

PROCEDURES  
FOR  
SCHOOLS

WORKPLACE  
*learning*  
PROCEDURES



Government of South Australia  
Department for Education and  
Child Development



Association of  
Independent Schools  
of South Australia

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Revision Record *Workplace Learning Procedures* , formerly *Workplace Learning Guidelines*, formerly *Work Experience Guidelines*

Date	Version	Revision description
February 1990	1.0	Pages and appendices updated
August 1990	1.1	Pages and appendices updated
June 1991	1.2	Pages and appendices updated
January 1996	1.3	Pages and appendices updated
1988	1.4	Revisions and updated to <i>Work Experience Guidelines</i>
2004	1.5	Information updated
2008	1.6	Information updated
August 2016	2.0	Major edits and updated to <i>Workplace Learning Procedures</i>

## FOREWORD

These *Workplace Learning Procedures* replace the previously published Workplace Learning Guidelines 2004, and have been jointly reviewed and updated by the Department for Education and Child Development (DECD), Catholic Education South Australia (CESA), and the Association of Independent Schools of South Australia (AISSA). The government and non-government schooling sectors endorse these Workplace Learning Procedures for all workplace learning undertaken by school students in South Australia.

An essential element of these procedures is that the driving principle for any decisions made by school staff in regard to student workplace learning always puts the student's safety and welfare as the prime consideration. In exercising due diligence in relation to their duty of care, all schools are required to take a risk minimisation approach for each student participating in a workplace learning placement.

Three separate Acts continue to inform the 2016 *Workplace Learning Procedures*:

- [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)

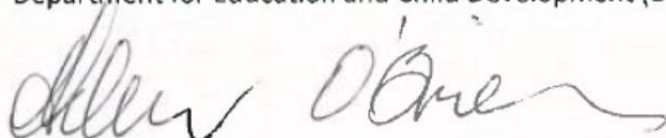
This document outlines the framework for government and non-government schools in South Australia to conduct all workplace learning programs. Where approaches vary between government and non-government schools, this is indicated in the text. The key features of these procedures:

- promote consistent standards and expectations for workplace learning programs across all education sectors
- reinforce the safety and wellbeing of students as the underpinning principle for all workplace learning programs
- commit government and non-government schools to use these procedures.



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*Note that forms/documents are in italics*

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# INTRODUCTION

## Purpose

The Workplace Learning Procedures outline the procedures schools must follow to ensure they fulfil their legislative obligations in relation to the Children’s Protection Act 1993, South Australia, the Work Health and Safety Act 2012, South Australia and the Equal Opportunity Act 1984, South Australia, for all eligible South Australian students when they are on work placement and not under direct supervision of a teacher.

## Scope

The Workplace Learning Procedures apply to schools across the three sectors and where there are sector variations in approaches, these are highlighted.

## Terminology

Where mandatory procedures are described, the terminology will clearly indicate this through the use of “must”. Where recommended practice and good practice approaches are described, the information will be highlighted in shaded boxes.

## Background

In line with the Council of Australian Governments (COAG) initiatives and in consultation with stakeholders, Education Services Australia created a new framework in 2014 for the delivery of vocational learning and Vocational Education and Training (VET) to secondary students. [Preparing Secondary Students for Work](#) reflects modern schools and workplaces and recognises that the 21st century is driven by higher demands in the workplace due to changes in technology, globalisation and socioeconomics. Schools need to equip young people through workplace learning to gain workplace skills and an understanding of the workplace while still at school.

*‘Vocational education and training (VET) enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace. All VET qualifications must be issued by Registered Training Organisations (RTOs). (ESA, 2014 p6)*

*Vocational learning helps secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is delivered within the broader curriculum. It supports students to gain career development skills and provides opportunities for students to ‘taste’ the world of work through one-off events, initiatives such as enterprise learning, or spending time in a real or simulated workplace. (ESA, 2014 piii)*

*Vocational learning is most effective when it provides opportunities for secondary students to have conversations with employers and people who work in industries they are interested in, as well as direct experience in workplaces. These activities help build the confidence of students that they are on the right track.’ (ESA, 2014 p12)*

Workplace learning programs play an important role in providing students with access to the work environment and schools have developed local partnerships and strategic alliances with business and industry to ensure a range of opportunities are available to young people.

*‘The senior years of schooling should provide all students with the high quality education necessary to complete their secondary school education and make the transition to further education, training or employment. Schooling should offer a range of pathways to meet the*

*diverse needs and aspirations of all young Australians, encouraging them to pursue university or post-secondary vocational qualifications that increase their opportunities for rewarding and productive employment. This requires effective partnerships with other education and training providers, employers and communities.'*

MCEETYA (2009) [MCEETYA four-year plan 2009–2012](#): A companion document for the Melbourne Declaration on Educational Goals for Young Australians, p12

Students engaged in learning in the workplace can gain first-hand knowledge of the nature of the workforce, with their experiences integrated into the curriculum in the senior secondary years of schooling.

Schools develop programs which:

- provide direction for the safety and wellbeing of students in the workplace
- promote equal access to work placement for all students
- challenge students' perceptions of paid and unpaid work and the nature of work
- are adaptable to the changing nature of the youth labour market
- help develop positive attitudes to lifelong learning and skill development
- provide opportunities for students to learn about effective citizenship
- support the application of essential skills and understandings in the workplace
- provide opportunities for students to develop employability skills related to enterprise
- encourage students to develop industry-related competencies
- enable students to explore potential career choices and pathways.

Designing and delivering programs which support workplace learning require the collaboration of employers/workplace providers, teachers, parents and students. The key elements include:

- establishing a partnership between the teacher, the workplace provider and the student
- providing a child safe and friendly environment for workplace learning
- ensuring the student placement is assessed as part of the recognised school curriculum
- ensuring the student has opportunities to develop and demonstrate work-related skills and competencies.

These procedures provide the basis for unpaid workplace learning programs for all eligible South Australian students when they are on work placement and not under direct supervision of a teacher.

# CHECKLIST FOR SCHOOLS

## A. At the beginning of the year/semester

	Task	Section	Check
1.	Principals must approve the work placement program and ensure staff coordinating work placements are familiar with the information contained in the <i>Workplace Learning Procedures 2016</i> , and they comply with their duty of care and the legislative obligations that underpin this.	1 2 3.1	
2.	Principals ensure school staff are informed of the: <ul style="list-style-type: none"> <li>• general aims of the school's workplace learning program(s)</li> <li>• program dates and any planned alteration to the timetable</li> <li>• organisational procedures.</li> </ul>	3	
3.	Principals ensure staff understand the requirements of workplace learning, such as: <ul style="list-style-type: none"> <li>• minimum age of students, frequency and tenure, and prohibited activities</li> <li>• integrating and demonstrating curriculum links and assessment opportunities</li> <li>• providing equal opportunity to all students</li> <li>• counselling and supporting students, noting any services that may be required for students with additional needs.</li> </ul>	1 2	
4.	Schools negotiate staff involvement and their roles and responsibilities in: <ul style="list-style-type: none"> <li>• coordinating work placements</li> <li>• liaising with employers</li> <li>• counselling and supporting students</li> <li>• visiting or making phone contact at least once during the work placement.</li> </ul> If DECD school staff members are to use their private cars for proposed travel to work placements, they are required to complete <a href="#">Approval to use private motor vehicle on government business (form ED 008)</a> .	10  3.6 5.6	
5.	Schools provide to parents <a href="#">A Guide to Workplace Learning for Parents/Caregivers</a> and to students <a href="#">A Guide to Workplace Learning for Students</a> about the proposed work placement program for the year and to inform them of their rights and responsibilities.		

## B. Prior to work placements

	Task	Section	Check
6.	Ensure that students are at least 15 years of age at the time of the placement.	1.3	
7.	Assist individual students to investigate their personal interests, capacities and career aspirations and to identify and locate placements in an appropriate occupational area.		
8.	Establish each student's personal goals for the placement and how the activities will be assessed and integrated into the school curriculum or education plan.		
9.	Record details of all workplace providers who are participating in the program. Supply all workplace providers with a copy of <a href="#">A Guide to Workplace Learning for Workplace Providers</a> , informing them of the requirements of workplace learning.		
10.	If interstate placements are necessary, check for additional requirements in the target state. The principal must approve all interstate work placements.	4.4	
11.	If the student is required by the workplace provider to travel as a passenger in a work vehicle, the parent must be advised and must consent, and the provider must acknowledge that the vehicle is appropriately registered and insured.	4.6	



12.	If applicable, complete the <a href="#">Accommodation Away from Home Form</a> . This form must be signed by the Principal.	4.7	
13.	<p>Liaise with the workplace provider to:</p> <ul style="list-style-type: none"> <li>inform them of the aims of the program and administrative details</li> <li>discuss the suitability and safety aspects of proposed work tasks and the work environment, including adequate supervision suitable for the student's age, maturity, competence, capacity and skill level</li> <li>ensure the work site is a child safe environment, free from harassment and unlawful discrimination, and that employers have met their obligations under the <i>Children's Protection Act 1993</i>, the <i>Work Health and Safety Act 2012</i> and the <i>Equal Opportunity Act 1984</i>.</li> </ul> <p>Retain copies of discussions as evidence of 'due diligence' to duty of care.</p>	3.2 2 2.5 5.6 9	
14.	Check current insurance obligations of both the workplace provider and the school/department as it pertains to the work placement, including any insurance limitations for specific work placements, for example, maritime and use of motor and farm vehicles.	5	
15.	<p>Establish whether there are any industry-specific or additional requirements for the work placement and ensure that they are met, for example:</p> <ul style="list-style-type: none"> <li>white card, first aid certificate</li> <li>relevant history screening</li> <li>safety equipment not supplied by workplace provider, for example, personal floatation device for use on watercraft.</li> </ul>	3.3 4.1 4.3	
16.	<p>Conduct a risk assessment for each student undertaking a work placement. Consider:</p> <ul style="list-style-type: none"> <li>the student's age, maturity, competence, capacity, gender and cultural sensitivity and whether they have any special needs</li> <li>the type of workplace, the supervisor/manager at the work site, and how much support, supervision and workplace specific induction the student will receive. This may require further discussions with the workplace provider.</li> </ul> <p>Determine the level of risk for each student documenting the risk assessment (eg <a href="#">Student risk assessment summary sheet</a>). Unless the risk is low, consider any mitigating strategies to reduce the risk and re-assess.</p> <p>Determine whether the work placement will proceed or whether other options should be considered instead.</p>	2.8	
17.	<p>Ensure prior to any work placement, all students participate in an appropriate program of workplace preparation (minimum 5 hrs) that deals with their rights and responsibilities and the school's commitment to ensure a child safe environment. Retain records of completion at the school.</p>	3.3 7	
18.	If applicable, liaise with disability agencies to ensure they understand the <i>Workplace Learning Procedures (2016)</i> . The principal must ensure that agencies are properly credentialed and that support personnel are appropriate for the specific needs of the student.	2.7 5.7	
19.	<p>Distribute the <a href="#">Workplace Learning Agreement Form</a> in the following order to:</p> <ol style="list-style-type: none"> <li>students for completion and signature of Section B</li> <li>workplace learning providers for completion and signature of Section D</li> <li>parents/caregivers/students 18+ or living independently for completion and signature of Section C</li> <li>the principal or delegate for completion and signature of Section E.</li> </ol> <p><i>All Workplace Learning Agreement Forms</i>, regardless of whether the work placement has been organised by another school or group, must be approved and signed by the principal/delegate of the school at which the student is enrolled.</p>	3.4	

20.	If applicable, distribute the <a href="#">Maritime Workplace Learning Agreement Form</a> for completion and signature as above. This form must be approved and signed by the principal.	4.3	
21.	If applicable, distribute the <a href="#">Workplace Learning Accommodation Away from Home Form</a> for completion and signature by parents/caregivers/independent students. This form must be approved and signed by the principal.	4.7	
22.	Ensure the completed <i>Workplace Learning Agreement Form</i> and any additional relevant forms are received at the school by the due date.	3.4	
23.	Provide copies of the completed <i>Workplace Learning Agreement Form</i> and other relevant forms eg <i>Accommodation Away from Home</i> , <i>Maritime Workplace Learning Agreement Form</i> , where applicable to: <ul style="list-style-type: none"> <li>• the workplace provider</li> <li>• the student, highlighting for students the details and phone number of the school contact person in the case of an adverse event</li> <li>• parents/caregivers.</li> </ul> Retain originals at the school. All additional relevant forms should be attached to the <i>Workplace Learning Agreement Form</i> .	3.4  9	
24.	For government and Catholic schools (but not independent schools) note whether the workplace provider has approved the school to supply employer information to SA Unions in section D2 on the <i>Workplace Learning Agreement Form</i> . If approval has been given, complete the <i>SA Unions Notification Form</i> and send to SA Unions at least one week prior to work placement.	8.1	
25.	Ensure all students know their rights and responsibilities and have a strategy to follow if they feel unsafe, which includes knowing the school contact person and their contact details	7	
26.	For students doing maritime or interstate work placements, or those living away from home, arrange suitable times to make contact during the work placement.	2.6 3.6	
27.	Ensure for maritime placements that additional requirements are met.	4.3	
28.	Ensure staff liaising/visiting workplaces understand their responsibilities and the requirements related to safety in a particular worksite and that they are familiar with the procedures to follow in the case of an injury to a student; third party bodily injury or property damage; suspected child abuse; inappropriate behaviour towards a student, such as harassment or discrimination; and industrial disputes.	6 8	
29.	If any changes are made to the workplace learning agreement, complete an <a href="#">Addendum to the Workplace Learning Agreement Form</a> . This must be signed by, and distributed to all parties. The school copy (original) must be attached to the original <i>Workplace Learning Agreement Form</i> .	3.5	

