



Participant Handbook

The CEDAR Centre

Things you need to know when undertaking your studies at CEDAR Centre



*A centre for education
& meaningful
community interaction*

RTO no. 5987



cedarcentre

Call (07) 4512 6770 or visit
www.cedarcentre.com.au

Nationally Recognised Training,
Government Funded Courses,
Engaged Learning Support
& Community Centre.

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Welcome to CEDAR Centre

Vision Statement

Our vision is a learning community that is empowered, sustainable and compassionate.

Mission Statement

Our mission is to facilitate and support a culture of lifelong learning and evolution of ideas. We do this by providing practical tools and solutions in education, sustainable practices and positive and meaningful community interaction.

About Us

CEDAR Centre is a community based education centre that has been providing accredited training, community education and access to a variety of learning and meeting environments for over 40 years.

Previously known as Toowoomba Education Centre, the organisation now offers a range of qualifications as a Registered Training Provider (No. 5987) from Certificate II through to Diploma level qualifications in Aged Care, Disability, Early Childhood, Education Support, Community Services, Mental Health, Business Administration, Foundation Skills and Hospitality.

We specialise in collaborative partnerships designed to assist our diverse community members to achieve their goals and maintain sustainable and meaningful interactions through education, employment and community engagement.

Our new premises is located in the former Butter Factory in Brook St, Toowoomba. It provides welcoming spaces that support us achieve our mission:

To facilitate and to support a culture of ongoing learning and evolution of ideas.

How to contact us

CEDAR Centre
Student Services
PO BOX 16354
NORTHOINT TOOWOOMBA QLD 4350

Ph: (07) 4512 6770

Fax: (07) 4512 6777

Email: info@cedarcentre.com.au

Website: www.cedarcentre.com.au

Facebook

Like us on Facebook to stay up to date with events and activities at the centre and help us spread the word on offers that may be of interest to your friends and the wider community.

Facebook: www.facebook.com/cedarcentretoowoomba

What courses do we offer?

CEDAR Centre offers a range of courses designed to assist participants of all ages reach their full potential. CEDAR Centre offers courses that allow participants entry into community care careers such as an Aged Care Worker, Disability Care Worker and Home and Community Care Workers. We also offer a large range of business courses, alongside catering to those wishing to pursue a career as an Education Support Worker (Teacher Aide).

Every course has a pathway into and out of the course. Introductory courses build your skills to obtain the course you want, and to allow you to progress into higher level courses. Every course has beneficial pathways and these can be discussed with staff.

Our business courses include leadership, team building, training and assessment, and are designed to enhance management skills at all levels.

We are currently delivering the following qualifications:

- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- CHC30213 Certificate III in Education Support
- CHC30113 Certificate III in Early Childhood Education and Care
- CHC33015 Certificate III in Individual Support
- CHC32015 Certificate III in Community Services
- BSB30415 Certificate III in Business Administration
- SIT30616 Certificate III in Hospitality
- CHC40213 Certificate IV in Education Support
- CHC43315 Certificate IV in Mental Health
- CHC43115 Certificate IV in Disability
- CHC50113 Diploma of Early Childhood Education and Care
- CHC52015 Diploma of Community Services

Further information on all our courses can be found on our Webpage at www.cedarcentre.com.au.

Studying at CEDAR Centre means that you have the flexibility to choose your own study method. At CEDAR Centre you can study at home, attend workshops with a cohort of like-minded participants, or we can visit you in the workplace if that better suits you and your supervisor. Whichever method you choose, CEDAR Centre's experienced trainers and assessors will support you throughout your training to attain your qualification.

CEDAR Centre also offers a range of corporate and short courses, designed to enhance your level of knowledge and skills. These short courses are based on industry best-practice concepts, and have been developed in consultation with industry experts.

Please visit our website at www.cedarcentre.com.au for more information.

Learning and Assessment

Assessment is the most vital part of the learning process. It is a process that is undertaken with the aim of obtaining a full or partial qualification. CEDAR Centre’s assessments have been designed with workplace jobs or functions in mind so that the assessment is as relevant as possible to your circumstances. CEDAR Centre is committed to ensuring that our assessments are valid and reliable, through our continuous improvement process, and recognised by industry and the National Training Framework.

Assessments may be completed using a number of pathways:

- on-the-job assessment
- off-the-job assessment
- combination of above
- Recognition of Prior Learning
- direct credit transfer
- written assessment
- observation of work performance.

How do I know what I will be assessed in?

On commencement of each unit, you will be given a Learner Guide and Assessment Guide. Both these documents will help you achieve competency in the unit.

The Assessment Guide has a number of sections that require completing when it is handed out to you. Below is a sample of the information that must be completed on commencement:

Participant Name:		Commencement Date:	
--------------------------	--	---------------------------	--

TABLE ONE: For valid and reliable assessment of this unit, a range of assessment methods will be used to assess practical skills and knowledge. The table below contains the information regarding the ways you will be assessed.

Assessment tasks used and satisfactory outcomes achieved (Assessor to tick appropriate boxes)	
<input type="checkbox"/> Assessment Task 1	Third Party Report/Observation/Demonstration
<input type="checkbox"/> Assessment Task 2	Learner Workbook - Short Answer Activities
<input type="checkbox"/> Assessment Task 3	Skills and Knowledge Activity
<input type="checkbox"/> Assessment Task 4	Major Activity
<input type="checkbox"/> Other - Alternative Assessment Activity	Description of Task:

Target Date	Participant Signature
	I agree to the above mentioned assessment activities as indicated above.

Figure 1: Assessment Acknowledgement

This is found at the back of the Assessment Guide.

The assessment tasks are outlined as above. You will be able to see what is involved in all the assessment tasks in the document. If you have any concerns, please discuss with your trainer/assessor.

All assessment tasks should be completed in the Guide or as attachments. It is important to follow all instructions for each assessment task.

In the instructions at the front of the guide, there is further information on the format, how to submit your assessments and attachments, performance evidence and other requirements.

Please note that pencil is not allowed when submitting the final assessments. Emailing completed assessments is encouraged, as this reflects the current trends in the workforce.

