

Studentworks

A case study for the Dusseldorp Skills Forum



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March 2005

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Studentworks: a case study

(www.tased.edu.au/tasonline/lsw)

'Some of us can't keep going in school. We have trouble, like reading or maths or other things go wrong. Now I'm in the last stages of Certificate 11 Engineering. I might do a boilermaker's apprenticeship.' Rob, student

'I like how we swap around, I like the metalwork, I work with nice people and I make nice stuff. I get to do what grown ups do.' Todd, student

'The kids here have problems, all of them. That's the nature of the place.' Jack Bennett, Treasurer and founding board member

The Launceston Student Workshop (known as Studentworks) at Rocherlea, Launceston looks like any other medium-sized factory selling directly to the public. Today, as normal, customers pull into the carpark. A young couple is looking for a cot and the manager of a Hobart furniture wholesaler has come to discuss an order for metal outdoor furniture.

Inside they are greeted quickly and warmly by the receptionist, a fourteen year old boy who asks the customers to wait while he gets the manager.

The customers decide to wait in Caféworks adjacent to the reception area, where students receive on-the-job training in hospitality. There they join locals and regulars for excellent cappuccinos and fresh meals that have been chosen, made and served by two 15 year old trainees.

It's dawning on the customers that Studentworks is unusual. Is it a school or a factory? Who actually works here? How can these very young people make furniture to the quality standard of the display items?

Any one of the management team (Coordinator Linda Farrington, Workshop Manager Michael Brown and Treasurer Jack Bennett) would be happy to explain. But this opportunity for their students is too good to miss. What better way to teach communication with customers and test understanding of the work processes than have students conduct the workshop tours? Their 15 year old guide starts off hesitantly but she is on safe ground; she knows the machines and processes well and she has the unbeatable advantage of enthusiasm.

Let's take a step back and look at what is happening here. Students are explaining detailed manufacturing processes to real customers who are buying, at commercial prices, items the students have made. This would be commendable

for 14, 15 and 16 year old students anywhere, but there's more. These young people have all been identified as seriously 'at risk' in the school system, in danger of dropping out or failing then drifting into unemployment and underachievement. Now busy students, they were until recently the kids everyone worries about but no one knows how to help.

A snapshot of Studentworks

What happens here:

- Studentworks is a factory, making wood and metal products that it also commercially markets and sells.
- Studentworks is also a Registered Training Organisation (RTO) producing work-ready employees with TCE and VET qualifications.

Workforce: The workforce consists of grade 8, 9 and 10 students who are at risk of school refusal, dropping out or failing. The students come voluntarily, referred from schools, parents or the community.

Employment outcomes: Studentworks places 85% to 90% of its students in jobs or apprenticeships.

Attendance: Students come to Studentworks every second week, alternating with their normal school, for 2 years.

Work hours: 8am to 4pm.

Number of students: 15 students attend a week

Teacher/student ratio: 1:5

Critical success factors

Authenticity. Students do real work in a real factory producing items which sell in a competitive marketplace.

Multi-skilling and work readiness are the goals: the eye is always on the job.

Students learn to take risks in a highly organised, controlled and supportive environment.

Enrolment is voluntary, but subsequent attendance and commitment are mandatory.

Management and staff share explicit values which they pass on to students: self management, responsibility, inclusiveness, kindness and respect.

Management and supporters are passionate about the organisation, the students and the Studentworks method.

There are strong links with employers and a strong support base in the community.

There is a solid, united management team with an unusually low staff turnover. (Two coordinators and two workshop managers in 27 years.)

Education and training

Training methods

'Employer surveys have repeatedly come up with a sub-set of employability criteria that are attainable for students with special needs who have the appropriate training. These criteria include qualities of reliability, responsibility, maturity, confidence, self-discipline and motivation. It is these qualities specifically that the program of Studentworks is designed to develop.'

'Employers' single greatest request for potential employees is responsibility.'

From Studentworks: meeting student needs by Linda Farrington

'**Learning by doing**' is the main methodology. The workshop copies and creates a real work environment, down to real workplace instructors, time schedules, products and customers. On top of this staff use specific training methods to make students with special learning needs ready for work.

'**Risk taking**' is another explicit methodology. Students are deliberately put into situations where they have to take risks which may lead to mistakes. Because they do so in a controlled, training environment, not a real workplace, they learn responsibility and self confidence. They can rehearse for work by trying out actions and behaviours and learn what succeeds and what does not.

