



NSW Record of School Achievement

- A pathway to the HSC
- A pathway to employment

Implementing a proposed NSW Record of School Achievement

Proposed NSW Record of School Achievement

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative record of achievement.

It is now much less common for students to leave school at the end of Year 10 to seek work or start apprenticeships. For those students, receiving their School Certificate was a natural ‘exit point’ from their school education.

For many people, completing Years 11 and 12 and getting a Higher School Certificate (HSC) was considered important only if a student wanted to enter university.

Much has changed over the last 45 years. Many more students want to stay at school to complete their HSC, and as a community we are encouraging that trend by increasing the school leaving age, setting national targets for school retention, and introducing more and varied HSC courses.

Some students will still want to leave school before receiving their HSC. Currently, around 18 percent of students who complete Year 10 do not go on to receive their HSC.

Students who decide to leave school during Years 11 or 12 deserve a record of their school achievements, presented in a way that is appropriate for the 21st century, and meaningful for them and prospective employers.

The Board of Studies NSW (the Board) now seeks your views on a proposed NSW Record of School Achievement – a credential designed to meet those requirements.

**You can have your say by completing our online survey at www.boardofstudies.nsw.edu.au/schoolcertificate/record-school-achievement.html
Please note, you will need to have read the contents of this directions paper in order to respond to the online survey.**

1 Background

In 2010 the Board consulted with over 20 peak stakeholder organisations, representing school systems, principals, teachers, parents and other interested parties on the relevance of the School Certificate.

During the course of these meetings it became clear that there was a high degree of agreement that the School Certificate should be replaced by a new credential based on a set of key directions.

Early in 2011 the Board issued a Discussion Paper that included a detailed analysis of the issues raised and views expressed by stakeholders and which set out those key directions. The Discussion Paper concluded with a series of broad directions for change. This document is available at:

http://www.boardofstudies.nsw.edu.au/schoolcertificate/sc_review.html

In summary, stakeholders agreed that a credential marking the completion of mandatory schooling was no longer appropriate. A significant majority of students now proceed beyond Year 10, and this proportion will increase as a result of the new school leaving age. There was strong support for the concept of a cumulative and more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

There was also general agreement that the external tests be replaced by an enhanced system of school-based assessment, moderated to ensure that statewide comparability is maintained.

These changes were approved by the Board and announced by the NSW Government.

Changes arising from earlier consultation and already agreed

The new credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extra-curricular achievements.

To put these changes into effect, the Board has developed a number of proposals that are the subject of this consultation process.

2 Some issues of scope

With the abolition of the School Certificate credential, the pattern of study and other requirements will, from 2012, become the minimum requirements for the proposed NSW Record of School Achievement.

The requirements for the registration and accreditation of non-government schools will remain unchanged, except that references to the School Certificate would be replaced by NSW Record of School Achievement.

The abolition of the external School Certificate tests does not alter the end date for Year 10. Students would still need to have a satisfactory record of attendance up until the final day of the school year, as defined by their school principal or school system authority. Without the external tests, schools will have additional time in Term 4 to complete Year 10 course requirements.

There will be no change to the starting point for Higher School Certificate studies as a consequence of the introduction of the new credential.

Reporting for course/s based on Life Skills outcomes and content will be essentially unchanged from the current system, with the course result being shown as 'Completed' on the new credential, and a separate Profile of Student Achievement providing details on the specific Life Skills syllabus outcomes achieved.

It is proposed that to qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board and
- completed Year 10.

3 Proposals

3.1 Delivering a cumulative comprehensive credential

3.1.1 Reporting measures

Stage 5

It is proposed that the new credential will report on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).

The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses would be retained.

Core and elective subjects that have been satisfactorily completed in Stage 5 would be reported with a school-determined grade. The other mandatory curriculum requirements that have been met would also be listed. The Board anticipates that grades for Stage 5 courses would need to be submitted at the end of November.

Stage 6

A to E (or equivalent) grades would be extended to Stage 6 Preliminary (Year 11) courses.

