



# 2013 FRESH STUDENT HANDBOOK

## VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)



MAJOR PARTNER OF THE WESTERN BULLDOGS



WELCOME .....	4
Welcome Message from the Chief Executive, Western Bulldogs .....	4
WESTERN BULLDOGS .....	5
Introduction .....	5
Mission .....	5
Values .....	5
Australian Democracy .....	5
Find Out More .....	5
VICTORIA UNIVERSITY .....	6
Profile .....	6
Mission .....	6
Values .....	6
Australian Democracy .....	6
Find Out More .....	6
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) .....	7
What is VCAL? .....	7
Victorian Curriculum and Assessment Authority (VCAA) .....	7
VCAL Curriculum .....	7
VCAL Learning Program .....	8
VCAL Structure .....	8
VCAL Subjects Offered at Fresh .....	8
VCAL Assessment .....	9
Credit and Recognition of Prior Learning .....	9
VCAL Pathways and Options .....	9
Pathways to VCE .....	10
FRESH PROGRAM .....	10
Entry to the Fresh Program .....	10
VCAL Timetable .....	10
VCAL in an Adult Learning Environment .....	10
Student Attendance and Participation .....	11
Student Charter .....	11
Restorative Practice .....	13
Program Norms .....	14

Student Support .....	15
Location .....	16
Fresh Program Staff Contact Details .....	16
VCAL Term Dates .....	17
Public Holidays .....	17
<b>ADMINISTRATION, ENROLMENT AND FEES .....</b>	<b>17</b>
Policies and Procedures .....	17
Withdrawals .....	17
Student Card .....	18
Off-Campus Events .....	18
Use of Information Technology (IT) .....	18
Student Records and Privacy .....	18
Feedback, Appeals and Complaints .....	19
Bullying and Harassment .....	20
External Stakeholders .....	20
Emergency Contacts .....	21
Emergency Procedures .....	21
First Aid .....	21
Arrangements for Ill Students/Distribution of Medicine .....	22
<b>VU STUDENT INFORMATION AND SERVICES .....</b>	<b>23</b>
Introduction .....	23
VU Student Diary .....	23
Student Essentials .....	23
Learning Resources .....	23
Facilities, Services and Activities .....	23
<b>USEFUL WEBSITES .....</b>	<b>24</b>

## WELCOME MESSAGE FROM THE CHIEF EXECUTIVE, WESTERN BULLDOGS

I am very pleased to be able to welcome you to the Fresh Program and hope that your learning experience here with us will provide you with a sound foundation for your future study, career and life. The Western Bulldogs pride themselves on being the Community Club of the AFL. The Fresh Program is delivered in partnership with the western region's education leader Victoria University (VU). As a student of the Fresh Program you will be enrolled as a VU student and have access to many VU services. These services will be explained in this handbook.

As you settle into your program and work closely with your teachers, support staff and fellow students, you will discover that the student group is diverse and that the Fresh Program provides a rich and exciting environment in which to learn. Our support services supplement the work of the teachers and provide literacy, numeracy, career education and wellbeing support.

I trust that you will enjoy your student experience at the Fresh Program and achieve the best possible outcomes in a safe, friendly and supportive environment.

Best wishes,



Simon Garlick



### INTRODUCTION

The Western Bulldogs pride themselves on being the Community Club of the AFL. The Fresh Program is delivered in partnership with the western region's education leader Victoria University (VU).

### MISSION

The Western Bulldogs Football Club is the only sporting club in Australia that provides accredited education and training services. This includes the provision of the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET). Delivering these courses under the banner of its community brand SpiritWest Services (SWS), the Western Bulldogs aims to contribute to community development and capacity building in the western region of Melbourne.

Using the program title Fresh, VCAL programs are designed for students who are identified as being 'at-risk' of disengaging, or who have already disengaged from mainstream education services. In partnership with Victoria University, SWS is committed to guaranteeing education and training places for those young people under the age of 20 who have not completed a year 12 equivalent qualification. The Fresh Program aims to empower these young people through relevant, engaging education programs that provide opportunities to explore academic, personal and vocational potential.

Through its senior secondary education courses, SWS is focused on tackling traditional socio-economic barriers in its community, including financial disadvantage, low education levels and access to rewarding opportunities. In conjunction with its corporate and community partners, SWS provides young people with not just another chance to achieve senior secondary qualifications, but the chance to undertake a broad array of learning programs that will allow each individual to build social capacities and achieve sustainable change in their life. The delivery of Fresh is part of the Club's Corporate Social Responsibility (CSR) and is a genuine commitment to the community of its heartland.

### VALUES

The Western Bulldogs see sport is a neutral platform that allows us as an AFL Club to engage with a wide range of groups. We understand the ability of our organisation to work with different communities and positively influence their opportunities. We are committed to developing and delivering programs that educate, engage and meet the diverse needs of the western region of Melbourne. Our goal is to create an empowered and inclusive community in the Bulldogs Backyard.

### AUSTRALIAN DEMOCRACY

The Western Bulldogs support and promote Australian democracy, our way of government. This includes a commitment to:

- ◆ Elected government
- ◆ The rule of law
- ◆ Equal right for all before the law
- ◆ Freedom of religion
- ◆ Freedom of speech and association
- ◆ The values of openness and tolerance

### FIND OUT MORE

For more information go to our website at <http://www.westernbulldogs.com.au>

---

## PROFILE

Victoria University (VU) offers qualifications in further education, vocational education and higher education, as well as short courses. Students can move from a certificate course, like the VCAL, through to an advanced diploma, degree, or postgraduate qualification by coursework or research.

There are more than 50,000 students enrolled at local campuses and international sites. Most of the campuses are located in the western suburbs of Melbourne, Melbourne city centre and locations provided by partners in Asia and Europe.

---

## MISSION

Victoria University seeks to positively transform lives through the power of further education, vocational and higher education, and research. Victoria University works collaboratively to develop the capabilities of individuals, enterprises and communities within the western Melbourne region and beyond to build sustainable futures for stakeholders and ourselves.