**C. During work placements**

	Task	Section	Check
30.	<p>The supervising/visiting teacher or staff member has a duty of care and must:</p> <ul style="list-style-type: none"> <li>visit or make telephone contact with every student and his/her workplace provider at least once during the work placement.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>supporting the student and the workplace provider to develop and demonstrate identified skills and/or competencies</li> <li>recording the provider's comments, the student's comments and the teacher's own observations</li> <li>keeping records of visits/contacts as evidence of due diligence in this matter</li> <li>ensuring they meet all safety requirements of the workplace they are visiting.</li> </ul>	2.6 3.6	
31.	<p>In the event of an injury to a student, third party bodily injury or property damage:</p> <ul style="list-style-type: none"> <li>ensure the student's wellbeing is being considered and then follow the outlined procedures.</li> </ul>	6.1 6.2	
32.	<p>In the event of a suspected child abuse:</p> <ul style="list-style-type: none"> <li>immediately remove the student from the workplace and follow the standard requirements for mandated reporting.</li> </ul>	6.3	
33.	<p>In the event of inappropriate behaviour towards a student, such as harassment or discrimination:</p> <ul style="list-style-type: none"> <li>Inform the principal and follow the outlined procedures.</li> </ul>	6.4	

**D. After work placements**

	Task	Section	Check
34.	<p>School staff will:</p> <ul style="list-style-type: none"> <li>provide an opportunity for students to discuss and reflect on work placements in the classroom</li> <li>relate work placement to the curriculum, and where appropriate, incorporate it as part of assessment and reporting procedures</li> <li>organise acknowledgement of the work placement opportunity with the providers</li> <li>on receipt of each work placement report, make a copy, discuss with the student, return the original to the student and file the copy appropriately</li> <li>undertake an evaluation of the program and provide feedback to those involved.</li> </ul>	10.4	
35.	Ensure all documentation is retained and filed.	9	

# 1. UNDERSTANDING WORK PLACEMENT

## 1.1 Definitions of work placements

The *Workplace Learning Procedures 2016* are designed for students who undertake a work placement program at a worksite:

- without the direct supervision of a teacher
- who are 15 years or older
- as part of their formal education in which their role is that of a learner, not a paid worker
- through a formal arrangement between parents/caregivers, the student, the school and the work placement provider
- receiving no payment for this planned time in the workplace.

‘A workplace is a place where work is carried out for a business or undertaking and includes any place where a worker goes, or is likely to be, while at work.’

[Work Health and Safety Act 2012,](#)  
section 8(1)

The *Workplace Learning Procedures 2016* do not apply to activities:

- under a Training Contract (eg, a school-based apprentice)
- involving any payment or gift for work completed
- incorporating any job trial
- involving students undertaking school activities off campus such as
  - community-based activities, including community service workplace visits
  - activities not part of a work placement program, including research investigations, interviews and surveys. Schools wishing to undertake these activities should refer to their camps and excursions policies.

Students can be involved in work placements in two ways:

1. structured workplace learning
2. work experience.

### Structured workplace learning

Structured workplace learning is part of a VET program situated within a real or simulated workplace, providing supervised learning activities leading to skills acquisition and contributing to an assessment of competency and achievement of outcomes relevant to the requirements of nationally recognised VET qualifications.

All structured workplace learning placements must involve:

- the unpaid participation by a student
  - in the activities of a place of work or a non-profit organisation
  - for limited periods, as outlined in Section 1.2, below
- the integration of workplace learning and assessment activities that are linked to the school and Vocational Education and Training (VET) which may contribute to the South Australian Certificate of Education (SACE) or its equivalent, with skills acquisition and outcomes recorded and reported accordingly
- the discussion in the school of matters relevant to the activity, leading to a consideration of the wider context of the world of work, and/or planning for future career pathways
- an integral link to the VET program that the students are undertaking. This program may be provided on the job, by a teacher or trainer in a school, or by another Registered Training Organisation (RTO)
- structured on the job (or in a simulated environment) training essential for the development and assessment of competencies. The competencies to be delivered and assessed (as specified in the relevant Training Package) are negotiated between the school, the student and the workplace provider.

## Work experience

Work experience is the involvement of school students in a short-term industry placement, which enhances their experience in and understanding of the work environment, informing career development. This includes work shadowing and work observation.

All work experience must involve:

- the unpaid participation by a student:
  - in the activities of a place of work or a non-profit organisation
  - for limited periods, as outlined in Section 1.2, below
- the discussion in the school of matters relevant to the activity, leading to a consideration of the wider context of the work environment, and/or planning for future career pathways
- the integration of workplace learning and assessment activities into the curriculum.

## 1.2 Frequency and tenure of work placements

Workplace learning programs operate on the clear understanding that these work placements will not result in the workplace provider reducing the number of persons that they employ or the hours they work.

### Structured workplace learning

Structured workplace learning placements should not exceed 40 days or 300 hours per year and must involve:

- negotiated and agreed on the job training
- structured assessment which supports the development of competencies
- articulation with the relevant Training Package or accredited VET/industry course
- integration of on the job and off the job training/learning.

It is preferable that each of the structured workplace learning placements be with a different workplace provider. However, in some cases during the course of a year, where it is directly linked to the educational interests of the students, they may, with the approval of the principal, be involved in additional hours of structured workplace learning above the 300 hour maximum and may need to access the same workplace provider. There should be no more than one student for every three full-time workers (or their equivalent).

The placement of students with parents/caregivers is not recommended.

## Work experience

Principals must ensure that work placements undertaken by students adhere to the following:

- a student must not be engaged in work experience for more than 40 days per year or for more than the equivalent of 300 hours
- each student must not exceed the equivalent of 10 school days per term at one work site or for more than the equivalent of 75 hours, in the same occupational area
- a student must not be placed in the same occupational area, with the same workplace provider, more than once per year
- there should be no more than one work experience student for every three full-time workers (or their equivalent)
- the placement of students with parents/caregivers is not recommended.

## Variations and extensions

At the discretion of the principal, the number of days per term and/or year may be extended where it is in the educational interests of the student. However, the general principle to be observed is that students will not in any way take the place of paid workers. This will mean that, except in the case of extension of the placement, students will move from placement to placement and will not remain on one placement in the same occupational area for longer than the recommended period.

Any request to vary the agreed hours of structured workplace learning or work experience must be negotiated between the parent/caregiver, teacher, work placement provider and student and not by the workplace provider and student alone. Any alterations to the frequency and tenure should be recorded on the [Addendum to the Workplace Learning Agreement Form](#), which should be signed by the student, parent/caregiver, workplace provider and the principal. Provide copies of the completed form for all parties and retain the original with the initial *Workplace Learning Agreement Form*.

### 1.3 Age of students to which the procedures apply

Students must be 15 years or older before participating in a formal work placement with the following exception:

- students aged 14 years should not be encouraged or permitted to participate in work placement unless it can be established to the principal's satisfaction (including after consultation with parents/caregivers) that the student will derive measurable benefits from the placement.
- Some groups of students, such as those disengaged from learning or students with a disability, could benefit from being involved in work placement at 14 years of age.

Endorsement by school principals is essential in these cases and their specific approval is to be noted in Section E of the [Workplace Learning Agreement Form](#). Great care is required with such placements to ensure that both the student and the workplace provider are supported at all times.

No students under the age of 14 years may participate in any work placement programs in South Australia or interstate as defined by these procedures.

### 1.4 Prohibited workplace learning activities

Some work environments can provide potentially dangerous work placements, particularly for students with little relevant experience relating to the industry and where the work placement does not include essential training and adherence to work health and safety legislation/laws relevant to that industry.

Students must only be placed in work placements where the school believes a child safe environment exists.

The following circumstances are to be used as a guide only and are not an exhaustive list of the circumstances that may make an environment unsafe, and as such, unsuitable for a work placement. In general, students must not be placed where:

- they will not be adequately supervised by the workplace provider
- the activity(ies) or the environment and/or the conditions of work may present unacceptable risks given the student's age, level of competence or maturity
- hazardous substances are used, or hazards exist, which may present unacceptable risks given the student's age, level of competence or maturity. In situations where students may encounter hazardous substances, the level of risk is determined by the extent to which hazard management systems are evident in the workplace (Hazardous substances include those having the potential risk of causing infection and illness from the workplace, including zoonosis infections or illness.)
- the work situation is not free from harassment, including sexual and racial harassment and unlawful discrimination
- the workplace provider does not hold:
  - a public liability or protection and indemnity insurance policy, or
  - a self-funding insurance arrangement, such as that held by some large corporations, statutory authorities and government departments and instrumentalities of the crown.

Students must not be permitted to undertake work placement where:

- the student will be engaged in activities that requires them to go 'door to door'
- the student will be delivering unofficial mail and/or letterboxing

- the student will be involved in the erection, alteration or demolition of buildings higher than ten metres
- the student is required to operate equipment, machinery or vehicles for which they do not hold the appropriate licence or certification.
- the student is required to ride as a pillion passenger
- the student (under the age of 18 years) will be required to serve liquor. Students 18 years and over may not serve liquor if they:
  - do not hold the appropriate certification
  - are required to work after midnight
  - are not under constant supervision
- the placement will include activities prohibited in the DECD [Camps & Excursions Procedures for Schools and Preschools \(Updated 09/07\)](#) or under equivalent non-government school policies
- the workplace is involved in current industrial action
- the work situation will require a student to operate any vehicle capable of flight or be involved in air travel on charter flights and aircraft (other than those providing a regular transport service to the public or Department of Defence aircraft)
- the work placement will be outside reasonable hours for that occupation
- the student will be participating in job trialling
- the provider is insisting on using a waiver to bypass their obligations including insurance
- the provider is requesting more than one work placement student for every three full-time workers (or their equivalent)
- the student is being used to replace an existing worker.

Government schools unsure of the suitability of a particular work placement should check with the Learning Improvement Division of DECD. Non-government schools should contact their respective insurers.

### **1.5 Payment of students during work placement**

Students engaged in work placements must not be paid or receive a material or any other reward.

It is in the workplace provider's interest not to create an employment relationship because if the student causes loss or damage as a result of his/her actions, then any subsequent civil action could result in the workplace provider being held to be vicariously liable under the provisions of the *Civil Liability Act 1936*.

All insurance, legal and industrial arrangements in relation to work placements referred to throughout this document exist on the understanding that an employment relationship is not established between the workplace provider and the student.

### **1.6 Insurance of students**

Students undertaking work placements must be covered by personal accident and public liability insurance. Insurance is elaborated on in Section 5.

## KEEPING STUDENTS SAFE

### 2.1 Children's Protection Act 1993, South Australia

The *Children's Protection Act 1993* provides for the care and protection of children. One of the key principles of the *Children's Protection Act 1993* is that all children and young people have a right to feel safe and be safe from harm at all times. The *Children's Protection Act 1993* defines a child as any person under 18 years of age.

The Act also requires that schools develop policies and procedures to establish and maintain a safe environment for children and young people. It is the responsibility of the school to provide a child safe environment to students who are on a curriculum based work experience placement.

The *Children's Protection Act 1993* exists to protect children and young people from any form of physical, psychological, or sexual abuse or neglect. If a student feels unsafe at any time during a work experience placement, they must know how to respond and need to know whom to contact (and their direct contact numbers) to report their concerns.

In addition to the requirements outlined within this document, schools must at a minimum undertake the following to further support their legislative obligations.

- students undertake and complete an appropriate program of workplace preparation that deals with their rights and responsibilities and the school's commitment to ensure a child safe environment prior to them undertaking work placement, as outlined in [Section 3.3](#)
- the workplace provider is informed of the school's requirement that students on work placement are to work within a safe environment and that the workplace provider has been given the [Guide to Workplace Learning for Workplace Providers](#) which outlines the conditions for providing a safe environment.
- students undertaking work placement have been provided with the [Guide to Workplace Learning for Students](#) and their parents/caregivers provided with the [Guide to Workplace Learning for Parents and Caregivers](#), both of which address the role of the school and the workplace provider in ensuring a child safe environment
- all students have the capacity to recognise when they are not safe and implement strategies to follow if they feel unsafe, which includes knowing the school contact person and their direct contact details
- parents/caregivers are aware that a workplace environment is generally much less regulated and that a different level of supervision exists when compared with a school environment
- prior to the commencement of any work placement, the workplace provider signs the [Workplace Learning Agreement Form](#), which includes their assurance that the workplace is a child safe environment, as outlined in the [Guide to Workplace Learning for Workplace Providers](#) and that they have met any obligations under the *Children's Protection Act 1993*.