Please read the Assessment Guides thoroughly. By reading the guides, you will have a better understanding of what is expected of you in undertaking the assessment. Some units are offered through a clustered arrangement ie: the assessment activities may relate to more than one unit. This is to better reflect a more realistic workplace scenario.

Submitting an Assessment

It is expected that **all Assessments are completed electronically**. There are some qualifications in which this is not available, but you will be advised by your assessor. If you cannot submit your assessments electronically, please discuss with your assessor.

In each Assessment Guide, you will be given directions on what is required in completing these assessments. However, when submitting assessments electronically, the typical subject format is as follows:

UnitCode LastName

For separate tasks that require assessment, please name these files as above, but identify the Task:

UnitCode LastName Task No.

If you cannot use a computer or require additional support in using a computer, this will be included in your Training Plan. Please discuss this with your assessor.

All assessments should be emailed to:

info@cedarcentre.com.au

or

as directed by your assessor.

How long do I have to complete my assessments?

CEDAR Centre acknowledges that we all lead busy lives. Whilst we will attempt to facilitate everybody's needs, there is a timeframe to complete individual units and full qualifications. This is to ensure that the information is fresh in your mind and you keep progressing towards completion. Your trainer or assessor will advise you in this area. This is called the Target Date which will be given to you on commencement of the unit (see Figure 1).

There may be occasions where individual units of study are grouped together for ease of delivery or assessment. This will result in different time frames allotted for completion, and your trainer or assessor will advise you if this is the case.

What is the purpose of the Training Plan?

When you have completed all the induction activities, your trainer and Students Services Coordinator will review the information we have gathered about you. This process is designed to ascertain what other

support services may be required, opportunities for Recognition of Prior Learning, previous studies and a plan for learning and assessment.

The Training Plan guides the participant throughout the duration of the program and includes:

- Units to complete through training
- Units undertaken through RPL
- Credit Transfers
- Start & End dates for qualification
- Start & End dates for units
- Agreement between all parties

Please note that the start and end dates for units differs from the target end dates. This is to allow you time to complete workplace activities and allow you time to complete any outstanding or non-satisfactory tasks in your assessment.

Extension of Completion Date

Your nominal completion date of your qualification will be advised by Student Services during the induction. This date will also appear on your training plan. We understand that sometimes more time may be needed to complete the qualification. If so, the completion date may be extended for up to two months.

Access to Records

Any participant can access their personal records at any time. All other access will be granted once a written request is received and signed by all relevant parties, including the participant. Participant results will remain the property of CEDAR Centre for a period of 30 years.

All participant information is treated with the utmost confidence, and will only be used by CEDAR Centre for effective participant management. Information will not be released to any third party unless requested by the participant.

Recognition of Prior Learning (RPL)

All participants have the right to request assessment through the RPL process. RPL is an assessment process used to recognise skills or knowledge that you already have.

This recognition can include a combination of formal and informal training, education, and/or work or life experience.

If you think you have skills and knowledge which can be used to assess competency, consult with your CEDAR Centre trainer. The trainer/assessor must be able to collect enough evidence to match against the criteria set out in the endorsed industry or enterprise competency standard of the relevant Training Package. The evidence could include:

- certificates or results from prior learning
- references from past employers
- third party reports from clients and work samples.

Assessment of overseas qualifications

The Department of Education and Training's Overseas Qualifications Unit provides free assessments of overseas qualifications for Queensland residents.

Overseas qualification assessments are based on guidelines developed by the Australian Government and expressed in Australian Qualifications Framework (AQF) terms.

Assessment of your overseas qualification provides employers and educational institutions with a general education comparability of your overseas qualification against the AQF.

To apply for an assessment you must:

- live in Queensland
- have permission to work or study in Australia
- have completed a post-secondary, technical, vocational or higher education qualification overseas
- have completed a qualification awarded by a recognised educational institution.

For more on assessment of overseas qualifications please see the Assessing your Overseas Qualifications brochure accessible from this link of the Department of Education and Training website:

<https://training.qld.gov.au/site/training/Documents/career/overseas-qualification-assessment-brochure.pdf>

Direct credit transfer

If you have completed formal study, and have achieved competency in any modules contained within your course of study, you may be granted a direct credit. You will need to supply a copy of the Statement of Attainment issued by the training organisation. At the time of enrolment your trainer will assist you.

If you are able to gain a direct credit for any module, contact your trainer or Student Services and we will help you with the evidence needed. If you are a fee-for-service participant, a direct credit may mean a reduction in overall course fees.

CEDAR Centre will recognise the assessment decisions of any other endorsed Registered Training Organisation, (RTO), and will direct credit any participant upon receipt of the relevant statement of attainment.

Vocational Placement

For participants who are undertaking a qualification and are not currently working in the industry (i.e. traineeships), you may be required to undertake vocational placement. Participants will be expected to complete a Verification of Work Form if they are employed.

Participants are placed in a workplace to receive practical training and experience as part their course. Vocational placement can also be referred to as work placement or industry placement.

Placement aims to provide:

- “Hands-on” experience in the workplace
- Knowledge of employers expectations
- The opportunity to test career choices
- Establishing contacts for future job prospects
- Opportunity to gain confidence and better communication skills through learning
- Exposure to the real world of work and the opportunity to learn about a particular industry
- Improved employment prospects
- Employability skills

In order to undertake Vocational Placement, participants will have to undergo the relevant police check. Different qualifications require different checks or application processes. This will be outlined in the Course Guide.

These checks are mandatory before placement can commence.

We will support you throughout your studies

CEDAR Centre will support you throughout the duration of training. With the assistance of CEDAR Centre trainers and Student Services, you are already half way there.

CEDAR Centre ensures that all learning materials and resources meet the requirements of the relevant training package associated with your course, and the Australian Quality Training Framework (AQTF). We achieve this through a stringent, continuous improvement process.

CEDAR Centre only engages the highest-quality trainers. All CEDAR Centre trainers have the relevant qualifications to undertake training and assessment, as per the AQTF, and are continually undertaking professional development to remain at the forefront of adult education.

