

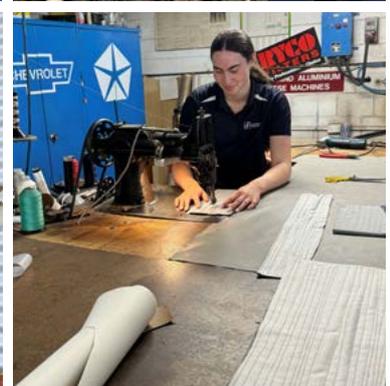
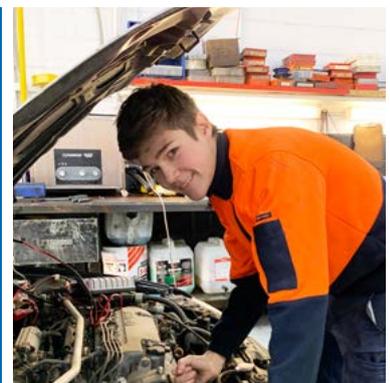
WORK EXPERIENCE HANDBOOK



ST PATRICK'S
Technical College



For
staff,
students,
& families.



ACRONYMS

ASLS = After School Learning Support

PC = Pastoral Care

PCM = Pastoral Care Mentor

SBAT = School Based Apprenticeship and Traineeship

SPTC = St Patrick's Technical College

VPM = Vocational Pathways Mentor

WEX = Work Experience

WEX-ARP = WEX Accountability and Readiness Program

WHS = Work, Health & Safety

WLA = Workplace Learning Agreement

WSR = Workplace Supervisor's Report

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ST PATRICK'S TECHNICAL COLLEGE WORK EXPERIENCE (WEX)

WEX is a compulsory part of the St Patrick's Technical College (SPTC) Work Ready curriculum.

It provides the opportunity for students to:

- Explore and experience an area of interest or their trade choice
- Learn, grow and develop real workplace skills
- Acquire important industry connections
- Gain valuable feedback from employers about their general employability skills such as attitude, work ethic, initiative, WHS, punctuality, presentation, problem solving abilities, communication and teamwork skills.

WEX helps students to learn in a workplace without the direct supervision of a teacher. Students get the opportunities to observe a variety of work as well as undertake supervised work appropriate to their age, maturity, competence and skill level.

It provides students with valuable opportunities to develop vocational skills, knowledge and attitudes in the context of real work environments. It is also a chance for them to learn outside of the classroom.

WEX can help young people to learn about what employers expect, what responsibilities workers have and also help them to make decisions about their future career options.

A significant number of students are offered apprenticeships by employers following a successful WEX block.

Experiential learning is described as 'learning by doing' and is a critical element of the College's philosophy. It offers students the opportunity to undertake a continuous cycle of inquiry, reflection and analysis as a key component of Career and Vocational development.

The College WEX program ensures students are continuously trying a variety of trades and industries to identify and explore genuine pathways they are passionate about. Through these experiences students are better able to understand the workplace, job requirements, and what they can expect when entering employment in a particular trade or field.

The information and guidelines contained within this WEX handbook outlines the process of participation for all students at the College. It includes the responsibilities of students and College staff before, during and after WEX.



WEX Information

WEX DATES FOR 2025

WEX BLOCK	WEX DATES	WLA FORM DUE
Block #1	Monday 3/3 to Friday 7/3	Wednesday 19 February
Block #2	Monday 7/4 to Friday 11/4	Wednesday 26 March
Block #3	Monday 26/5 to Friday 30/5	Wednesday 14 May
Block #4	Monday 30/6 to Friday 4/7	Wednesday 18 June
Block #5	Monday 18/8 to Friday 22/8	Wednesday 6 August
Block #6	Monday 22/9 to Friday 26/9	Wednesday 10 September
Block #7	Monday 17/11 to Friday 21/11	Wednesday 5 November
	Monday 24/11 to Friday 28/11	Wednesday 13 November

WEX is **COMPULSORY** for all campus-based students. WEX is not applicable for part-time or full-time School Based Apprentices and Trainees (SBATs) as they are already in paid employment. Year 10 and Year 11 campus-based students must complete seven compulsory WEX blocks per year, and Year 12 students six compulsory WEX blocks.

All Year 11 and Year 12 students undertaking VET trade training courses are still required to attend their usual trade training day during WEX blocks. Hence, WEX blocks will only be 4-days per week for Year 11 & Year 12 students undertaking a VET course. Any variations to the WEX dates or schedule will be communicated to students and families.

ELIGIBILITY

Prior to being eligible to participate in WEX, SPTC students must:

- Hold a current White Card
- Complete a compulsory College WEX induction program
- Accurately complete and submit the Workplace Learning Agreement (WLA) form by the due date for each WEX block

Please note, some workplace providers require their own extra checks, these may include:

- Working with Children Check
- Influenza and COVID 19 vaccinations
- First Aid Certificate
- Inductions, to be completed online or in person

The workplace provider will advise of their requirements in advance, to allow students time to complete them prior to beginning the WEX placement.

WEX Induction, Mentoring and Support

INDUCTION

All students are required to complete a compulsory College WEX induction program before undertaking their first WEX placement:

- Delivered in Year 10 Work Ready lessons during weeks 1 to 5 of Term 1
- Delivered in week 1 of Term 1 for NEW Year 11 and NEW Year 12 students
- Students beginning at the College after the induction program has taken place, are required to complete the College induction and White Card training before undertaking WEX

YEAR 10

As part of the Work Ready curriculum, Year 10 students undertake a WEX Accountability and Readiness Program (WEX-ARP) as their induction to WEX. The program is run by the Pastoral Care Mentor (PCM) and will support students to achieve success in both organising WEX placements and during their WEX block.

Year 10 students are allocated time during Pastoral Care (PC) each morning and Work Ready lessons to seek support from their PCM to discuss and arrange WEX.

Year 10 students will be required to keep a record of the organisations they have contacted for WEX placements.