[Extracts from the Children's Protection Act 1993 relevant to work placements](#)  
[Children's Protection Act 1993](#) (in full)

### 2.2 Work Health and Safety Act 2012, South Australia

Work placements are regarded as a school curriculum-based activity, therefore, a teacher and student relationship applies throughout the term of the placement. It is a duty of care which cannot be delegated to non-school employees.

The onus for ensuring that the work site is safe lies with the workplace provider under the *Work Health and Safety Act 2012*. Apart from their responsibilities to workers, employers have a statutory obligation under the provisions of the *Work Health and Safety Act 2012* to take reasonable care to avoid adversely affecting the health or safety of any other persons through an act or omission at the work site.



The *Work Health and Safety Act 2012* defines students on work placement as workers (Section 7 (1)(g)). The responsibility to take reasonable care to avoid adversely affecting the health or safety of themselves or any other persons through an act or omission at the work site therefore includes students on work placements.

Under Section 28 of the Act, while at work, workers must:

- *take reasonable care for their own health and safety;*
- *take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and*
- *comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Act;*
- *cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.*

*Work Health and Safety Act 2012, Section 28*

The workplace provider has the same responsibility for work placement students as for their workers. There is no requirement for a principal or a teacher to declare a workplace as being 'safe'.

Prior to student placement, the school must consult with the workplace provider and, if the provider agrees, the worksite's Work Health and Safety representative. The purpose of this consultation is to ensure that the student will be adequately supervised in a child safe environment; that the placement is appropriate for the student's age, maturity and skill level; and that work health and safety (WH&S) policies, procedures (including the site-specific induction of the student into the workplace), training and management systems are in place to manage hazards. Schools should document the consultation with each workplace provider as evidence of 'due diligence' under the *Work Health and Safety Act 2012*.

In addition to the requirements outlined within this document, schools must undertake, but are not limited to, the following to further support their legislative obligations to ensure child safety:

- each workplace provider is aware of their obligations under the provisions of the *Work Health and Safety Act 2012* and that they have been provided with a copy of the [Guide to Workplace Learning for Workplace Providers](#) which addresses this
- students undertaking work placement have been provided with the [Guide to Workplace Learning for Students](#) and their parents/caregivers provided with the [Guide to Workplace Learning for Parents and Caregivers](#), both of which address the role of the school and the workplace provider in relation to the *Work Health and Safety Act 2012*
- parents/caregivers are aware that a workplace environment is generally much less regulated and that a different level of supervision exists compared to a school environment
- prior to placement, all students have successfully completed an appropriate program of workplace preparation, as outlined in Section 3.3
- all students have the capacity to recognise when they are not safe and implement strategies to follow if they feel unsafe, which includes knowing the school contact person and their direct contact details
- the workplace provider signs the [Workplace Learning Agreement Form](#), which includes their assurance that the workplace is a child safe environment and that they have met their obligations under the *Work Health and Safety Act 2012*.

[Extracts from the Work Health and Safety Act 2012 relevant to work placements](#)

[Work Health and Safety Act 2012](#) (in full)

### **2.3 Equal Opportunity Act 1984, South Australia**

Prior to placing students in the workplace, teachers must take reasonable steps to determine the working conditions are free from unlawful discrimination, harassment, including bullying. Under the Commonwealth and State equal opportunity laws, discrimination on the grounds of a person's age, race, impairment, pregnancy, sexuality, chosen gender, marital status, child caring responsibilities or religious affiliation is

unlawful. Sexual harassment is also unlawful under the [Commonwealth Sex Discrimination Act 1984](#) and the South Australian [Equal Opportunity Act 1984](#).

In addition to the requirements outlined within this document, schools must undertake, but are not limited to, the following to further support their legislative obligations to ensure child safety:

- consultation has occurred with the workplace provider, explaining that a student is placed in a work situation on the assumption that the worksite is free from harassment, victimisation and unlawful discrimination
- prior to placement, all students have successfully completed an appropriate program of workplace preparation, as outlined in Section 3.3
- all students have the capacity to recognise when they are not safe and implement strategies to follow if they feel unsafe, which includes knowing the school contact person and their direct contact details
- the contact person is familiar with the relevant harassment and unlawful discrimination grievance procedures should an issue arise during work placement
- prior to the commencement of the work placement, the workplace provider signs the [Workplace Learning Agreement Form](#), which includes their assurance that the workplace is non-discriminatory and harassment free, and that they have met their obligations under the [Equal Opportunity Act 1984](#).

The procedures for dealing with sexual and racial harassment complaints are outlined in Section 6.4

[Extracts from the Equal Opportunity Act 1984 relevant to work placements](#)  
[Equal Opportunity Act 1984](#) (in full)

## 2.4 Other Acts and policies relevant to the Workplace Learning Procedures

South Australian Work health and Safety Regulations 2012	-	<a href="#">Act in full</a>
Commonwealth Sex Discrimination Act 1984	<a href="#">Extracts relevant to work placements</a>	<a href="#">Act in full</a>
Commonwealth Racial Discrimination Act 1975	<a href="#">Extracts relevant to work placements</a>	<a href="#">Act in full</a>
Commonwealth Disability Discrimination Act 1992	<a href="#">Extracts relevant to work placements</a>	<a href="#">Act in full</a>
Commonwealth Privacy Act 1988	<a href="#">Extracts relevant to work placements</a>	<a href="#">Act in full</a>
Commonwealth Age Discrimination Act 2004	-	<a href="#">Act in full</a>
Commonwealth Workplace Gender Equality Act 2012	-	<a href="#">Act in full</a>
Fair Work Act 2009	-	<a href="#">Act in full</a>
South Australian government Information Privacy Principles 1989 (re-issued 20 June 2013)	-	<a href="#">Principles in full</a>

## 2.5 Environments that are child safe and child friendly

All students undertaking work placement must do so in an environment which is both child safe and child friendly.

A child safe organisation:

- *takes a preventative, proactive and participatory stance on child protection issues. The safety and wellbeing of children is a paramount consideration when developing activities, policies and management practice.*

- *is one that values and embraces the opinions and views of children*
- *encourages and assists children to build skills that will assist them to participate in society*
- *takes action to protect children from physical, sexual, emotional and psychological abuse and neglect.*

Families SA/DECD (2012) '[Child Safe Environments: Principles of Good Practice](#)', p.5

It is important that schools are aware that while some students will undertake their work placement in an organisation that is legally required to provide a child safe environment, as indicated in the following paragraph, other students will enter workplaces that are not required to provide a child safe environment. In all cases, schools have a responsibility to ensure that students are placed into safe environments.

The *Children's Protection Act 1993* requires organisations (both government and non-government) that provide health, welfare, education, sporting or recreational, religious or spiritual, party or entertainment, cultural, child care or residential services wholly or partly for children to meet certain requirements in order to provide a safe environment for children.

These organisations must have in place policies and procedures to create and maintain child safe environments. The policies and procedures must meet minimum standards set by DECD.

These organisations must also ensure that a relevant DCSI screening is conducted for employees or volunteers who occupy a prescribed position. People are in a prescribed position if they:

- have regular contact with children or work in close proximity to children on a regular basis and are not directly supervised at all times;
- are supervising people who have regular contact or work in close proximity to children;
- have access to records relating to children in connection with child protection services, education services, health services, disability services or court orders or proceedings; or
- Provide overnight care or a prescribed passenger transport service.

**DECD Sites:** For further information go to: <https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>

**Independent Sites:** For further information go to:

<http://www.ais.sa.edu.au/compliance-framework/child-protection#188672>

**Catholic Sites:** For further information go to:

<http://www.adelaide.catholic.org.au/our-people/police-check-unit-1>

Telephone : (08) 82108210.

For general information on DCSI screening processes go to:

<https://www.dcsi.sa.gov.au/services/screening>

Child safe environments also include a legal requirement for identified people to report suspected child abuse and neglect to the Child Abuse Report Line of Families SA (tel: 13 14 78). This is known as mandatory notification.

Should schools suspect that child abuse has occurred in the workplace, the student must be immediately removed and the procedures should be followed, as outlined in Section 6.3. The procedures for dealing with sexual and racial harassment complaints are outlined in Section 6.4.

### **The safety and wellbeing of students in workplaces**

Schools are responsible for endorsing work experience placements. Schools must ensure thorough preparation of the student and undertaking an assessment of the work placement in the context of its safety and suitability for the student. Schools must actively support students during their placements.

The risk assessment procedure for students undertaking workplace learning requires schools to assess a placement based on factors specific to the student, which include their age, maturity and competency, and factors specific to the employer, such as the level of supervision, workplace induction provided and the

school's knowledge of the employer through previous placements. Risk assessment is elaborated on in Section 2.8.

## 2.6 Duty of care

Every school has a duty of care to all enrolled students. Their duty is to take reasonable care to protect the student from foreseeable risk of injury.

In the context of workplace learning, this can be taken to mean that teachers/staff members and schools should take reasonable steps to ensure that students are not placed in a work situation which may pose a risk due to factors which include the student's age, gender, capacity or maturity or through the working conditions. This duty of care for the school's enrolled students must not be delegated to others, even if another school or group has organised the work placement.

There are a number of ways that staff may reduce the inherent risk of harm to students in their care or control. These include but are not limited to:

- trying to foresee any reasonable danger in the activities and taking appropriate steps to minimise or eliminate the danger
- designing and implementing appropriate programs, procedures and rules to ensure the safety and wellbeing of students undertaking workplace learning
- knowing and utilising relevant procedures for dealing with incidents.

While there is no requirement for a principal or teacher/staff member to declare a workplace as being 'safe', they still have a duty of care to ensure that the student is placed in a child safe environment. This process should be supported by the school's risk management procedures for workplace learning, as expanded on in Section 2.8.

Schools should closely match the work placement with the needs and capacity (age, maturity, competence and cultural sensitivity) of the student. Some students are not suited to certain working conditions and some students (eg students with disabilities and/or special needs) require additional arrangements to ensure that the school can fulfil its duty of care obligation to the student.

There may be some situations where it is not appropriate for a student to participate in work placement and an alternative program would need to be considered and offered to cater for the needs of that individual student.

If the school has information that a worksite may be unsafe in relation to a particular student, then the student must not be placed there or must be withdrawn. If the school has such knowledge, it has an obligation to act on that knowledge, check the validity of the information and consult with the workplace provider if necessary.

It is a requirement of the school's duty of care to ensure that a teacher/staff member visits the student personally or makes direct telephone contact with the student at least once during a work placement. Such a visit or contact should include speaking to the student to ascertain their wellbeing in the workplace and to liaise with the workplace provider/worksite manager regarding the work placement. This is the responsibility of the enrolling school and cannot be discharged.

### Students aged 18 or over

Teachers have a duty of care for all students to protect them from foreseeable risk of injury or illness. The standard of care varies according to the age and capacity of the students. The standard of care in relation to students undertaking work placement may vary for students over the age of 18 and/or students who live independently, or those the school recognises as being responsible for their own education and living arrangements.

### **School holiday work placement**

Schools must determine their own policy on workplace learning activities during school holidays. The involvement of their staff must be considered carefully and be in line with current industrial conditions and entitlements.

Work placements are permitted during the school holidays only where the principal and the visiting teacher responsible for the work placement both agree to the placement and can guarantee that adequate supervision can be provided by the principal or a staff member, and that all requirements as outlined in these procedures will be met.

The duty of care that teachers afford their students applies regardless of whether the placement is conducted during the school term or during the school holidays. Students must be visited or contacted by telephone at least once while on location during each placement, even when the placement is conducted during the holidays. In addition, students should have access to a nominated teacher throughout the placement, including a direct contact number.

Non-government schools should confirm that insurance provisions cover work placements that occur during school holidays.

### **2.7 Students with disabilities**

It is also the school's responsibility to support students with disabilities to gain access to work placements within each student's capacity. There may be some situations where it is not appropriate for a student to participate in a work placement and an alternative program would need to be considered and offered to cater for the needs of that individual student.

Increasingly schools utilise disability agencies and other organisations to provide support for students with disabilities who are involved in work placements. Agencies outside education have their own procedures and policies which, if followed, may conflict with or breach school policies in relation to work placements.

Regardless of whether a student with disabilities is supported by external agencies or not, the student is not exempt from the school procedures and all parties must be made aware that they are to meet all the requirements outlined in these procedures. The procedures outlined are consistent with principals' duty of care obligations.

In the case of work placements for students with disabilities this includes ensuring that:

- the workplace can accommodate and support the specific needs of the student
- arrangements for participation in work placements are being negotiated through the student's education plan
- before starting the placement, students with disabilities receive training appropriate to their capacity about work, health and safety issues, workers' rights, harassment and protective behaviour
- that the supervision provided by the workplace provider, during work placement is appropriate to the activity, work environment and the specific needs of the student
- teachers/staff make contact with students on work placements as an extension of the teacher's role in the classroom
- the principal ensures that any agency working with students with disabilities is properly credentialed, including the relevant history screening, and that support personnel are appropriate for the specific needs of the student.

Students with disabilities are not to be placed in a worksite through a job trialling arrangement. Job trialling does not meet the procedures agreed by schools, workplace providers and unions and is a prohibited work placement activity for any student.