---

## VALUES

Victoria University values

- ◆ knowledge and skills, and critical and imaginative inquiry for their capacity to transform individuals and the community
- ◆ equality of opportunity for students and staff
- ◆ diversity for its contribution to creativity and the enrichment of life
- ◆ co-operation as the basis of engagement with local and international communities
- ◆ integrity, respect and transparency in personal and collaborative action
- ◆ the pursuit of excellence in everything we do.

Victoria University is committed to making these values real for the institution, staff and students. These values will be discussed in your VCAL program to help you understand and apply them in practice at VU.

---

## AUSTRALIAN DEMOCRACY

Victoria University supports and promotes Australian democracy, our way of government. In your induction to the VCAL program you will learn about how Australians vote to choose the people who lead and represent us in government and about our laws, our rights and what we are free as people to say and do in Australia.

---

## FIND OUT MORE

For more information go to the VU website at <http://www.vu.edu.au>

### WHAT IS VCAL?

The VCAL is a senior secondary school qualification - Years 11 and 12. It is a 'hands on' option for people who want to learn by 'doing', including those who have left school early. It combines practical work-related experience with other skill development like literacy and numeracy.

A VCAL program can be made up of study units from VCAL, the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) in a way that suits your interests and learning needs as a student. It can lead to further study at TAFE and to employment, including apprenticeships.



### VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)

The VCAA provides curriculum and assessment programs for students in Victoria from prep to year 10, as well as the VCAL and the VCE.

As a VCAL student your enrolment and results are recorded on the VCAA's central database (called VASS) as well as with VU. Your Statement of Results and VCAL qualification are issued by the VCAA.

In addition to the information, guidance, resources and support provided to you by Fresh as a VCAL student, you are encouraged to visit the VCAA website at <http://www.vcaa.vic.edu.au> as it is an excellent resource.

### VCAL CURRICULUM

There are three levels of VCAL – Foundation, Intermediate and Senior.

Each VCAL award level contains four curriculum strands that make up your course of study:

- ◆ Literacy and Numeracy Skills
- ◆ Industry Specific Skills
- ◆ Work Related Skills
- ◆ Personal Development Skills.

The curriculum strands contain VCAL units of study. The maximum duration of a VCAL program is 1000 hours and each VCAL unit is 100 nominal hours in length, which includes both in and out of class time such as structured workplace learning.

The VCAL units of study available for selection are from VCAL, VET certificates and/or VCE.

As a reference, information about the VCAL curriculum is available from the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

## VCAL LEARNING PROGRAM

A VCAL learning program must include:

- A minimum of 10 units
- In the Literacy and Numeracy strand, at least 1 unit of Literacy (reading and writing) and 1 unit of Numeracy
- At least 1 unit each from the Industry Specific, Work Related Skills and Personal Developments Skills strands
- At least 5 credits at the level of the VCAL award (Foundation, Intermediate or Senior) – 1 must be for Literacy and 1 must be for Personal Development



## VCAL STRUCTURE

The following is an example of a VCAL structure.

Literacy and Numeracy Skills Strand	Work Related Skills Strand	Personal Development Skills Strand	Industry Specific Skills Strand
Literacy Skills - Reading and Writing  Literacy Skills – Oral Communication  (2 Credits)	Work Related Skills Unit 1  (1 Credit)	Personal Development Skills Unit 1  (1 Credit)	VET Certificates  (3 Credits)
VCAL Numeracy Skills  (1 Credit)	Work Related Skills Unit 2  (1 Credit)	Personal Development Skills Unit 2  (1 Credit)	
<b>Total Possible: 3 Credits</b>	<b>Total Possible: 2 Credits</b>	<b>Total Possible: 2 Credits</b>	<b>Total Possible: 3 Credits</b>

## VCAL SUBJECTS OFFERED AT FRESH

- ◆ WRS011 Work Related Skills Foundation Unit 1
- ◆ WRS012 Work Related Skills Foundation Unit 2
- ◆ WRS021 Work Related Skills Intermediate Unit 1
- ◆ WRS022 Work Related Skills Intermediate Unit 2
- ◆ PDS011 Personal Development Skills Foundation Unit 1
- ◆ PDS012 Personal Development Skills Foundation Unit 2
- ◆ PDS021 Personal Development Skills Intermediate Unit 1
- ◆ PDS022 Personal Development Skills Intermediate Unit 2
- ◆ LIT011 Literacy Skills Foundation Reading and Writing
- ◆ LIT012 Literacy Skills Foundation Oral Communication
- ◆ LIT021 Literacy Skills Intermediate Reading and Writing
- ◆ LIT022 Literacy Skills Intermediate Oral Communication
- ◆ NUM011 Numeracy Skills Foundation
- ◆ NUM021 Numeracy Skills Intermediate



## VCAL ASSESSMENT

Students must successfully achieve each learning outcome in each unit or module of your VCAL program. VCE and VET units are assessed in accordance with existing requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.



VCAL is competency based which means your assessments are based on your ability to complete practical tasks, class participation and the completion of set projects.

There are two result codes that are used to report student achievement in VCAL to the VCAA. These are 'S' and 'N'. The result code 'S' (Satisfied) means satisfactory completion of a unit/module and the result code 'N' (Not Yet Satisfied) means non-satisfactory completion of a unit/module.

Statements of Results and VCAL certificates from VCAA are distributed in mid-late December.

In addition to the VCAA results, you will receive a transcript of results from VU using the following result codes.

