



CARDIUN  
COLLEGE  
MARCELLIN CAMPUS



# CURRICULUM HANDBOOK



# Contents

<b>1</b>	<b>From the Principal</b>	<b><i>p. 3</i></b>	
<b>2</b>	<b>About the Campus</b>	<b><i>p. 4</i></b>	
<b>3</b>	<b>The SACE</b>	<b><i>p. 4</i></b>	
<b>4</b>	<b>The Program</b>	<b><i>p. 5</i></b>	
	4.1 Overview of the Program		
	4.2 Vocational Training		
	4.3 Work Placements		
	4.4 School-based Apprenticeships		
<b>5</b>	<b>Program 1 (Head Start)</b>	<b><i>p. 9</i></b>	
	English		
	Mathematics		
	Decisions for Life		
	Physical Education		
	Community Studies		
	Personal Learning Plan		
	Business Studies		
	Discovery (STEM)		
	Immersion Activities		
<b>5</b>	<b>Program 2</b>	<b><i>p. 15</i></b>	
	5.1 Overview		
	5.2 Skills Practical		
	5.3 Research Project		
	5.4 English		
	5.5 Mathematics		
	5.6 Decisions for Life		
	5.7 Workplace Practices		
	5.8 Trade Principles		
<b>6</b>	<b>Program 3</b>	<b><i>p. 20</i></b>	
	6.1 Overview		
	6.2 Community Studies		
	6.3 Workplace Numeracy		
	6.4 Workplace Literacy		
	6.5 Decisions for Life		
	6.6 Skills Practical		
	6.7 Business Management: Entrepreneurship		
<b>7</b>	<b>Qualifications</b>	<b><i>p. 24</i></b>	
	Automotive Servicing Technology		
	Construction Pathways		
	Electrotechnology (Career Start)		
	Engineering		
	Retail Cosmetics		
	Salon Assistant		
	Early Childhood Education and Care		
	Individual Support		
<b>8</b>	<b>Frequently Asked Questions</b>	<b><i>p. 33</i></b>	

# From the Principal

On behalf of the staff of Marcellin Campus, I would like to officially welcome new students and their families to our community.

These are exciting times for us as the Marcellin Campus continues to strengthen its unique education and training model.

We remain resolute in:

- Promoting pride and fostering excellence in the teaching, learning and acquisition of trade/ technical skills
- Ensuring that Vocational Education and Training (VET), including commencing a School-based Apprenticeship/ Traineeship (SBAT), is a valued and well-recognised pathway choice available to young people.

Marcellin is proud of its highly specialised education and training program and the fact it caters for students who wish to complete the South Australian Certificate of Education (SACE) alongside a trade/vocational training pathway. Marcellin students are unique in that they graduate with dual qualifications; their SACE,

Certificate II or completion towards Certificate III in their chosen trade/vocational pathway.

As a Catholic diocesan school belonging to the Archdiocese of Adelaide, Marcellin prides itself on Catholic values inspired through the Marist charism. Marcellin endeavours to empower and motivate young people to develop to their full potential and use their individual gifts with confidence, sense of self management and responsible service.

We set an adult working culture at the Campus while, at the same time, nurturing the students through the completion of their secondary school studies. An emphasis will be placed on developing positive attitudes to work and training and continuing to develop an aptitude to study. It is important to also recognise that a contribution to the wider community is an important aspect of a student's learning at Marcellin.

We look forward to working with each of you throughout the duration of your time at the Marcellin Campus.

Best wishes

*Dr Paul Rijken*  
Principal





# About the Campus

Marcellin is a coeducational senior secondary technical campus providing a unique and dynamic educational experience, enabling students to study the South Australian Certificate of Education (SACE), alongside a Vocational Education and Training program designed to deliver workplace specific skills and knowledge.

The learning opportunities at Marcellin, whether they be on campus or off, provide the skills and practical experience needed for a successful transition into an Australian School-based Apprenticeship / Traineeship (ASbA/SbAT).

At the heart of our programs is our desire to assist students in becoming work ready. As a result, our SACE courses are designed to complement a student's vocational training, linking classroom learning with practical skills and knowledge.

This enables students to finish their schooling with dual qualifications- their SACE, an internationally respected senior secondary education qualification; and Vocational Qualifications that are nationally recognised. Together these two qualifications equip students with the knowledge, skills and capabilities they need to progress to further learning and work as confident and responsible global citizens.

