



**Australian Government**

# **CHCEDS008 Comply with school administrative requirements**

**Release: 2**

## CHCEDS008 Comply with school administrative requirements

### Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>New evidence requirements for assessment</p>

### Application

This unit describes the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes.*

1. Complete forms and documents as required

#### PERFORMANCE CRITERIA

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.1 Access and select forms for appropriate purpose
- 1.2 Complete in accordance with the organisation policies and procedures
- 1.3 Use templates from software provided

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

2. Store and access information appropriately

2.1 Store information in accordance with organisation guidelines

2.2 Provide individuals with access to information in accordance with organisation guidelines

2.3 Maintain information on the organisation in a confidential and secure manner

2.4 Report breaches of information security to the relevant person

3. Manage enquiries in accordance with school policy and procedures

3.1 Handle enquiries promptly according to organisation policy and procedures

3.2 Use effective listening and speaking skills in oral communication

3.3 Refer enquiries about student learning or progress to relevant person

3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures

3.5 Use communication equipment and information technology in accordance with school protocols

3.6 Use telephone techniques and emails according to organisation policy and protocols

4. Complete written documentation

4.1 Present written information and ideas in a clear and concise manner so the intended purpose is understood by the recipient

4.2 Complete and present documents within designated timeframes

4.3 Present written information to meet standards of style, format and accuracy

5. Use technology to support

5.1 Use available technology to address

**ELEMENT**

*Elements define the essential outcomes.*

administrative and education support activities

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

administrative responsibilities in line with organisation requirements

5.2 Use word processing software, formatting and editing to produce documents

5.3 Develop simple spreadsheets as required

5.4 Use the internet to search and access information

5.5 Insert graphics into a word processed document and print the document

5.6 Use relevant software to prepare and/or deliver basic presentations as required by work role

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

*Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

*Range is restricted to essential operating conditions and any other variables essential to the work environment.*

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten

- Special education centre
- Community education centre

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>