New descriptors would be introduced to provide a basis for awarding grades for student achievement at the end of Preliminary courses.

If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) would be recorded. The Board anticipates that grades for Preliminary courses would need to be submitted in October each year.

If a student partially completes a Preliminary or HSC course it is proposed that the Record of School Achievement record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.

If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their Record of School Achievement.

Issue of credentials

When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the proposed Record of School Achievement.

It is proposed that students would be able to request both a Record of School Achievement showing their earlier grades and an HSC Record of Achievement.

Where a student has achieved competencies in a vocational course, they would also receive a VET Statement of Attainment/Certificate, as appropriate. Students could also elect to receive a statement on their additional achievements (as detailed in Section 3.4 of this document).

Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other

reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by the Board.

Examples of the proposed credentialling arrangements for Stage 5 and 6 courses are provided in Appendix 1.

Your comments on the proposals for the reporting measures for the new credential...

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3.1.2 Time of issue

It is proposed that the NSW Record of School Achievement not be a ‘one point in time’ document, but rather, a record of a student’s achievements up until the time they choose to leave school.

It is proposed that schools will continue to provide individual assessments for their students from Year 10 onwards. The Board will store that information and issue the Record of School Achievement only when a student leaves school. By removing full cohort credentialling at the end of Year 10, the powerful signal to leave school is removed.

As is currently the case, students who go on to complete the appropriate requirements will be awarded their HSC.

Your comments on the proposals for when the new credential is issued...

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3.1.3 Method of issue

Currently the School Certificate testamur and related Record of Achievement are mailed in hard copy to schools.

The new cumulative information can be made available electronically.

Your comments on the proposals for the method of issuing the new credential...

3.2 Delivering stronger school-based judgements, supported by external moderation

3.2.1 Support for school-based assessment and teacher judgement of student achievement

It is proposed that reporting on student achievement for the NSW Record of School Achievement would be based on school-based assessments. Schools already have in place Stage 5 assessment programs for measuring student achievement and awarding subject grades. These programs would continue to be used.

In Year 11, the current suggested components and weightings for each Preliminary course would continue to provide a flexible guide for an assessment program for a 2-unit course.

It is proposed that the Board would provide support to strengthen school-based assessment in Years 10 and 11. This support would include:

- case studies/exemplars of a variety of valid assessment approaches to support deep learning, engagement with areas of interest and the development of self-directed learning
- additional material on the Board's Assessment Resource Centre (ARC) website, including assessment tasks in subjects and across the curriculum that schools may choose to use, modify or use as templates for developing their own tasks.

To help ensure statewide comparability of school assessments, the Board proposes to enhance the support it provides to teachers to help them understand and apply statewide standards.

The primary focus would be on assisting teachers to make grading decisions that are consistent across all schools.

This support could include:

- the development of course performance descriptors for Year 11 Preliminary courses
- additional material on the Board's Assessment Resource Centre (ARC) website, including assessment tasks and annotated graded work samples.

Your comments on the proposals on how to support stronger school-based assessment...

3.2.2 Moderation and monitoring of grades

A number of moderation and monitoring strategies would be used to provide statewide comparisons to ensure that the allocation of grades is consistent both within and between schools.

It is proposed that:

- Additional tools be developed to assist schools in monitoring their awarding of grades, based on sources of evidence such as variations in patterns of grades awarded by the school over time, the relationship between grade patterns and NAPLAN test scores and, for Year 11 grades, performance of school cohorts in the HSC.
- Moderation workshops be conducted where groups of teachers work together to develop a common understanding of the standards represented by each grade in each Stage 5 or Stage 6 Preliminary course.

Predictions can be provided early to schools about the pattern of grades in both Stage 5 and Stage 6 Preliminary courses that could reasonably be expected. The pattern of grades provided would take into account the relationship between the data and the subjects under consideration, and would provide tolerances for the likelihood that cohorts may change and students will improve on earlier performances.