'Too often we expect students to learn responsibility by example. We set an example and expect them to transfer that learning innately. However students learn responsibility by being given it (or taking it!) and running with it.' From *Studentworks: meeting student needs* by Linda Farrington

Identifying skills areas

Studentworks provides training at Level 1 Certificate level in a range of skills areas. Up to now these have included welding & boiler making, fitting & turning, retail, catering, spray painting, panel beating, engineering, warehousing and hospitality. Their workshop program is intensive, requiring 8 hour days of the students and more responsibility than they are generally used to.

'The trick is that we know where the jobs are. You couldn't just copy our training programs elsewhere, you'd have to find out where the jobs are in a particular area and run training that feeds into them.' Michael Brown, Workshop Manager.



Brian working in the catering section.

These training programs have been selected because they represent the skills areas in which students have found jobs in the past. In keeping with its evidence-based practice, Studentworks tracks the vocational outcomes of all former students. It also researches local employment trends and changes. This evidence is the basis of planning and development.

Studentworks' managers and board members question how well their program could transfer to other regions in Australia where there are differences in the local labor market. It is the process of how it's done, not the detail of what they do, which is the lesson to take away from Studentworks.

Work ready

In each of the training areas students learn through real-life experiences producing goods for commercial sale. They run a café & catering service, a retail outlet for which they make and sell nursery furniture and metal products, and organise and work on one-off contract jobs for specific clients. They are used to the hours and pace of real work and the obligations and persistence that holding down a job entails. Their diverse experiences make them ready to work.

Multi-skilled & flexible

The range of their training and work experience, from metal work to catering, gives students an attitudinal advantage in seeking work. If they cannot get a job in their chosen area immediately, they are skilled and confident in another. So for example, students with boilermaking ambitions could pick up casual work in hospitality and retail while they wait.

Students also watch the way their managers turn their hand to new work opportunities. A general attitude of entrepreneurialism at management level at Studentworks translates to 'having a go' at the student level.

Wanting to work

'Everyone wants a job till they get one. If people really want to work now they need never be out of it. The workshop does a great job in giving kids the will to work on top of the skills.'

Ray Sellars, long term Board member

Literacy

'If kids can't read or write we need to pick it up early. They are using powerful machines and it's essential that they can read operating instructions. We've re-written all the operating instructions to make them clearer.'

Michael Brown, workshop manager

The quality goals of the work and competency goals of the training both require record keeping and written instruction. At every stage of the manufacturing process students have to sign off documentation stating that they have understood certain information and can do a certain list of tasks. They also have to be able to read and explain plans, templates and instructions. Reading and writing are daily tasks for all students and because they are so clearly necessary for the work task, students do not 'kick at them' the way they might in a classroom environment. Instructors are aware of the need for competence in literacy.

'If a student is having trouble reading the instructions, I read them aloud really slowly. I have to know they really understand what they are doing and are prepared to sign that they know, or we waste a lot of material and time. They all understand that the reading and writing side of manufacturing is important but I don't want it to hold them up either.'

Michelle, 4th year apprentice explains how she instructs younger students.

Instructors

'The kids see teachers as authoritarian. When they come here, they encounter tradespeople, instructors, managers, customers. People still tell them what to do but it's with the job in mind, not authority for authority's sake.'

Michael Brown, works manager

All work instructors are not teachers but people who have worked in industry for up to 25 years. Their experience gives authenticity to the way they supervise and instruct students.

Jaime-Lee Bailey, the instructor at Caféworks, was a former student who completed her Certificate 11 in Hospitality at Studentworks, then went on to complete Certificate 111 at TAFE.

'I don't run it like a classroom. I try to get the kids to think about things and make the decisions, like how we price food and drinks, what we should cook, the timing of preparation to be ready for lunch, hygiene, neatness and presentation. Some kids can't decide anything, they are so used to being told everything. I forced one boy to decide what we were going to cook that day. It was a big task, I can tell you. He hated deciding. Finally he chose something, then I told him he was going to make it! He couldn't believe he had to do that by himself, but in the end he found a recipe and went away and made it. When he succeeded and people paid to eat it, it made a difference to him, but I certainly worked hard that day.'

Jaime-Lee Bailey, Hospitality Instructor

Students point to the cappuccino machine when asked what they enjoy about hospitality work. Jaime-Lee Bailey thinks that the cappuccino machine is transformational. Students master it quite quickly and get instant, positive feedback from customers as well as a marketable skill. Jaime-lee tells them, 'If you can make a good cup of coffee, you can find work anywhere in the world'.