## SACE

The SACE comprises two stages which have been shaped into a holistic and dynamic learning experience at Marcellin that can be undertaken over three years. To achieve the SACE a student must gain 200 credits.

Each subject or course successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and from A+ to E- for each Stage 2 subject. The compulsory subjects make up 50 credits:

- Personal Learning Plan - 10 credits
- English (Marketing Me and Trade Unit) - literacy requirement - 20 credits
- Mathematics (Essential Mathematics A) - numeracy requirement - 10 credits
- Research Project - 10 credits

Students also need to successfully complete 60 credits of Stage 2 subjects:

- Community Studies - 20 credits
- Trade Principles (Integrated Learning) - 20 credits
- Workplace Practices - 20 credits

The remaining credits are gained through:

- VET Training
- Decisions for Life (Integrated Learning)
- Workplace Literacy
- Workplace Numeracy
- Communications (Essential English)
- TEAM (Essential Mathematics)



# The Program

## 4.1 Overview of the program

Each of the SACE subjects that students engage with at Marcellin are designed to promote employability skills and to gain workplace knowledge.

Students develop key skills in literacy and numeracy, critical and creative thinking, collaboration, communication, flexibility, accessing and synthesizing information, self-management, the ability to plan, organise and prioritise work and technical knowledge related to their vocational field.

Students participate in vocational trade training and work placements that directly provide them with occupational skills. These VET qualifications provide an excellent basis from which to enter the workforce, but they also provide students with a base from which they can progress to higher-level qualifications once they begin their apprenticeship.





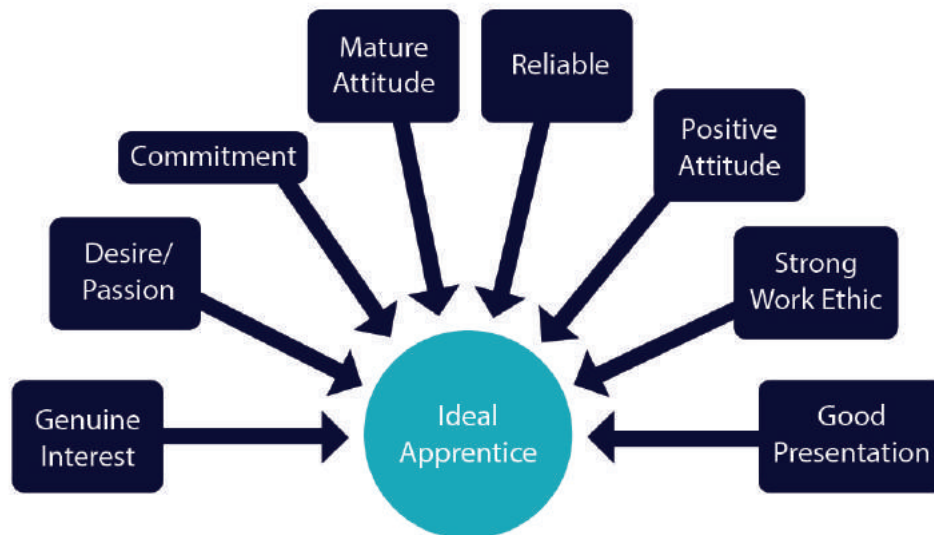
## 4.2 Vocational Training

Vocational Education and Training (VET) forms an integral part of the Australian education system and is designed to deliver workplace specific skills and knowledge based competencies.

VET is a sophisticated system governed by interconnected government and independent bodies functioning within a strict National Skills Framework of qualifications defined by industry training packages and explicit quality delivery standards- the VET Quality Framework. Your vocational training is informed by industry and focused on delivering flexible, relevant and responsive education and training.

The importance of the VET system is highlighted by the fact that more than 1.2 million workers are represented in the technical and trade sector, which represents more than 13% of the entire Australian workforce.

The 2014-15 study by the Australian Government Department for Employment into the labour market for apprentices supports the approach taken by Marcellin in the development of young people highlighting what employers are seeking in an apprentice:



Our competency based training programs are comprised of competency standards set by industry and each student is assessed against those standards to ensure all required outcomes have been achieved.

Progression through the competency based training programs is determined by the student demonstrating that they have met the competency standards through the training program and related work, not by time spent in training.





### 4.3 Work Placements

Each year students spend time off campus developing their employability skills- such as communication, teamwork, problem solving, initiative and enterprise, planning and organisation, self-management and their trade craft in work placements in industry.