The Board would expect schools to be guided by this pattern of grades as part of their internal moderation of grades awarded. The Board would also expect schools to apply their own knowledge of the particular circumstances in their school that might cause a deviation from the predicted pattern.

The Board proposes to monitor actual grades awarded and, where patterns of grades awarded are outside the expected range, may require schools to demonstrate that they are awarding grades consistently with the Board's statewide standards or may require schools to vary their grades. This may involve the submission of student work samples or other supporting evidence.

In moderating and monitoring grades, priority would be given initially to Stage 5 and Stage 6 Preliminary courses in English, Mathematics, Science, History, and Geography.

Your comments on the proposals on how to deliver moderation and monitoring of grades provided through the new credential...

3.3 Literacy and numeracy tests

3.3.1 Reporting on literacy and numeracy

The Board proposes making online literacy and numeracy tests available to school leavers.

Students who leave school prior to the HSC would have the option to take online literacy and numeracy tests at a point close to their departure. This measure would provide participating students with a current supplementary assessment of these key skills.

The tests would be complemented by a broader package of curriculum and assessment strategies, focused on work-readiness for school leavers. The Board is currently developing a number of curriculum initiatives that could be reported on the new credential. The first round of projects includes:

- the development of online literacy and numeracy support materials
- three additional modules in the Stage 6 English Studies Content Endorsed Course (CEC), with a culturally relevant focus to engage secondary students, especially Aboriginal and Torres Strait Islander students.

Your comments on the proposals to provide optional, online literacy and numeracy tests...

3.4 Reporting a broader range of student achievements

The new credential will offer students the ability to record their extra-curricular achievements.

3.4.1 How additional achievements could be recorded

It is proposed that this measure be provided on an opt-in basis for schools.

Eligible students would be given a page to record additional achievements in their *Students Online* account. This page will provide a drop-down menu of all forms of activity that are approved by the Board for inclusion. Students would select from the drop-down menu, record the nature of their achievement, the date achieved and upload evidence. Students would then be able to access this record for adding, deleting or printing out at any time.

At whatever point a student chooses to leave school they would then have the option to receive a printed summary of their additional achievements issued with their Record of School Achievement/Higher School Certificate. The list of achievements would be printed as part of the same package but on a separate page.

Given that this would be a new measure for NSW students, it is proposed that the record would initially capture only those activities that are broadly recognised as being associated with an approved merit framework (for example the Duke of Edinburgh Award scheme, or Australian Music Examinations Board certification).

In the longer term, the aim would be to report on a fuller range of dimensions of achievement that are identified as important by employers, the community and the tertiary sector. These capabilities could be demonstrated in the context of the curriculum, other school activities, formal external learning opportunities, work settings as well as other informal activities.

When fully implemented the process would remain the same but the drop-down menus would relate to the broad categories of achievement (for example: Service, Sustained quality participation, Creative, Physical, Work readiness, Communication) and students would enter their achievement in free text boxes. Students would be encouraged to review their profile and refine it from time to time so that it includes a succinct statement that contains their best examples of achievement.

Appendix 2 provides examples of the proposed reporting of additional achievements.

Your comments on proposals for which co-curricular areas should be reported on, and how...

4. Proposed implementation timeline

2012

- First Year 10 cohort enters for the Record of School Achievement
- Board of Studies develops and consults on Preliminary course performance descriptors in agreed range of subjects
- Board of Studies develops additional assessment materials for Stage 5 and agreed Preliminary courses
- Board of Studies provides optional tests in literacy and numeracy
- Board of Studies develops initial phase of optional additional reporting
- Early Term 3 – Board of Studies provides patterns of grades to guide schools awarding grades in Stage 5 courses
- Board of Studies conducts workshops with teachers in agreed subjects to support their judgements in awarding grades consistently
- 30 November 2012 – Stage 5 grades submitted to BOS
- December 2012 – Board of Studies monitors patterns of grades awarded and contacts schools where necessary
- Year 10 grades finalised by end of school year

