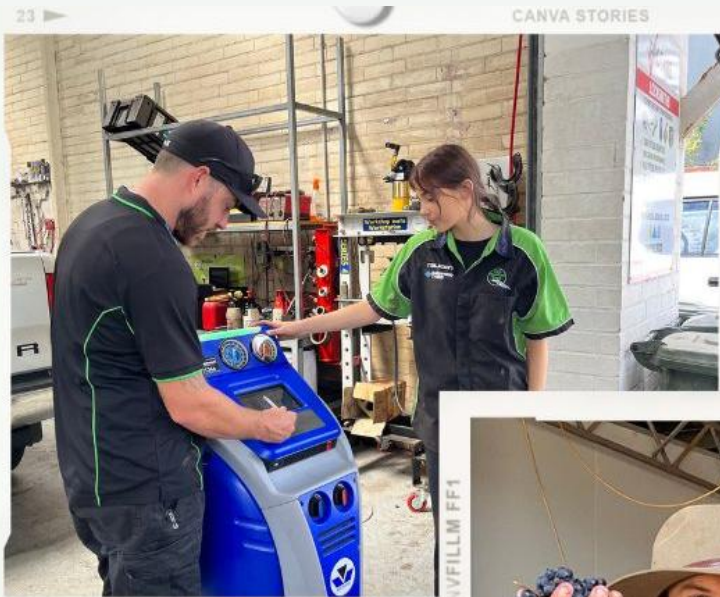




# WORK INTEGRATED LEARNING

AT MARGARET RIVER SHS 2024



# WORK INTEGRATED LEARNING AT MARGARET RIVER SENIOR HIGH SCHOOL

## INFORMATION FOR STAFF

### BACKGROUND

The workplace learning program has been in place at MRSHS for over 20 years. The opportunities available for students have grown over this time and the format that work exposure can take varies.

The challenge for all those involved in placing students to work experiences is ensuring that it continues to provide relevance and genuine growth opportunity for students to a range of pathway potentials. Many of our students already have part time jobs by mid-Year 9 and continue to participate in paid work throughout their senior years at school. For others the transition to the work environment can be a challenge.

Where possible the Careers and Vocational Education (CAVE) team at MRSHS aims to assist students with transition from wherever their starting point is, to the next phase of exploration, reflection, and discovery.

### TYPES OF WORK EXPOSURES

#### *Excursions/exposures/incursions*

These are guided opportunities to unpack and experience first-hand the different roles in the workplace, typically undertaken throughout Year 9 and Year 10. They can include field trips, virtual experiences or components of other excursions and incursions. These are essentially awareness raising activities and may involve assessments. Any work exposure would be managed under the standard excursion guidelines and policies outlined below if taking place off-site.

#### *Work Experience*

Work Experience can be accessed by students who are looking to trial a workplace for ongoing employment in, or for, the purposes of gaining feedback regarding work type and environment suitability. Work Experience may be part of the school academic program for a student and can be used as evidence or referrals for other applications. Work Experience will be available for 10 students through application to the program offered “off grid” and enrolled in the endorsed program ADWPL. Students will complete the required work readiness activities and placed in various opportunities once deemed ready. On occasion Year 9 students may be considered for Work Experience in consultation with Student Services and parents. **All students** need to be briefed and have met basic workplace health and safety requirements prior to placement. These placements are subject to government regulations in relation to age and particular industry areas (eg construction) and should also be mindful of age restrictions for work (children **under 15 cannot** be employed on farms, riding school/stables, in construction, home and/or garden maintenance, in factories or warehouses) as they indicate the level of risk associated with young people in these settings.

### *ADWPL (Authority Developed Workplace Learning)*

This is a full SCSA endorsed program for which upper school students (year 10,11 or 12) receive WACE credits upon completion. There is a requirement that students should be deemed to be work ready before placement and that assessment criteria are reached. One unit of credit is achieved for every 55 hours in the workplace and completion of a Workplace Journal (combined Logbook and Skills Journal) as assessed by a teacher. A maximum of 4 units of credit can be achieved for any student although more hours may be completed. At MRSHS we recognise the total hours of achievement of all students as a separate Certificate of Completion.