While working towards an Australian School-based Apprenticeship it is important that students develop their awareness about the world of work and their place in it. As a result we highly value experiences out in the real world as part of the learning journey of each student.

Work placements provide a chance to add to the knowledge developed while at school and in training, gain insight into an occupation and industry, develop professional and personal skills, and set students apart from other job candidates.

Undertaking work placements provides students with both personal insight and a competitive edge. Additionally they allow students to:

#### **Supercharge their resume**

Resumes stand out if they can demonstrate experience in the professional workplace. Therefore undertaking work placements means that students can include examples of industry experience and knowledge in their resumes.

#### **Network**

Work placement is also an opportunity to network and build business contacts. Through meeting people in the workplace and undertaking activities on placement students develop industry knowledge, contacts, and awareness of any opportunities that arise.

### 4.4 School-based Apprenticeships

A School-based Apprenticeship or Traineeship (SbAT) means that students still attend school while working and studying as an apprentice or trainee.

As a School-based Apprentice or trainee, students have an employer who will employ and train them on the job. Students undertake off-job training with a Registered Training Organisation. Enrolling in a School-based Apprenticeship or Traineeship has a number of benefits including:

- training will contribute towards the SACE
- start a chosen career or trade while still at school
- earn money while learning
- gain experience in the trade or vocation of choice
- school-based training will convert to full-time or part-time post school.
- attend school part of the week, go to work on some days and attend a training provider on others.

Apprenticeship training undertaken by a student will be deemed an SbAT when all of the following apply:

- the student is enrolled in the SACE
- the College acknowledges and endorses the Training Plan required by the Training Contract
- the SbAT is recognised in the SACE.

Under these arrangements, students are both full-time students and part-time employees. The Principal (or delegate) of Marcellin will acknowledge and endorse an SbAT by being a signatory to the Training Plan attached to the Training Contract. This signifies that the SbAT is an integral part of the student's College program that requires the following:

- The College timetable for the student will be programmed to facilitate the student attending work and/or training
- The student will exchange a number of SACE subjects for the nominal hours of VET competencies studied as part of the Training Contract
- The College will submit the student's VET results related to the Training Contract that will contribute to their SACE completion
- The College develops specific SACE units to assist in further VET or work placement hours recognition
- The College supports the student through counselling, mentoring, support; and
- The College ensures the SbAT is built into the student's learning pathways plan.

### **Who are the signatories to a Training Contract and training plan?**

An Australian Apprenticeship Centre (AAC) and Marcellin's Industry Consultant will assist with the completion and signing of the Training Contract and Training Plan. The employer, student and parent/guardian are all signatories to the Training Contract (if a student is under 18 years of age). The chosen Registered Training Organisation (RTO) and the AAC are also nominated on the Training Contract.

### **Does the Training Contract end when Year 12 is completed?**

The Training Contract for the SbAT does not naturally expire when general education is completed. It expires only when the gazetted hours for the full qualification have been completed for both on-job and off-job training. However, options could include:

- An early sign-off of competency achievement
- Completion using similar part-time hours
- A variation of the Training Contract to a minimum 15 hours for part-time
- In most cases, a variation to a full-time employment arrangement for the remainder of the apprenticeship.







## Program 1

Our Head Start Program (Program 1) provides our students with a 'head start' in completing their SACE through giving them the opportunity to engage in a three year SACE program, while preparing them to enter a specialist trade/vocational program and Australian School-based Apprenticeship/Traineeship (ASbA/SbAT).



## Mid Year

- English
- Mathematics
- Decisions for Life
- Physical Education
- Community Studies
- Personal Learning Plan
- Business Studies
- Discovery (STEM)
- Immersion Activities

The key objective in the Mid-Year program is to ensure that students develop key skills in literacy and numeracy, critical and creative thinking, collaboration, communication, flexibility, accessing and synthesizing information, self-management, the ability to plan, organise and prioritise work.

In addition the program exposes students to experiences and opportunities which develop their technical knowledge and work ready skills.



# English

Our English Communication course, focuses on preparing our students by enhancing their skills to effectively communicate in the workplace. The course is designed to increase a student's written and oral communication skills with the aim of developing their ability to speak with employers and customers. Students will engage in job related scenarios which require team work, critical thinking and positive engagement with others in order to expand their employability skills.