Code	Competency Based	Code	Additional Codes	Code	Additional Codes
PP	Achieved Competency	SC	Satisfactory Completion of Class Hours	WDA	Withdrew, Attended Classes
NN	Competency Not Achieved	UC	Unsatisfactory Completion of Class	WDN	Withdrew, Did Not Attend

## CREDIT AND RECOGNITION OF PRIOR LEARNING

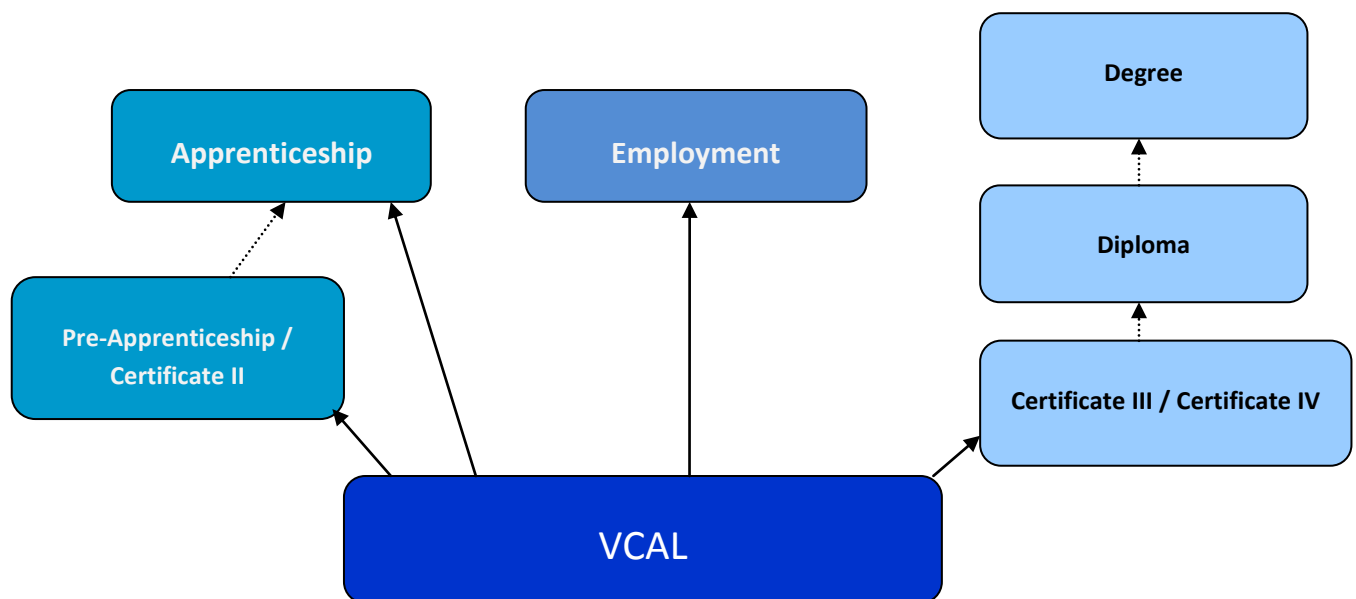
A credit is a successfully completed part of a course of study. If you have already completed units/modules from a Further Education, VET or VCE course these can count towards you achieving your VCAL certificate.

The Program Manager will help you to work out any credits from previous study that can be counted and make sure they are documented and reported as part of your VCAL.

In addition to credits, there is the Recognition of Prior Learning (RPL) assessment process through which you can apply for your work/life experiences and other education to be recognised as evidence of achievement in VCAL.

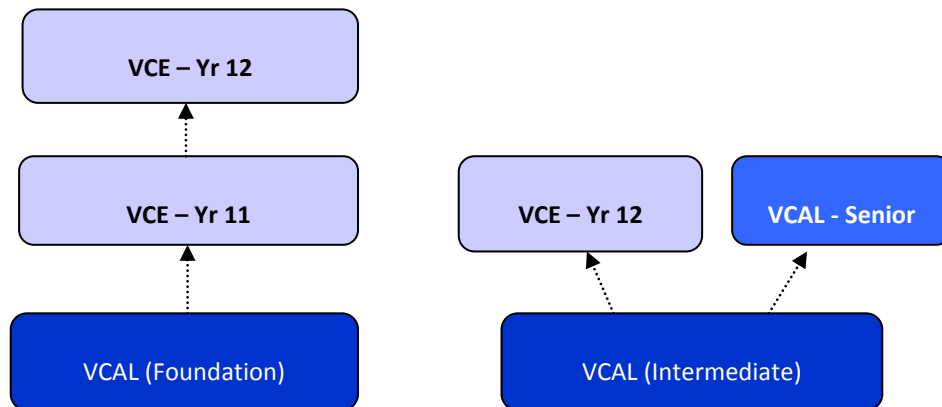
## VCAL PATHWAYS AND OPTIONS

Once you complete your VCAL program, you will have a number of different pathways you can choose from.



## PATHWAYS TO VCE

Even though VCAL is a senior secondary certificate, VCAL can still be used as a pathway to VCE.



## FRESH PROGRAM

### ENTRY TO THE FRESH PROGRAM

The Fresh Program is offered to young people, aged 15 to 20 years old. While there are no formal entry requirements, your readiness to do a VCAL program is an important consideration in selection through an interview process.

### VCAL TIMETABLE

The timetables for each VCAL program are provided to students as part of their Enrolment Pack.

### VCAL IN AN ADULT LEARNING ENVIRONMENT

At Fresh, our aim is to provide a supportive, flexible and positive learning environment for all students while completing your VCAL program.

*Fresh is an adult learning environment which means:*

- There are no bells
- You do not have to wear a uniform
- You do not have a 'homeroom'
- Your classes do not always start and finish at the same time each day
- You are expected to abide by the Student Charter
- You are free to leave the school during your breaks
- There is no yard duty



## STUDENT ATTENDANCE AND PARTICIPATION

Information tells us that students who do not attend classes every day will most likely not complete their VCAL. To have the best chance of completing your VCAL certificate, there is an 80% attendance and participation expectation for all VCAL students.

If you DO complete your VCAL certificate, you have a better chance of getting a job and staying off Centrelink benefits.

*Some reasons why young people may not attend their classes include:*

- Feeling embarrassed because they believe they are failing their classes
- They are being bullied
- Parents are not present in their lives
- Low literacy and numeracy skills
- Learning difficulties haven't been picked up yet
- Home life is not stable



If you are experiencing problems that may be stopping you from coming to classes, please speak with your Teacher, the Program Manager or Student Wellbeing Officer.