Orientation program

'At first most students want to come here because they think it will be easier than school, where they're not having much fun. It's only after a while that they start to see Studentworks has having real benefits for their own lives. We want to get past the first stage and into the second as early as possible because by then they're really motivated. It's that inner motivation which gives a kid independence and direction. It's because we are after this inner commitment that we take so much care with orientation.'

Linda Farrington

Studentworks' orientation program can take a long time: interested students make between 3 and 16 visits, as much time as students need to understand what the commitment entails and to make a decision. Only a quarter of those who undergo the orientation process sign up. No child has ever been knocked back once they decided to come to Studentworks, though some have had to wait for a place. The first step is to sign a contract that is co-signed by a parent, their school principal and Studentworks. The contract sets out everybody's roles & responsibilities (See Appendix 2).

Moving between the workshop and school

Opinions of a group of students around the lunch table in Caf works

'School is the hard part. You just sit down all day and get into trouble if you stand. At school I just rock all day.'

'I never want to go back to school after the week here. In fact I'm on strike about it.'



Todd, Robert and Mark

'It's OK back at school because I see my friends and I get to sleep in.'

'I get teased by other kids at school. It's much better here. '

'I can't wait to work and earn money and get a car so I'm not interested in school.'

Students alternate a week at the workshop with a week at their normal school for two years. From Studentworks' point of view, the week's break gives students time to digest and reflect over what they have learned. As some of the students' comments above indicate, the discontinuity may pose more problems for the school than for Studentworks, where the entire program is designed around the week on/week off arrangements. The fact that enrolment is voluntary and supported by a thorough orientation is also likely to produce students who want to come.

Management & organisation

The beginning

Set up in 1978, The Launceston Student Workshop Inc. was the brainchild of a special education teacher, Marjorie Knox. Her work at Brooks High School led her to believe that some school students were slipping through the cracks of the conventional school system. They needed, she believed, an intensive practical education if they were going to move smoothly from school to work. Mrs Knox obtained an innovations grant from the Schools Commission, which paid for the setting up of a manufacturing workshop in the disused Kelsall & Kemp building. By 1982 the workshop needed more space and moved to the unoccupied Jonette Furniture building in Rocherlea. As an innovative factory and educational centre, it has become a national leader.

The workshop

'We are embedded in local economics. Apart from our survival, if you lose economically, the kids see through you.' Michael Brown, Workshop Manager

'You have to produce items that are labour intensive but where there is no competition. You can't compete with people you want to take your students in the end.' Jack Bennett, Treasurer

The workshop's products are chosen with great care so that Tasmanian businesses do not have the unfair competition of student labour. For example, Studentworks chose to make cots because they were not manufactured in Tasmania.

The Board

'Every Board member is an enthusiast about the workshop. As a group I believe we are very understanding and together have a wealth of knowledge. We have never had a difficult Board member, not in 27 years.'

Ray Sellars, Board member

The workshop is governed by a board. The board members are local employers, union members, education representatives, a Rotarian, an accountant and a person from the local Employment Advisory Committee. The Board meets every two months.

Long term Board members Jack Bennett and Ray Sellars describe the sensitivity of appointing the first Board members. It was vital to include union representatives and local employers because the workshop was using unpaid labour. This sensitivity remains.

Funding

The workshop is about 64% self-funded from the sale of their products. This can never reach 100% because of high instructor costs (a bit under 40%). These costs are met by a grant from the Tasmanian education department (under the Sundry Miscellaneous Grants Scheme) and Commonwealth/State Disability Agreement (CSDA) funding. CSDA funding applies because many students would be on disability pensions if they did not gain full time open employment on completion of the program.

Insurance

'Like a lot of what we do, we don't fit into any existing box.' Jack Bennett, Treasurer

Because the workshop is not paying students there is no Workers' Compensation cover. Management negotiated with the Tasmanian government and established a special insurance cover using the precedent of government insurance cover for students out of schools on work experience.

Visitors are resources

All visitors to Studentworks are considered resources. They give students opportunities to get to know a wide range of people and to practise communicating with them. Staff and students take trouble to win them over to the program. Linda Farrington keeps contact details of all visitors, knowing from experience that she might call on them for support or information in the future.

Staff

Real responsibility

'If you genuinely give people responsibility, you can't pull it back when it doesn't suit you.' Linda Farrington

Accountability is more than tokenism at Studentworks and instructors are genuinely accountable for their work, even if management does not see eye to eye with them on a particular matter.

The right people

'We find the right people, then work out how to use them.' Linda Farrington

Management is constantly looking out for people with the character and mind-set to work at Studentworks. These qualities come before qualifications.

