course. He will be stocktaking and driving a forklift to move barrels in the barrel shed. The owner asks if he will also help out by serving wine at a big function they have coming up.

7

Bree, 16, is on her second shift at a local fast food chain. The duty manager asks her to help a worker to change the hot oil from the fryer.

8

Nick, 15, is doing work experience at a cash only retail store. It is Friday afternoon at 4:30 pm, and the team are gearing up for their regular Friday night social drink. Nick's supervisor asks Nick to take the day's takings down the street to the bank for them.

9

Susie is 16 and was on work experience at a primary school. She has learning difficulties and needs more time to complete tasks and has to take notes to help her to remember things. She made this known before she began the placement. On her second day, a teacher's aide working there began to ask her to do more and more tasks while not letting her finish the ones already assigned. Susie felt under pressure and the supervisor kept asking why she hadn't finished her tasks, and what was wrong with her. Susie felt embarrassed and belittled and did not want to go back for day 3.

10

Hannah, 16, was doing work experience in a retail clothing store. Her lunch break was at 12. When she got back at 1.15, the manager was a little short with her and mentioned that lunch breaks were usually only 30 minutes. Hannah felt that she was a little rude. The next day was pretty quiet and Hannah was texting her friends to see how they were going when the manager asked her to put her phone out the back with her bag as it wasn't appropriate. Hannah rang her school supervisor and complained that she was being picked on and she didn't want to come back.

11

Tim is 16 and has started his first day on work placement at a local restaurant. He started his shift after school at 4 pm and didn't finish until midnight. He had one 15 minute break and towards the end of his shift was feeling a bit foggy and finding it hard to concentrate.

12

Sarah, 15, was excited about her week of work experience with a PR company. She was put to work on her first day doing telemarketing to sell cardboard boxes. She had minimal supervision. The second day another work experience student started with the company and she was put to work doing exactly the same. By the third day, Sarah felt that she wasn't actually learning anything about the PR industry.

13

Josh, 17, was doing year 11 work experience in a Hotel working 9 am – 5 pm. He only got the one minimum 20 minute meal break throughout the whole day. He worked with the cleaners for the first day and although gets claustrophobic, he had to go up and down in the lifts with the cleaning trolley. The lift got stuck for 15 minutes and one of the cleaners panicked speaking in a different language that he couldn't understand. Josh felt very anxious. The second day he was in the kitchen and again, only having a 20 minute break all day and spent the entire day chopping vegetables. No one bothered to speak with him. He accidentally cut himself with the knife.

14

On his year 10 work experience placement, James, 15, was at a Graphic Design/Advertising firm. One of the tasks was to design a wine label for a client using one of their computer programs. It was actually repeating a task that one of the staff of the company had to do. When the staff member saw that he had actually done a better job than her, she made the rest of the week very difficult, getting him to run pointless errands, making him feel bad about what he was wearing and his fashion sense, and making jokes at his expense. James was embarrassed and felt uncomfortable.

15

Louis, 17, was working in a warehouse for a well-known Christmas hamper firm during the summer holidays. He was a fairly strong looking lad and the wife of the boss cornered him in the office on his second day and made advances on him. Louis felt very awkward, but when he tried to tell his workmates they just laughed about it and teased him.

16

Jade, 17, was doing her work experience at the local hairdressers and once she had swept the floors, there wasn't much for her to do – so they sent her outside to paint the outdoor toilet cubicle blue. She did that for 3 days and didn't actually get to interact with any of the customers.

17

Peter a young school-based apprentice, almost 16 had been working on the construction site for 2 months. He was working with poly piping. He struck with a hammer, a poly pipe which had become brittle. It fragmented and broke into pieces, and struck him in the eye.

18

Brad was 14 and was given the opportunity to do work experience with a family friend on a tuna boat off Port Lincoln. Brad loved fishing, but was not a strong swimmer. He didn't want to miss out on the opportunity, and didn't want to appear stupid so he didn't say anything to anyone about his swimming ability.