*As part of your VCAL enrolment, you are required to:*

- Attend off campus activities which are a key part of your VCAL program – you may only get one chance to complete an activity that is a part of your assessment so it is important to attend all scheduled off campus activities.
- If you are going to be away for a class or for the day, you must contact (call, text or email) your Teacher. *Asking another student to pass on a message to your Teacher is not acceptable.*
- If you are going to be late for class (even 10 minutes), you must contact (call, text or email) your Teacher
- If you leave classes early or do not return from breaks, you will be marked absent on the attendance register.
- Provide a certificate (*eg. medical, dental etc*) or support documentation (*eg. from Centrelink, Department of Human Services etc*) to support your absence if you are away for a day.
- If you are away for a morning, afternoon or a day, and you have not contacted us, **we will call** a Parent /Guardian /Carer/Worker.

Remember Teachers record your attendance in an attendance register, which is a legal document and if you are on Youth Allowance or receive another type of payment from Centrelink, they can ask you to pay back money to them if you miss too many classes without communicating with your Teacher or Program Manager.



## STUDENT CHARTER

*At the Fresh Program we believe all students should have a positive learning experience.*

### WHAT'S A CHARTER?

A charter is a set of guidelines that tell you about your rights and responsibilities while studying at Fresh. It also applies to Teachers and Staff.

A Charter outlines what is expected of you in terms of behaviour and attitude.

#### **IT IS EXPECTED THAT THE FRESH PROGRAM WILL:**

- Provide a supportive, stimulating and effective learning environment that empowers students to reach their potential;
- Provide high quality learning experiences that are in accordance with good quality learning and teaching practice;
- Provide a physical learning environment, facilities and student focused services to support students to succeed at their studies;
- Provide accurate, timely and useful information to students in relation to their study, enrolment, policies, services and processes;
- Provide an environment free from discrimination and harassment in accordance with Commonwealth and State legislation and associated Fresh Program policy;
- Provide timely and constructive feedback on assessment recognising it as a valuable part of the learning process;
- Provide fair, transparent and efficient complaints, grievances and appeals procedures;
- Provide a clear statement of acceptable academic behavior by students;
- Treat personal information confidentially and ensure it is only released with the student's consent or when legally required;
- Expect that all staff demonstrate a commitment to the ethical values of honesty, trust, fairness, respect and responsibility;
- Respect individual student needs and abilities including recognition of previous and current learning experiences.



#### **IT IS EXPECTED THAT STUDENTS WILL:**

- Engage actively with the educational experiences of the Fresh Program;
- Be fully committed to their own learning including taking responsibility for monitoring their own progress;
- Respect the diversity of all students and staff and support an environment free from discrimination and harassment in accordance with Commonwealth and State Legislation and associated Fresh Program policy;
- Acknowledge and demonstrate a commitment to the ethical values of honesty, trust, fairness and responsibility including treating other students with respect;
- Respect all Fresh Program staff, property and facilities;
- Provide honest and constructive feedback about their academic programs and participate in the continuous quality assurance processes of the Fresh Program;
- Acquaint themselves with Fresh Program policies and procedures and adhere to the expectations of the Program as they apply to students;
- Take responsibility for meeting reasonable attendance requirements.



RESPECT

## RESTORATIVE PRACTICE

Restorative Practices in schools refers to a range of practices designed to encourage young people to understand that misconduct, or rule breaking, is not violating the school but is fundamentally a violation against people and their relationships with each other. Restorative Justice holds the belief that when a harmful or disruptive incident occurs, it damages relationships between people. The process of Restorative Justice is to identify what harm has been caused, who has been affected and how this might be repaired or restored. This philosophy challenges the long held philosophy of crime and punishment. In the process of Restorative Justice the person who causes the harm and the person who has been harmed are brought together with a facilitator to decide how that harm may be repaired.

This process of active restoration encourages people to be responsible for their actions, own their behaviour, understand the impact of their actions on others and how others can be harmed thus increasing the likelihood of empathy, understanding, personal growth and restitution.



Fresh Program staff have undergone extensive training in Restorative Practices with Future Directions: Counselling, Consultancy and Training, who also provide ongoing consultation and support in the implementation of the Restorative Practices philosophy and strategy. Restorative Practices at the Fresh Program supports the philosophy and ethos in encouraging the development of positive relationships, building social capital in young people, explores emotional intelligence and the part it plays in the development of human relationships and provides a clear framework and model to implement a supportive and just environment.

### **Restorative Justice Processes**

*Lower level:* Restorative chat between Fresh staff member and student. This chat may or may not involve other students.

*Moderate Level:* Small conference or classroom conference involving all students involved.

*Higher Level:* Time out may be required to prepare for a full restorative conference. More serious incidents may require an outside restorative facilitator.

#### *Restorative chat/conference-*

A restorative chat or conference focuses on finding out who has been affected by an event and in what ways, rather than focusing on blame. There is a strong focus on supporting and facilitating the building of healthy relationships. Basic to Restorative Practice processes are the Restorative Questions.

Restorative chats and conferences focus on questions about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships.

The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way?) and future (what needs to be done to make things right?). The questions therefore emphasise the importance of harm and its impact on relationships.

Questions are:

- open ended
- respectful and not value-laden
- objective, meaning it is not about the questioner but rather about leveraging responsibility onto another to tell their story
- thinking questions rather than feeling one which ironically tend to evoke stronger emotional responses
- have the potential to develop empathy



Using this questioning technique allows the questioner to be practical and direct.

#### *Restorative agreement-*

An restorative agreement documents the plans made to repair the harm, put support structures in place for those in need and to rethink some of the classroom structures and practices that may have contributed to the circumstance.

#### *Withdrawal/exit from the Program-*

When a student is withdrawn/exited for the Fresh Program it is handled under the transition policy (refer page 21). A meeting will be scheduled with the student, parents/guardians and a worker from Youth Connections to discuss the outcome and a plan for a new destination.

---

## PROGRAM NORMS

A safe, supportive learning environment is vital if students are to collaborate and learn effectively with others. At Fresh this learning environment is established through the development of program norms. The establishments of program culture and expectations enable individual accountability for learning and for group members to be supportive of the learning of others. The program norms are developed by students and staff focusing on the themes of respect, responsibility and resilience. Program norms support our Student Charter.