## 2.8 Risk management for school workplace learning programs

Prior to the commencement of student placement the hazards associated with the placement must be identified and risk assessed. Teachers have a duty of care to ensure, so far as reasonable practicable, the health and safety of students placed in workplace learning programs.

When determining student placement the following factors must be considered, but not limited to:

- physical and psychological status
- age and gender
- maturity and level of competence,
- cultural sensitivity
- level of supervision
- workplace induction,
- school's knowledge of the employer through previous placements.

Particular care needs to be paid to students with disabilities or special needs who may not be suited to certain working conditions and who may require additional arrangements to ensure that duty of care is fulfilled. In some instances, the work placement may not be suitable for the student and an alternative work placement needs to be considered.

Hazard identification and risk assessment must be documented on the [Student Risk Assessment Summary Form](#) or similar for each student placement. This form must be retained, refer to Section 9.

### Identifying hazards

Teachers in conjunction with the workplace provider must ensure that hazards associated with work placement are identified prior to the commencement of placement. Hazards generally arise from students' interactions with the physical work environment, equipment, materials and substances used and how they perform work activities/tasks.

Hazards that must be considered, but not limited to are:

- student involved (eg, age, maturity, experience, competence, cultural sensitivity, language barriers, special needs)
- school's knowledge of the workplace (eg, has it been used before, does the site need to be reviewed prior to placement?)
- workplace activity (eg, industry area, business activity)
- type of work placement provider (eg, large company, small business, child safe environment)
- frequency of placement (eg, block, week at a time, one day a week)
- supervision of the workplace learning (eg, will the student be working in groups or in isolation?)
- management of the work placement (eg, workplace provider's experience, qualifications, support, allocated time).

### Risk assessment

The purpose of a risk assessment is to determine the suitability and appropriateness of a workplace for student placement.

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	High	High	Extreme	Extreme

		Medium			
D—unlikely	Low	Low	Medium	High	Extreme
E—rare	Low	Low	Medium	High	High

### Determine mitigating strategies

Where specific hazards have been identified and risk assessed as medium, high or extreme mitigation strategies must be put in place.

Examples of mitigation strategies can include, but not be limited to the following:

- provide further training and support,
- supported work placement
- Regular communication with the workplace provider regarding particular considerations for individual student circumstances.

### Re-evaluate the risks

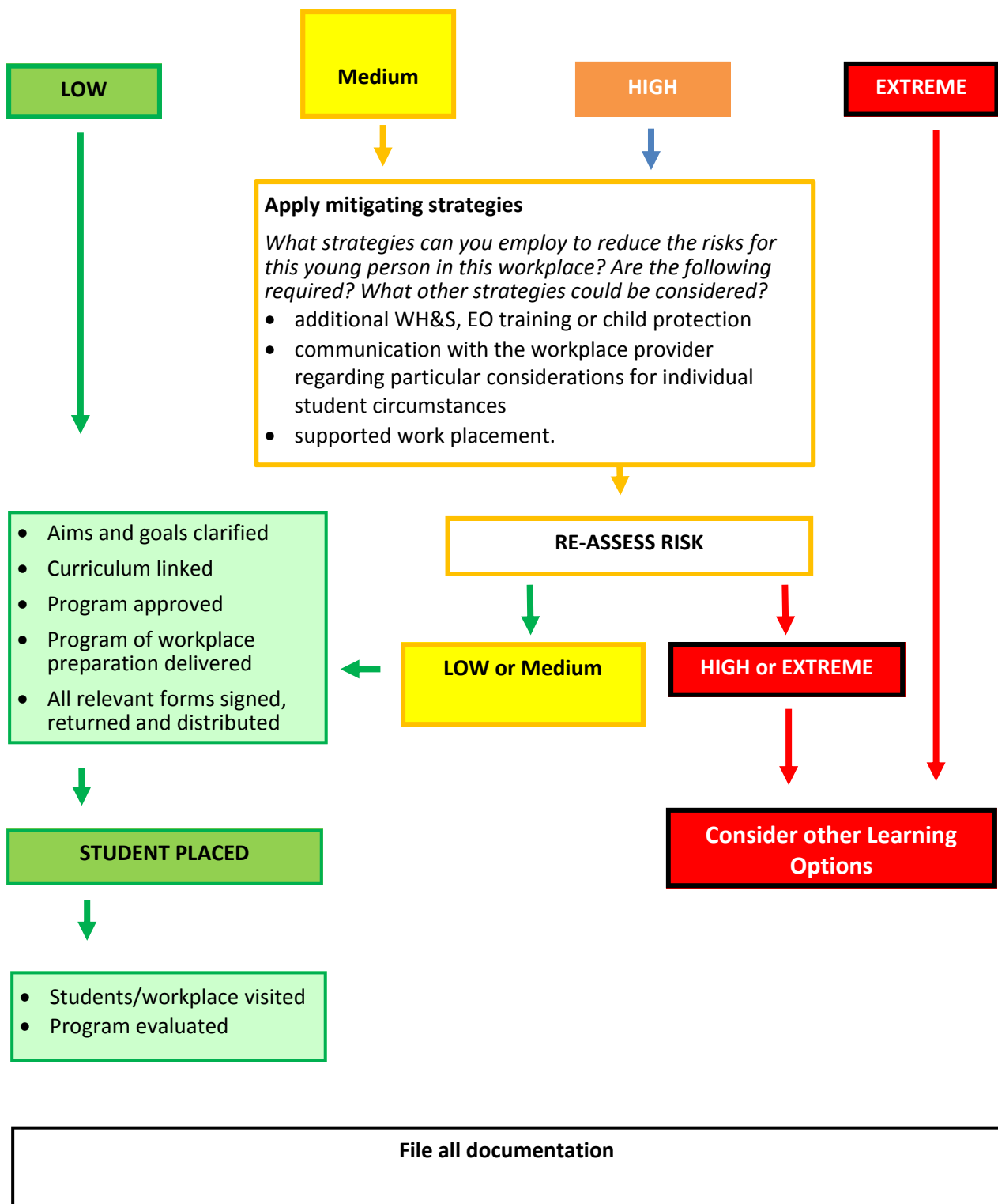
Use the risk assessment matrix to determine if the risk has diminished. If the risk is now low or moderate, workplace training may proceed towards a work placement. If the risk remains high or extreme, the student should be supported to consider other options.

### Further information

- [Work Health and Safety Act 2012](#)
- [Work Health and Safety Regulations 2012](#)
- [Child Protection Act 1993](#)
- [Equal Opportunity Act 1984](#)

## Risk management flowchart

What is the risk to the student in this workplace?





# Student Risk Assessment Summary Form (example)

This document is to be referenced against the *Workplace Learning Procedures 2016* (Refer to section 2.8)

**To be completed for every student placement**

[Download Blank Form](#)

Records of student risk assessment should be retained with other work placement documentation (see Section 9 of the *Workplace Learning Procedures 2016*)

**School:**

**Staff:**

**Date:**

**Group/Class/Program:**

Hazard Identification		Risk Assessment			Mitigating Strategies (for medium, high and extreme risk level)		Approval Outcome		
Context student profile, workplace profile		Specific hazard student or workplace	Consequence	Likelihood	Risk level	Mitigation Strategy  Assumes an appropriate workplace preparation program has been undertaken	New risk level	Conditional Actions/Requirements	Date
Student	Workplace								
Student A Student B Student C	<i>All in retail Clothes and apparel</i>	All have the capacity to work safely in their chosen retail environment	Minor	Unlikely	Low	Nothing additional needed	Low	Placement approved	
Student D	<i>Manufacturing Office setting Reception duties</i>	Has hearing impairment	Moderate	Likely	High	Additional WH&S: Consult Disability Services; inform workplace host; inform parent	Moderate	Placement approved conditional to further negotiated strategies with workplace provider to support student (see attached)	

## 3. THE WORK PLACEMENT PROGRAM

### 3.1 Approving work placement programs

The principal of the school must approve all work placement programs. Discussions within the school include:

- the aims of the program
- administrative requirements
- the work environment for the student and their preparation for the workplace, and
- the suitability and safety aspects of proposed work tasks.

Schools must organise and implement their work placement programs to provide equal opportunity to all students and to provide counselling and support for students who undertake workplace learning. As the provider of an educational service, it is the school's responsibility to support students in gaining equal access to work placements with respect to gender, race, age, impairment, pregnancy, marital status and sexuality.

Some work placements have additional requirements which are outlined in Section 4.

### 3.2 Visiting the worksite prior to workplace learning

Prior to work placement, schools will contact workplace providers being used by the school.

Personal visits by teachers to worksites are encouraged as they are an indication that the industry's contribution to the work placement program is valued. Visiting teachers can also gain a better understanding of current work practices, observe the use of modern technology in a worksite, and appreciate the range of workplace experiences undertaken by students. A site visit also helps to support school-industry partnerships.

Prior to the work placement, teachers should liaise with the workplace to:

- discuss the aims of the program
- assess the suitability and safety aspects of the proposed work tasks for the student
- identify if there are any industry-specific requirements
- familiarise themselves with any required administration details.

Teachers must ensure that they meet all safety requirements of the workplace they are visiting, including wearing any personal protective equipment, as directed by the worksite management.

Insurance arrangements concerning teacher travel to work placements is covered in Section 5.6.

### 3.3 Program of workplace preparation

Prior to participating in any work placement, schools must ensure students have undertaken a program of workplace preparation appropriate to the needs of the individual students in relation to the work place they will attend. Adequate time should be allocated to cover these topics effectively (suggested minimum of five hours). The program developed by the school must incorporate relevant issues from the following legislation (or as amended from time to time):

- [Work Health and Safety Act 2012](#)
- [Child Protection Act 1993](#)
- [Equal Opportunity Act 1984.](#)

The program of workplace preparation must make students aware of:

- their right to undertake work placement in a child safe environment, including their right to feel safe and be safe from harm at all times (see Section 7)
- their role, responsibilities and rights related to work health and safety (WH&S) in the workplace (see Section 7)
- the procedure to be followed if they experience any issue that makes them feel unsafe or uncomfortable, including but not limited to, bullying, teasing, violence, sexual and racial harassment, alcohol or drug abuse (see Section 6)
- the purpose and goals of the work placement
- insurance arrangements and implications (see Section 5)
- any particular requirements when working with children and vulnerable people, such as the need for relevant history screening (see Section 4.1)
- any other specific requirements of the workplace provider, eg, industrial safety issues.

#### **A Child Safe organisation:**

- takes a preventative, proactive and participatory stance on child protection issues. The safety and wellbeing of children is a paramount consideration when developing activities, policies and management practices
- is one that values and embraces the opinions and views of children
- encourages and assists children to build skills that will assist them to participate in society
- takes action to protect children from physical, sexual, emotional and psychological abuse and neglect.

Families SA/DECD (2012) '[Child Safe Environments: Principles of Good Practice](#)',

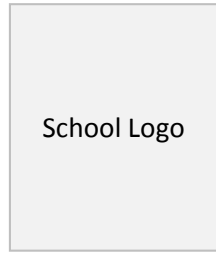
Students should note that other additional work place provider requirements (eg, White Card, First Aid Certificate) may incur costs.

Before starting the placement, the school will need to provide a program of workplace preparation for students that is appropriate to their capacity including students with disabilities.

Before and after the placement there should be discussion of matters relating to the experiences in the workplace. This discussion should ensure students give wider consideration to the work environment and their career development.

Schools are advised to keep records of all students who have successfully completed the program of workplace preparation (see Section 9). Following is an example of a [Workplace preparation statement of completion](#) schools could use to provide students with proof of satisfactory completion of a program of workplace preparation prior to undertaking work placement. This may be adapted and customised to suit individual schools.

# Workplace Preparation Statement of Completion



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*Student Name*

From

---

*School / College*  
*has successfully completed a program of workplace preparation*

Prior to attending work placement, this program referenced against the *Workplace Learning Guidelines 2015* 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 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
  - ✓ 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

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

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*Principal / Delegate*

---

*Date*

### 3.4 Workplace Learning Agreement Form

The original of the [Workplace Learning Agreement Form](#) must be completed and signed for all placements by all parties in the following order, first the student, then the workplace provider, followed by the parent or caregiver and finally the school. This must be returned to the school by the due date on the form. The responsibility for arranging and managing this process always remains with the enrolling school.

The principal or delegate of the school at which the student is enrolled must sign the *Workplace Learning Agreement Form*, even if the work placement has been organised by another school or group. It is the enrolling school that maintains duty of care for their enrolled students and this cannot be delegated.

The *Workplace Learning Agreement Form* consists of two pages which must be reproduced back to back, in its entirety in order that all signatories are aware of its entire content.

Without exception, no part of the existing text on the *Workplace Learning Agreement Form* is to be altered. No clauses in any section may be altered, deleted or added to. Schools may, however, insert their school logo.

The original of this form must be completed by all parties in the following order:

1. student
2. workplace provider
3. parent/caregiver
4. principal, or delegate where these procedures permit, will endorse the placement.