19

Liam was 15 and was doing work experience on a cattle station with a friend of the family. He lived in the city and had never been on a station before. He was very excited. The station owner had 2 other lads the same age working with Liam, one who was his son, and one who had worked on the station every holidays for the last few years. Both boys made Liam feel very welcome. Liam was doing really well. On the third day Liam was put in charge of driving the ute while they did the feed run – throwing the hay off the back of the ute to the cattle in the paddocks.

20

Jason, 15, was participating in work experience at a printing press operating one of the machines. His supervisor vaguely mentioned that whenever the machine started rolling Jason needed to 'adjust it back and feel the rollers'. As he attempted to operate the machine and 'feel the rollers' his hand became trapped, crushing his fingers and thumb and damaging his wrist. He required micro-surgery to extract a portion of hip to replace the damaged bone in his finger.

21

Michelle, 17, organised work experience in a hotel kitchen. She was carrying a box of potato peelings across a floor that had just been mopped. As she was walking past a fat fryer she slipped and as she reached out to steady herself she plunged her arm into the hot oil. She sustained third degree burns to her hand and arm and further burns to her face due to splashing oil.

22

Whilst on work placement, Paula, 18, was using an edge-bander, a machine used in cabinet making which presses and glues edge strips onto laminated boards. While a colleague was fixing the edge-bander, Paula was removing off-cuts out of the view of her colleague. When the machine restarted, Paula's hand was drawn into the machine resulting in the amputation of a finger and other serious cuts. Paula said she assumed that if an area of the machine was unguarded, then it was safe to place her hands there.

23

Carl's (15) passion was 'engines'. He was excited about undertaking his work experience with the local mechanic, whose only other employee was a 2nd year apprentice. On day one, he was pleasantly surprised to see four of his footy mates, all from different schools, also turn up for work experience. It certainly made the task for the week of cleaning up the block next door (full of discarded car body parts) much easier.

24

Trent, 17, was successfully interviewed for a work placement. After several days on the placement he was called into the manager's office and was told that he would have to hide the fact that he was gay which was in fact the case. The Manager said that the clients of the company and the Board of Directors wouldn't want to deal with a gay person so Trent must pretend that he is straight.

25

Alexis is 16 years old and on work placement at a local radio station. Her supervisor there, Mark, asks her questions like "*do you have a boyfriend?*" and "*have you ever been out with an older guy?*" He insists that Alexis gives him her mobile number "*for WHS reasons*" and sends her messages at work and after work. The messages include personal comments like "*you are looking gorgeous today*" and "*what are you doing after work tonight?*"

26

Drew is 17 and lives with his Mum who is disabled. During his work placement he receives a text message from his Mum so he calls her to reassure her that he will be home soon. Another worker finds out and tells the supervisor who calls a meeting for the whole team. In front of the group, Drew's work placement supervisor tells him off for making a call during work time and then says he needs to 'toughen up' and not be such a 'mummy's boy' because 'no one likes a baby'.

27

Charlotte, 16, has been on work placement for 2 days and is not particularly engaged in the experience so organises a hair appointment for the afternoon of day 4. The employer is annoyed when she tells him on the morning of day 4 that she needs to leave at lunch time for an appointment as he has gone to some trouble to arrange the schedule of work to accommodate a diverse program especially for Charlotte.

28

Ellie, 21, works as the finance officer in a small engineering firm. She really wants to be the WHS rep for the company and when she hears about some training coming up she asks her employer if she can go. Her employer says no – he says that she wouldn't understand enough about the complicated machinery that the company uses and that all the other people doing the training course would be male and she might feel intimidated.

29

Andrew, 15, was interested in aquaculture and arranged to do work experience with a tuna farm. On his first day he was mending nets and cleaning the boat while it was docked. The second day he went out on a tuna vessel to the tuna farm and was shovelling feed into the tuna nets. As he was untying the vessel from the tuna net the boat moved in the swell and he caught his fingers in the rope. Andrew suffered a fracture and lacerations to his fingers.