Examples of norms include:

- I will respect other people's personal space, personal belongings and their opinions and their right to learn
- I will respect the learning environment and all the resources that are provided to me
- I will not engage in behaviour which may threaten, offend or cause damage to the physical or emotional wellbeing of other people in this organisation's community
- I will call staff to let them know if I am running late or will be away
- I will stick to class times and break times. If I am late I will not disrupt the class but join in quietly
- Smoking is not permitted inside the education facility
- Under no circumstances will I bring weapons to school
- I will have my mobile phone on silent while instructors are teaching and will not communicate on my phone during class time without the approval of my instructors

- I will always do my best to participate in the programs that are part of my curriculum.
- I understand that the Fresh Program is an alcohol and drug free environment and that students who are intoxicated or possess unauthorised substances/implements will be removed from the site immediately

Fresh staff play an important role in modelling and participating in the development of program culture and expectation. Teachers actively participate in developing program norms while modelling the thinking, social, communication skills vital to participating in cooperative learning environments.

## STUDENT SUPPORT

Support is readily available to you in the Fresh Program – support for learning, career planning and personal matters.

As part of the Fresh Program's duty of care obligations to children under the age of 18 and its commitment to re-engaging at risk young people back into learning and pro-social pathways, the senior secondary provider offers a range of direct and indirect support services to students. These include:

- ◆ Employing a full-time youth worker to case manage students' needs
- ◆ Providing transition support to each student towards the end of their course to ensure that they achieve a desired destination outcome
- ◆ Advocating for students' needs and rights with government agencies, schools and the Courts
- ◆ Being part of the case support network for students in care
- ◆ Providing food relief for clients in crisis
- ◆ Referring students on and supporting them to access other youth services to deal with specific needs, e.g. health, housing and income

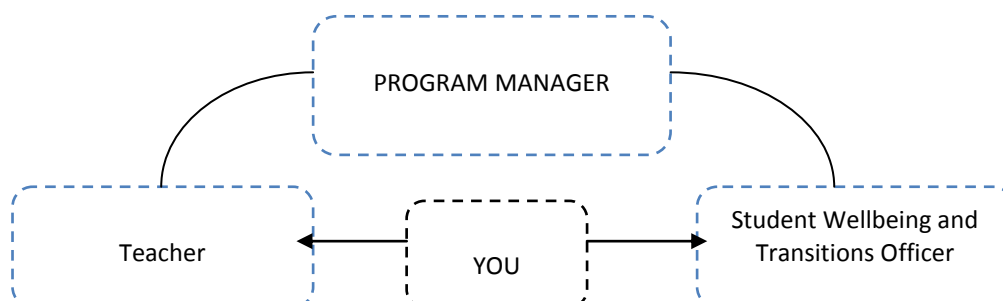


Students with identified or emerging welfare issues are encouraged to approach any education staff member to seek support. Students can expect that their issues will be dealt with in a sensitive and confidential manner. Students will be encouraged to liaise with the Student Wellbeing and Transitions Officer (SWTO), to seek more specific intervention/support to their issues. The SWTO can be approached directly or through a third party. Students can expect that their case will be managed with the strictest confidentiality, with no information disclosed to any third party without prior consent (unless required to by law). A wellbeing case file will be created by the SWTO. This will only be accessible to the SWTO. Under Victorian privacy law students can access information about their own file on request.

In terms of transition support, students who are verging on completing their course will have scheduled meetings set prior to finishing to help identify preferred post-course destinations. This also applies to students who decide to move on from the Fresh Program before the end of their course as well as to those who are exited from the course prematurely. The Fresh Program is committed to supporting all students who enroll in its senior secondary programs, whether successful or not, and is determined to ensure that its young people do not again become disconnected from education and support services following their time at the Fresh Program. The Fresh Program will continue to track

students after they leave the program for 12 months. This includes follow up telephone calls each quarter to see how former students are progressing. Education staff will assess whether young people have needs that require further support and will seek to provide this accordingly. The Fresh Program prides itself on bringing young people into its community and ensuring that they remain connected and empowered after they leave the Fresh Program.

Support is readily available to you at Fresh – support for learning, career planning and personal matters. The main support people available to you are:



## LOCATION

The Fresh Program is located at:

**576 Barkly Street  
West Footscray 3012**

## FRESH PROGRAM STAFF CONTACT DETAILS

First Name	Last Name	Job Title	Phone Number
Belinda	Batty	Program Manager	9689 9722
Adam	Densley	Teacher	9689 9722
Manuela	Suriyabandara	Teacher	9689 9722
Carol	Walker	Student Wellbeing and Transitions Officer	9689 9138

Western Bulldogs Website: [www.westernbulldogs.com.au](http://www.westernbulldogs.com.au)

Fresh Phone: 9689 9722

Fresh Fax: 9689 9138

Fresh Program Postal Address: Western Bulldogs  
PO Box 4112 DC  
Footscray West VIC 3012

---

## VCAL TERM DATES

Course Start Date	Tuesday 29 January 2013
Term 1:	29 January to 28 March
Term 2:	15 April to 21 June
Term 3	15 July to 20 September
Term 4:	07 October to 15 November

---

## PUBLIC HOLIDAYS

New Year's Day	Tuesday 1 January
Australia Day in Lieu	Monday 28 January
Labour Day	Monday 11 March
Good Friday	Friday 29 March
Easter Monday	Monday 01 April
ANZAC Day	Thursday 25 April
Queen's Birthday	Monday 10 June
Melbourne Cup Day	Tuesday 5 November

## ADMINISTRATION, ENROLMENT AND FEES

---

### POLICIES AND PROCEDURES

School policies and procedures are communicated to students and parents/guardians at the beginning of the academic year or at the time of enrolment. This handbook contains relevant information with the conditions and rules under which course participation takes place. A copy is made available to each student at the time of enrolment.

It is the Fresh Program's legal duty to offer young people a safe and supportive learning environment. The Fresh Program creates this type of environment through a number of measures; a) by designing its learning programs to meet the needs of an 'at-risk' coterie of students; b) through support services that are in place to identify and deal with student issues which pre-date or arise during the time of enrolment and c) through policy frameworks that comply with a range of legislative requirements. Below is a summary of the policies and procedures that are in place to govern Fresh.