### *School Based Apprenticeships and Traineeships (SBATs)*

SBATs take place over one or two days per week for 12- 18 months (depending on the completion of the averaged 7.5 hours per week and Certificate requirements). This is a formal registered arrangement where the student is employed during this time and undertakes a specific VET Certificate appropriate for the business environment. These contracts are registered as a formal employment contract.

### *Mentoring in the workplace*

In some circumstances the student may be better served to engage in a work mentoring arrangement. This often requires a more intensive commitment from the employer. The structure may be over a longer period with a gradual approach to building rapport, expectations, skills, and work roles. For students at risk or with other challenges (disability or mental health considerations) this can be a more appropriate method of becoming work ready. Guidelines, policies and processes for all arrangements are the same as for ADWPL (minus the need for log book hours – unless claiming hours or contributing to ADWPL))

There is a misunderstanding that Work Experience/Mentoring doesn't require the same level of induction/assessment of work readiness/paperwork etc.

## **BENEFITS OF WORKPLACE EXPERIENCES TO STUDENTS**

- Allows students to explore different career pathways.
- Gives them the best possible start to their careers.
- Provides meaningful input in the preparation for the transition from school to work.
- Offers opportunity to acquire competencies identified in industry training packages and assistance in further education and training.

## **PLACEMENT MANAGEMENT**

Management of work placements is facilitated through the Careers and Vocational Education (CAVE) office. The recording of all placements, assessable or not, is vital for legal and insurance purposes. Deviations from the guidelines can place students, employers, and the school at risk.

All staff are encouraged to refer students interested in participating in some form of vocational placements to the CAVE team to ensure compliance with [school and government policy](#).

## INDUSTRY ENGAGEMENT

The Augusta-Margaret River region is characterised by seasonal employment demands, fluctuating work requirements and few large businesses. The CAVE team has cultivated strong relationships with many of the region's largest employers and peak bodies including Margaret River and Busselton Tourism Association (MRBTA), South Regional TAFE, Shire of Augusta-Margaret River, and Margaret River Chamber of Commerce and Industry (MRCCI). However, most employment and service provision are from small to medium enterprises where formal policies and processes for student work experience placements are not in place, and staff with supervisory capacity are in short supply.

Hosting a placement can therefore be a significant burden on an organisation, making it important to ensure that the matched student is well suited to the opportunity before it commences.

The CAVE team request that **contact with prospective hosts is made by them**. This ensures the small number of potential employers do not get swamped with requests from different students, and that the employer/school relationship is carefully managed.

A poor experience for an employer at any stage of the placement process can damage the relationship with the school and potentially decrease the likelihood of opportunities for other students in future.

## BENEFITS OF WORKPLACE EXPERIENCES TO INDUSTRY

- Provides access to a pool of bright, pre-skilled and immediately productive young talent with fresh perspectives and innovative ideas.
- It helps to develop in young people a realistic understanding of industry expectations and standards.
- Provides employers a direct link to schools, giving them the opportunity to make education more relevant to industry requirements.
- It is an opportunity to give back to the local community in a valued training role to young learners.
- Offers the opportunity for their existing staff to develop mentorship and leadership skills.

## THE LEGAL REQUIREMENTS: GOVERNMENT GUIDELINES AND POLICIES.

### *Industry Requirements*

Government guidelines for work placements may dictate student eligibility for placement. The most significant part of this requirement is ensuring that they have basic safety training and an understanding of workplace requirements.

Students seeking experience in industries including but not limited to the Mining, Liquor, Electrical, Construction, Health, Nursing and Aged Care industries are bound to a variety of legislative requirements. These include mandatory pre-training (e.g., White Card training for construction industries) and general participative compliance (e.g., immunisation requirements in health industries, NDIS training, etc).

These will be discussed with individuals as required, with the CAVE team facilitating Construction Induction (White Card) training at various points of the year.

### *Insurance*

The Department of Education provides insurance cover for all students engaged in the Workplace Learning Program arranged by the school, provided the student has received no remuneration for the work they performed (a School Based Trainee/Apprentice or casual employee is covered under Workers Compensation Insurance).

It is a requirement that businesses have Public Liability Insurance; this will be verified by the CAVE team.

The Department of Education Insurance Policy does not cover accidental damage caused by the student.

Details of insurance coverage and procedures will be sent by the school to the employer. The acknowledgement form must be signed and returned to the school prior to the student commencement.