Marketing students to employers

Studentworks works closely with youth services, employment agencies and individual employers. They actively market their students to local employers. The students are very much in demand for employment: they are young, but their skills and trade qualifications and 'work readiness' put them ahead of other school leavers. There was initial concern that Studentworks' students would be 'cannon fodder' for entry level jobs but this hasn't proved to be the case.



Community and industry partnerships

Studentworks' partnerships with industry and the community have two main functions: they lead directly to jobs for students and they make the whole program sustainable because Studentworks has 'respect in the bank'.

'An essential element in this partnership approach is having 'respect in the bank'. Asking for help up front is treated with cynicism and suspicion unless your relationship with the individual or organisation already has some mutual currency of respect. Any and every connection has to be ... nurtured because you never know when you need to 'cash in' that respect by asking a favour.' From *Studentworks: meeting student needs* by Linda Farrington

The partnership philosophy extends to visitors and strangers.

Over the years there has also been support from the three tiers of government and all political parties, government departments and local businesses. When needed these disparate supporters 'pull together'. An example was Studentworks' re-location in 2000. Launceston Council and Worksafe Tasmania smoothed the process and the community, local employers, students and staff gave up their free time to become removalists.

Culture, beliefs & attitudes

'Everyone at Studentworks seems to get along in harmony. How it happens I'm not really sure. Could be that they put their differences aside.'

Tabitha, student

Adolescence

Staff believe that if relationships at school and home are always in conflict, the adolescent learns that relationships are conflict. Adolescents, they say, are practising being in the world. It is vital that adults 'do as they would be done by' when working with adolescents. Middle adolescence is considered the perfect time to actively intervene: problems have surfaced, but many young people are still open and malleable.

'Adolescents act out the world in a virtual sense. They try on lots of personas: belligerent, easy going, temperamental then old and wise. They're fledgling adults. They're great to work with. Just when you think you've got it, they throw you a curved ball.' Linda Farrington

'Our age group - fourteen and a half to sixteen - is carefully chosen.' Jack Bennett

Respect

'We have some kids here in a seriously fragile state, slow and damaged by a hard life. We always try to put ourselves in the student's position. I must say they are generally a lot better behaved than I would be. They cut some adults a lot more slack than I would in their situation. Kids respect adults who respect them. It's that simple.'

Linda Farrington

Respect is basic at Studentworks. It is openly discussed by staff and students. Staff say respect is the first step to creating self-esteem, harmonious work relations, personal ambition and success. Students ask for it, think it is reasonable that they are asked to give it, and can identify the lack of it in other aspects of their lives.

The practical mind

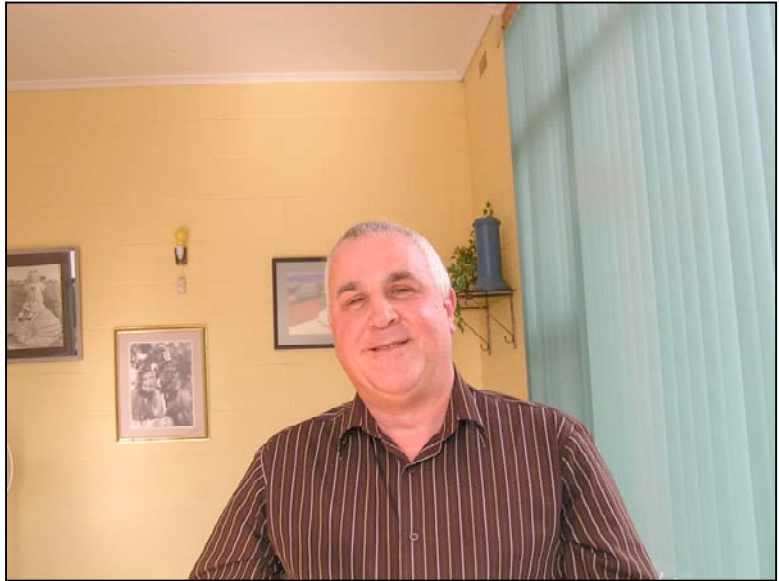
'If you look back in history there's always been the academic and the practical mind.' Michael Brown

Studentworks is a place for practical young people who are interested in work in trades areas. These students can suffer in schools where academic or sporting prowess is recognised, but manual skills and creativity are comparatively unnoticed and unrewarded. Students here 'learn by doing'.

Work ethic

'We keep it simple— we focus on the job.'

Nick Blaubaum, former Qantas manager, now Studentworks instructor, volunteer, mentor and self-identified 'passionate advocate'.