---

### WITHDRAWALS

If you are considering withdrawing from the Fresh Program, you are encouraged to discuss this with your VCAL teacher or the Student Wellbeing and Transitions Officer. If you decide to go ahead you must complete a Withdrawal form which is available to you from the Program Manager.

If a student does not attend classes for four weeks in a row, it is likely that this student will be asked to withdraw from the VCAL program.



---

## STUDENT CARD

Your Student Card is valuable. You need it to use your VU email address and log onto the computers in the lab and use the photocopiers. Student ID cards are used for the following:

- ◆ identification - VU Security and Student Administration related matters
- ◆ borrowing access to the VU Library
- ◆ accessing University facilities (e.g. Aquatic Sport and Fitness Centres)
- ◆ accessing student services (e.g. counselling and housing)
- ◆ discounts on cinema tickets, various student activities and events (visit the VU Bookshops for cinema tickets).



VU Student Cards will be created for all students enrolled in the Fresh Program.

---

## OFF-CAMPUS EDUCATION ACTIVITIES

Excursions and Off Campus Education Activities are a part of your VCAL program. Before students can take part in any of these activities, an 'Authority to Attend Off-Campus Education Activity/s' form must be completed. This applies to all students.

If you are under the age of 18 years, parent/guardian approval must be given before you can participate in Off Campus Education Activity/s. You will be given this form for a parent/guardian to sign at the start of each term for low risk activities.

---

## USE OF INFORMATION TECHNOLOGY (IT)

Users of the computer network at Fresh are expected to use the technology in a responsible, ethical and legal manner, demonstrating respect for others, and an appreciation of everyone's right to a safe learning environment. The use of the Fresh network must be for educational purposes only, as authorised and directed by teaching staff. Violation of this policy will result in a loss of access privileges for a period of time. This is generally for up to a week. For consistent offenders of the ethical computer usage policy, loss of network privileges will be for longer. This will be determined by the Program Manager and the IT Administrator.

---

## STUDENT RECORDS AND PRIVACY

Student information taken from your enrolment is securely stored in the Fresh Program Office. Access to your records is only available in the Fresh Program Office. Access to your records is only available to you, your teachers and approved VU staff. Assessment results and personal details are locked away and will not be released to other people without permission. Other data is accessed via a password for security. As a current student you may ask to view this information at the Fresh Program Office.

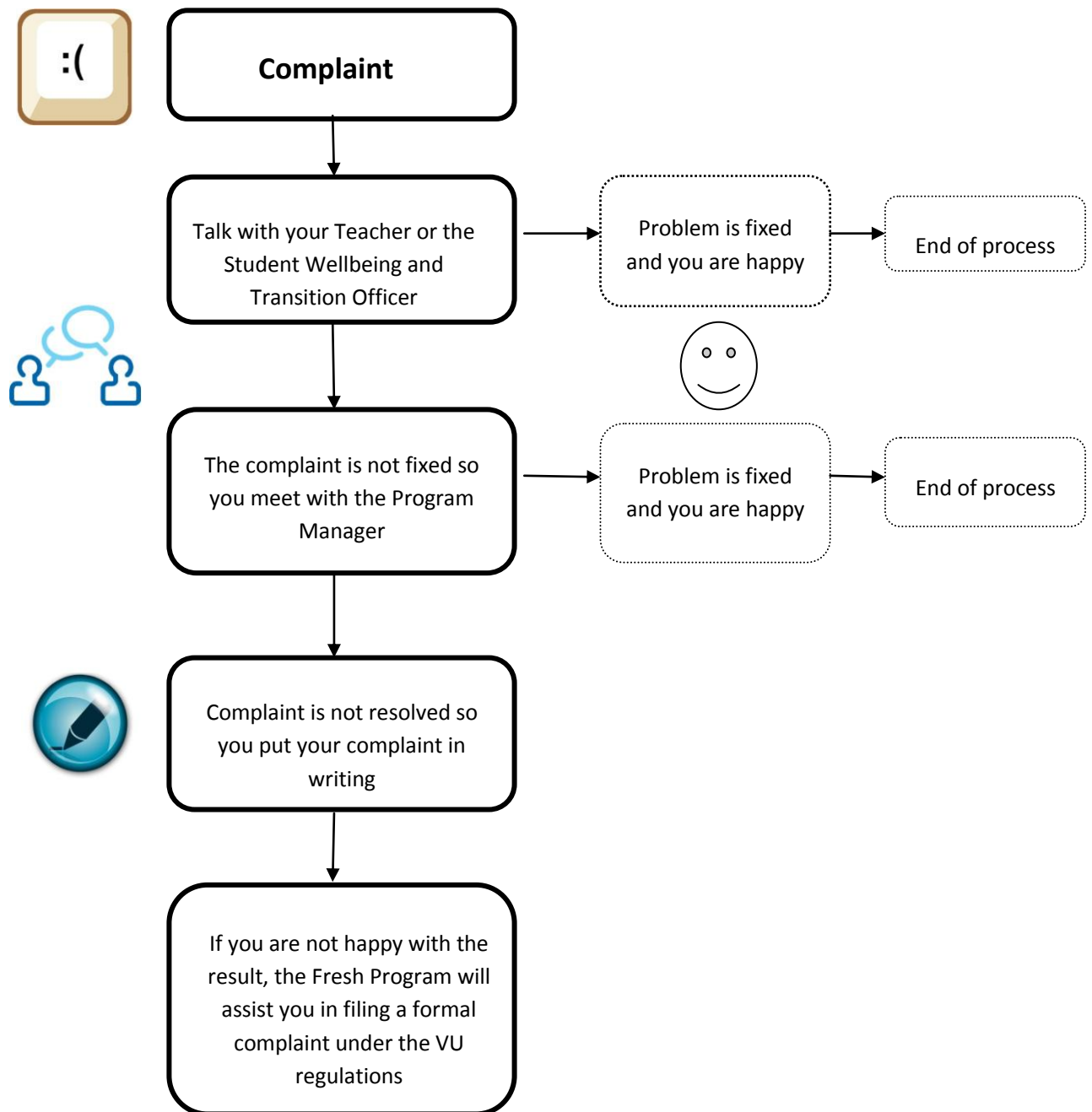


You can view all your enrolment details and results on the MYVU Portal which can be accessed at <http://myvuportal.vu.edu.au/>

## FEEDBACK, APPEALS AND COMPLAINTS

Students are encouraged to give feedback or if you are not happy, to make a complaint.