All participants will have direct access to their trainer. If you are having trouble with the content of your course, your trainer will be available to answer your questions and get you back on the right track. If you need assistance with any other matters, Student Services is always available to assist. Student Services can be contacted on **(07) 4512 6770** between 8:30am – 4.30 pm.

Student Services will:

- provide extra materials, if you are fast tracking your studies
- negotiate extensions to due dates and course completion dates
- provide follow-up assistance to help keep you on track with your negotiated progression dates
- help to organise tutorial dates, additional learning assistance, etc.

Language, Literacy and Numeracy Support

To support our participants, CEDAR Centre conducts a Language, Literacy and Numeracy (LLN) screening to identify and assist any participants who may need additional support.

CEDAR Centre will assist the participant to access support either through CEDAR Centre or another organisation.

CEDAR Centre recognises that all vocational training includes language, literacy and numeracy tasks and ensures that:

- materials, resources and assessment tools and tasks do not require participants to have language, literacy and numeracy skill of more complexity than those used in the workplace
- opportunities for repeated and supported practice are given
- opportunities for independent practice exist.

Welfare and Support Services

CEDAR Centre does not offer formal welfare or support services, but we will support you while you study. If you have any problems with your course and we can't help, we will find the person who can!

We care about our participants

CEDAR Centre is a place of learning and fosters a friendly and comfortable atmosphere. If you need a place to study, maybe even a computer to use, contact Student Services, and we will arrange for you to use one of our meeting rooms. If you have a larger group, CEDAR Centre has a number of conference rooms available at a very reasonable rate to the public.

When you visit CEDAR Centre campus, make sure you:

- wear appropriate, comfortable clothes

- wear appropriate, comfortable footwear
- respect other people using and working in the facility by observing all occupational health and safety requirements of the site and all staff directions
- arrive at least five minutes early so training can commence on time, if you are attending a workshop or tutorial
- let us know if you injure yourself while on site, so that staff can take appropriate measures.

Respect for others

Participant Code of Conduct

CEDAR Centre respects your right to be treated fairly; learn in an environment free of discrimination, racial, sexual or other harassment. By signing the enrolment form, you agree to abide by the regulations and Code of Conduct. Participants are expected to conduct themselves in a manner that will not discredit themselves or CEDAR Centre, either within the centre or at the workplace.

Acts which seriously interfere with the basic purposes, necessities and processes of the academic community or which deny the essential rights, health and safety of other members of the CEDAR Centre community are prohibited.

Rules and policies regarding participant misconduct are available below.

Mobile Phones and Electronic Devices

Participants are to be considerate of the rights of others at all times whilst on location or at any location activity related to CEDAR Centre. Any use of mobile phones or devices that impinges on the rights of others may result in the suspension or exclusion of the participant from the CEDAR Centre for a specific period.

Internet and Email Usage

Access to the internet is provided to enable you to locate resources directly related to your studies only. Access to the internet through CEDAR Centre equipment is a privilege, not a right, so you need to be aware of the conditions associated with this privilege.

CEDAR Centre has the right to monitor and otherwise control access to the internet and network. You are required to read the policy statement on computer/internet access as part of your participant orientation program. Please ensure you read and understand it.

Smoking

Smoking is prohibited in buildings and entries/exits to buildings or car parks. Smoking is permitted in designated areas. It is an offence under Queensland law to breach these conditions.

We encourage you to take advantage of the park across the road if you would like to have a cigarette.

Student Areas

We welcome all students to use the facilities at our premises. This includes the foyer area, sitting areas, computer lab, The Hub and Student Kitchen. You are able to bring your own food and store it in the cupboards and refrigerator. There is also a tea and coffee facilities and a microwave for student use.

However, we ask that you clean up after yourself. This includes washing up any utensils and crockery that you might use. Please note that the any food items stored here are your responsibility and that other students may be able to access them. Please label all food items to avoid any confusion.

Misconduct

Misconduct is any behaviour which disturbs the enjoyment of others, inhibits the performance of others and jeopardizes the workplace, health and safety of others.

Misconduct includes but is not limited to:

- Theft/fraud/violence/assault

- Inappropriate language
- Discrimination, harassment, intimidation or victimization on all EEO and non EEO grounds
- Serious negligence including OH&S non compliance
- Breaches of policy on staff/service users relationships
- Serious breach of confidentiality
- Refusing to carry out lawful and reasonable instructions
- Wilful disobedience
- Being affected by alcohol or drugs (both illegal and prescription) in that their faculties are so impaired that they are unfit to participate in activities
- Behaving in a way that is inconsistent with the continuation of a registered training contract
- Plagiarism or collusion.

Disciplinary Procedures

Misconduct, will in the first instance, be dealt with by the Coordinator and if necessary Corrective Action will be applied. Should an adequate solution to the issue not be reached, another meeting with the coordinator and Chief Executive Officer will be held. If the issue is referred, the participant will be provided with a written statement of the misconduct and required to sign a Corrective Action Form.

If the issue requires cessation of tuition, the participant will be given notice in writing giving formal reasons for the determination and if less than 18 years of age, notice will also be given to the parent/guardian.

Where it is acknowledged that there is a continuance of the misconduct, the participant will be requested to convene with the Chief Executive Officer to account for the circumstances under which this misconduct transpired and sign a declaration. The Chief Executive Officer will make a declaration on the direction of action to be taken. At this phase, the Chief Executive Officer reserves the right to prohibit the participant from any additional training and assessment.

For training delivered in a third party environment (e.g. workplace) the third party's relevant disciplinary procedures will exist.

Being Safe

Workplace Health and Safety

Work health and safety (WHS) is about managing hazards in the workplace so that the risk of injury is reasonably minimised, if not eliminated altogether. We all play an active role in this, so this WHS topic will further explore what participants need to know to do their bit, and what CEDAR Centre are doing to fulfil theirs.

Participants must take reasonable care of their own health and safety at work or on location, and avoid harming the health and safety of other people. There are requirements under the Work Health and Safety Act 2011 (Qld) for all persons to meet this responsibility. These laws also apply to places of learning, as well as workplaces.

General obligations whilst in attendance include:

- Comply with the instructions given by the teacher for WHS
- Use personal protective clothing where required or instructed
- Do not wilfully or recklessly interfere with or misuse anything provided for workplace health and safety at CEDAR Centre
- Do not wilfully place at risk the health and safety of any person whilst on premises
- Do not wilfully injure yourself.