Nick Blaubaum

Studentworks staff consciously instil a work ethic in students. Employers of former students say that they are willing to work, are reliable and on time and have a realistic understanding of the workplace. This puts them ahead of others who have just been at school, and explains why some employers frequently go directly to Studentworks for new entry level recruits.

'One of the elements of the workshop's success is the focus on work. High schools generally don't focus on work. You can see it in their language: 'drop out', 'retention rates'. I think the workshop produces some of the smartest dumbest kids I've ever met.'

Paul Sellars, Manager, Sunrise Bakeries and employer of Studentworks' graduates

The boring bits

- Student: I hate sanding. It's so boring. Why do I always have to do it?
- Staff member: Who do you think does the boring bits at work?
- Student: The youngest one. Not fair!
- Staff member: Who should do the boring bits?
- Student: It should be fair. Everyone should have a turn.
- Staff member: You mean the supervisor or the boss should do their share of the boring bits? Do you think they'd pay you to work and then run around making sure you had an interesting day? Would you do that if you were the boss?
- Student: (laughing) No, I suppose the new people should do the boring bits. I'll be a boss then.

Cleaning up mistakes

Students have to clean up their own bad jobs so they understand the consequence of mistakes. This is organised matter-of-factly, without anger or blame, but the clean up must be thorough and students will talk through what happened with their supervisor or a manager.

Quality ethic

Staff constantly emphasise finishing the job, working cleanly and safely, being responsible for your own part of the job and being inspected. Every job a student does is signed off by the supervisor and discussed with the student in the process.

Overheard at Studentworks

- Student: I cleaned up. Can you sign me off?
- Instructor: OK I'll check.
- Student: But I told you, I did it.
- Instructor: It's not if you did it, it's if it's clean.

Communication

'One student told me he was going to prison, even though he wasn't in trouble with the police. The only story he'd ever heard from his family was that adults go to prison. We retalked his story— he had to reinvent his personality really.'

Linda Farrington

Linda Farrington has a range of skills from her special education background. She applies them systematically and constantly to her work. This occurs not so much in formal sessions with a label, but rather as a set of communications tools to be used with students as the need arises. Linda uses these tools constantly as she interacts during the day. Linda finds narrative therapy particularly effective along with conflict resolution, problem-solving and choice-making.

What is remarkable is how consistently other staff, many without professional backgrounds in therapy, use variations of the same skills repertoire.

Modelling attitudes

Staff believe that you can teach attitudes through positive modelling. 'It's no good pretending you're some sort of really together adult who has all the answers,' says one instructor. 'Kids don't believe you anyway.'

Listening

I've noticed if I get irritated with students it's often that we haven't understood each other. I try to stop and track back to where we've crossed wires. I try to teach them to help us listen to each other better.'

Jaime-Lee Bailey, instructor

At the heart of all the methods Linda Farrington and other staff use lies good listening. It is 'really listening' as opposed to polite or 'good enough' listening and entails complete non-judgement. Listening is also an aspect of the respect that Studentworks values so highly.

We might say to a kid, 'What is it you want to do?' The kid might say, 'I want to be an flight attendant.' Then if we reply, 'You'd better do something about your presentation first', we are controlling conversation till it's in an area we're comfortable with. That's not listening at all. You have to really listen and respect what they say, trust them to make their own decisions and support them. Trust and responsibility are pure tokenism otherwise.'

Linda Farrington

Self discipline

'Everyone is respected at Studentworks. There is a great emphasis on self discipline. Students make their own decisions and manage the consequences.'

Nick Blaubaum

Like a family

Staff describe Studentworks as a family. The support for students does not stop when they leave and staff have a parental, caring attitude to students past and present. Students return to borrow 'interview' clothes and shoes which are stockpiled in the 'interview cupboard', or for help or just to keep in touch.

Bullying

Many students who come to Studentworks have been bullied at school. Staff do not shelter them from this, on the understanding that if someone is a victim at school they will be a victim elsewhere. Bullying, they say, is to do with a pecking order and students need to learn strategies that will work for them in other contexts too.

Pecking order: an exercise to make the implicit explicit

A group exercise used at Studentworks requires placing chairs in a line. The group members are told to sit where they belong in the group. The aim is to make the implicit explicit as a prelude to helping students to differentiate between what they can change and what they have to accept. The method requires the co-ordinator to resist giving answers, but to help students think about and articulate their own options. Here is an excerpt from one session.

Co-ordinator: Is this seating order the same as what is happening in your group?

Student: Yes. I'm down this end and everyone picks on me.