YEAR 11 AND YEAR 12

Year 11 and Year 12 students can talk to their PCM during PC each morning to seek support to discuss and arrange WEX. Year 11 students are also able to seek support for WEX during their Mentoring lesson each week. Timetabled Home Study lessons can also be used to book and prepare for WEX.

MENTORING & SUPPORT

PCMs are the first point of contact for supporting students and families with the organisation of WEX.

Students requiring additional support selecting a trade area or industry for WEX can be referred to the Vocational Pathways Mentor (VPM). The student's PCM will liaise with the VPM to arrange a suitable time, ideally during PC or Mentoring lessons.

It is important students make their own telephone calls to enquire about and book their WEX placements. This is an essential employability skill required for entering the workforce. Students can request support making telephone calls during PC or Mentoring lessons and can be provided with a conversation script. They can also practice making calls with family or staff members and their peers.

Students requiring assistance overcoming barriers pertaining to WEX planning, booking and engagement can be referred to the Social Worker. The student's PCM will liaise with the Social Worker to arrange a suitable time, ideally during PC or Mentoring lessons.

HOW FAMILIES CAN SUPPORT STUDENTS' WORKPLACE LEARNING

The transition to the workplace can be a significant growth experience for young people. Families can support young people by:

- Engaging in and completing all workplace learning preparation requirements as instructed by the College or workplace provider
- Ensuring the WLA form has been completed and processed prior to the workplace learning occurring
- Contacting the College immediately for support if there are any concerns about the student's engagement, safety or wellbeing

Organising WEX

It is the student's responsibility to manage and organise their WEX. The PCM's role will be to assist students with their WEX options, WEX calls, booking of WEX placements and ensuring the WLA form is accurately completed and submitted by the due date for each WEX block.

WEX is a great way for students to figure out what they like and dislike about a trade area or industry. WEX placements are about learning, observing and engagement, allowing students to experience real-world working environments, learn new skills and make valuable contacts.

We encourage students to research trade areas and industries they believe they are interested in and use WEX to test out different placement options to get a feel for what they enjoy.

There are several ways to research and find a suitable workplace provider, these include:

- Searching the College's database of employers who have hosted previous WEX placements. The employers database can be accessed via the PCM and VPM.
- Building networks by asking friends and family about their contacts.
- Searching online. Job websites often post WEX and placement opportunities.
- Approaching businesses. While this may seem a little daunting, businesses may not have even considered WEX until asked. Call, email or physically approach businesses of interest.

If having trouble securing WEX in the scheduled blocks, students are expected to use the school holiday breaks as an alternative for extra WEX opportunities. Students having trouble identifying a suitable employer for WEX, or requiring further information regarding WEX, should contact their PCM.

Advanced planning for WEX is strongly recommended. Students can, and are encouraged to organise multiple WEX blocks in advance. Advanced planning could include:

- Being proactive in approaching employers for WEX opportunities and then follow-up phone calls, emails, etc.
- Ensuring the WLA form is fully completed including all relevant signatures (employer, families and student). This document is available for download from SEQTA.

WLA forms are due 10 days prior to commencement of each WEX block. Students will not be able to undertake WEX without paperwork being fully completed and signed by all parties and submitted by the due date.

ACTIONS FOR WEX NON-PARTICIPATION

- The PCM will monitor the return of WLA forms and communicate with students and families if forms are late or not returned.
- The PCM will implement consequences for students who do not return forms or do not take part in the compulsory WEX blocks.
- The PCM will contact families via email and follow up with a telephone call when a student is not engaging in making WEX placement bookings or undertaking WEX.
- Records of all communication and consequences will be logged by the PCM on SEQTA.
- In the case where contact with families has not been successful, escalation to the Year Level Student Manager will be required.

Students who do not engage in WEX, or attend the required WEX block, will be required to attend a support meeting which will occur at the College during WEX week. The student will be required to attend the meeting with a parent or carer, dressed in their College uniform. The purpose of the meeting will be to understand current WEX challenges, determine relevant supports, and set in place strategies and commitments to fulfil all WEX blocks.

Failure to organise or attend the meeting during WEX week will place the student's enrolment at the College at risk.

It is important to note that as a compulsory part of the College curriculum, WEX requirements are assessed each semester and appear on each student's College Report. PCMs keep track of each student's actions towards organising and completing WEX placements on the Student WEX Progress live document. They assess each student's attitude and communication, initiative, independence, personal responsibility and punctuality with the completion and submission of WEX paperwork.

Steps for Organising WEX

The following procedure is a summary of the steps required for students to successfully complete a WEX block. They include the responsibilities of students, families and College staff before, during and after WEX.

1. Student undertakes the College WEX induction program
2. Student explores WEX placement options – industry, trade, accessibility and so on
3. Student makes WEX calls (this may include emails and physical visits) and books placement/s
4. Student informs PCM of booking
5. PCM enters WEX BKD into Student WEX Progress live document
6. Student fills in the details on page 1 of the WLA form and saves the document
7. Student sends WLA form to the employer (workplace provider) with instructions to read and complete:
 - a. Section 2: About the Workplace (sections 2.1, 2.2, 2.3, 2.4, 2.6 and 2.6) -> pages 2 to 4
 - b. Section 3.1 (a part of Section 3): Acknowledgements and Declarations -> employer to sign page 4
 - c. Work, Health & Safety Checklist -> pages 7 to 9 -> employer to sign page 9

N.B. Employer signatures are required at the bottom of pages 4 and 9
8. Employer returns WLA form to student
9. Student reads and signs agreement in Section 3.2 -> page 5
10. Student organises parent or carer to read and sign Section 3.3 -> page 5
11. Student submits completed WLA form to PCM
12. PCM confirms WLA form is filled out correctly and initials page 1 (to the RHS of the orange box titled 'School'). This will indicate to Student Services that the PCM has viewed the completed form
13. PCM enters FRM CHCKD into Student WEX Progress live document once completed
14. PCM submits completed WLA forms to Student Services as soon as they have been entered into the Student WEX Progress live document, and no later than the WLA form due date published
15. PCM enters FORM SUB into Student WEX Progress live document
16. PCM manages WEX monitoring calls and visits for the students in their PC group (PCMs are expected to make an onsite visit for each student in their PC class at least twice per year, over the 6 or 7 WEX blocks)
17. Student Services generates Workplace Supervisor's Reports (WSR) with pre populated student, workplace and staff details and places in PCM's pigeonhole
18. PCMs and Learning Support Officers undertake WEX calls or visits and complete a WSR form for each student for each placement*
19. PCM collects all WSR forms, scans the WSR form and emails to Student Services*
20. PCM distributes WSR form to student
21. Repeat the above steps for each WEX block

*Staff members undertaking WEX calls and visits on behalf of the PCM will place the completed WSR form in the PCM's pigeonhole.