CEDAR Centre's Responsibility

Although CEDAR Centre is not an 'employer' as far as the relationship with its participants is concerned, CEDAR Centre does have obligations under the legislation as 'persons in control of a workplace' and as supervisors of our participants.

The obligations are to provide and maintain a working environment where staff and participants are not exposed to hazards. Our responsibilities include:

- Having WHS policies and procedures in place to protect and guide staff and participants
- Providing WHS information, instruction, training and supervision
- Ensuring the risk of disease or injury from the workplace is minimised for all persons coming onto the location
- Ensuring the risk of disease or injury from any plant or substance provided by CEDAR Centre to staff and participants is minimised when used properly
- Ensuring a safe work environment
- Reporting accidents to appropriate WH&S authority's first aid officer or representative

First Aid

If first aid is required, please ask a CEDAR Centre staff member for assistance.

If it is an emergency, an Ambulance should be contacted in the first instance.

Fire Evacuation

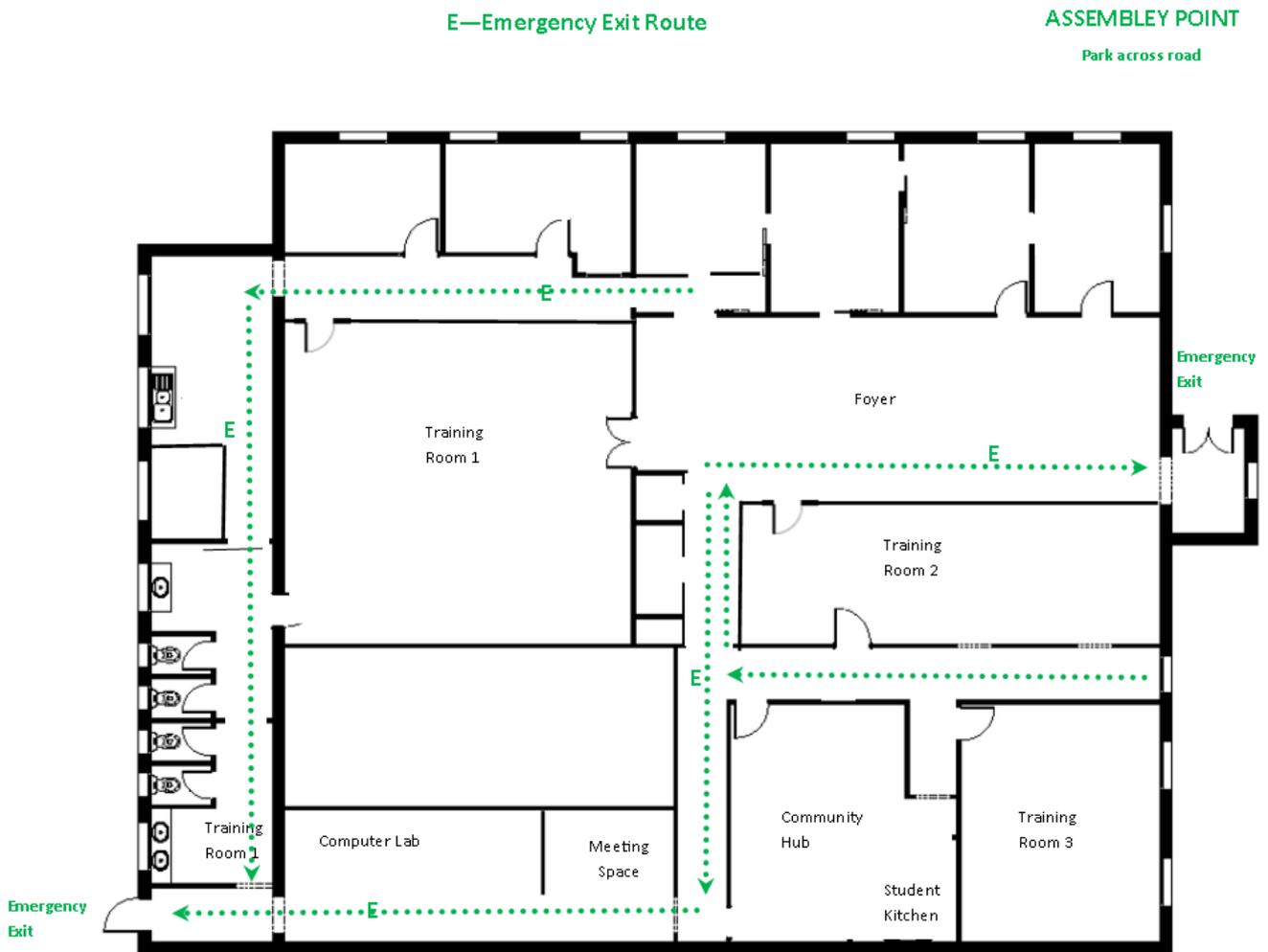
In the case of fire, notify any CEDAR Centre staff member of the location of the fire.

Under instruction from a CEDAR Centre staff member, move smartly, but do not run, to the designated assembly area. Descend stairways no more than two (2) abreast. Keep to the outside of stairways to allow access for emergency personnel.

Once at the assembly point, a CEDAR Centre staff member will call the roll to check that all participants are accounted for. Do not leave this area until the 'all clear' has been given.

If you are not in class when the alarm is raised, proceed directly to the designated assembly point. Do not re-enter any building. Do not take refuge in toilets, storerooms, rest rooms or the deck, courtyard or garden areas.

Evacuation Plan



The Emergency Assembly Point is across the road in the park. Please be careful when crossing Brook St as a number of vehicles go up and down this road.

Managing Your Study

Quality Management

CEDAR Centre is committed to providing a high quality service and a focus on continuous improvement practices. CEDAR Centre values all feedback and comments from participants, employers, stakeholders, industry representatives and CEDAR Centre staff for incorporation into training and assessment service provision. As part of our continuous improvement and quality management strategies, CEDAR Centre undertakes the following processes:

- Internal audits
- Internal Training and Assessment reviews
- Course Evaluations
- Participant Questionnaires
- Employer Questionnaires

You will be asked to provide feedback through participant questionnaire, to assist us in ensuring our high quality service, customer-driven and customer-focused courses met expectations, needs and outcomes.