30

Stuart, 16, organised a work placement as part of his Yr 10 Personal Learning Plan (PLP), with his uncle who runs a building firm. Day 1 day Stuart and his uncle drove 30 km to an old mill which was being renovated. Stuart's uncle showed him how to operate the scissor lift and how to rig up safety ropes. They made sure they had all the correct Personal Protective Equipment (PPE) and began removing the guttering of the three story building. Stuart's uncle soon realised that they would need more materials and so he left Stuart to continue removing the guttering and drove back to his workshop.

31

Harry, 16, was on his second day of work experience as part of his Workplace Practices course. His employer instructed him to use an unguarded pipe-bending machine. He wasn't trained or qualified to operate the machine but he wanted to do as he was told and attempted to operate the machine. His hands became trapped and he suffered broken fingers, multiple cuts and crushed fingertips which resulted in two amputations.

32

Lily, 15, organised a work placement in her local newsagency. On her first day she was asked to restock the shelves with some brochures from the storeroom. The brochures were in a carton on the top shelf of the storeroom but she couldn't find a ladder so she used the lower shelves to climb up. The shelves were freestanding and as Lily climbed it caused the shelving to fall on top of her.

33

Afeefa, 16, phones some local retail stores and asks if she can do a work placement as part of her Year 10 Personal Learning Plan (PLP) course. One store says yes and Afeefa arranges all the required paperwork to start there in two weeks' time. When she turns up for the first day of her work placement and introduces herself, the shop owner says that she can't possibly work there because she is wearing a hijab and this will scare away customers.

34

Tony, 17, began a work placement as part of his Year 12 Workplace Practices course. At the end of the first day another employee accused him of stealing his cousin's job. He said that his cousin had been sacked last week to save money, because the boss knew he could get lots of students doing work placements and he didn't have to pay people doing a work placement.

35

Lawrence, 23, is Sudanese. He loves his job at a components manufacturer and has made a lot of friends since he arrived as a refugee three years ago. However, a few of his co-workers keep on about him being a “queue jumper” and that he should be in a detention centre. They say that he isn’t the right colour to work for their company.

36

Simon, 28, works at a large architectural company as a commercial architect specialising in office buildings. Simon has recently been overseas and is now sporting a number of facial piercings (eyebrow, upper lip and nose) as well as tattoos that extend to his upper neck and throat as well as on his hands. The company wins a contract to design a new office complex but Simon is not asked to join the design team for the project this time although he is well qualified. When he asks why, he is provided with a range of tasks normally handled by more junior and less qualified staff.

37

Michael, 18, has been working 8 hours a week at a local supermarket since he was in Year 10. After finishing Year 12 he decided to take a gap year and earn some money before going travelling. He asked his employer if he could increase his hours but his employer said no and that he actually needed to cut his hours to just 4 hours a week. Michael noticed that the same day that his hours were cut, the supermarket was advertising for new school students to work part time.

38

Mandy, 23, was in a car accident and as a consequence needs to use a powered wheelchair to move around. She works in an open plan office and there is always a lot of joking around amongst her colleagues. She usually enjoys the interactions with her workmates but one colleague is making her feel uncomfortable. He keeps making reference to her wheelchair and telling jokes about people with disabilities.

39



40



**Work Health
& Safety**

**Equal
Opportunity**

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**Report to
Supervisor**

**Call school contact
immediately**

Ask for help

**Ask to be shown
what to do again**

Stop doing the task

**Explain that you do
not feel trained
/competent enough to
undertake the task**

**Ask whether there
are instructions**

**Ask if you can just
check with your
school whether you
are covered for that**

**Call your school
contact after work
or during a break**

**Urgent medical
help required**

**Seek Medical
attention
immediately**

**Tell you parents or
teacher**



Additional Resources See individual sections for topic specific resources.