Please note: PCMs will undertake the management and supervision of WEX placements, calls and visits for their PC class. Additional support staff will be assigned to assist PCMs who are teaching SBAT classes and/or with larger class sizes.

Student WEX Progress Live Document

A Student WEX Progress live document is used to track every student's progress in organising each WEX block. All staff have access to the live document and can see what stage of the process students have completed.

The PCM will use PC time to track and record each student's WEX progress on the live document. The Steps for Organising WEX (see page 8) are summarised into the following 5 steps to track each student's progress:

- WEX BKD = The employer has been called and WEX placement booked.
- FRM CHKD = The WLA form has been fully completed and checked by the student's PCM - PCM has checked & signed WHS form.
- FORM SUB = PCM has submitted the student's WLA form to Student Services.
- CALL/VISIT = PCM indicates if a call or visit has been made to student during WEX - add call or visit to green field

		WEX BLOCK #1 - Mon 6 March to Fri 10 March				
PC GROUP		FORMS DUE WED 22 FEBRUARY				
FIRST NAME	SURNAME	WEX BKD	FRM CHKD	FORM SUB	CALL/VISIT	NOTES
First Name	Surname					employer's mobile missing
First Name	Surname				visit	
First Name	Surname					
First Name	Surname					
	Task not completed					
	Waiting on 'info' to complete task... <i>add to notes</i>					
	Task completed					

A traffic light system is used to indicate the following;

- Green = Task completed
- Yellow = Waiting on 'info' to complete task... *add to notes*
- Red = Task not completed

Workplace Learning Agreement

The WLA form is essential for all WEX placements and is available for download from SEQTA. Section 2 of the form will collect all required information about the work environment, specifically the tasks students will undertake during their placement. The WLA form needs to be completed and adhered to by the student, families, College, and workplace provider. All students are covered by the College's Personal Accident and Public Liability Insurance once the WLA form has been fully completed and signed by all parties, prior to start of the WEX placement.

WLA forms are due 10 days prior to commencement of each WEX block. Students will not be able to undertake WEX without paperwork being fully completed and signed by all parties and submitted by the due date.

Workplace providers are required to maintain a safe work environment for students on workplace learning as detailed in the Work Health and Safety Act 2012 (SA).

Employers are required to:

- Complete Section 2 and sign Section 3 of the WLA form before the student commences the placement
- Provide students with a work site induction, including a tour, an introduction to staff and an outline of safety processes before any tasks are undertaken
- Provide and maintain a safe working environment and safe systems of work

- Ensure students are always provided with direct supervision by the employer or a nominated on-the-job supervisor
- Communicate with the College if there are any concerns regarding the student's wellbeing, safety, or engagement.

Students and families are also required to sign Section 3 of the WLA form. Please refer to the Steps for Organising WEX (see page 8) for further instructions on completing the WLA form.

LIVING AWAY FROM HOME DURING WEX

Section 1.3 on the WLA form (page 1) is required to be completed for any student who needs to travel away from home (not their usual place of residence) which requires an overnight stay to access the work placement.

UNDERTAKING WEX IN ANOTHER STATE

Students wishing to undertake WEX in another state are required to seek approval from the Principal. Please provide 30 days notice in order to check the relevant state's rules and for any potential risk to be assessed. Section 1.3 on the WLA form (page 1) is to be completed for interstate placements approved by the Principal.

WHS CHECKLIST

The Work, Health & Safety (WHS) Checklist form is part of the WLA form and is to be completed by the workplace provider prior to the student's work placement.

The WHS Checklist will provide PCMs with relevant information regarding the hazards students will be exposed to in the workplace, e.g. manual handling, plant and equipment, and the controls used to minimise risk.

In consultation with the Student Manager, the PCM will determine if the WEX placement is approved based on the risk it poses to the student or workplace. If the placement is not approved, the student will need to arrange an alternate WEX placement.

Staff WEX Calls or Visits

PCMs will undertake the supervision and management of WEX placement calls and visits for their PC class. Additional support staff will be assigned to assist PCMs who are teaching SBAT classes and/or with larger class sizes. PCMs are expected to make an onsite visit for each student in their PC class at least twice per year, over the 6 or 7 WEX blocks.

Visits to students at their WEX worksites are encouraged as they provide the opportunity for a College representative to personally thank the employer for hosting the student. Face to face visits also promote College-industry partnerships, showing employers that the College values their contribution to the WEX placement program. Visits are valuable professional learning for College staff, offering exposure to current work practices in industries, the use of modern technology in worksites, and the range of workplace experiences undertaken by students. When a workplace visit is not possible a telephone call may be sufficient monitoring for WEX placements.

As part of the duty of care of the College, PCMs or additional support staff must visit the student or make direct telephone contact with the student at least once during every WEX placement. During these visits or telephone calls the staff member must:

- Speak with the workplace supervisor to discuss the student's participation
- Speak with the student to establish they are developing identified skills and/or competencies, are being adequately supervised and are feeling safe
- Record comments from the student and the workplace supervisor, together with their own observations on the WSR.

Feedback is important for every student as it is used to analyse and reflect on their overall experience and placement. Students also use the WSR for College assessment tasks and as part of employment applications.

Staff visiting students at their WEX worksite must ensure they meet all safety requirements of the workplace they are visiting, including wearing any personal protective equipment as directed by worksite management.