Unique Student Identifier

From 1 January 2015 if you are undertaking a nationally-recognised program at CEDAR Centre you will need to have a Unique Student Identifier (USI). This includes study of an apprenticeship or skill set, certificate or diploma course.

A Unique Student Identifier, which is made up of ten numbers and letters, gives you access to your own online USI account. Your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

To create your USI, go to www.usi.gov.au. With your permission we can do this on your behalf.

Course Outlines

Before the commencement of your course with the CEDAR Centre, you will be provided with a Course Outline based on your enrolment and qualification. Course Outlines provide you with the following:

- Course outcomes and pathways
- What skills and knowledge the course covers
- Entry requirements
- Units of competency/subjects to be undertaken
- Duration of course
- Timetable
- Participation requirements
- Resources and reference materials

Withdrawing from your Course

If you are having difficulty with your course, talk to your trainer or assessor as they may be able to assist you in finding a way around the problem or look into alternative arrangements.

If you are unable to continue with your course, talk to your trainer or assessor. You may be eligible for a Statement of Attainment.

If you simply stop attending class, training sessions and handing in work, you risk getting a withdrawn result. You can withdraw from your course without penalty if:

- You enrol in subject and don't attend any classes or begin study

- You withdraw from a subject or stop study and no assessment events were required at this point or you have a progressive assessment at a pass level based on evidence contained on your participant file
- You should notify your trainer and coordinator of your intention to withdraw.

If you wish to withdraw from your course, you are required to complete the **Defer/Withdraw/Amend Form**. If you are to withdraw from the course and apply for a refund of fees, please refer to the CEDAR Centre's Refund Policy.

Course Progression

CEDAR Centre is committed to a systematic process of monitoring, recording, assessing and reporting the course progression of participants. We are committed to proactively notifying and supporting participants who are at risk of failing.

CEDAR Centre will undertake the following steps to ensure participants are aware and informed in relation to their course progress and status:

- Monitoring records management system
- Provision of quarterly/bi-yearly progress reports – participants and employers
- Course evaluation – participants
- Intervention strategies – for participants who have been identified as 'at risk'.

Course progress reports will be provided to all participants on a regular basis to ensure participants are fully informed and allows for self-monitoring. Where your employer is party to the Training Agreement, we will also provide them with information on your course progression.

Completion

Upon completion of your course, CEDAR Centre will issue a Certificate or Statement of Attainment based on your results.

Issuing of Awards

In general three types of awards are issued by the CEDAR Centre:

- **Full Qualification** issued under the Australian Qualification Framework. These qualifications include Certificate III. Full qualifications can only be issued once the participant has been deemed competent across all the relevant units of competency making up the qualification. Information about the actual units of competency is available in your Course Outline.
- **Statements of Attainment** are issued when the participant is deemed competent in specific units of competency but not all the units of competency within the qualification.
- **Statement of Attendance** are issued when a participant attends a short course which is not within the Australian Qualification Framework. To receive a Statement of Attendance, the participant must have a satisfactory attendance rate. For example, a one day course would require 100% attendance.

Awards will only be issued upon the participant meeting all course requirements including payment of fees. Your results will be withheld if you have any fees owing or if you have been excluded from a CEDAR Centre's course.

Qualifications and Statements of Attainment will be issued according to the Australian Qualification Training Framework or State or territory requirements where applicable.

Committed to finding a solution

CEDAR Centre is committed to finding a solution to any problem. You will be able to appeal any assessment decision made by CEDAR Centre should you feel it is warranted. Our appeals and reassessment process is an integral part of all training and assessment, and helps to ensure that our assessments reflect the four assessment principles of reliability, flexibility, fairness and validity.

Appeals Process

If you wish to appeal any assessment results, you can first discuss the issue with the trainer and/or assessor (in most cases, this will be the same person). CEDAR Centre trainers will work co-operatively with you to resolve the issue to the satisfaction of all parties.

If you would like to proceed further, a formal request should be made to the Training Department, and a formal appeals process will begin. CEDAR Centre will accept appeals in writing within twenty eight days of the assessment being issued to the participant.

CEDAR Centre will engage an independent assessor or panel of assessors to reassess the evidence. You will be informed of the outcome. If the outcome is still not acceptable, you will be advised in writing. You can then lodge a complaint with the State Registration Authority. CEDAR Centre will comply with all obligations within a three month period, once the appeal has been lodged.

Grievance and Complaint Process

If you wish to lodge a grievance or complaint, a formal or informal approach can be initiated by you, the participant (or your nominated representative), to the trainer or assessor. This meeting will be recorded by CEDAR Centre. If, however, the grievance involves your trainer or assessor, a formal or informal approach may be made by you to the Training Department.

All attempts will be made by CEDAR Centre to resolve the grievance internally with all parties involved. If the grievance cannot be resolved internally, an appropriate legal or independent impartial body will be engaged to act as an objective and impartial arbitrator. You will be consulted as to the selection of the appropriate body and may have representation by a third party, if you wish, in any subsequent discussion.

Disciplinary Procedures

All CEDAR Centre participants are expected to take responsibility in line with all current workplace practices and legislation, both on- and off-the-job. Any breaches of discipline will result in the participant being given a verbal warning. Further breaches will result in the participant being asked to “show cause” as to why they should not be excluded from further activities with CEDAR Centre. CEDAR Centre’s Management will decide on all exclusions. Management’s response will be final in this matter.

Some of the expectations of a CEDAR Centre participant are that you will always be:

- courteous to all staff and fellow participants
- respectful of all staff and fellow participants
- respectful of the facilities at CEDAR Centre
- punctual when keeping appointments and inform CEDAR Centre in a timely manner if unable to keep appointments.

Access and Equity

Participants who meet entry requirements are accepted into any training or assessment process. Participants have equitable access to all programs irrespective of their gender, culture, linguistic background,

race, location, socio-economic background or disability. CEDAR Centre will make arrangements for participants with special needs.