The course engages students in:

- Conducting a cold call
- Appropriate communication in the workplace
- Understanding WHS documents in the workplace
- Active listening and non-verbal communication
- Writing instructional and transactional text
- Creating a business website

# Mathematics

Employers are seeking apprentices that are critical thinkers, who have the ability to problem solve and find alternative solutions to problems. This course is built around the consideration that our students will need the skills to measure materials, calculate the costs of products required for jobs and work with money. Students engage in developing their number skills, measurement, problem solving and their ability to produce and understand spatial and graphical information.

Our course enables students to:

- Use measurements for design such as area, mass, and capacity to compare or measure materials and spaces
- Think critically to diagnose problems and identify possible solutions
- Identify and use familiar everyday numbers, units of money and time to make decisions relative to a trade
- Problem solve using number operations with decimals, fractions and percentages
- Perform trigonometry and Pythagorean calculations in order to solve trade based scenarios
- Develop tables and graphs to portray information







## Decisions for Life

The Decisions for Life course provides students with the opportunity to engage in meaningful and significant learning that is applicable to their lives. Students explore the teachings of Saint Marcellin Champagnat in generating an understanding of the five Marist characteristics of; Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary. The course enables students to explore issues relevant to youth and allows them a chance to participate in discussions on contextualised scenarios. The Decisions for Life program supports students in developing their awareness and ability to make informed choices that will benefit their lives.

## Physical Education

Our Physical Education course promotes not only physical fitness, but also teaches our students about the balance between mental health and nutrition to provide them with the foundational understanding of what it means to be fit for work. Physical Education aims to develop the student's skills and their

ability to work cooperatively in a team, while encouraging leadership, maximum individual participation and good sportsmanship at all times. It highlights the importance of maintaining a healthy mind, a balanced work life and regular sleeping patterns to manage the rigours of a working day.



# Community Studies

Community Studies allows students an opportunity to build their capacity to work independently and apply their skills and knowledge in practical ways. The program caters for diverse learning needs and allows students to direct their own learning. Students research, plan, organise and complete a practical based activity within the school or local community.

The students decide the focus of their community activity and are influential in driving their own learning throughout the program. Students complete goal orientated tasks that are negotiated through a contract of work completed in the initial stages.

# Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject which is designed to support students to plan their personal and learning goals for the future, as well as make informed decisions about their education and training. Students focus on developing a new skill relevant to their goals and their future trade pathway. The course allows students time to plan, consider and develop an understanding of themselves and

the way they learn, as well as time to critically engage in planning for their future through setting simple yet achievable goals.

The course is focused around developing an understanding of the seven capabilities of literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical and intercultural understanding.





## Business Studies

Through Business Studies students are provided the opportunity to explore successful business management. Our students will enhance their knowledge of business operations, develop financial understanding and participate in planning, developing and operating their own school- based business. Students assess the financial viability of

establishing a small scale business and consider the service they are offering in relation to the chosen target market. This course introduces students to business compliance, legislation and structure to develop an understanding of the daily operations of the companies that may engage them.

## Discovery (STEM)

This integrated STEM program has a focus on students demonstrating skills in communication, planning and organising, problem solving, using technology, self-management, initiative and enterprise, the capacity to learn independently and the ability to work effectively in a team.

Program elements include;

### **Sustainability Housing**

The biggest challenge in the construction industry is sustainability. With the advent of new materials and methods of construction and fixing our houses, this unit develops student understanding of building design and appropriate materials. Students engage in models to determine the best construction methods and materials.

### **Electronics and Arduino Microprocessors**

Students develop skills in selecting electronics components, soldering a printed circuit board assembly to make practical projects such as Mini Boom Box to plug into their phones. Students also use a microprocessor to create and code circuits that control a robot arm.

In developing these control systems students also use advanced manufacturing technology such as 3D printers laser cutters, CNC lathes and CNC milling machines to realise their product designs.

### **CO<sub>2</sub> Powered Dragsters**

Students work collaboratively to develop teamwork, project management and communication skills in realising a CO<sub>2</sub> powered dragster. Principles of drag and friction are explored with a major focus on product realisation using advanced manufacturing principles. Students present their design, manufacturing and engineering rationale as well as test the speed of their produced vehicle.



# Immersion Activities

Our immersion program provides students with the foundational skills required in a variety of trade areas. Students will gain experience in using hand and power tools to further their ability to problem solve and critically think in order to complete practical based tasks. Students work in collaboration with their peers to develop their ability to work in a team environment in preparing them for the work force.