Coordinator: What do you want?

Student: I want to be up the other end.

Co-ordinator: What would you like to do about it?

Student: I want to make the others respect me.

Coordinator: How can you do this?

Student: Get you to tell them off.

Co-ordinator: OK, I want you all to respect Richard. He's a good person and works hard and deserves respect. Did that help?

Student: No, I look like I couldn't do it myself, like I'm weak or something.

Coordinator: So what now?

Student: I dunno. I have to get my own respect.

Coordinator: How could you do this?

Student: I could be the best at something. Or I could stop thinking about it.

Coordinator: Which will you choose?

Student: Not worry about it. I don't care. The one up the other end has to worry about if someone wants to take it away from them. I can't get lower so I don't have to worry.

What's next?

'There are many irons in the fire. You can never expect what works today will work tomorrow. You've got to keep on your toes.' Michael Brown

'We're going to have a meeting every morning to explain the day's work, so the kids can see how what they are going to do fits into the larger whole.'
Linda Farrington

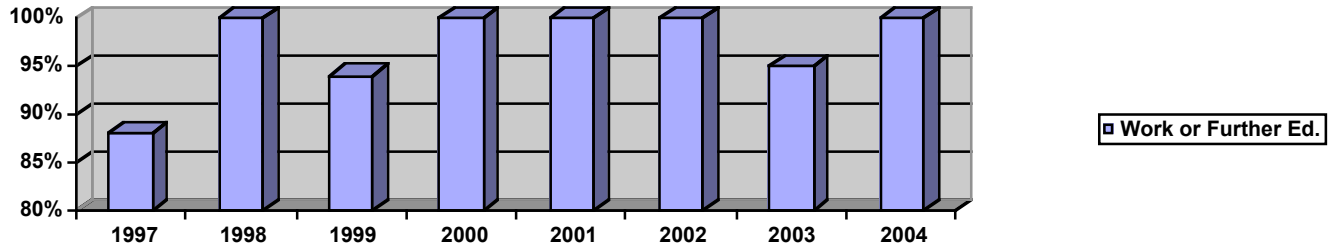
'We're working on a new locally designed skateboard for production.' Jack Bennett

'The future looks pretty rosy.' Tabitha (student)

'A good job and a nice car.' Kyle (student)

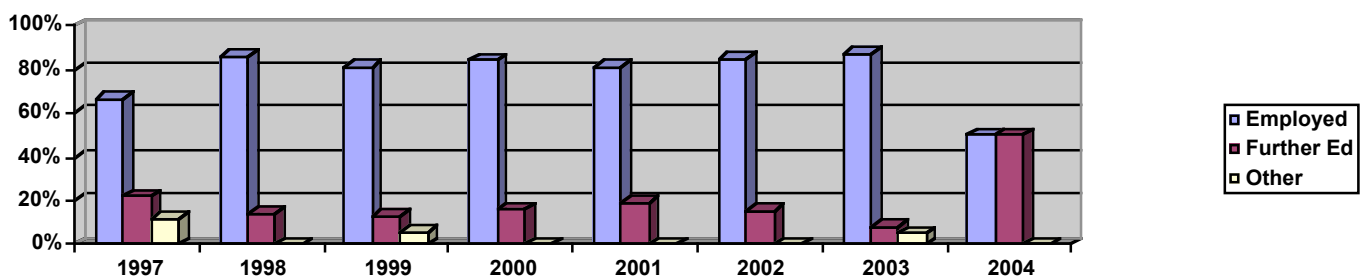
Outcomes

Percentages of Positive Student Outcomes by Year



Mix of Progression to Work or Further Training By Year

The dramatic change for 2004 figures reflect the inception of the Youth



Learning Officer Support Position funded through OPCET & will need to track students for three years post year 10 to see results.

Abbreviations

CSDA	Commonwealth/State Disability Agreement
DoE	Department of Education
OPCET	Office of Post Compulsory Education & Training (Tasmania)
RTO	Registered Training Organisation
TCE	Tasmanian Certificate of Education
VET	Vocational Education and Training