Admission procedures are free of discrimination and all attempts will be made to identify an alternative course of action if a participant does not meet entry requirements.

Refund Policy

Once training has commenced, refunds will be given on a pro-rata basis, in accordance with the agreed training plan. For those units you have commenced training in, (those in which you have received resources and/or training) fees will be refunded on a pro-rata basis (see following page). If fees have been paid in advance and training has not commenced nor resources issued, then fees for those units will be refunded in total. You may appeal in writing to the CEO to appeal this refund policy. Contact Student Services at CEDAR Centre to discuss the refund policy if you are not sure or have any questions.

Refund Tables

Short Courses & Skill Sets

Refunds for enrolments in individual classroom based courses will be calculated in accordance with the following sliding scale.

Reason for Refund	Notification requirements	Refund
Client withdrawal	In writing, eight (8) calendar days or more prior to the course commencement	100% of the course fee (paid by the client)
Client withdrawal	In writing, within seven (7) calendar days prior to the course commencement.	75% of the full course fee (regardless of how much the Client has already paid)
Client withdrawal	In writing, less than 24 hours prior to course commencement.	Nil Refund
Client withdrawn from the course by CEDAR Centre	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by CEDAR Centre	CEDAR Centre will advise as soon as possible	100% of the course fee (paid by the client)

- a) A fee equal to 25% of the full fee is charged where cancellations occur within seven (7) days before commencement of an enrolled course or assessment.
- b) Fees are refunded in full where the client submits in writing reason for withdrawal, eight (8) days or more prior to commencement of an enrolled course or assessment.

Qualifications/Accredited Courses

Refunds for enrolments on nationally recognised qualifications (workplace based/traineeships) and accredited courses are subject to the following refund formula.

Fee Type	Description	Fee \$\$
Enrolment Fee Cancellation (Initial Unit Fee)	RTO administrative processes for processing of enrolment, reporting, workbooks and other administrative actions related to cancellation	As per Unit Course Fee Schedule
Unit Fee – Commenced	For all individual units commenced/attended/completed from within the qualification /Accredited course	Full Unit Fee payable by the client Nil Refund
Unit Fee – Not Commenced	For all individual units NOT commenced/attended/completed from within the qualification /Accredited course	Full Unit Fee paid by the client is Refunded (excluding Initial Unit Fee paid before Enrolment)

Reissuing Qualification Certificates or Statements of Attainment

If you lose your original qualification, CEDAR Centre is very happy to replace it for you. Simply contact Student Services, who will locate your file in archiving. Student Services will then reissue your Qualification Certificate or Statement of Attainment.

The cost for reissuing certificates is:

- Qualification Certificate \$25.00
- Statement of Attainment \$15.00

What funding options are available?

Courses offered through CEDAR Centre can be funded through various options. Depending on the funding arrangement, there may be different requirements for you as a participant, and for CEDAR Centre as the training provider. It is important that you are aware of the funding arrangements that is providing for you to undertake your studies.

User Choice Traineeships

An apprentice or trainee is a person employed under a training contract, providing a combination of employment and structured training designed to give employees the vocational skills essential for their chosen career paths.

[Traineeships offer the ability to 'learn and earn' from day one.](#)

An apprentice or trainee is contracted to an employer for a nominal period of time, enabling them to successfully gain competence in a trade as an apprentice, or vocational area as a trainee.

Traineeships are established in conjunction with Australian Apprenticeship Centres (AAC's) and employers who formalise an employment and training contract. In Queensland, Traineeships are administered by the Department of Education, Training and Employment (DETE).

Traineeships can be undertaken as fulltime, part time or as a school-based activity. CEDAR Centre provides a flexible delivery model which allows trainees to access workshops or engage in the training remotely through workbooks, portfolios and workplace observations. An individual training plan will be developed in conjunction with both the trainee and employer prior to commencement to ensure positive learning outcomes within the designated timeframe.

(Please refer to Traineeship Policies)

Certificate 3 Guarantee

Certificate 3 Guarantee is a Queensland Government initiative which reduces the cost of the course to the participant. Certificate 3 Guarantee is targeted at Certificate III level qualifications because Certificate III is the entry-level qualification most often needed to gain employment in many industry sectors.

[Certificate 3 Guarantee increases your employment opportunities.](#)

You will receive subsidised training for one Certificate III qualification of your choice to increase your employment opportunities.

Recipients of the Certificate 3 Guarantee can be *unemployed and seeking work, or be working on a full time, part time, self employed or casual basis*. There is also no minimum education requirement, only the standard entry requirements for the course of study. However, the following criteria must be met:

- not hold or be already undertaking a Certificate III or higher level qualification (Certificate III qualifications completed at school or overseas are not counted)
- be 15 years of age or older
- have finished secondary school or left school
- be a Queensland resident:

It is expected that participants on this program are *actively engaged in seeking further employment*. CEDAR Centre will support you to find employment or to link you into further educational pathways to further your career while you are studying with us.

(Please refer to Certificate 3 Guarantee Requirements)

Engaging Communities for Learning Program (ECL)

ECL targets disadvantaged learners for whom education and training opportunities have traditionally been poor. The training is provided in less formal settings and tailored to an individual's needs and abilities. This project is funded through the Queensland Governments Skilling Queenslanders for Work Initiative.

ECL helps people with diverse learning needs to gain qualifications up to certificate III level.

To be eligible, you must:

- be over 15 years of age and have finished or left school
- Be a Queensland resident:
 - an Australian Citizen or permanent resident living in Queensland, OR a
 - New Zealand citizen permanently residing in Queensland, OR a
 - Humanitarian Visa holder, OR a
 - Temporary Visa Holders living in Queensland with the necessary visa and work permits on the pathway to permanent residence
- Be Ineligible for Australian Government employment services or assistance, OR require complementary services because of significant barriers to learning and employment, OR have accessed Australian Government services for more than six months and remain unemployed

The Qualifications that are available through this program are:

- CHC33015 Certificate III in Individual Support
- CHC32015 Certificate III in Community Services

Higher Level Skills (HLS)

The Higher Level Skills Program provides a government subsidy to support eligible individuals to access one subsidised training place in selected Certificate IV level and above qualifications, or priority skill sets. It is a key initiative under the Queensland Government's five-year training reform action plan, Great skills Real opportunities.