As part of the monitoring process, staff should enquire about apprenticeship opportunities and whether the student on placement would be considered a suitable candidate by the employer. Employers may not be aware of the College's flexible and unique industry focussed SBAT option. The VPM is available to educate employers and can be contacted at the College for more information. In the instance students, PCMs or support staff receive interest from an employer regarding a student Apprenticeship or Traineeship, they are required to inform the VPM as a priority.

WEX Outside of Scheduled Block Dates

There will be times when a student may need to undertake WEX outside of the compulsory scheduled blocks. This includes when:

- An employer is unable to accommodate WEX during the scheduled blocks, so an alternative time during the term or holidays is arranged
- Students do not engage in WEX, or attend the required WEX block, are required to use school holidays to make up the missed block

Students undertaking WEX outside of scheduled block dates will be required to undertake the process as outlined in the Steps for Organising WEX (see page 8). The PCM will manage the Student WEX Progress live document.

The VPM will undertake the supervision and management of WEX calls or visits for students undertaking WEX outside of the compulsory scheduled blocks.

Work Trial

Employers or workplace providers may conduct a work trial to evaluate a student's work readiness to see if they will fit within the culture and activities of the workplace as a potential employee (apprentice or trainee). A work trial should only be for a week or long enough for a potential employee (student) to demonstrate the attitude and skills required for the job.

The work trial can be paid or unpaid and is arranged by negotiation with the VPM between the employer, student and College. The timing of the trial, including start and finish times, are arranged directly between the employer, student and College.

Students must only be considered for a work trial if a genuine opportunity for an apprenticeship or traineeship for a College student has been established. Work trials are managed and supervised by the VPM. If a student has initiated a work trial directly with an employer, they are required to inform the VPM as soon as possible.

WEX eligibility is required to undertake a work trial, along with the fully completed and signed WLA forms.

A work trial can be counted as a WEX block if it is 4 or more days in duration.

VET students will be required to attend their designated VET trade training day during a work trial, unless otherwise advised by the VPM.

Student Injuries During WEX or Work Trials

The following actions are required if a student is injured during WEX or a Work Trial:

- Employer, parent or carer and/or the student advises the College of the incident by calling or emailing the VPM
- Report the following key details as soon as practicable after the incident;
 - date, time and location of the incident
 - incident details; a full run down of what happened
 - who was injured
 - what injuries were sustained
 - was First Aid provided, if yes by who and what treatment
 - was medical or hospital treatment required, if so who was the doctor and/or at what hospital
 - details of any witnesses
- The VPM will prepare an online report at Catholic Safety & Injury Management
- A copy of the report will be saved to the student's file



WORKPLACE LEARNING AGREEMENT FORM

The Workplace Learning Agreement form must be completed prior to a student undertaking any type of workplace learning as defined by the relevant sector's Workplace Learning Procedure.

Work health and safety is everybody's responsibility in the workplace. For introductory information about your responsibilities as a worker and employer, visit: Simple Steps to Safety on SafeWork SA's website.

School	>	Complete the orange sections
Student and Parent/Caregiver	>	Complete the blue sections
Workplace Learning Provider	>	Complete the green sections

SCHOOL DETAILS

The school completes this section and the declaration in section 3.4.

School name: St Patrick's Technical College	School contact name: Jayne Shortt Vocational Pathways Mentor (VPM)	School contact phone: School Hours: 8209 3700 (Mon-Fri 8:15am-4:15pm) After Hours: 8209 3745 (Including school holidays)
School address: 2-6 Hooke Road, EDINBURGH NORTH SA 5113	School contact email: info@stpatstech.sa.edu.au	

WORK PLACEMENT (tick one)

Work experience	<input type="checkbox"/>	Structured workplace learning (VET etc.)	<input type="checkbox"/>	Work trial for potential apprenticeship or traineeship	<input type="checkbox"/>
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Industry area or VET course aligned to this placement:

SECTION 1: ABOUT THE STUDENT

The student and parent/caregiver completes this section and the declarations in sections 3.2 and 3.3.

1.1 1.1.1	Student name:	Student mobile number:	Student email:		
	Date of birth:	Year level:	Student home address:		
1.1.2	Additional needs: <i>Identify any medical condition, medication, disability or learning needs that may affect placement. Include any reasonable adjustments the student will require while on placement.</i> <i>If none, write N/A.</i>				
1.2 1.2.1	Parent/caregiver name:	Relationship to student:	Parent/caregiver mobile number:		
	1.2.2	Alternative emergency contact name:	Relationship to student:	Emergency contact mobile number:	
1.3 1.3.1	Does the student need to travel away from home for an overnight stay to access this work placement?	Yes Complete section 1.3	<input type="checkbox"/>	No Move to section 2	<input type="checkbox"/>
1.3.2	Away from home supervisor name:	Relationship to student:	Away from home contact number:		
	Away from home address:				

SECTION 2: ABOUT THE WORKPLACE

The Workplace Learning Provider completes this section and the declaration in section 3.1.

2.1 WORKPLACE LEARNING PROVIDER DETAILS					
Workplace learning provider business name:			Workplace learning provider business address		
Workplace key contact name:			On-job site address (or as above)		
Workplace key contact email:			On-job supervisor name:		
Workplace key contact phone:			On-job supervisor phone:		
2.2 WORK PLACEMENT STRUCTURE					
Option 1: Block placement – 5-10 consecutive days (or N/A where appropriate)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Start and finish time					
Break time(s)					
Date					
Start and finish time					
Break time(s)					
Option 2: Reoccurring placement – e.g. 1 day per week					
Day(s):	Start and finish times:	Break time(s):	First date of placement:	Last date of placement:	