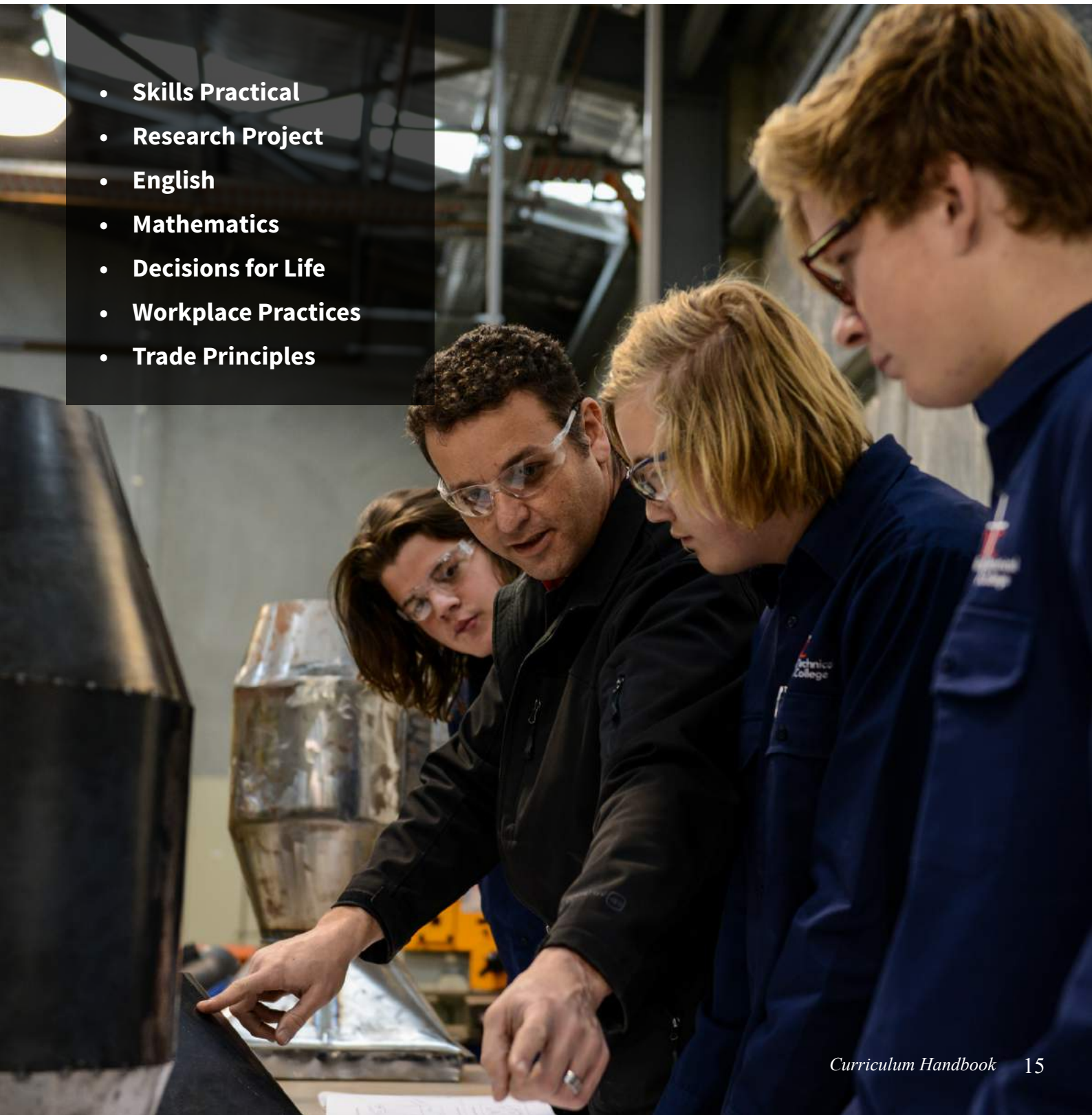


# YEAR 2 Program

## 5.1 Overview

In addition to the training qualification that students engage with, they undertake a program of study comprised of the following subjects:

- Skills Practical
- Research Project
- English
- Mathematics
- Decisions for Life
- Workplace Practices
- Trade Principles



## 5.2 Skills Practical

### Duration of Course

2 semesters

### Subject Description

Marcellin Campus prides itself on providing a hands on experience for our students. The Skills Practical sessions form a vital part of the learning program. Skills practical allows our students the opportunity to immerse themselves in a variety of practical learning environments. Students rotate through a variety of sessions to promote an advancement of skills that can be transferred to their chosen industry.