HLS helps you advance your career.

The aim is to assist individuals to gain the higher-level skills required to secure employment or career advancement in a priority industry, or to transition to university.

To receive this funding, you must meet the following conditions:

- QLD resident aged 15+
- No longer enrolled in secondary school
- Australian citizen or permanent resident
- Must not hold and/or be enrolled in a Certificate IV or higher level qualification (not including qualifications obtained at school)

Fee-for-Service

Our Fee for Service (FFS) qualifications are delivered flexibly, allowing the participant to choose the delivery model that best suits them. With options for class-based workshops or distance learning, CEDAR Centre can provide a training solution to meet your needs.

Undertaking a nationally accredited qualification with CEDAR Centre will provide you with the fundamental skills required for performing in your chosen industry. We offer a range of delivery platforms, which meet the training needs of small businesses, large enterprises and individual participants.

Fee for Service qualifications are delivered on a self-paced basis, allowing participants to choose a timeframe that best fits in with the constraints of their personal and working life.

Traineeship Policies

Trainee Obligations

The trainee obligations are:

- Observe the conditions of the relevant employment agreement or award
- Attend and perform work as directed by the employer
- Behave in a courteous and professional manner
- Obey all lawful directions
- Work towards achievement of the competencies detailed in the training plan
- As instructed, undertake any training and assessment detailed in the training plan
- Maintain a record of training in their record book

Note: While the trainee is under 18 years, the parent or guardian identified in the training contract must ensure he/she upholds the responsibilities listed above. When the trainee turns 18, the parent or guardian is no longer party to the contract.

The training contract ends on the signing of a completion agreement acknowledging the completion of the training.

Probationary Period

Probation is generally for a period of between 30 and 90 days, depending on a number of variables. Local departmental offices and Australia Apprenticeship Centres can provide information on the appropriate probationary period for Traineeship.

Trainees should consider issues including the following:

- Suitability for the Traineeship
- Level of satisfaction with their choice of industry and training scheme
- Whether the industry offers them in a future
- Satisfaction with relevant industrial relations arrangements

If, for any reason during probation, either party wishes to withdraw from the training arrangement the right exist to unilaterally do so. That right exists during probation only and expires with the expiry of the probationary period. It is therefore imperative that the parties use probation wisely and for the purpose it is intended.

Training Plan

There must be a training plan for all Trainees and if the person is under more than one training contract, there must be a training plan for each of the Traineeships.

A training plan provides a structured approach to the development and attainment of skills for particular qualification. A training plan must be negotiated and the contents agreed to by the Trainee, employer and registered training organisation. The plan must be finalised during the probation period and signed by the parties. Registered training organisations can be funded by the department to assist the parties in identifying skill needs and to discuss the prioritising of skill attainment.

A properly negotiated training plan will:

- Provide an opportunity to select what, how, where and when skills will be achieved
- Provide a measure to assess the Trainee's progress
- Assist the parties to manage, plan and map the Trainee's work rotation

- Identify a timeframe by which skills must be demonstrated
- Detail the training methods to be undertaken and the monitoring arrangements (i.e. how and when assessment will occur).

Training Record

CEDAR Centre is required to issue a training record to Trainees within 14 days of the training plan being signed. The purpose of the training record is to record the achievement of competencies agreed within the training plan. This record is an important document that must be kept by the Trainee throughout their training program and given to the employer and CEDAR Centre for inspection and to have entries updated, on a regular basis of not more than 3 months.

The training record belongs to the Trainee and may be used to:

- Show employers what training they have completed
- Gain credit or exemptions in another training course
- Assist in preparing future job applications
- Determine competency levels thereby supporting eligibility or ineligibility for wage progression
- Confirm completion of the training program and eligibility for issue of a qualification
- Assess skill levels should competency by the subject of dispute between the Trainee and the employer

Cancellation

Following expiry of the probationary period, parties to the training contract forfeit their right to withdraw unilaterally from the training contract. Once probation has expired, termination of the training contract can only occur through:

- The mutual agreement of the parties, i.e., the employer, Trainee and where relevant, the parent or guardian; or
- Where the parties do not agree, application made to the State Training Authority, which will decide the matter; or
- The Determination of the State Training Authority.

Prior to considering cancellation action, the parties should make every effort to resolve their differences. Departmental officers can assist in resolution negotiations.

Mutual Agreement

Should the parties mutually agree to cancellation of the Training Contract, they must prepare and sign a written request to cancel and forward it to their nearest departmental office.

The request should nominate the reason for cancellation and the agreed date of cancellation. The cancellation takes effect on approval by the State Training Authority.

Cancellation where the parties do not agree

If one party only wishes to withdraw from the Training Contract, an application for cancellation can be lodged with the State Training Authority for investigation, and hearing will be arranged. Whilst awaiting the decision, the employment and training contract maintains its status as a legally binding agreement. Accordingly, the parties are obliged to continue to honour their commitments under the contract.

Useful Phone Numbers and Websites

CEDAR Centre Ltd

Phone: (07) 4512 6770

<http://www.cedarcentre.com.au/>

Australian Apprenticeships Information Site

<http://www.australianapprenticehips.gov.au>

Australian Apprenticeships Referral Line

Phone: 133 873

Training.gov.au

<http://www.training.gov.au>

Department of Education, Training and Employment

Phone: 1300 369 935

<https://det.qld.gov.au/>

Queensland Training Information Service (QTIS)

<http://qtis.training.qld.gov.au/Traineeship>

Wageline information

<http://www.fairwork.gov.au>

[/https://www.qld.gov.au/jobs/entitlements/pages/wages.html](https://www.qld.gov.au/jobs/entitlements/pages/wages.html)