Schools are to provide copies of the completed and signed form to the student, parent/caregiver and workplace provider and retain the original, together with any other relevant forms, as a record (see Section 9). Indicate on the form any relevant additional forms that are to be attached.

Adult and independent students are not required to have parental consent but, sign the *Workplace Learning Agreement Form* for themselves. The principal or delegate must still provide the final signature of approval. An independent student refers to any student over 18 or who the school recognises as being responsible for their own education and living arrangements.

The principal may not delegate the approval and signing of the *Workplace Learning Agreement Form* in the case of a student who:

- is aged 14, but deemed by the principal that they will benefit from a work placement
- will be engaged in a work placement for which the frequency and tenure has varied
- is participating in maritime workplace learning
- is undertaking an interstate work placement
- will require accommodation away from home during their placement .

Schools working with workplace providers or parents/caregivers who need assistance in a language other than English may contact [Interpreting and Translating Centre, Department of Communities and Social Inclusion \(DSCI\)](#).

# Workplace Learning Agreement Form

School  
LOGO

This form is to be completed and returned for school approval by: \_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_

This document is to be referenced against the current version *Workplace Learning Procedures*. 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:	Mobile:	
School name:	Fax: (08)	Tel: (08)
Street address:		
Suburb/town:	P/C:	Email:

## Section B: Student and Work Placement Details Student to complete

Family name:	Given name:	
Birth date:	Age at time of placement:	Year level:
<input type="checkbox"/> Work Experience      Identify industry area or VET course linked to this placement:		
<input type="checkbox"/> Structured Work Placement		
Placement dates:	From: ____/____/20__      To: ____/____/20__	Start time:
Identify any specific arrangements:		Lunch time:
		Finish time:

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'.

Please attach further information if necessary.

### 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:		Date:	/ / 20
--------------------	--	-------	--------

## Section C: Emergency Contact Details Parent/caregiver/independent student\* to complete, sign, date

Name:	Relationship to student:	
Address:		
Phone: Home	Work	Mobile

### Parent/caregiver to sign and date declaration below

*I give permission for: \_\_\_\_\_ (insert student's name) 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):		Date:	/ / 20
Parent/caregiver/independent student signature:		Date:	/ / 20

- 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		<i>Workplace provider to complete all sections in BLOCK PRINT</i>	
Firm name:		Phone:	
Firm postal address:			
Suburb/town:		P/C:	
Contact person:	Name:	Position:	
Contact details:	Phone:	Fax:	Email:
Location of placement <i>(If not same as above)</i>			
Tasks to be performed:		Will the student be required to travel as a passenger in an appropriately registered and insured work vehicle as part of their placement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Special conditions <i>(eg. special clothing / PPE Relevant History Screening)</i>			
Section D2: Workplace Provider Declaration		<i>Workplace provider to note then sign / date the section below</i>	
<p><b><u>I certify that</u></b> Work Health and Safety practices, procedures and systems are in place, including the induction of people new to the workplace.</p> <p><b><u>I agree to accept</u></b> 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><b><u>I give assurance</u></b> 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><b><u>I understand the student</u></b> 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><b><u>I understand</u></b> 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><b><u>I acknowledge</u></b> 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><b><u>I acknowledge</u></b> I have read and understood the brochure '<i>A Guide to Workplace Learning for Workplace Providers</i>'.</p>			
<b>Insurance arrangements (Please tick relevant box)</b>			
<p><b><u>I understand</u></b> that while a student is participating in the work placement program they are covered by:</p> <ul style="list-style-type: none"> <li>• DECD's self-insurance arrangements in the case of students enrolled in government schools, or</li> <li>• The school's personal accident and public liability insurance policies in the case of students enrolled in non-government schools.</li> </ul> <p><b><u>I certify</u></b> that as the workplace provider:</p> <p><input type="checkbox"/> I have a current public liability or protection and indemnity insurance policy, <b>OR</b></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>			
<b>Workplace provider approval for SA Unions Notification (not required for Independent Schools). Please tick one box.</b>			
<p><input type="checkbox"/> <b><u>I agree to</u></b> 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><input type="checkbox"/> <b><u>I do not agree</u></b> to this information being passed onto the SA Unions.</p>			
Workplace provider signature		Date:	/ /20
Section E: Principal / Delegate's Approval		<i>School principal or delegate to sign /date once all other sections have been completed</i>	
<p><b><u>I certify</u></b> 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 Procedures</i>.</p> <p><b>The Principal must sign this Workplace Learning Agreement where any of the following apply.</b></p> <p>The student will:    <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:		
<input type="checkbox"/> Delegate	Signature:	Date:	/ /20
<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			

### **3.5 Addendum to Workplace Learning Agreement**

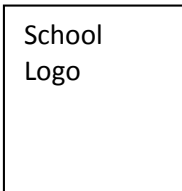
Any request to vary the agreed dates, times, location or tasks of structured workplace learning or work experience must be negotiated between the parent/caregiver, teacher, work placement provider and student and not by the work experience provider and student alone.

Any of the above changes must be recorded on the [Addendum to the Workplace Learning Agreement Form](#), which must be signed by the student, parent/caregiver, and workplace provider. This form must be specifically approved and signed by the principal.

Any other changes, such as a different business or organisation, must be negotiated using a new *Workplace Learning Agreement Form*.

The school will provide copies of the completed and signed *Addendum to the Workplace Learning Agreement Form* to the student, parent and workplace provider and attach the original to the initial *Workplace Learning Agreement Form*.





# Addendum to the Workplace Learning Agreement Form

This document is to be referenced against the current *Workplace Learning Procedures (2016)* and is to be completed when changes are to be made to an existing approved workplace learning agreement. eg, dates, times, location or task.

Changes to an existing workplace learning agreement must be agreed to by all parties, noted on the form below and then signed.

Agreed changes must be approved by the principal prior to the changes taking effect with relevant staff advised.

Copies are to be provided to all parties, as outlined below. The original of this form is to be attached to the original *Workplace Learning Agreement Form*.

Existing workplace learning agreement details	
School name:	
Student name:	
Workplace provider name:	
Date of principal/delegate's endorsement of original <i>Workplace Learning Agreement Form</i> :	/ /20

Changes to <i>Workplace Learning Agreement Form</i>	Please Provide Details
Date these changes will be implemented: / /20	

## Signatures (all parties must agree to the changes and sign below prior to implementing the changes)

Agreement to the changes outlined above is indicated by the signatures below

Student name (print):			* Tick if an Independent Student <input type="checkbox"/>
Student signature	Date:	/ /20	

Workplace provider name (print):			
Workplace provider signature	Date:	/ /20	

Parent/caregiver name (print):			
Parent/caregiver signature	Date:	/ /20	

Principal name (print):			
Principal signature	Date:	/ /20	

- 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

- original retained by school     copy to workplace provider     copy to the student     copy to parent/caregiver

### 3.6 Visiting the worksite during work placement

As part of the duty of care of schools, a supervising or visiting teacher must visit the student personally or make direct telephone contact with them at least once during a work placement. This requirement is part of the duty of care and cannot be discharged to a non-school worker. Schools are responsible for duty of care for all enrolled students. This means that even if the work placement has been organised by another school, RTO or agency, a teacher/staff member from the enrolling school must still make the contact visit or telephone call to their student.

For students doing maritime or interstate work placements, or those living away from home, ensure the school has the student's contact details and arrange suitable times to make contact during the work placement.

During these visits the teacher/staff member should:

- liaise with the workplace provider to support them and the student in developing and demonstrating identified skills and/or competencies
- record comments from the student and the workplace provider, together with their own observations
- keep records of visits/contacts as evidence of due diligence in this matter.

Teachers must ensure that they meet all safety requirements of the workplace they are visiting, including wearing any personal protective equipment, as directed by the worksite management.

#### Government schools

Teachers who choose to use their own car must obtain prior approval from their principal before the journey is commenced. This should be done by completing the ['Approval to use private motor vehicle on government business' \(form ED 008\)](#). The principal should sign the form and a copy retained in the school. Approvals may be given for a specific journey or annually, or annually, or for a specific period (not beyond December 31 of the current year).

DECD [Motor Vehicle Procedures](#) sets out the procedures for reimbursement to staff for private vehicle use when visiting students on work placement. Rates payable for approved use are in accordance with the rates outlined in 'Responsive and Safe Employment Conditions: [Remuneration – Allowances and Reimbursements](#)', published by the Commissioner for Public Sector Employment.

Alternatively, teachers may wish to claim travel expenses as a tax deduction.

#### Non-government schools

Travel arrangements and reimbursement to teachers in non-government schools are the responsibility of individual schools.

Insurance arrangements concerning teacher travel to work placements is covered in Section 5.6.

## 4. ADDITIONAL WORK PLACEMENT REQUIREMENTS

### 4.1 Relevant history screening for students

Students undertaking work placements will generally not be required to have a relevant history screening.

Students will need to have a relevant DCSI screening of the type the organisation requires if they are entering organisations that:

- provide child care or baby-sitting services, residential or overnight care of children
- perform work in the area of juvenile justice, child protection or children's disability services and other vulnerable groups, including the aged and disabled.

### 4.2 Work placements in other schools

Some secondary school students may wish to undertake work placement in a school. This could include work placement in a pre-school, junior primary, primary, high, area, rural, Aboriginal or special school. In some instances, a relevant history screening will be required, as outlined above.

There is no regulatory requirement for secondary students to undertake a relevant history screening before undertaking work placement in any other school. However, the assumption connected with these placements is that the student's high school has confirmed the suitability of the student to be working with younger children, the student receives induction about what is expected of them in terms of behaviour boundaries with young children, and that they are supervised at all times while undertaking the work placement.

Students over the age of 18 years, who are seeking placement within a Catholic location, including Catholic schools should consult with the individual school principals or delegates to ascertain what screening requirements there may be in relation to the particular placement. The school will liaise with the Catholic Archdiocese of Adelaide, Police Check Unit in order to seek further clarification if required.

Students seeking placements with schools in the Independent sector are required to consult with individual school principals as to the matter of completing a relevant history screening.

Before placement in a school, the [Workplace Learning Agreement Form](#) must be completed by all parties, as for any other work placement. The *Workplace Learning Agreement Form* is signed by both the home school principal and the school offering the worksite for the work placement, with the principal of the 'host' school signing as the workplace provider.

If the work placement is in a government school, the work placement teacher or coordinator will note in Section C 'Insurance arrangements' that the workplace provider is *'a large corporation, statutory authority, government department or instrumentality, and stands its own risk in terms of public liability...'*

Enrolling schools retain the duty of care for their students and are still responsible for, but not limited to, visiting/contacting the student whilst on work placement.

### 4.3 Maritime work placements

Work placements that involve watercraft may put students at high risk and school staff must ensure that due diligence has been given to the risk management for such placements. Working on watercraft may present unacceptable risks given the student's age, level of competence or maturity.

Note that students participating in a maritime work placement, in addition to all other workplace obligations, are required to:

- complete the vessel induction, as directed by the skipper, before going out on the vessel
- work the hours required by the skipper
- assist with the general operations of the boat as directed by the skipper and crew as a learner

- act in a responsible way at all times and to take care with regard to the safety of crew and equipment while on the boat
- wear an approved personal floatation device as instructed by the workplace provider/skipper.

Duty of care requires that teachers advise students of these requirements prior to work placement.

Parents and students are to be made aware that if the student is not feeling comfortable or safe, it may not be possible for the student to make contact with school staff.

The *Maritime Workplace Learning Agreement Form* consists of two pages which must be reproduced back to back in order that all parties required to sign the form are aware of its entire content. This form together with the *Workplace Learning Agreement Form* must be signed by all parties and returned to the school by the due date. Only the principal may approve and sign the *Maritime Workplace Learning Agreement Form*.

The school will provide copies of the completed and signed form to the student, parent and workplace provider, and attach the original to the initial *Workplace Learning Agreement Form*, and retain as a record (see Section 9).

Information regarding the insurance arrangements for Maritime Workplace Learning is detailed in Section 5.5.

Any queries relating to the use of watercraft may be directed to the Learning Improvement Division of DECD for government schools or to the non-government schools' insurers.

# Maritime Workplace Learning Agreement Form

School  
LOGO

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

_____ / _____ / 20_____
-------------------------

This document is to be referenced against the current *Workplace Learning Procedures (2016)* and completed in addition to the *Workplace Learning Agreement* form. 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. The original copy is to be attached to the original *Workplace Learning Agreement* form.

If the work placement is conducted on more than one vessel, a separate form must be completed for each vessel.