If you would like to make a complaint, please follow the steps listed below:



To read the VU Policy Student Feedback and Complaints please go to the Central Policy Register on the VU website which you can find as follows:

**VU > About VU > Governance > University Policies > Central Policy Register**

## BULLYING AND HARASSMENT

At the Fresh Program every student has the right to feel safe from bullying. No form of bullying, including physical, verbal, psychological or cyber, is accepted at any level at VU.

Bullying and harassment may be:

- o verbal – name calling, put-downs, threats
- o physical – hitting, tripping, poking, punching, kicking, stealing
- o social – ignoring, hiding, leaving out
- o psychological – stalking, spreading rumours, damaging possessions.



CYBERBULLYING is when a person or a group uses information and communication technologies (e.g. email, mobile phones, social networks such as Facebook, Twitter etc.) to support repeated and aggressive actions that are done on purpose by some people to harm others.

If you are being bullied:



Ask the person to: 'Stop it. I don't like it'



Then talk to a teacher or your Program Manager



You can make a report about the bullying which will be taken seriously and treated confidentially

- o can manipulate others
- o enjoy fighting
- o like to get their own way
- o may appear popular, but are often disliked.

The Victorian Government Department of Education and Early Childhood Development has a clear anti-bullying policy and cyber bullying policy through its 'Safe Schools are Effective Schools' plan; these will be looked at in the workshops that are held as part of your program.

You are strongly encouraged to discuss any incidences of bullying with your VCAL teacher or Student Wellbeing and Transitions Officer.

## EXTERNAL STAKEHOLDERS

As a student of the Fresh Program you will be connected to a range of organisations in the western suburbs that are part of the broader community. These organisations included; Victoria University, Maribyrnong City Council and Victoria Police. These organisations help support the work of education staff by facilitating education and training programs. The aim of bringing these organisations into the life of the school is two-fold;

- ◆ Resources
- ◆ Expertise

External facilitators and workers that contribute to VCAL programs at SWS have the appropriate accreditation to be working with young people (e.g. qualifications and Working with Children Checks). External facilitators and workers operate under the supervision of education staff and are accountable to them at all times. These facilitators must conduct themselves according to both the policies and procedures of Fresh, and the negotiated structures of individual

programs. Students maintain the same rights to a duty of care from education staff at these times, and are encouraged to liaise with education staff if they have any grievances or complaints.

The only exceptions to this relationship is when students are enrolled with external VET providers e.g. TAFE or are on Structured Workplace Learning (SWL). At this time they are enrolled as students of the further education setting or participate as employees of the workplace, thus they are accountable to the policies and procedures of that setting. Even under these circumstances, education staff will maintain contact with students and their facilitators at TAFE or work placement and are willing to support students/make representations on behalf of them as required

---

## EMERGENCY CONTACTS

- ◆ Fire, Police, and Ambulance : 000 (Dial 0 for an external line then dial 000)
- ◆ Dial 112 from a mobile phone – this will also connect you to the emergency services

---

## EMERGENCY PROCEDURES

Any incident in which the safety of staff or students is at risk, or which poses a threat to property or the environment, will be acted on immediately and dealt with in line with the Fresh Program's Emergency Management Plan. The Fresh Program takes its duty of care commitments to its students, staff and community with the highest level of seriousness, and will do everything within reason to minimize risk. This will include such measures as conducting initial risk assessments, having emergency contact details and means of communication on hand at all times and ensuring that no individual is consciously placed in a vulnerable position (e.g. staff to student ratios).

It is the education providers' responsibility to plan for the safety of staff and students involved in school activities. This extends beyond planning for events occurring under normal circumstances. All school activities, regardless of where they are to be conducted, must be planned in such a way as to ensure that the safety of staff and students is maintained, and that students are adequately supervised, even during an emergency. In the case of an incident, incident reports will be completed and filed with the Program Manager and with the Club's Human Resources Manager. These will be maintained on relevant files for 15 years as per the Fresh Program's privacy policy.

The following action plan should be followed in the case of an emergency incident:

**Identify the incident** – Location, people involved, impact on others

**Assess the incident** – Who's at risk? What needs to be done to minimise the impact?

**Respond to the incident** – Provide relevant assistance to those in need

**Communicate the incident** – Contact appropriate personnel, services and parents and/or guardians

**Monitor the incident** – Ensure that the wellbeing of parties is monitored until under control/safe

**Complete an incident report form** – Once the incident is under control complete an incident form



---

## FIRST AID

Staff have a legal duty to protect students in their care from risk of injury which are reasonably foreseeable. In the case of serious injury or illness, no education staff member will diagnose or treat a condition apart from carrying out the appropriate first aid procedures, within the limits of their skill, expertise and training. Diagnosis and treatment are the responsibility of an ambulance paramedic or medical practitioner.

There should always be a minimum of one first aider available to assist an injured or ill person. A first aider is a person who has been trained to a competent level that covers all school requirements and whose accreditation is current. At the Fresh Program all education staff are encouraged to undertake a Level II First Aid Certificate as part of their Professional Development.

Students who require first aid procedures that are in addition to those taught in basic first aid training need to notify the education provider of their special conditions. This might include such conditions as anaphylaxis and diabetes. Under these conditions, the Fresh Program will ensure that its staff receive the appropriate training to meet the health needs of these students.

An education staff member is designated as the First Aid Officer at the Fresh Program. The First Aid Officer takes a lead role in:

- ◆ Maintaining up to date, stocked first aid kits
- ◆ Responsibility for the recording form located in the main first aid kit that lists all injuries or illnesses experienced by young people that require first aid. All treatments must be recorded.
- ◆ Have knowledge of those students with *Student Health Support Plans* (or in the case of Anaphylaxis an *Anaphylaxis Management Plan*) including the first aid response noted on the plans
- ◆ Ensure that students' emergency contact details are up to date and that staff have access to these both at the Fresh Program Centre and on off-site activities.
- ◆ Work with staff to conduct regular reviews of first aid management strategies and regular risk assessment.
- ◆ Work with staff to develop strategies to raise awareness in the school community about health and safety issues.