### *Recording of Placements*

All student placements, active participants and employer details are managed via Reporting to Parents (RTP). Staff can navigate to the 'Work Placements' tab on the home page to view all necessary data. This is important to ensure a clear profile of placed students at any time.

## OUR PROCESSES

### *Timing of work experience*

The timing and duration of any placement is at the discretion of the employer and the school.

Consideration needs to be given to industry demands and the requirements of the business and workers in taking on the supervision of the student. At all times the best interests of students should be considered, including completion of any required assessment or school tasks. The opportunity for work experience should be an addition to student achievement and a provision to expand skills and knowledge.

### *Student Readiness*

Before undertaking a work placement, teachers should consider a student's work readiness to ensure it will benefit both the student and the employer. This means the student has displayed, as appropriate to the student's age, maturity, capabilities and experience, and the workplace's individual requirements:

- a **positive attitude** to appropriate personal presentation, and to being reliable and punctual
- **realistic expectations** of the work that they will be required to do
- the **willingness to learn**
- the **willingness to be supervised**, follow instructions and wear personal protective equipment (PPE) as directed
- the **capacity to function and communicate appropriately in an adult environment**
- the **confidence** to ask questions to clarify instructions
- completed any preparatory activities that include **OHS awareness and practices, acceptable behaviour** and student conduct in the workplace (including child protection issues) and the circumstances for using emergency contact procedures.

### *Risk Assessment*

In addition to the above the CAVE team will consider the following student attributes (in context to the placement) when matching the students to an appropriate workplace:

- The student's prior experience and knowledge of the industry
- Any special needs of the student (physical, mental, social, cultural)
- Disabilities, special needs or health requirements
- Preferences or interests as expressed by the student.
- Access to transport
- Access to appropriate workplace attire

### *Applications for consideration of placement*

- Students complete an appropriate application / preference form available from the CAVE office detailing their ideal employer(s). Note: Students cannot be placed in a workplace where a parent would be the sole supervisor and it is preferred students do not attend WPL where a parent is employed.
- The CAVE team liaise with the employer to confirm their interest, ability to host the student and ensure compliance.
- Once placed, the student is required to make phone contact with the employer to seek information regarding work conditions, dress standards, and start time.
- In some instances, the employer may request a pre-start interview or trial with the student prior to formal commencement.

### *Placement Supervision*

During placement the student will be monitored by a nominated member of the Careers and Vocational Education (CAVE) Team or Senior School Engagement Program (SSEP) team (Or – if the placement is located outside of the region, a suitable external agent), who ensure an appropriate workplace supervisor is in place at the employer to provide induction information and support for its duration.

The MRSHS staff member ensures the student has reported to the placement on time in the first days, conducts site visit(s) to the place of work, and ensures all documentation and logbooks are completed by both the student and employer. All points of contact (phone calls, emails and visits) are recorded against the placement Notes in RTP Work Placements Module.

### *Logbook*

All students undertaking a placement of any type must complete a Logbook during it which comprises:

- an attendance record and task schedule
- an evaluation of the student's workplace performance.

This logbook is validated by the workplace supervisor and must be fully completed and signed off at the end of the placement.

### *Skills Journal*

Students undertaking ADWPL must also complete a Workplace Learning Skills Journal for assessment after each 55 hours completed in the workplace. It is designed to help the student gain additional benefit from the time spent in the workplace by encouraging them to talk to their colleagues about what the job is about, entry requirements for the industry, and the advantages and disadvantages of working in the industry. The focus questions in the journal are based on the [Core Skills for Work](#).

### *Recording of Achievement*

For ADWPL assessment of the student Log Book and Skills Journals are undertaken by the CAVE teaching staff, with hours completed, and all other placement notes and activities recorded in RTP Work Placements for insurance purposes.

### CONTACTS

Any staff, students or parents seeking further information can contact the CAVE team to discuss:

Email: [margaretriver.shs.workplacelearning@education.wa.edu.au](mailto:margaretriver.shs.workplacelearning@education.wa.edu.au) Tel: 9757 0732 or 9757 0776

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Workplace Learning (WPL) Coordinator: Paola Pastorelli [paola.pastorelli@education.wa.edu.au](mailto:paola.pastorelli@education.wa.edu.au)

Placement Liaison Officer: Natalie Francke-Hicks [natalie.francke-hicks@education.wa.edu.au](mailto:natalie.francke-hicks@education.wa.edu.au)

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