2013

- First Year 11 cohort enters for the Record of School Achievement
- Board of Studies publishes Preliminary course performance descriptors in agreed range of subjects
- Board of Studies develops additional assessment materials for Stage 5 and agreed Preliminary courses
- Board of Studies consults on further elements of optional additional reporting
- Early Term 3 – Board of Studies provides patterns of grades to guide schools awarding grades in Stage 5 and Preliminary courses
- Board of Studies conducts workshops with teachers in agreed subjects to support their judgements in awarding grades consistently
- 30 October 2013 – Preliminary grades submitted to BOS
- 30 November 2013 – Stage 5 grades submitted to BOS
- November/December 2013 – Board of Studies monitors patterns of grades awarded and contacts schools where necessary
- Preliminary grades finalised during Term 4
- Year 10 grades finalised by end of school year

Appendix 1 Examples of proposed credentialling arrangements

Student A – a student leaving school at the end of Year 10

Student B – a student leaving school during Year 11

Student C – a student leaving school on completion of Preliminary courses

Students D, E and F – students leaving school at various points during their HSC year

Student G – a student completing the Higher School Certificate

Student H – a student not eligible for a Record of School Achievement (eg has not achieved mandatory English requirement)

Student A

Record of School Achievement



This is to certify that **Sample Student** of **Sample High School** has received the results shown below:

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student B

Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
has received the results shown below:

STAGE 6 PRELIMINARY COURSES

Participated in the following courses until 12 April 2013.

Year	Course
2013	English (Standard)
	Mathematics
	Biology
	Visual Arts
	Personal Development, Health and Physical Education
	Hospitality Refer to Vocational documentation

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student C

Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
has received the results shown below:

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2013	English (Standard)	A
	Mathematics	B
	Biology	C
	Industrial Technology	C
	Personal Development, Health and Physical Education	A
	Metal and Engineering	Refer to Vocational documentation

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student D *[continues overleaf]*
Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
has received the results shown below:

STAGE 6 HSC COURSES

Participated in the following courses until 12 December 2013.

Year	Course	
2013	English (Standard)	
	Mathematics	
	Biology	
	Society and Culture	
	Textiles and Design	
	Hospitality	Refer to Vocational documentation

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2013	English (Standard)	A
	Mathematics	B
	Biology	C
	Society and Culture	C
	Textiles and Design	A
	Hospitality	Refer to Vocational documentation

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C

Personal Development, Health and Physical Education (200) A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student E *[continues overleaf]*
Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
 has received the results shown below:

STAGE 6 HSC COURSES

Participated in the following courses until 12 April 2014.

Year	Course	
2014	English (Advanced)	
	English Extension 1	
	Modern History	
	Drama	
	French	
	Entertainment	Refer to Vocational documentation

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2013	English (Advanced)	A
	English Extension 1	B
	Modern History	C
	Drama	C
	French	A
	Entertainment	Refer to Vocational documentation

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D

Industrial Technology – Electronics (200)	C
Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student F *[continues overleaf]*
Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
has received the results shown below:

STAGE 6 HSC COURSES

Participated in the following courses until 12 August 2014.

Year	Course	
2014	English (Advanced)	
	English Extension 1	
	English Extension 2	
	Drama	
	French	
	Entertainment	Refer to Vocational documentation

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2013	English (Advanced)	A
	English Extension 1	B
	Modern History	C
	Drama	C
	French	A
	Entertainment	Refer to Vocational documentation

STAGE 5 COURSES

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D

Industrial Technology – Electronics (200)	C
Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Sample Student has met the requirements for the award of a Record of School Achievement

Student G

HIGHER SCHOOL CERTIFICATE Record of Achievement



This is to certify that **Sample Student** of **Sample High School**
has satisfactorily completed the courses listed below:

2014 Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 unit English (Advanced)	74/100	71/100	73	4
1 unit English Extension 1	44/50	46/50	45	E4
1 unit English Extension 2	39/50	34/50	37	E3
2 unit Drama	93/100	89/100	91	6
2 unit French Continuers	64/100	75/100	70	4
2 unit Entertainment		Refer to Vocational documentation		
Entertainment Examination	80/100	N/A	80	5