**job ready -
to start.**



**Launceston's
Student Workshop
turns out a proven
product.**



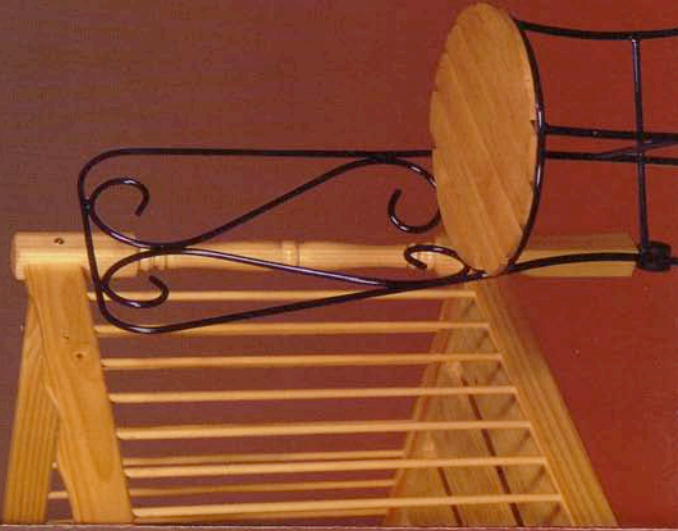
These Grade 10 students are ready for their first job. They're responsible, safe, skilful, careful, confident and best of all - they've got the right attitude.

Over the years we note the individual skills and strengths of our students. So we can match the right student for a prospective employer.

If you would like to know more about the activities of the Launceston Student Workshop, or even come and see us operating, simply phone:

Business Hours (003) 26 3877
Monday to Friday
Launceston Student Workshop.

**Launceston's
Student
Workshop
turns out a
proven
product....**

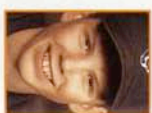
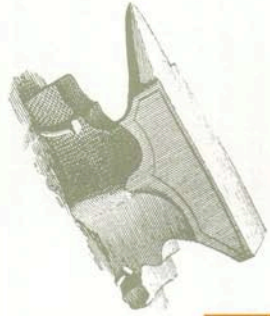
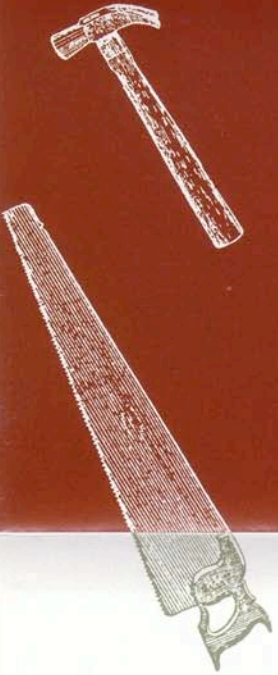


Work-proven & job ready - they're ready to start.

The Grade 10 students who come through the Launceston Student Workshop have spent their last two years of High School doing something truly unique - working at a real job. That's not to say they haven't been doing their school work. They have. For half the time though they have been working hard at the Student Workshop where the activities, conditions, expectations and discipline are the same as they will encounter out in the workplace.

This 'real-life' experience for students is real work in a small business working environment. The Workshop trains students not only in Trades but also in personal performance. Students know the standards that Industry require and they know what, as an employee, is expected of them. The students have no illusions as to what the working world holds for them. They want to work and are certainly not discouraged by the ordinary, mundane, down to earth tasks that are part of that first step into the working world.

They know what to expect - they're ready to start.



THEY'RE RESPONSIBLE
Students are taught what is required by employers. Their ethic is to consistently work to the peak of their ability and arrive punctually, ready for work, everyday.

THEY'RE SAFE
At the Workshop students follow rigid occupational health and safety guidelines. It's now second nature to them meaning they offer fewer accident / hazards for employers.

THEY'RE SKILFUL
The students have had real experience with industrial machinery. Lathes, welding gear, grinders, saws, sanders, compressors and air guns are among the equipment students work with.

THEY'RE CAREFUL
Every student is responsible and accountable for the tools and materials he or she uses. Along with store keeping experience students are taught care and respect for equipment.

THEY'RE CONFIDENT
The students understand the work they undertake and have no trouble explaining the whys and hows to supervisors although they like nothing better than meeting a challenge without supervision.

THEY'VE GOT ATTITUDE
They want to work. Workshop students don't shy-off the dirty little jobs that must be done - they're not easily discouraged. We're proud of our students as they show perseverance and pride in their work.

Appendix 2 Contracts

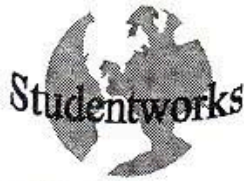
The following pages contain the contracts signed by parties to the student's participation in the Studentworks program.