Student name:
School:
Firm name:

Section A: Vessel Details	Workplace provider to complete
Name of skipper:	
Work contact phone number:	A/H contact number:
Name of vessel:	
Current Certificate of Survey No. (where applicable):	
Number of crew vessel surveyed for:	Number of crew (including student) on board during student placement:

Section B1: Conditions for work placement for all watercraft
<ul style="list-style-type: none"> <li>The intention of the work placement is to have the student participating as a learner with the general operations of the boat, as directed by the skipper and crew, to gain a basic working knowledge of maritime skills.</li> <li>The skipper or workplace provider agrees to induct the student according to the Vessel's Safety Management System. This provides a basis for the training for normal operations and identified emergency situations, including in the event of the vessel needing to be abandoned.</li> <li>The skipper or workplace provider also agrees to instruct the student in the working procedures of the boat so that the student can participate safely in the general operation of the boat when the student is in the wheelhouse or on or below the deck.</li> <li>The vessel must be suitable for local conditions and the skipper has knowledge of the local conditions.</li> <li>At no time should the student be in control of the boat or a piece of equipment unless the student is licenced and under direct supervision.</li> <li>The student should not undertake any task where either the skipper or the student is uncomfortable.</li> </ul>

Section B2: Additional conditions
<p>The vessel must be covered by Marine Liability or Protection and Indemnity policy and the insurance cover noted to include 'work placement activities', and have:</p> <ul style="list-style-type: none"> <li>a Safety Management System (SMS)</li> <li>a current Certificate of Operation</li> <li>a current Certificate of Survey (where applicable).</li> </ul> <p>In addition commercial fishing vessels must be manned in accordance with <i>National Law (Marine Safety) 2012</i></p>

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



<b>Section C: Workplace Provider Declaration</b>		<b>Workplace provider to sign and date</b>	
<input type="checkbox"/> I have read the information in B1 and B2 on the preceding page and agree to the conditions for the work placement.			
Skipper/Owner/Company			
Skipper/Owner/Company signature:		Date:	/ /20

<b>Section D: Student Declaration</b>		<b>Student to carefully note both pages, sign / date the declaration below</b>	
<input type="checkbox"/> I recognise that I will not be able to go out on the vessel until I have completed the vessel induction, as directed by the skipper. <input type="checkbox"/> I agree to work the hours required by the skipper as per <i>Workplace Learning Agreement Form</i> . <input type="checkbox"/> As a learner I will assist with the general operations of the boat as directed by the skipper and crew. <input type="checkbox"/> I agree to act in a responsible way at all times and to take care with regard to the safety of crew and equipment while on the boat. <input type="checkbox"/> I agree to wear an approved personal floatation device as instructed by the workplace provider/skipper. <input type="checkbox"/> I have read the above information and understand its implications.			
Student name (print)			
Students signature		Date:	/ /20

<b>Section E: Parent /caregiver / independent student* agreement</b>		<b>Parent/Caregiver/independent student* to carefully note both pages, sign /date the declaration below</b>	
<p>I am aware that should the student not feel comfortable or safe on the water during the placement, it may not be possible for them to contact school staff or parent/caregiver.</p> <p>I have read the above information and understand its implications.</p> <p>I give permission for my child to undertake a work placement on the vessel/s named in this document.</p>			
Parent/caregiver/independent student name (print)			
Parent/caregiver/independent student signature		Date:	/ /20

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

<b>Section F: Principal's approval</b>		<b>School principal to sign once all other sections have been completed</b>	
<input type="checkbox"/> I give permission for this student to undertake a work placement on the vessel listed above.			
<b>This form must be signed by the Principal</b>			
Principal name			
Principal signature		Date:	/ /20

Original to be retained by school

copy to workplace provider

copy to the student

copy to parent/caregiver

#### 4.4 Interstate work placements

Students are encouraged to find work placements in South Australia. Interstate work placement may be arranged only as a last resort, in other words, in the judgement of the school principal, only if no suitable local placement exists and/or there are exceptional educational reasons for making such an arrangement.

All interstate work placements must be approved by the principal who will ensure that due diligence has been given to all aspects of the arrangements, including travel, accommodation, workplace supervision and suitability of the site. The student must complete the program of workplace preparation required for all work placements and complete any additional requirements of the state they are visiting. The student must have access to a staff member who can be contacted at any time should any issue arise.

Schools will arrange completion of the South Australian [Workplace Learning Agreement Form](#). A copy of the form will be made available to all parties and the original filed by the school, as per usual.

The *Accommodation Away from Home Form* should also be completed if required, as outlined in Section 4.7, below.

The DECD insurance arrangements that apply for local placements also apply for interstate placements. Non-government schools may need to check that their insurance covers their students Australia-wide.

South Australian schools must first meet the South Australian *Workplace Learning Procedures 2016* and then refer to the Workplace Learning Procedures for the target state for any additional legislative requirements. For example, placements in NSW must not occur in their school holidays and Victoria requires students to be aged 15 or over. It is the responsibility of the enrolling school principal to ensure legislative requirements in other states are met.

#### 4.5 International work placements

These procedures have been developed for work placements where the workplace is regulated by Australian legislation and are therefore not relevant to international work placements.

#### 4.6 Student travel as a passenger in workplace provider's vehicles

Where students are required by the workplace provider to travel as a passenger in a work vehicle, parents must be advised. The provider must have the appropriate insurance and registration and this must be noted on the [Workplace Learning Agreement Form](#).

#### 4.7 Work placements requiring accommodation away from home

Schools with students attending work placements requiring accommodation away from home must confirm the accommodation arrangements with parents/caregivers prior to the placement.

All work placements requiring accommodation away from home must be specifically approved by the principal. Prior to the work placement being approved, the principal will ensure that due diligence has been given to the travel and accommodation arrangements in addition to the usual workplace supervision and suitability of the site and work placement.

The student must complete the program of workplace preparation, as required for all work placements.

The student must have access to a staff member who can be contacted at any time should any issue arise.

The [Accommodation Away from Home Form](#) is to be completed in conjunction with the *Workplace Learning Agreement Form* with the original retained by the school and copies distributed to students and parents and attached to the original which is retained by the school. Copies are to be distributed to students and parents.

Teachers who coordinate these placements for students (eg, country students travelling to a city placement, placements on rural stations or in isolated situations) should negotiate a predetermined series of times to contact the student.



# Accommodation Away from Home Form

This form is to be completed and returned for school approval by: \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_

This document is to be referenced against the current *Workplace Learning Procedures (2016)* and used when the student requires overnight accommodation away from home. No part of the existing text may be altered, deleted or added to. The principal must sign this form noting that suitable accommodation and travel arrangements are in place for the student during their work placement. This form is to be attached to the original *Workplace Learning Agreement Form*.

Student name:
School:
Firm name:

**Section A: Work placement details** **School to complete**

Identify reason for the placement, the educational value of the experience and the lack of opportunity in the local community:

Dates and times negotiated for school to make contact during placement:

Student:  Contact 1:  Contact 2:

Workplace Provider:  Contact 1:  Contact 2:

**Section B: Overnight accommodation details** **Parent / caregiver / independent student\* to complete**

Physical address of overnight accommodation during placement:

<b>Accommodation Type:</b> <input type="checkbox"/> private home <input type="checkbox"/> other (provide details):	<b>Accommodation to be shared with</b> <input type="checkbox"/> parent/caregiver <input type="checkbox"/> friend/s of the family <input type="checkbox"/> host employer <input type="checkbox"/> other family member/s eg grandparents, aunt/uncle <input type="checkbox"/> other (provide details):
--	---

Overnight accommodation has been arranged by:

parent/caregiver/Independent student\*     workplace provider     school

other (provide details):

Adult responsible for supervising the student during overnight accommodation

Name: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_ *Relationship to Student*

Travel arrangements for student to attend workplace from the overnight accommodation:

**Parent / caregiver to sign and date**

- I approve the overnight accommodation and the proposed travel arrangements for my child. (please tick)
- I have discussed arrangements with the adult responsible for the provision of overnight supervision of my child (please tick)

Parent/caregiver name: (print) \_\_\_\_\_

Parent/caregiver signature: _____	Date: _____	/ / 20
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**Or where applicable, independent student\* to sign and date**

Independent student signature: _____	Date: _____	/ / 20
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This form must be *signed by the principal* in accordance with the current *Workplace Learning Procedures*

Principal name: (print) \_\_\_\_\_

Principal signature: _____	Date: _____	/ / 20
----------------------------	-------------	--------

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

Original retained by school     Copy to Independent Student    and / or,     Copy to Parent/Caregiver

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





## 5 INSURANCE

### 5.1 Students' personal accident cover

Students undertaking work placement must be covered by personal accident insurance for the duration of approved placements as recorded on the *Workplace Learning Agreement Form*.

In the event of an incident involving injury to a student, see Section 6.1.

#### Government schools

All work placement students enrolled in government schools are covered by a personal accident insurance scheme which is funded and administered by the DECD.

Students who sustain personal injury attributable to direct or indirect, serious or wilful misconduct on their part, may not receive payment under DECD self-insurance arrangements.

These insurance arrangements also apply to DECD students undertaking work experience placements interstate.

#### Non-government schools

All work placement students enrolled in non-government schools must be covered by personal accident insurance policies arranged annually by the school on behalf of all participating students and specially tailored for work placements.

Students who sustain personal injury attributable to direct or indirect, serious or wilful misconduct on their part, may not be eligible for payment under the school's insurance arrangements.

Non-government schools may need to check that their insurance covers their students Australia-wide.

#### Coverage

The three education sectors, including individual independent schools, have different insurance arrangements that may not pay the same benefits. As a guide, this may include death (\$30,000), disability (depending on the disability) and out of pocket medical/hospital expenses (up to \$2,500 for DECD students after other entitlements such as Medicare or private health insurance, personal insurance, compulsory motor vehicle third party insurance are claimed).

Travel during the work placement is covered subject to specific conditions set out in the *Return to Work Act 2014 at Part 2 Division 1*. The Act requires there to be a real and substantial connection between the employment and the journey being undertaken at the time of the accident out of which the injury arises. See Section 5.3 for cover for travel to and from placement.

### 5.2 Public liability cover

In the event of a student causing third party bodily injury or property damage, see Section 6.2.

#### Government schools

The government self-insures to cover liability for property damage or third party bodily injury arising from the negligent actions of students and Department personnel when performing duties associated with the school's approved student work placement program. The insured amount is without limit.

The government self-insures to cover costs, claims, proceedings or demands whatsoever arising out of, or in respect to, the participation or negligence of government school students in authorised workplace learning programs, with the proviso that the liability will not be accepted if the injured party is able to obtain appropriate benefit from some other source of cover, eg the workplace provider's public liability insurance.

Should death/disablement or property damage be attributable to direct or indirect serious or wilful misconduct by the student, payment may not be made under the government's self-insurance arrangements.

## Catholic schools

Catholic schools must arrange public liability insurance cover of at least \$15 million to cover liability arising from acts or omissions on the part of their students and staff.

The public liability insurance issued to Catholic schools extends to claims which arise from the negligence of their students.

Should death/disablement or property damage be attributable to direct or indirect, serious or wilful misconduct by the student, payment may not be made under Catholic schools' insurance.

## Independent schools

Independent schools are advised to seek specific advice from their individual insurer regarding:

- the minimum levels of public liability insurance to cover liability arising from acts or omissions on the part of their students and staff
- determining which party will accept costs, claims proceedings or demands whatsoever arising out of, or in respect to, the participation or negligence of their school students in authorised workplace learning programs
- cover where death/disablement or property damage is attributable to direct or indirect, serious or wilful misconduct by the student.

Further clarification about insurance matters can be gained:

- for government schools, from the Manager Claims in the DECD Legal Services Directorate (tel: 8226 1555)
- for non-government schools, from each school's insurer.

## Workplace providers' public liability cover

Workplace providers who participate in the workplace learning program must certify on the [Workplace Learning Agreement Form](#) that they either:

- hold current public liability or protection and indemnity insurance, or,
- as is the case with some large corporations', statutory authorities' and government departments' or instrumentalities' they hold self-insurance and/or, that they stand at their own risk.

The workplace provider's policy must include cover for damage or injury to third parties caused by the student, but which was a result of the workplace provider's, including their workers' or agents', negligence, eg, lack of supervision.

## 5.3 Student travel

### Travel to and from work placements

Travel to and from work placements is:

- not covered by the government's self-insurance scheme
- covered by the Catholic Church Insurances per CESA Legal Student Personal Accident Policy.

Schools in the Independent sector are advised to check with their individual insurance providers.

Note that if students are required to travel in a work vehicle, conditions exist, as outlined in Section 4.6.

### Travel by air

- DECD Insurance policy cover extends to recognised scheduled commercial air flights.
- Schools in the Independent and Catholic sectors are advised to check with their individual insurance providers.

## 5.4 Student use of vehicles during work placement

A student is only permitted to operate a motorised vehicle, including motorcycles and any other vehicle for which a licence is required, if they hold the appropriate licence and the vehicle is used in the appropriate way for that particular vehicle. This needs to be communicated clearly to the student and the parent/caregivers.

Non-government schools are strongly advised to check their insurance policies for these situations as injury sustained using these motorised vehicles may be specifically excluded from coverage under terms of the policy terms.

Personal injury sustained through the use of a workplace provider's motor vehicle by work placement students may be covered by the workplace provider's own vehicle insurance and/or vehicle registration.

Should a student sustain personal injury as a result of an accident involving a motor vehicle that does not need to be registered (ie, certain farm vehicles), or when driving a registered motor vehicle which collides with a stationary object, such as a stobie pole or tree, then DECD and non-government school insurance arrangements may cover the student for injury.

However, should death/disablement or property damage be attributable to direct or indirect serious or wilful misconduct by the student, payment may not be made under either of the above insurance arrangements.