Search Engine

<http://www.google.com.au>

Glossary of Terms

Access and Equity	Policies and approaches that ensure vocational education and training are responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; Indigenous Australians and rural and remote learners
Accredited Course	Structured sequence of vocational education and training that has been accredited and leads to an Australian Qualification Framework (AQF) qualification or Statement of Attainment
Adult Learning Principles	Principles that address the way in which adults learn. These include: <ul style="list-style-type: none">• adults have a need to be self-directing• adults have a range of life experiences• learning must be experienced in a meaningful way• adults have a need to know why they are learning something• training needs to be learner-centred to engage learners• the learning process needs to support learner independence
Appeals Process	Process where the candidate, or other party, such as an employer, may dispute the assessment decision and seek reassessment
Apprenticeships/ Traineeships	Contract for an apprenticeship/traineeship made between an employer and an apprentice/trainee, which is registered with the appropriate state or territory government department or agency as may be required by state/territory legislation
Articulation	Process of linking two or more qualifications into a sequential and integrated pathway, so that individuals can progress from one qualification to the next, in a continuum that provides an agreed and transparent quantum of credit for achievement of the prior qualification/s in relation to the destination qualification
Assessment	Involves the implementation of thinking skills by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent/not yet competent based on the evaluated evidence
Assessment Materials	Physical and documentary resources that assist in part of the assessment process. They may include work samples from the candidate; the documented competency standards or other documented assessment benchmarks; other related documentation impacting on assessment; the assessment tools; assessment exercises/ activities; equipment and tools and any other resources for the quality assurance arrangements of the assessment system
Australian Qualification Framework (AQF)	Policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment. The AQF comprises the following qualifications titles: <ul style="list-style-type: none">• Senior Secondary Certificate of Education• Certificate I• Certificate II• Certificate III• Certificate IV

- Diploma
- Advanced Diploma
- Bachelor Degree
- Graduate Certificate
- Graduate Diploma
- Masters Degree
- Doctoral Degree

Australian Skills Quality Authority (ASQA)	The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. As the national regulator for the vocational education and training (VET) sector, the Australian Skills Quality Authority (ASQA) seeks to make sure that the sector's quality is maintained through the effective regulation of providers and accredited courses.
Competency	Process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the learning outcomes of an accredited course. You may only be assessed as competent; there is no degree of competence, i.e. very competent, slightly competent
Competency Standard/s	Requirements for effective workplace performance in a discrete area of work, work function, activity or process and are used as the basis for defining learning outcomes and the benchmarks for assessment within the Vocational Education and Training (VET) sector. Competency standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace. Competency standards have a standard format and are also referred to as units, units of competency, competencies, and competency specifications
Direct Credit	Refers to the agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component/s of the destination qualification, based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification
Distance Learning	Involves a learner-managed, learning process that is supported by the provision of learning resources and learning materials supplied by trainer/facilitator who guides the learner through completion of the materials to achieve the desired competency standards/learning outcomes
E-learning	Involves learning processes, which use available electronic media as the mode of delivery to provide flexible options that suit differing client needs. It covers any learning that is assisted by information and communications technology (ICT). This mainly includes computer-based, online learning, but also covers interactive CD-ROM, video, handheld computers, mobile phones, teleconferencing and video conferencing
Element/s of Competency	Is part of the format of competency standards. They are the basic building blocks of the unit of competency specifying the critical outcomes to be achieved in demonstrating competence
Evidence	Information gathered to support a judgment of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, for example: <ul style="list-style-type: none"> • direct, indirect and supplementary sources of evidence, or a combination of these

- evidence collected by the candidate or evidence by the assessor
- historical and recent evidence collected by the candidate and current evidence collected by the assessor

Fairness	One of the Principles of Assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment provided
Flexibility	One of the Principles of Assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies regardless of how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; be accessible to support continuous competency development
Flexible Learning	An approach to vocational education and training which allows for the adoption of a range of learning strategies in a variety of learning environments, to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including online)
Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately in a range of contexts; the integration of speaking, listening, and critical thinking with reading and writing. (LLN) includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text
Learner Styles	Refers to the different ways in which individuals receive, respond and process information in order to acquire and develop knowledge, skills and competence. Learner styles may be: auditory, visual, kinaesthetic, tactile, left/right brain, global/analytical, theoretical, activist, pragmatist, reflective
Learning Activities	Activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills/knowledge through practice and experience. Learning activities take many forms and may include group-based activities, role plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research
Occupational Health and Safety	Prevention and mitigation of work-related illness or injury, including illness or injury that may be of long onset
Qualification	Is defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs
Recognition of Prior Learning (RPL)	An assessment process that enables recognition of competencies currently held, regardless of how, when or where the learning occurred. This recognition can include a combination of formal and informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standard of the relevant Training Package. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples.

	The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient
Registered Training Organisation (RTO)	Training organisation registered in accordance with the Australian Quality Training Framework, with a defined scope of registration
Reliability	Principle of Assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed
Scope of Registration	<p>Training organisations are registered for a defined scope that identifies the particular services and products that can be provided. A Registered Training Organisation may be registered to provide either:</p> <ul style="list-style-type: none"> • training delivery and assessment services and products and issue accredited qualifications and Statements of Attainment • assessment services and products and issued accredited qualification and Statements of Attainment
Statement of Attainment	Record of recognised learning which, although falling short of an Australian Qualifications Framework qualification, may contribute towards a qualification outcome, either as partial completion of a course leading to a qualification, attainment of competencies with a training package, or completion of a nationally accredited short course, which may accumulate towards a qualification through recognition processes
Training Package/s	<p>Represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. They are an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.</p> <p>Training Packages consist of:</p> <ul style="list-style-type: none"> • endorsed components of competency standards, assessment guidelines and qualifications • optional, non-endorsed components of support materials, such as learning strategies, assessment resources and professional development materials
User Choice	Provision of New Apprenticeships, whereby an employer and an apprentice or trainee can choose the training provider for the government-funded, off-the-job elements of the training program. The organisation chosen can be a CEDAR Centre or any other registered training organisation (including a school) that has been registered to deliver the required training
Validation	<p>Has two meanings:</p> <ul style="list-style-type: none"> • a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgment of competence, in relation to the same unit/s of competency • from the Training Package Assessment Materials Project: this term is also used in competency-standards development to describe the consultation processes used to validate draft products to ensure they meet industry/enterprise needs.



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