2.3 RISK AND MITIGATION					
2.3.1	Student induction to the worksite [info and resources]		Name and role of person conducting induction:		
2.3.2			Date of induction:		
			Location of induction:		
	Student licenses, competencies, and qualifications required		Student licenses, competencies, additional legal requirements prior to placement (White Card, WWCC, First Aid, N/A etc.)		
2.3.3	Confirm the business/organisation has the following work health and safety measures:				
	<p>Workplace health and safety policies and procedures</p> <ul style="list-style-type: none"> Site emergency evacuation process [info] Grievance and/or complaint process [info] Hazard management process [info] Injury and/or first aid management process [info] <p>Psychosocial safety and mental health</p> <ul style="list-style-type: none"> Anti-discrimination, workplace bullying, and/or harassment procedures [info] This includes culturally responsive and inclusive practices in support of workers from Aboriginal or other minority backgrounds, religious beliefs and practices, students with disability, and/or students identifying as LGBTQIA+. [info] 				<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
2.3.4	Provide further information where relevant, or where 'No' has been selected:				
	<i>Alternative work placement arrangements, such as virtual work experience, should be negotiated between the employer and the school principal / delegate.</i>				
2.3.5	Confirm the business/organisation has additional measures in the workplace where required:				
	<p>Businesses and organisations that work with/for children</p> <ul style="list-style-type: none"> Policies that protect child safety [info] Organisations (both government and non-government) that provide health, welfare, education, sporting or recreational, religious or spiritual, party or entertainment, cultural, childcare or residential services wholly or partly for children must have policies and procedures to create and maintain child safe environments. 				<p>Yes N/A</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
	<p>Machinery, equipment, and/or chemicals</p> <ul style="list-style-type: none"> Safe work procedures (SWPs) for machinery and equipment [info] Safety data sheets (SDSs) for chemicals and hazardous substances [info] 				<p>Yes N/A</p> <p><input type="checkbox"/> <input type="checkbox"/></p>

2.4 TRANSPORT DURING WORK PLACEMENT					
2.4.1	Will the student be required to travel as a passenger in a vehicle for the purposes of work placement?	Yes Complete section 2.4	<input type="checkbox"/>	No Move to section 2.5	<input type="checkbox"/>
2.4.2	Describe the purpose and frequency of travel: Where? When? Why? How often? etc.				
2.4.3	Describe the mode of travel and any further information (tick any that apply)				
	A: Car, Ute, Van etc. Move to section 2.4.5	<input type="checkbox"/>	B: Heavy Vehicles Move to section 2.4.5	<input type="checkbox"/>	C: Watercraft or Vessel Complete section 2.4.4
				D: Other Vehicle(s) Complete section 2.4.4	<input type="checkbox"/>
2.4.4	Describe the types, models, names, and locations of each vehicle that will transport the student:				
	Some types of watercraft, vessels, and other vehicles may not be permitted to transport students on placement. For more information, check with the student's school.				
2.4.5	Are all vehicles mentioned in this form registered, in a good state of repair, and operated by a fully licensed operators/drivers?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

2.5 WORKPLACE TASKS AND REQUIREMENTS						
2.5.1	Workplace task/role	How and by whom will the task be demonstrated?	What risks are related to the task?	How will risks be reduced?		
2.5.2	Uniform Describe the dress code that is expected of the student. <i>Neat casual office wear, chef's clothing, work uniform, overalls etc. Workplaces requiring customised uniform (with logos etc.) are to provide clothing.</i>					
2.5.3	Will the student be required to use personal protective equipment (PPE) as part of their regular tasks or roles?	Yes Complete section 2.5.4	<input type="checkbox"/>	No Move to section 2.6	<input type="checkbox"/>	
2.5.4	Personal protective equipment (PPE) requirements for the work placement					
		Steel cap boots	Hearing protection	Safety glasses	Gloves	High-visibility clothing
	Workplace to provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student to provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.5	Describe any other specific PPE that is required for the student to be successful: [info and resources]					

2.6 WORKPLACE INSURANCE

While a student is participating in the work placement, they are covered by:

- the Department for Education self-insurance arrangement (students enrolled in government schools)
- the school’s personal accident and public liability insurance policies (students enrolled in non-government schools)

2.6.1 I certify that, the work placement provider: (tick one)

Has a current public liability protection and/or indemnity insurance policy.	<input type="checkbox"/>	OR	The 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 work placement provider or their workers or agents.	<input type="checkbox"/>
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SECTION 3: ACKNOWLEDGEMENTS AND DECLARATIONS

All stakeholders must agree to the statements below by signing the relevant section of this form prior to work placement commencing.

3.1 WORKPLACE LEARNING PROVIDER DECLARATION

As the work placement provider, I:

- certify that work health and safety practices, procedures and systems are in place and developed and implemented in line with the Work Health and Safety Act 2012 (Cth).
- am aware of my obligations under the Fair Work Act 2009 and undertake to comply with the provisions of that legislation.
- agree to accept this student on work placement and to plan and conduct an appropriate program in a non-discriminatory and harassment free environment in line with the Equal Opportunity Act 1984 and the Sex Discrimination Act 1984.
- will notify the school in the case of student illness, accident, inappropriate behaviour, or any absence.
- give assurance that the workplace is suitable for the student to undertake work placement and that all staff engaging with the student will report, as required, any issues or concern to ensure children and young people are kept safe from harm in accordance with the Children and Young People (Safety) Act 2017.
- understand the student will not be used to replace a paid or striking worker or participate in industrial disputes.
- understand the student will be visited or telephoned by a school representative during placement.
- acknowledge that the student will be directly supervised by persons who are suitably qualified and/or experienced and competent at the relevant tasks that the student will undertake during this placement and will only be engaged in tasks for their maturity, skills, and qualification level.
- understand that the information provided on this form is for the administration of workplace learning only.
- agree, subject to the requirements of the *South Australian Government Information Privacy Principles (re-issued September 2023)*, that this information is not to be used for any other purpose.
- have the relevant insurance protection to cover students undertaking workplace learning.

Workplace key contact name:	Signature:	Date:

3.2 STUDENT DECLARATION

I agree that I:

- am willing to learn and participate in the workplace learning described in this document.
- will complete WHS training before placement to understand my role and responsibilities in the workplace.
- agree that the work placement described in this document is safe and suitable for me.
- understand the transport requirements, dress code, and personal protective equipment (PPE) requirements for the work placement.
- will contact my school and my work placement if I am unable to attend placement for any reason.
- will contact my school if I have concerns or questions about my work placement.