The cover provided by Catholic Church Insurances does not extend to injuries caused as consequence of riding motorcycles. Students are not permitted to operate or ride a motorcycle or be a pillion passenger at any time during a work placement. This includes travelling on a motorcycle to and from a work placement.

Independent schools will need to check with their individual insurers regarding cover provided for student use of motor vehicles, including farm vehicles and motor cycles, during placements.

Any queries relating to travel and the use of motor vehicles may be directed to DECD Learning Improvement Division or to the individual non-government school's insurers.

## 5.5 Maritime work placements

Watercraft may only be used when the vessel is covered by a Marine Liability or Protection and Indemnity policy and the insurance cover noted to include 'work placement activities'.

Catholic Education (SA) students are covered for injuries caused by the use of water craft during work placement. However, personal and public liability policy excludes cover for claims arising out of the use of water craft exceeding eight metres in length, unless the craft is a rowing shell or the like. It is essential that Catholic schools contact their insurer for specific advice regarding the extent of cover provided by their policies.

Independent schools are advised to seek specific advice from their individual insurer regarding both personal and public liability for work placement that involves water craft.

Any queries relating to the use of watercraft may be directed to DECD Learning Improvement Division or to the individual non-government school's insurers.

## 5.6 Teacher travel to work placements

### Government schools

Teachers who supervise work placement students are not required to use their own vehicle. Teachers need to contact their insurance provider to identify any risks associated with using a private vehicle for business use. Neither the school nor DECD is required to reimburse owners of private vehicles for any out of pocket expenses a teacher may incur in the event of an accident.

Any injury to a teacher that occurs on authorised travel between school and a worksite will be covered according to the current workers compensation legislation.

## Non-government schools

Teachers are advised to check with their individual school's policy.

## 5.7 Support personnel for students with a disability

### Insurance cover for volunteers

**DECD Schools** Information is provided in *Volunteers working in educational sites and settings located at:* <https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-policies/volunteers-working-in-educational-sites-and-settings-policy.pdf>

Further information regarding volunteers working in DECD can be found at:

<https://myintranet.learnlink.sa.edu.au/operations-and-management/site-administration/managing-volunteers/volunteer-requirements-for-schools-and-preschools>

SAICORP, as the DECD insurer, provides cover which extends to persons who carry out volunteer duties/ activities at the direction of the site leader or governing body.

**Catholic Education (SA)** schools can apply for insurance to cover volunteers assisting students with disabilities during work placements. Queries should be directed to the school's business manager regarding this process.

**Independent schools** need to check with their insurers in relation to cover for volunteers.

Volunteers can access training opportunities through Volunteering SA & NT.

[http://www.volunteeringsa.org.au/VSA\\_HOME](http://www.volunteeringsa.org.au/VSA_HOME))

### Insurance cover for paid supporters

Some agencies provide paid work trainers to support students with disabilities on work placements as part of the student's transition from school. These workers should be covered under their respective agencies.

## 6. RESPONDING TO ADVERSE EVENTS

### 6.1 Incidents involving injury to a student

In the event of an incident involving injury to a student, the workplace provider must:

- ensure the wellbeing of the student
- notify the school as soon as possible advising of the particulars of the incident and any witnesses or other relevant details.

The principal or delegate must:

- ensure the wellbeing of the student is being considered and reassure the student that they will be supported
- notify the emergency contact as soon as possible. If contact cannot be made, the principal or delegate must instruct 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.
- without making any admissions whatsoever as to liability, request the workplace provider to write to the school, setting out details of the incident/accident, including the value of any potential claim.

#### Incident reporting and insurance claims

For students in government schools, the principal or delegate must:

- prepare a report of the incident in accordance with DECD accident/incident reporting procedures: specifically the DECD Injury Incident Reporting and Investigation Procedure, using the [DECD IRMS Reporting System](#)
- forward the *Workplace Learning Agreement Form*, the [ED155 Injury Report Form](#) and any incident report provided by the workplace provider, a covering note from the school, and any written claim from the student/parent/caregiver to:

Attn: Manager, Claims  
 Legal Services Directorate, DECD  
 GPO Box 1152  
 ADELAIDE SA 5001  
 Courier: R11/13  
 Or by email to: [DECD.legalclaims@sa.gov.au](mailto:DECD.legalclaims@sa.gov.au)

All forms should be kept on record (see Section 9)

- remind the student's parents or caregiver that accounts for medical and attendant services are to be lodged first with Medicare and, where applicable, the family's private health fund. If there is a difference between the amount reimbursed and the actual fee charged, ie the 'gap', the government's self-insurance arrangements will meet the shortfall up to a maximum amount of \$2,500. If this is the case, then the school should send all accounts not fully reimbursed, together with supporting documentation, to:

Attn: Manager, Claims  
 Legal Services Directorate, DECD  
 GPO Box 1152  
 ADELAIDE SA 5001  
 Courier: R11/13  
 Or by email to: [DECD.legalclaims@sa.gov.au](mailto:DECD.legalclaims@sa.gov.au)

For students in **non-government schools**, the principal or delegate must:

- record the student version of the incident/accident
- follow the school protocol for incident reporting
- notify their personal accident insurer.

## 6.2 Third party bodily injury or property damage

In the event of a student causing third party bodily injury or property damage, the workplace provider must contact the school as soon as possible.

The principal or delegate must:

- ensure the wellbeing of the student is being considered and reassure the student that they will be supported
- record the student version of the incident/accident
- without making any admissions whatsoever as to liability, request the workplace provider to write to the school, setting out details of the incident/accident, including the value of any potential claim.

### Incident reporting and insurance claims

For students in **government schools**, the principal or delegate must:

- forward the workplace provider's letter, a covering note from the school, and the *Workplace Learning Agreement Form* in order for claim assessment procedure to commence to:  
Attn: Manager, Claims  
Legal Services Directorate, DECD  
GPO Box 1152  
ADELAIDE SA 5001  
Courier: R11/13  
Or by email to: [DECD.legalclaims@sa.gov.au](mailto:DECD.legalclaims@sa.gov.au)
- record the incident either as an entry in the school journal or as a separate record in school files.

For students in non-government schools, the principal or delegate must:

- forward the workplace provider's letter, together with a covering report from the school and the *Workplace Learning Agreement Form* to the claims manager of the school's public liability insurer so the claim assessment procedure can commence.
- record the incident in the school's incident recording management system.

## 6.3 Procedures to deal with suspected child abuse.

If an allegation of abuse is made relating to someone in the workplace (an adult or a minor), the student must immediately be removed from the workplace.

School personnel and many other members in the community are included as mandated notifiers and have a legal responsibility to notify. Mandated reporters must report abuse when they have a suspicion on reasonable grounds. Proof that the abuse actually occurred is not required. Section 11(2) of the South Australian [Children's Protection Act 1993](#) includes a list of mandated notifiers.

However, everyone has an ethical duty to report suspected child abuse wherever it has occurred.

Where there is suspicion on reasonable grounds that a young person under the age of 18 years has been or is being abused or neglected, whether at or away from the workplace, the Child Abuse Report Line of Families SA (tel: 13 14 78) must be notified.

School personnel should follow the standard requirements for mandated reporting and must not investigate or conciliate any such reported incident or occurrence. Families SA will provide advice regarding their involvement and that of the police.

## 6.4 Inappropriate behaviour towards students at the workplace

As schools maintain a duty of care to the student while in a workplace, it is necessary that the principal/school contact person be informed of any incident involving inappropriate behaviour so that the immediate safety and rights of all parties can be protected.

Harassment of a student in the workplace is made unlawful by the *Equal Opportunity Act 1984*. Students who are adversely affected by any incidents involving inappropriate behaviour at their work place (eg, bullying, teasing, sexual or racial harassment etc) should report such incidents to their school contact person.

Examples of unacceptable conduct by a workplace provider or their employees may include but are not limited to:

- deliberate exposure of students to the discriminatory or sexual behaviour of others
- inappropriate conversations and obscene language
- suggestive remarks and actions, including showing of publications, electronic media or illustrations which are inappropriately suggestive
- jokes and gestures of a discriminatory or sexual nature
- inappropriate personal correspondence with students
- unwarranted and/or inappropriate touching of students

The nature of the incident or complaint will determine which investigative body is notified:

- for investigating and conciliating sexual or racial harassment, discrimination and victimisation complaints, contact the [Equal Opportunity Commission of South Australia](#)
- for issues related to unsafe work practices at a particular worksite, contact [SafeWork SA](#).

Where it is deemed appropriate to lodge a formal complaint, the decision to proceed must, however, be left with the student and their parent/caregiver. Depending on the capacity of the student, the school might support them by recommending advocacy. This could be through Young Workers Legal Service.

Where the school has been advised that the student has been the subject of inappropriate behaviour in the workplace the following steps must be taken:

1. Ensure the wellbeing of the student is being considered and reassure the student that they will be supported through this situation with an offer to provide counselling.
2. If the student indicates they are feeling unsafe or school personnel consider the placement is no longer safe, then the student must be removed from the placement.
3. Teachers/school contact persons must immediately report the matter to the principal.
4. The principal should contact the parents or legal guardian of the student to advise them of the matter.
5. In the event the school is contacted by any relevant authority investigating a formal complaint relating to the student then the school prior to taking any action should seek the advice from their individual schooling sector.

Strict confidentiality, in so far as reasonable must be maintained regarding all inappropriate behaviour complaints by all school personnel, including staff, parents/caregivers and students.

If any written records are prepared by the principal for the relevant body, these records must be marked 'private and confidential' and kept on record (see Section 9).

Depending on the nature of the incident, the principal may be informed of the outcome of the investigations. She/he may be advised as to whether or not the complaint has been substantiated and where relevant details of any conciliation will be supplied.

Schools must ensure they provide ongoing monitoring of the student's wellbeing post this complaint.

## 7 STUDENTS' RIGHTS AND RESPONSIBILITIES

Students on a work placement have the right to:

- participate in a program of workplace preparation that makes them aware of their rights and responsibilities
- participate in a workplace learning program appropriate to their age, maturity, competency, capacity and skill level in relation to the workplace they will attend and the duties they will be expected to perform
- participate in a worksite-specific induction before commencing the placement
- be adequately supervised in a work placement in a child safe environment that is free from harm (physical, social and emotional), including harassment and unlawful discrimination
- be assured of reasonable care in the workplace so that adverse effects to their health or safety are avoided through any act or omission at the worksite
- feel safe in the workplace from sexual and racial harassment, bullying, teasing, violence, alcohol or drug abuse, unlawful discrimination or any other issue that makes them feel unsafe or uncomfortable
- a strategy to follow if they feel unsafe, which includes being able to get in touch with the school contact person

Students on a work placement have a responsibility to:

- negotiate their work placement with their teacher
- arrange the completion of the prescribed [Workplace Learning Agreement Form](#) together with any other relevant forms and return it promptly to the school by the due date
- ensure the workplace provider is notified of any conditions (medical/particular learning needs) that may affect the work placement
- remember that while on work placement they are representing their school, therefore school policies and codes of conduct apply at all times
- behave as an employee while on placement by conforming to all workplace rules and attending the workplace at the agreed time and days or promptly notifying the workplace supervisor and the school if they are unable to do so
- inform the workplace supervisor and the school promptly of any incident or accident, however minor, or any incident which makes them feel unsafe or uncomfortable
- complete activities set by the school before, during and after the placement
- dress appropriately, including footwear/protective clothing/uniform for the workplace, as expected by the employer
- take reasonable care for their own and others' health and safety by following health and safety instructions, using protective equipment as required, reporting workplace hazards and cooperating with the workplace provider on health and safety issues
- comply at all times with reasonable directions given by the workplace provider
- discuss with the school any request from the workplace provider to work on weekends or during school holidays
- understand that the work placement may involve confidential and sensitive information that must be kept private.
- ask for feedback from the employer at the end of the placement.

### **Students over the age of 18, and/or students who live independently**

In addition to the above responsibilities students over the age of 18, and/or students who live independently, or those the school recognises as being responsible for their own education and living arrangements are required to:

- manage their own travel and accommodation arrangements
- provide their consent for the work placement by signing their section of the *Workplace Learning Agreement Form*.



## 8. INDUSTRIAL ISSUES

### 8.1 Notification to the SA Unions

Unions have a commitment to the provision of appropriate work placement for young people and see it as their responsibility to monitor and help resolve:

- placements in unsafe or restricted work environments
- unscrupulous or illegal work practices
- inappropriate personnel practices.

#### Government and Catholic schools

The workplace provider will have indicated in Section D2 on the [Workplace Learning Agreement Form](#) whether they agree to the school providing SA Unions with information about the work placement.

If they have agreed, the school should complete the [SA Unions Notification Form](#) and send at least one week prior to the student commencement of work placement to:

The Secretary  
SA Unions  
46 Greenhill Road  
Wayville SA 5034  
Fax: (08) 8279 2223  
email: [saunions@saunions.org.au](mailto:saunions@saunions.org.au)

This notification provides the SA Unions with information to assist in following up complaints by the student, the workplace provider or the school, and ensures that both the student and the existing workers in the workplace are not exploited or disadvantaged.

A copy of the notification form should be retained for the school's records (see Section 9).