- *Workplace Learning Procedures and extensive resources at the DECD Curriculum Team moodle*
<http://dlb.sa.edu.au/ctmoodle/course/view.php?id=78>
- VET resources at the moodle <http://dlb.sa.edu.au/ctmoodle/course/view.php?id=74>
- Safework SA – the Teacher’s Toolbox
- *Passport to Safety resources* – links
<http://www.passporttosafety.com.au/resources>
- Tiffany Ward story <https://www.worksafe.qld.gov.au/forms-and-resources/films/tiffany>
- ICAN flexible Learning and Transition Plan - particularly the *My Work Section*
http://www.ican.sa.edu.au/files/links/FLTP_My_Work_V_1.pdf
- Fair Work Guide for Young Workers
<http://www.fairwork.gov.au/about-us/policies-and-guides/best-practice-guides/a-guide-for-young-workers>
- Young Workers and students – starting work, information and video
<http://www.fairwork.gov.au/find-help-for/young-workers-and-students>
- Dealing with workplace Bullying – a practical guide for employees
http://www.stopbullyingsa.com.au/documents/bullying_employees.pdf
- Young Workers: A guide to rights and responsibilities at work for young people and employers
http://www.safework.sa.gov.au/uploaded_files/youngWorkersGuide.pdf
- Tellagami
<https://tellagami.com>
- My Future – government website for exploring careers – has a specific section on work experience
<http://myfuture.edu.au/getting-started/how-work-experience-can-help-your-career>
- Actsafe Education Modules are on online health and safety package for owners, managers and workers of small, medium and large sized business, including students undertaking work placements and work experience.
<http://www.actsafe.act.gov.au/education.cfm>
- A Job Well Done
The Victorian State Government has some really good resources for preparing young people with disabilities for a successful future beyond school. This has some really useful work experience preparation material. Some of the activities may well be relevant for all students.
http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/well_done.aspx

You Tube Video links for use in the classroom.

Disclaimer: At the time of collating these resources, videos and their links have been checked and are appropriate for use with students. It is always advised that teachers check you tube videos in their entirety before streaming the videos for student viewing.

- **Introductory Video to Workplace Health and Safety**
Thank god you’re here – safety officers (3:41 min)
<http://www.youtube.com/watch?v=kF9jXZDYCxE>

- **10 Commandments of Workplace Safety (3.00 min)**
<http://www.youtube.com/watch?v=3C6js5JtCIQ>
- **Workplace Accidents – Prevent it (2.36 min)**
<http://www.youtube.com/watch?v=3jLGkmOVtnI>
This is a very graphic video and teachers are advised to warn students of the graphic nature.
- **Teen Workers (13.45 min)**
<http://www.youtube.com/watch?v=3rLzCKMHi1E>
- **Funny Workplace Safety Training Video (4.16 min)**
<http://www.youtube.com/watch?v=Fcst9n5bgh4>
- **Funny office safety training retro (8.04 min)**
<http://www.youtube.com/watch?v=bcg53bRktCg>
- **Bullying And Harassment In The Workplace (2.49 min)**
<http://www.youtube.com/watch?v=V-q2VRXjh8>
- **NAPO...** https://www.napofilm.net/en/napos-films/films?view_mode=page_grid



The Napo series of films are produced in computer graphics. They feature characters in the world of work, faced with safety issues.

The main character, Napo, and his partners express themselves in wordless language. Their stories have an educational value. They provoke questions and stimulate debate on specific aspects of safety at work. Sometimes they provide practical solutions or lead to them.

It is this blend of education, cultural neutrality and humour set in a cartoon style that gives the "Napo" series its identity. Napo is a likeable but careless character. The universal language of Napo makes the films suitable for everyone. Each scene is independent of the others and can be used as one film, or individually.

Because Napo is a cartoon character he can explore areas that would not be possible in drama or documentary films. He is indestructible and everlasting, unlike the workers we are trying to protect.