Student name:

Signature:

Date:

3.3 PARENT, CAREGIVER, OR INDEPENDENT STUDENT DECLARATION

I give permission for:

- the student to undertake the workplace learning under the conditions described in this document.
- the workplace supervisor to obtain the services of a suitably qualified medical practitioner, and to convey the student to an appropriate place for treatment, including the use of an ambulance, where an emergency contact or I cannot be reached.

I am satisfied that:

- the student is eligible and willing to participate in workplace learning.
- the student has the capacity to communicate their needs and keep themselves and others safe while on work placement.

I undertake:

- to cover the costs of any unmet expenses incurred except for where the expenses are covered under the relevant education sector or individual school's insurance arrangements.

Parent/Caregiver/Student name:

Signature:

Date:

3.4 STUDENT READINESS AND SCHOOL PRINCIPAL / DELEGATE APPROVAL

To be signed when all other sections are completed.

Student Readiness

I confirm that the student:

1. can communicate their needs with others and will be accommodated appropriately in line with section 1.1.2.
2. is ready to learn and participate in the work placement and complete the tasks outlined in section 2.5.
3. has (or is willing to get) appropriate clothes and PPE for the work placement described in section 2.5.
4. has completed (or will complete) WHS training prior to the work placement to keep themselves and others safe.
5. has appropriate transport options available to them to travel to and from the work placement.
6. is suitable for the physical environment of the workplace (indoors/outdoors, noise level, dust/dirt, temperature etc.).

Approval

- I confirm that all required sections of this form have been completed, which allows my school to review both the student's readiness and the information provided by the workplace learning provider; that I am satisfied the student is eligible to participate in the work placement; and that the student has the capacity to keep themselves and others safe in the identified work placement.
- I give permission for this student to undertake work placement as detailed and agreed to in this form with the above-named work placement provider in accordance with the current Workplace Learning Procedure.

Principal/Delegate name:

Signature:

Date:

WORKPLACE LEARNING AGREEMENT FORM AMENDMENTS

All amendments to workplace learning are to be agreed, dated, and recorded in this section or a new form. The student's school is responsible for recording amendments and sharing this information to all stakeholders in **writing or email**. Any amendments must be stored alongside the original agreement.

Where the workplace learning provider (employer) or the parent/caregiver/student requests an amendment to be made, they must inform the school so that relevant information can be documented.

Examples of amendments can include changes to:

- emergency contact information (section 1.2)
- dates and times of work placement or where the student is expected to attend work (section 2.1 or 2.2)
- on-job transport arrangements (section 2.4)
- duties performed by the student on work placement where subsequent PPE needs change (section 2.5)

SECTION 4: WORKPLACE LEARNING AMENDMENTS				
4.1	Student name: <i>section 1.1.1</i>	Workplace learning provider business name: <i>section 2.1.1</i>	Date of original agreement sign off: <i>section 3.4</i>	
4.2	Date	Details of amendment	Principal/Delegate Sign	Communication
				School records updated <input type="checkbox"/>
				Parent/Caregiver/Student <input type="checkbox"/>
				Work placement provider <input type="checkbox"/>
				School records updated <input type="checkbox"/>
				Parent/Caregiver/Student <input type="checkbox"/>
				Work placement provider <input type="checkbox"/>
				School records updated <input type="checkbox"/>
				Parent/Caregiver/Student <input type="checkbox"/>
				Work placement provider <input type="checkbox"/>





Work Health & Safety Checklist

This form to be completed for every student work placement

To be completed prior to the student's work placement and in conjunction with the Work Placement Provider. This form must be returned to the school with the Workplace Learning Agreement Form. This form is valid for three years only if the student placement is comparable.

Work Placement Provider: _____

Student name: _____ Student telephone: _____

The work	Comments
Supervisor (name, position and contact details): Supervisor name, position and contact details	
How will the student be inducted into the workplace? <input type="checkbox"/> Online <input type="checkbox"/> Face to face <input type="checkbox"/> Combination <input type="checkbox"/> Other -please provide details:	
Are there any licence / competency / legal requirements for the work? <input type="checkbox"/> White Card <input type="checkbox"/> Drivers Licence <input type="checkbox"/> First Aid Certificate <input type="checkbox"/> Working with Children Check <input type="checkbox"/> Other -please provide details:	
Is the student required to supply any Personal Protective Equipment (PPE): <input type="checkbox"/> Yes <input type="checkbox"/> No Please indicate below any PPE the student is required to supply: <input type="checkbox"/> Steel cap boots <input type="checkbox"/> Hearing protection <input type="checkbox"/> Safety glasses <input type="checkbox"/> Gloves <input type="checkbox"/> Hi-Vis clothing <input type="checkbox"/> Hard hat <input type="checkbox"/> Sun protection <input type="checkbox"/> Other -please provide details:	

The work environment	
Work Health & Safety Officer: (name, role and contact details): WH&S Officer name, role and contact details	
Please complete: <ul style="list-style-type: none"> • Workplace has WHS policy and procedures: <input type="checkbox"/> Yes <input type="checkbox"/> No • First aid kits available: <input type="checkbox"/> Yes <input type="checkbox"/> No • Trained First Aid personnel on site: <input type="checkbox"/> Yes <input type="checkbox"/> No • Emergency procedures documented and displayed: <input type="checkbox"/> Yes <input type="checkbox"/> No • Appropriate amenities available: <input type="checkbox"/> Yes <input type="checkbox"/> No • Drinking water available: <input type="checkbox"/> Yes <input type="checkbox"/> No 	

Please ensure students are provided with information relevant to the hazards they will be exposed to eg manual handling, plant and equipment. If 'YES' for any hazards, then a follow up site visit or telephone call may be required. For work placements requiring greater consideration (higher risk), a risk assessment needs to be completed.