---

## ARRANGEMENTS FOR ILL STUDENTS/DISTRIBUTION OF MEDICINE

These arrangements apply to students who are under the age of 18 years.

*Students who are ill* - Parents or guardians will be informed and where necessary asked to collect an ill student from the Fresh Program.

*Distribution of medicine* - If a student needs to take medicine while on campus the following guidelines apply: If you require supervision when taking medication please indicate this on the enrolment form contained in the Enrolment Pack provided to you at your enrolment/induction; this form is to be signed by your parent/guardian and returned to your VCAL teacher or the Program Manager.

- ◆ Medicine must be delivered to the Fresh Program office by your parent/guardian.
- ◆ Medicine will only be accepted in original containers.
- ◆ The Fresh Program is not under an obligation to administer the medicine.
- ◆ Any changes in medication must be communicated in writing to the Fresh Program.

### INTRODUCTION

As a student of the Fresh Program you will be enrolled as a VU student and have access to many VU services. These services are explained below.

### VU STUDENT DIARY

The VU student diary contains all of the important dates and contact information to organise your life as a Fresh Student. Student diaries will be available as part of your enrolment and induction process.

### STUDENT ESSENTIALS

You can access most student services and information on the VU website through a range of 'portals'. The web link here explains how to use the portals: <http://www.vu.edu.au/current-students/student-essentials>.

Following is a snapshot of the main portal that is available to you.

*MYVU Portal* - MYVU Portal allows you to view all your enrolment details and results. You can also apply for a scholarship and apply to graduate. MYVU Portal is at <http://myvuportal.vu.edu.au/>. Click on the portal icon to go to the login page. If you have any difficulties, contact [servicedesk@vu.edu.au](mailto:servicedesk@vu.edu.au) or phone 9919 2777.

### LEARNING RESOURCES

The Learning Commons at VU combine libraries, cafés and spaces to study and collaborate on projects with others.

As part of the Fresh Program you will have a Learning Commons' tour and induction and be assisted in an ongoing way to make the best use of the resources to help with your learning. You will meet the 'student rovers' who can help you understand how things work at VU and assist with practical tasks like finding books or logging on to a computer.

### FACILITIES, SERVICES AND ACTIVITIES







VU has a range of facilities that support the student learning experience on campus. These include prayer rooms, bookshops and restaurants. Activities and facilities to help you lead a balanced life include:


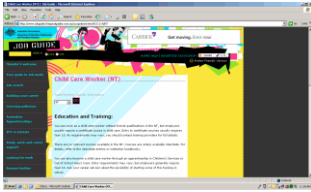


- ◆ Clubs and societies - there is a great range of clubs and societies on campus. You can make friends with people who share similar interests to you.
- ◆ Fitness facilities – you can get fit at the on-campus sport and fitness centres. Go to one of the gymnasiums for a workout, or take a dip in the pool at the Footscray Park Campus.
- ◆ Internet access - free WiFi internet access is offered on campus. You can study outside or in a café if you like.
- ◆ Sport - people love sport at VU. You can train with the VU athletes who went to the Beijing Olympics or with the Western Bulldogs Football Club. You can also represent VU at the Australian University Games. If you're after something more low-key there are lots of social sport competitions where you can have fun with your friends.

For more information, go to <http://www.vu.edu.au/facilities-and-services/facilities>



## USEFUL WEBSITES

WELLBEING & YOUTH SERVICES	
<p><a href="http://www.youthbeyondblue.com">www.youthbeyondblue.com</a></p> 	<p><b>Beyondblue</b> youth provides accurate, up to date, easy to read information on depression, anxiety and related disorders.</p>
<p><a href="http://www.kidshelp.com.au">www.kidshelp.com.au</a></p> 	<p><b>Kids Helpline</b> is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.</p> <p>T: 1800 55 1800</p>
<p><a href="http://www.headspace.org.au">www.headspace.org.au</a></p> 	<p><b>Headspace</b> helps young people who are going through a tough time. If you're 12-25, you can get health advice, support and information from Headspace. With centres in Glenroy and Sunshine, Headspace can help young people with:</p> <ul style="list-style-type: none"> <li>• General health</li> <li>• Mental health and counselling</li> <li>• Education, employment and other services</li> <li>• Alcohol and other drug services.</li> </ul> <p>T: 9027 011</p>
<p><a href="http://www.bullyingnoway.com.au">www.bullyingnoway.com.au</a></p> 	<p>This website provides the facts on bullying and things that you can do if you are being bullied.</p>
<p><a href="http://www.frontyard.org">www.frontyard.org</a></p> 	<p>The <b>Frontyard</b> website is designed to give you an idea of what services are available for young people at Frontyard and what issues we can help with. Frontyard works with young people aged 12 to 25 but each service does have a different age range so check them out under the service names. All services are free and most are drop-in so no appointment is necessary.</p> <p>T: 9611 2411 or 1800 800 531</p>
GENERAL	
<p><a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a></p> 	<p><b>Youth Central</b> offers a range of information and advice on issues like jobs, study, travel, money and events in your local area - wherever you live in Victoria - whilst offering opportunities for you to participate.</p>

CAREERS & EMPLOYMENT	
<p><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></p>  <p>myfuture.edu.au</p>	<p><b>My Future</b> contains current career information, articles and links to thousands of resources to assist you on your career journey. You can also access your My Guide account 24 hours a day, 7 days a week!</p>
CAREERS & EMPLOYMENT	
<p><a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a></p> 	<p><b>The Job Guide</b> looks at 1,500 occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.</p>
<p><a href="http://www.defencejobs.gov.au">www.defencejobs.gov.au</a></p> 	<p>This website provides information on how to join the <b>Australian Defence Force</b> (Navy, Army or Air Force) and the Recruitment Process.</p>
JOB SEARCH	
<p><a href="http://www.mycareer.com.au">www.mycareer.com.au</a></p> 	<p><a href="http://www.seek.com.au">www.seek.com.au</a></p> 