The SA Unions will notify the school at least three working days prior to the commencement of a work placement by email, phone or fax should a particular worksite be of concern and arrangements can then be made for an alternative placement.

#### Independent schools

Independent schools are not required to notify SA Unions.

### 8.2 Notification to shop stewards

It is recommended that participating workplace providers advise shop stewards or union representatives of the presence of work placement students at the workplace.

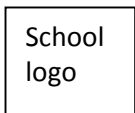
### 8.3 Industrial disputes

If industrial action occurs in the workplace, the following arrangements must be observed:

- Students are not to be involved in industrial disputation.
- Students are not to be used to further the workplace provider's advantage.
- Students are not to be used to take the place of striking workers.
- The school should be notified of individual stoppages of more than two hours and the student asked to return to school.

#### Further information

Further information on industrial issues can be obtained from the SA Unions.



## SA Unions Notification Form

This document is to be referenced against the current *Workplace Learning Procedures (2016)*.

DECD and Catholic schools are required to complete and forward this form at least one week prior to work placement commencing (refer to Section 8) to:

The Secretary, SA Unions, 46 Greenhill Road, Wayville SA 5034

Fax: (08) 8279 2223

email: [saunions@saunions.org.au](mailto:saunions@saunions.org.au)

Schools should retain a copy of this form for their records.

Name of school:	
School address:	
School email	
School phone number	School fax number:

This is to advise that arrangements have been made for the work placement(s) listed below to be part of a workplace learning program. Where there are SA Union concerns about any of the work sites listed, schools are to be advised at least 3 days prior to commencement of placement.

Work placement coordinator (Please print)				Date: ...../...../ 20....	
Contact phone no:			Contact email:		
	Work Placement Dates		Workplace Provider Business Name	Workplace Provider Business Location	No. of students attending this worksite
	start	finish			
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

\*\* Insert additional rows as required

## 9. RETENTION OF RECORDS

It is important that schools maintain records that will allow identification of the type and frequency of work placements that occur, together with the number of participating students, as there may be a need to obtain information to review insurance cover and assess the risk potential of work placement programs. These records could include:

- pre-work placement discussions with employer
- *Workplace Learning Agreement Form*, signed by all parties
- *Addendum to the Workplace Learning Agreement Form* (if applicable), signed by all parties
- *Maritime Workplace Learning Agreement Form* (if applicable), signed by all parties
- *Accommodation Away from Home Form* (if applicable) signed by all parties
- *SA Unions Notification Form* (DECD and Catholic schools only)
- insurance documentation (Independent and Catholic schools only)
- insurance claims (if applicable) and supporting documentation
- record of all workplace providers
- any other forms and documentation connected to the work placement eg forms from other States.

The completed forms are to be held in the school and stored appropriately to meet retention of records requirements. The retention of these specific records may not match the time span required for students' personal files and hence may require special, separate filing.

### Government schools

For DECD schools: the [General Disposal Schedule No. 22 for public primary and secondary schools](#) (effective 12 November 2013 to 30 June 2020 Version 3) indicates that if a school has a work placement register, then this is to be treated as a permanent record and should be transferred to State Records once 15 years old and administrative use has ceased. However, a school is not required to have a work placement register.

Records relating to student work placements (eg, *Workplace Learning Agreement Forms*, workplace learning applications, teacher evaluation forms, employers' reports) are classified as temporary and must be retained until 2020, with retention subject to a review at that date.

Section 19 of the *State Records Act 1997* and the *Across-Government Management and Storage of Temporary Value Records*: standard and procedures can be located at <http://www.archives.sa.gov.au/content/storage>

For further information contact the DECD Records Management Unit on 8226 1226 or email [DECD.RecordsManagementUnit@sa.gov.au](mailto:DECD.RecordsManagementUnit@sa.gov.au)

### Non-government schools

Catholic and Independent schools are required to keep student records until the student attains the age of 25 or unless advised otherwise.

## 10. OUTLINE OF RESPONSIBILITIES

### 10.1 Department for Education and Child Development

DECD is responsible for:

- maintaining the *Workplace Learning Procedures* together with the other schooling sectors
- communicating any changes to the procedures to government schools through the principal
- ensuring DECD workers comply with WH&S policy and procedures when visiting students
- liaising with government schools over any issues related to interstate placements
- responding to enquiries from schools, parents/caregivers and workplace providers
- processing accident/incident reports in accordance with departmental procedures concerning accidents/incidents
- insuring work placement students for personal accident and public liability.

### 10.2 Catholic Education SA and Association of Independent Schools SA

These organisations are responsible for:

- maintaining the *Workplace Learning Procedures* together with DECD
- communicating any changes to the procedures to Catholic and Independent schools through the principal
- liaising with non-government schools over any issues related to interstate placements
- responding to enquiries from schools, parents/caregivers and workplace providers.

### 10.3 School principals

Principals are responsible for:

- approving the work placement program
- ensuring that staff are familiar with and implement the *Workplace Learning Procedures* and meet the requirements of workplace learning
- ensuring staff coordinating work placements in each school are informed of and implement any changes in practice resulting from revision to the procedures
- ensuring staff comply with WH&S policies and procedures when visiting students
- ensuring staff implement a risk management strategy prior to students undertaking work placement
- approving and signing all arrangements for interstate work placements and accommodation away from home
- approving and signing any maritime work placements
- signing or delegating the signing of all *Workplace Learning Agreement Forms* for all enrolled students undertaking the work placement program
- ensuring disability agencies working with students are credentialed and that support personnel are appropriate for the specific needs of the student
- approving and signing special work placements for students aged 14 years
- approving and signing variations to the frequency and tenure of work placements using the Addendum to the *Workplace Learning Agreement Form*
- ensuring the wellbeing of the student is being considered in the case of an accident or incident and reassuring them that they will be supported through the claim.

### 10.4 School teachers and staff

School teachers and staff are responsible for:

- assisting individual students to investigate their personal interests, capacities and career aspirations and to identify placements in an appropriate occupational area

- supporting each student to establish their personal goals for the placement and how the activities will be assessed and integrated into the school curriculum or education plan
- providing a program of workplace preparation appropriate to each student's needs in relation to the work place they will attend as outlined in Section 3.3
- providing an opportunity after the work placement for students to:
  - discuss and reflect on work placements in the classroom
  - relate work placement to the curriculum and, where appropriate, incorporate it as part of assessment and reporting procedures
  - discuss the work placement report with each student.

**Staff coordinating work placements** are responsible for:

- recording details of all workplace providers who are participating in the program
- supplying all workplace providers with a copy of [A Guide to Workplace Learning for Workplace Providers](#), informing them of the requirements of workplace learning
- supplying all parents/caregivers with a copy of [A Guide to Workplace Learning For Parents/Caregivers](#), informing them of the requirements of workplace learning and their child's rights and responsibilities
- supplying all students with a copy of [A Guide to Workplace Learning for Students](#), informing them of the requirements of workplace learning and their rights and responsibilities
- liaising and consulting with the workplace provider to:
  - inform them of the aims of the program and administrative details
  - discuss the suitability and safety aspects of proposed work tasks and the work environment, including adequate supervision and that the placement is suitable for the student's age, maturity and skill level
  - ensure that the *Workplace Learning Agreement Form* is signed, confirming that the worksite is a child safe environment, free from harassment and unlawful discrimination, that WH&S policies, procedures, training and management systems are in place to manage hazards, and that workplace providers have met their obligations under the *Children's Protection Act 1993*, the *Work Health and Safety Act 2012*, the *Disability Discrimination Act 1992* and the *Equal Opportunity Act 1984*.
- retaining copies of all discussions with workplace providers as evidence of 'due diligence' under the *Work Health and Safety Act 2012*
- checking current insurance obligations of both the workplace provider and the school/department as it pertains to the work placement, including any insurance limitations for specific work placements, for example, maritime and use of motor and farm vehicles
- checking with the workplace provider that they have the appropriate insurance and licence if students are required to travel in their work vehicle
- advising parents if students are to travel in a workplace provider's work vehicle
- establishing whether there are any industry-specific or additional requirements for work placements
- ensuring specific tasks and/or competencies are negotiated and recorded by the student, school and workplace provider before the placement occurs
- ensuring negotiated outcomes are recorded and able to be reported on, with agreed assessment linked to the school and/or relevant VET program or Training Package
- undertaking a risk assessment for each student's suitability for their nominated work placement by following the process outlined in Section 2.8, and retaining the documentation
- distributing and ensuring completion and signature of the *Workplace Learning Agreement Form* and that it is returned to the school by the due date
- providing copies of completed and signed *Workplace Learning Agreement Forms* to the student, parent/caregiver and the workplace provider
- distributing the *Maritime Workplace Learning Agreement Form* and the *Accommodation Away from Home Form* as applicable, ensuring these are signed by all parties, including the principal, and that they are received back at the school by the due date

- ensuring the school principal has signed the *Workplace Learning Agreement Form* for students aged 14 years to participate in workplace learning
- ensuring the school principal has signed the *Addendum to the Workplace Learning Agreement Form* for students whose frequency and tenure of work placement are varied
- ensuring due diligence has been given to all arrangements as outlined in these procedures
- ensuring students are visited or contacted by staff at least once during the work placement and inducting staff on their responsibilities and obligations for these visits, such as specific awareness and compliance with WH&S policies and procedures when visiting students
- ensuring school contacts are familiar with the procedures to follow in the case of injury to a student; third party bodily injury or property damage; suspected child abuse; inappropriate behaviour towards a student, such as harassment or discrimination; and industrial disputes( In-service training may be necessary)
- ensuring that if another school/group organises the work placement on their behalf, the principal or delegate at the school at which the student is enrolled signs the *Workplace Learning Agreement Form* which is then held and stored by that school as per standard practice. Ensuring that enrolling school is aware of their continued duty of care to have the enrolling school teachers/staff members visit/contact the student whilst on work placement (see Section 4.2)
- for Government and Catholic schools (but not Independent schools):
  - with the permission of the workplace provider, as indicated in Section D2 on the *Workplace Learning Agreement Form*, notifying SA Unions of work placements using the *SA Unions Notification Form* at least one week before the commencement of the program.
- organising acknowledgement of the work placement opportunity with the providers
- undertaking an evaluation of the program and providing feedback to those involved
- retaining copies of all work placement reports and returning originals to the student
- ensuring all documentation is retained in accordance with Section 9.

## 10.5 Work placement providers

Workplace providers are responsible for:

- complying with the *Work Health and Safety Act 2012*, the *Children’s Protection Act 1993*, the *Disability Discrimination Act 1992* and *Equal Opportunity Act 1984* and any other relevant Commonwealth or State legislation applicable to their workplace
- having a duty of care for all those in their workplace, including students on work placement
- retaining a copy of the completed and signed *Workplace Learning Agreement Form* prior to the commencement of the placement
- holding appropriate public liability insurance
- conducting a site-specific induction for the student on commencement of the work placement
- providing training in the safe use of machinery, equipment and safe work practices
- providing personal protective equipment
- making all workers aware of the special responsibilities associated with working with children and young people
- taking all reasonable steps to protect the student from harm (physical, social and emotional), including from inappropriate behaviour, such as teasing, bullying, sexual or racial harassment, initiations, etc
- negotiating specific tasks and responsibilities with the student and the school and recording these before any placement occurs
- ensuring negotiated outcomes are recorded and reported on by personnel in the workplace providing supervision appropriate to the activity, work environment, and the age, competency and maturity of the student
- supporting, in conjunction with the school, any identified special medical conditions, medication, disability and/or learning needs of the student that may affect the work placement
- advising the school if the student:
  - is absent, late in arriving, or seeks early dismissal

- displays inappropriate behaviour
  - requests to renegotiate approved work dates or times
- in the case of any accident, incident or inappropriate behaviour, ensuring wellbeing of the student, reporting to the relevant authority (where appropriate) and to the school principal or designated school contact person
- in the case of a maritime work placement, ensuring that the student has undertaken an induction to the vessel's Safety Management System before they go out on the vessel
- understanding students may be required to complete written tasks related to this placement as part of their educational requirements
- advising WH&S representatives of the presence of work placement students at the workplace
- advising shop stewards and union representatives (where applicable) of the presence of work placement students at the workplace and that students may not be involved in industrial disputes or take the place of striking workers
- asking students to return to school in the case of industrial action lasting longer than two hours
- providing feedback to the student at the end of the work placement.

### **10.6 Parents/caregivers/students 18 and over or independent students**

Parents/caregivers/students 18 and over or independent students are responsible for:

- ensuring the work placement student understands the importance of safety
- arranging and bearing the costs of any necessary travel arrangements and accommodation, particularly if the placement is away from home
- understanding that a workplace environment is generally much less regulated with a different level of supervision compared to a school environment
- providing their consent for the work placement by signing their section of the *Workplace Learning Agreement Form*
- providing an emergency contact name and number in the case of illness or accident
- paying any associated costs incurred in authorising the workplace supervisor to obtain the services of a suitably qualified medical practitioner and conveying the student to a place suitable for treatment if the emergency contact is unobtainable
- discussing immediately with the school any concerns, whether prior to or during the student's work placement.