-- Refer to the following pages for details --

Hazards in the workplace	Controls		What can be done to minimise the risk?
	Yes	No	
Animals / insects / spiders / snake bites/stings etc	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ The site controls pests regularly (taking into consideration known pests to the area). ○ The site has a process for removing unwanted wildlife ethically and as per the state and councils' rules and regulations. ○ Other:
Cash handling	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Cash may be handled by a student on site if it is part of the duties of the role and supervised by an employee of the workplace. ○ Cash is not to be carried by a student outside of the site (including transporting to the bank or offsite). ○ Other:
Airborne dust / aerosols / gases / vapours	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Work process has been risked assessed to determine level of exposure to dusts, aerosols, gases, and vapour particles. ○ Ventilation and extraction systems in use, regularly maintained and filters changed depending on manufacturer's instructions, amount of use and particles emitted. ○ PPE to be worn appropriate to the particles emitted (fit for purpose). ○ Other:
Electrical (exposed live parts or faults)	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Students are not authorised to work with electricity unless constantly supervised by a licenced electrician. ○ Safe work practices are to be adhered to. ○ PPE to be worn as directed by the site following site procedures. ○ Other:
Exposure to communicable diseases	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Good hygiene practices to be always followed, such as washing of hands regularly, coughing into elbow, disposing of tissues or waste appropriately. ○ Not attending the placement if showing symptoms of being infected by any contagious viral or bacterial infection. ○ Students are not to touch syringes, sharps or questionable materials which may have been exposed to blood or bodily fluids. ○ Other:
Hazardous chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Students are not to use chemicals unless they have been trained in its use. ○ Safety Data Sheets (SDS) are to be available and accessible to all employees and students. ○ Adequate ventilation and extraction systems are to be used depending on the chemical/s used. ○ PPE is to be fit for purpose and used following the specified SDS or risk assessment. ○ Other:
Heat / cold (eg furnaces, cool rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Appropriate clothing is to be worn depending on the environment. ○ Rest breaks are to be available in cool/warm and well-ventilated areas to allow body temperature to return to normal. ○ If possible, student to acclimatise body to working in the heat or cold. ○ Other:
Hazardous manual handling	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Follow host sites policy & procedures regarding manual handling. ○ Abide by good manual handling practices. ○ Student to notify of any manual handling injuries. ○ Other:
Noise/vibration	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Students are to be rotated to reduce individual exposure times to noise and vibration. ○ Access to noisy areas are to be restricted. ○ PPE is to be worn as directed by the site following site procedures. ○ Other:
Plant/equipment (dangerous moving parts, unguarded machinery/equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ○ Students to take part in a plant induction and be trained on the use of the plant. ○ Students are to be supervised at all times. ○ Follow host sites policy & procedures regarding plant management and plant hazard control. ○ Follow the correct use of Personal Protective Equipment (Inc. Codes of Practice) ○ Follow all Safe Operation Procedures (SOP).

Hazards in the workplace	Yes	No	Controls
			What can be done to minimise the risk?
			<ul style="list-style-type: none"> ○ Follow Safe Work Method Statements (SWP) if available. ○ Follow the correct use of Personal Protective Equipment (Inc. Codes of Practice). ○ Other:
Sharp objects / instruments			<ul style="list-style-type: none"> ○ Students are to be trained and inducted on the task required of them and use of plant, tools, and equipment. ○ Use the right tool for the job and as it was intended by the manufacturer. ○ Students are to be supervised at all times. ○ Other:
Slips, trips and falls	☐		<ul style="list-style-type: none"> ○ Students are to support best practices to minimise slip, trip and fall incidents. Such as: ○ Cleaning up of spills immediately. ○ If the floor is wet, use appropriate signs to indicate that extra care is required or direct pedestrians via an alternate route. ○ Report slip, trip, and fall hazards to allow appropriate action to be taken to prevent injury. ○ Other:
Travel (specific details of travel related to work placement)	☐	☐	<ul style="list-style-type: none"> ○ Travel is to be kept at a minimum and be reasonable in length. This is to be determined by the parent/care giver, student, and teacher. ○ Considerations need to be given to where and when the student needs to travel, terrain and conditions. ○ Other:
UV exposure (working outdoors for extended periods)	☐	—	<ul style="list-style-type: none"> ○ Follow host sites policy & procedures. ○ Student to be aware of adverse weather conditions and dress accordingly. ○ Sun safety precautions to be followed such as wearing of a hat, sunglasses, and SPF 30 Plus (which is up to the student to provide). ○ Other:
Vehicles and people in same area			<ul style="list-style-type: none"> ○ Students must never be permitted to drive any vehicle or mobile plant while on work experience – this includes tractors, forklifts, all-terrain vehicles, ride-on mowers, bulldozers, excavators, and skidders ○ Other:
Work at heights (ladders, scaffolding)	┘		<ul style="list-style-type: none"> ○ Students are not authorised to work at heights unless constantly supervised. ○ Students are to follow host sites policy & procedures regarding working from heights and recommendations set out in the relevant Codes of Practice. ○ Personal Protective Equipment (PPE) is to be fit for purpose and used. ○ The site is to avoid placing students in a situation where working at heights is required (if possible). ○ Other:
Is there any other relevant information you may wish to advise prior to the student commencing? If so, what information?	☐		

Person completing the form:

Title/position:

Signature:

Date:

School representative:

Signature:

Date:



STPATRICK'S
Technical College

Workplace Supervisor's Report and Work Placement Monitoring Report

This report combines the Workplace Monitoring Report, St Patrick's Technical College Feedback Form and the Workplace Practices Supervisor's Report. The staff member completing this form records the supervisor's feedback during the monitoring visit or phone call, as a general report on the student's time in the workplace. The person completing this report must follow up any concerns with safety and/or supervision.