2013 Board Developed Courses (Preliminary)

	Result
English (Advanced)	A
English Extension 1	B
Drama	C
French Continuers	C
Entertainment	Refer to Vocational documentation
General Mathematics	B
Business Studies	D

ELIGIBLE FOR HIGHER SCHOOL CERTIFICATE

Student G *[if requested]*

Record of School Achievement



This is to certify that **Sample Student** of **Sample High School**
has received the results shown below:

Course Results

Year	Course	Result
2012	English (200)	A
	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements

Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Student H

Transcript of Study



This is to certify that **Sample Student** of **Sample High School** has received the results shown below but is **not eligible for a Record of School Achievement:**

STAGE 5 COURSES

Year	Course	Result
2012	Mathematics (200)	C5
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (Elective) (100)	B
	Religion, Catholic Studies (100)	D
	Industrial Technology – Electronics (200)	C
	Personal Development, Health and Physical Education (200)	A

Mandatory Curriculum Requirements


Languages	Completed
Technology	Completed
Music	Completed
Visual Arts	Completed
Personal Development, Health and Physical Education	Completed

Appendix 2 Examples of the proposed reporting of additional student achievements

A) INITIAL PHASE





Screen from Students Online

Building My Record of Achievement

Select Your Award	Level	Date of Achievement	Upload Evidence
Drop-down menu Duke of Edinburgh	Drop-down menu Gold	Fri 02/09/2011 16	

Add an award

My Record of Achievement Preview

Award	Level	Date of Achievement	Evidence
RLSA	Bronze medallion	21/09/2012	
AMEB	Level 6	17/11/2012	
AMEB	Level 7	20/08/2013	
First Aid	Senior Resuscitation	30/10/2013	

Edit a record


Delete a record

B) FULL IMPLEMENTATION

Screen from Students Online

Building My Record of Achievement

Add an Achievement

Area of Achievement	Description	Date of Achievement	Upload Evidence
Drop-down menu Service	Insert free text	Fri 02/09/2011 16	

My Record of Achievement Preview

Focus Area	Summary of Key Achievements	Evidence
Service	<ul style="list-style-type: none"> > Organiser of student charity drive 2011 raising funds for local youth refuge > Student Representative Council 2010–11 > Peer support team member 	<ul style="list-style-type: none"> Letter of appreciation Youth Services Inc School magazine excerpts listing leadership team Peer support team handbook
Sustained quality participation	<ul style="list-style-type: none"> > Member of school choir 2008–11 > Silver Award Duke of Edinburgh 2010 	<ul style="list-style-type: none"> Certificate of recognition Duke of Ed citation
Creative	<ul style="list-style-type: none"> > Capable and committed musician > Science project applied as part of environmental project in school 	<ul style="list-style-type: none"> List of performances (venues and dates) Link to performance on YouTube Newspaper clip re project
Physical	<ul style="list-style-type: none"> > Represented school in swimming 2007–11 > Qualified soccer referee 	<ul style="list-style-type: none"> List of swimming achievements Soccer referee accreditation certificate
Work readiness	<ul style="list-style-type: none"> > Qualifications in first aid > Successful experience in part-time employment > Provisional driver licence 	<ul style="list-style-type: none"> First Aid certificate Statement of Work Duties and Contact details Manager local Bunnings Driver licence

Focus Area	Summary of Key Achievements	Evidence
Communication	<ul style="list-style-type: none"> <li data-bbox="435 327 948 353">> Confident and capable in customer relations <li data-bbox="435 409 735 436">> MC school musical night <li data-bbox="435 456 863 517">> High quality in class oral and written presentations 	<ul style="list-style-type: none"> <li data-bbox="1019 327 1374 387">Contact details Manager local Bunnings <li data-bbox="1019 409 1270 436">Musical night program <li data-bbox="1019 456 1374 517">Sample video of oral assessment task <li data-bbox="1019 539 1374 600">Sample PowerPoint developed for assessment task

Edit a record

Delete a record