Contract 1: Signed by the student

Contract 2: Signed by the student's school principal

Contract 3: Signed by the Studentworks co-ordinator

Contract 4: Signed by the parent



Board of Management

I, ofHigh School wish to participate in the industrial training programme of the Launceston Student Workshop Incorporated, trading as Studentworks and I agree that I shall:

- attend the Workshop at 199 George Town Road, Rocherlea from 8.00 a.m. to 4.00 p.m. on alternate weeks of the school year and that the Workshop programme will take precedence over any school or other activities that may conflict with this programme.
- remain subject to the discipline of home, school and the Workshop Manager and the Co-ordinator.
- be punctual, co-operative and reliable in undertaking any given tasks or following reasonable instructions at home, school and the Workshop.
- attend school regularly and attend Workshop on designated days unless (in the case of illness) I notify the Workshop before 8.00 a.m. and a medical certificate is provided, or prior authorisation is obtained from either the Workshop Manager or Co-ordinator
- at all times observe the safety requirements of the Workshop, including wearing the appropriate protective clothing and equipment.
- travel to Workshop as independently as possible

I fully understand that the programme offered by the Launceston Student Workshop is entirely optional and that if any of the above undertakings are violated I will be deemed to have broken my original agreement and I will be promptly returned to my regular school program.

.....
Date

.....
Signature



Board of Management

I, (Principal) of High School approve of the placement of..... in the industrial training programme of the Launceston Student Workshop Incorporated, trading as *Studentworks*.

- I agree the he/she will attend the Workshop at 199 George Town Road, Rocherlea from 8.00 a.m. to 4.00 p.m. on alternate weeks of the school year.
- I am aware the Workshop programme operates in a real business environment to establish common work practices and ethos. Therefore to meet the demands of production commitments, the Workshop programme will take precedence over other scheduled school activities or programs, sports carnivals, concerts, camps, excursions or performances that may be timetabled in designated Workshop weeks.
- I understand that the Workshop placement is dependent on the student's regular attendance and behaviour at school.
- I have visited the Workshop premises and am satisfied under my responsibility for the Duty-of-Care for the students enrolled in my school that the procedures and safe work practices adopted by the Launceston Student Workshop Inc. ensure their safety at all times.
- I understand that the programme is endorsed by D.o.E. and O.P.C.E.T. and that appropriate insurance cover has been arranged.

I understand that the programme offered by the Launceston Student Workshop is entirely optional and that if the student no longer wishes to be part of the programme or violates their original agreement they will be promptly returned to their regular school program.

.....
Date

.....
Signature



Board of Management

I, *Linda Farrington* (Secretary /Co-ordinator) of the Launceston Student Workshop Incorporated, trading as *Studentworks* will provide an industrial training and vocational education programme by means of a manufacturing, small business and I agree that I shall:

- provide a supervised programme of instruction and vocational education at the Workshop premises at 199 George Town Road. Rocherlea from 8.00 a.m. to 4.00 p.m. on alternate weeks of the school year.
- consistently enforce the self-discipline required by law in the Workplace, including an insistence on the wearing of appropriate protective clothing and equipment and safe work practices
- be consistent, fair and reliable in making decisions, assigning tasks or giving reasonable instructions to ensure the accomplishment of the desired and agreed learning outcomes for each student.
- provide training and information to enable students to gain the necessary skills and confidence to make a smooth transaction to their next step in their career pathway.
- at all times provide a safe working environment including the provision of appropriate protective clothing and equipment.

I fully understand that the programme offered by the *Studentworks* is entirely optional and that if the student no longer wishes to be part of the programme they will be promptly returned to their regular school program.

Date

.....
Signature



Board of Management

I give permission forto participate in the industrial training programme of the Launceston Student Workshop Incorporated, trading as *Studentworks*.

- I agree that he will attend the Workshop at 199 George Town Road, Rocherlea from 8.00 a.m. to 4.00 p.m. on alternate weeks of the school year and that the Workshop will take precedence over any school or other activities that may conflict with this programme.
- I undertake to encourage him to attend regularly both the Workshop and school programme at all times, unless in the case of sickness he notifies the Workshop personally and obtains a doctor's certificate.
- I understand that while he is in the programme he remains subject to the discipline of the Workshop Manager and the Co-ordinator and that he will be expected to be punctual, co-operative and reliable in undertaking any given tasks or following reasonable instructions.
- I undertake to provide him with overalls and work boots suitable for his protection in the Workshop.
- I will assist him in any way I can to travel independently, developing a sense of self-reliance and personal responsibility.
- I understand that D.o.E. and O.P.C.E.T. have approved the programme and that appropriate insurance cover has been arranged.

Date..... Parent signature

Address

.....
..... postcode

Phone No (03) Mobile/Contact No:.....
Date of Birth Age School