Section A

Student's name **«First_Name_» «Surname» «Roll_Group»**

Student's school **St Patrick's Technical College** Name of contact person **Ms Margaret Makara**

Address of school **2-6 Hooke Road Edinburgh North SA 5113**

School telephone **8209 3700** School email **info@stpatstech.sa.edu.au**

Section B

Name of person completing this report
(School representative visiting or telephoning the student) **«Allocated_Staff»**

Organisation **St Patrick's Technical College** Role _____

Dates of the student's learning in the workplace _____

Work Placement Provider Location (Business Name and address) **«Employer_Business_Name» «Employer_Address1», «Employer_Suburb»**

Work Placement Provider Name **«Employer_First_Name»** Telephone **«Employer_Contact_Number»**

Tasks performed by the student _____

Student's Mobile Number **«Student_Mobile»**

For school use only			
MONITORING (tick one) <input type="checkbox"/> VISIT <input type="checkbox"/> PHONE CALL	DATE OF VISIT/CALL		TIME OF VISIT/CALL
Monitoring and Safety Check Questions (to ask the supervisor):			Comments/ Actions
Has the student been inducted to the site?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Has the student been appropriately trained in the correct use of machinery and equipment?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Is the student wearing PPE as required?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Is the student being exposed to hazards e.g. working at heights, with unguarded machinery, with hazardous chemicals, etc	<input type="checkbox"/> Yes* <input type="checkbox"/> No <input type="checkbox"/> NA		
Is the student acting appropriately for the workplace activities being undertaken?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Is the student following instructions in regard to safety?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Questions to ask the student:			
Does the student believe they are suitably supervised?	<input type="checkbox"/> Yes <input type="checkbox"/> No* <input type="checkbox"/> NA		
Does the student have any safety concerns? If so, what are they?	<input type="checkbox"/> Yes* <input type="checkbox"/> No <input type="checkbox"/> NA		

Workplace Suitability – Based on the workplace visit/phone call, the following assessment was made:

The supervisor and staff followed a duty of care for the student. Yes No*

The workplace was considered to be safe and followed WHS requirements Yes No*

The work provided was appropriate for the student in regard to quality, quantity and meeting outcomes. Yes No*

*** Any problems or concerns MUST be noted by the school representative in the comments sections above and below.**

Comments:

Tick the appropriate boxes as a general report on the student's time in the workplace.

This student:		always	usually	sometimes	rarely	never	not applicable to this workplace	For school use only
SAFETY	<ul style="list-style-type: none"> understood safety aspects relevant to this workplace 							KU2
PRESENTATION	<ul style="list-style-type: none"> was appropriately dressed for work in this industry 							KU1
ATTITUDE AND INITIATIVE	<ul style="list-style-type: none"> was eager to learn and participate 							A1
	<ul style="list-style-type: none"> asked questions relevant to the workplace or task 							KU1
	<ul style="list-style-type: none"> made appropriate suggestions relevant to the workplace or task 							KU2
	<ul style="list-style-type: none"> initiated appropriate discussion about work in this industry and this workplace 							KU2
	<ul style="list-style-type: none"> showed interest in working in this industry in the future 							KU1
	<ul style="list-style-type: none"> was sensitive to the needs of this workplace 							KU2
PUNCTUALITY AND TIME MANAGEMENT	<ul style="list-style-type: none"> arrived on time for the start of the working day, and returned to work on time after breaks 							A1
	<ul style="list-style-type: none"> displayed good time management in carrying out tasks 							A2
COMMUNICATION	<ul style="list-style-type: none"> understood the need to relate well to other workers, customers, and clients in this industry 							KU1
TEAMWORK	<ul style="list-style-type: none"> worked effectively on group tasks 							A1
INDEPENDENCE	<ul style="list-style-type: none"> worked effectively on individual tasks 							A1
RESPONSIBILITY	<ul style="list-style-type: none"> followed directions as instructed 							A1
WORK SKILLS	<ul style="list-style-type: none"> effectively applied relevant work skills required for this industry 							A2
RELIABILITY	<ul style="list-style-type: none"> could be relied on to carry out specific tasks as required 							A2

General comments on the student's performance in the workplace _____

Signature of person completing this report _____

On behalf of Workplace Provider (Name) **«Employer_Business_Name»** _____

Name **«Allocated_Staff»** _____

Date _____

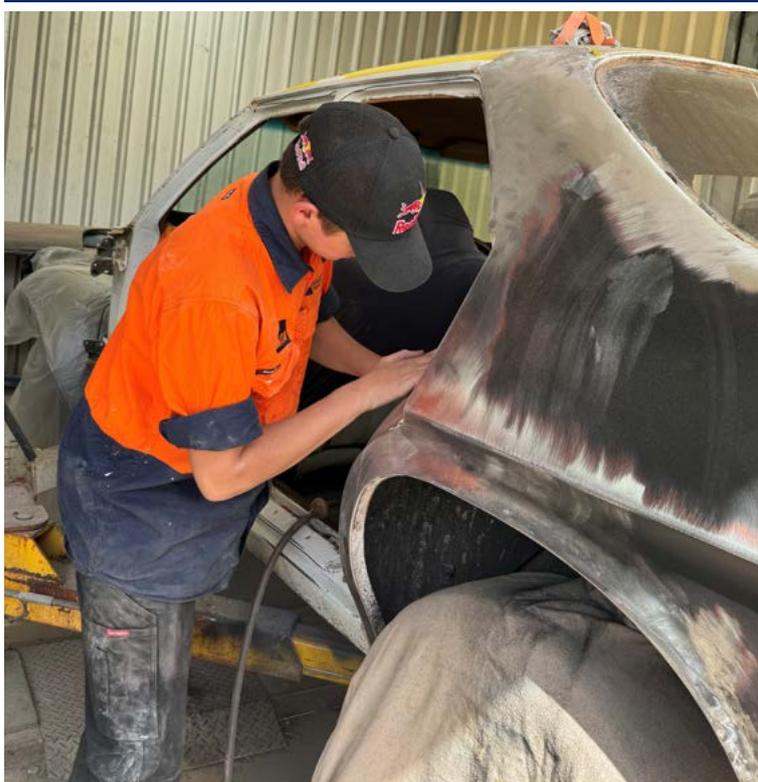


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**“WE ARE
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PATHWAYS”