### Assessment

Students will be assessed on their capability to achieve the practical elements of each session. Their planning, work ethic and practical application will contribute to supporting their competency in the subject.

School Assessment	100%
Practical Application	
Performance	



## 5.3 Research Project

### SACE

Stage 2 Research Project

A compulsory subject of the SACE

### Duration of Course

1 semester (10 credits)

### Subject Description

Students choose a research question based on an area of interest. They learn and apply research processes, knowledge and skills specific to their research topic, record their research and evaluate what they have learnt. They choose one or more capabilities, explore the concept of the capability or capabilities and how it/they can be developed in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research or exploratory inquiries.

### Students are expected to:

- Formulate and refine a question that helps focus their research
- Generate ideas to plan and develop their research
- Consider the relevance of a chosen capability (literacy, numeracy, ICT, critical & creative thinking, personal & social, ethical understanding & intercultural understanding) to their research
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Produce a research outcome
- Evaluate their research

### Assessment

The following assessment types enable students to demonstrate their learning:

School Assessment	
Assessment Type 1: Folio	30%
Assessment Type 2: Research Outcome	40%
External Assessment	
Assessment Type 3: Review	30%

## 5.4 English

### SACE

Stage 1 Essential English

### Duration of Course

2 semesters (20 credits)

### Subject Description

In this course literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts and using and modifying language for different purposes in a range of social and cultural contexts including study, work and community life. The course develops an awareness of the sociocultural aspects of language in social, community, workplace and/or imagined contexts.

Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning. Additionally, they identify and express their own opinions, information, ideas and responses by interacting with a range of texts and situations.

### Students work in two domains in English:

- Responding to texts
- Creating texts

The English course at Marcellin is broken down into two semesters.

### Semester 1 – Marketing Me

This course provides students with the skills, tools and opportunity to develop their written and oral skills which will in turn improve their chances of gaining an apprenticeship.

### Semester 2 – Trade Unit

Students read, listen, speak, respond to and compose texts using language to establish and maintain effective communications and interactions with people in different working contexts.

### *The English course consists of the following eight topics:*

Topic 1: Resumes

Topic 2: Application Letters

Topic 3: Job Interviews

Topic 4: Job Advertisement Analysis

Topic 5: Job Quotes and Proposals

Topic 6: Trade Based Posters

Topic 7: Letter Writing and Responding to Business Complaints

Topic 8: Website Analysis

### Assessment

The following assessment types enable students to demonstrate their learning:

School Assessment	100%
Assessment Type 1: Responding to Texts	
Assessment Type 2: Creating Texts	





## 5.5 Mathematics

### SACE

Stage 1 Essential Mathematics

### Duration of Course

2 semesters (20 credits)

### Subject Description

This course offer our students the opportunity to extend their mathematical skills in what they apply to practical problem-solving in an everyday context. Student apply their mathematical knowledge to a diverse range of settings, including everyday calculations, financial management, measurement, graphing, geometry and statistics.

The program has an emphasis on developing the student's computational skills and expanding their ability to apply their mathematical skills to a variety of contexts.

Topic 1: Calculations, algorithms and ratios

Topic 2: Earning and Spending

Topic 3: Geometry

Topic 4: Data in Context

Topic 5: Measurement

Topic 6: Investing

Topic 7: Open Topic

### Assessment

The following assessment types enable students to demonstrate their learning:

<b>School Assessment</b>	100%
Assessment Type 1: Skills and Application Tasks	
Assessment Type 2: Folio	

## 5.6 Decisions for Life

### SACE

Stage 1 Integrated Learning

### Duration of Course

2 semesters (10 credits)

### Subject Description

This is a contextualised course designed specifically for students transitioning into working life and adulthood. The program is designed to provide students with the skills and abilities to make positive decisions in life when faced with tough situations. It provides education about some of the pressures and temptations they may experience as a young adult growing up. Students will look into issues such as drugs, sex education, workplace ethics, depression and anxiety, conflict resolution and cyber safety.

### Assessment

The following assessment types enable students to demonstrate their learning:

<b>School Assessment</b>	100%
Assessment Type 1: Practical Inquiry	
Assessment Type 2: Connections	
Assessment Type 3: Personal Endeavour	

## 5.7 Workplace Practices

### SACE

Stage 2 Workplace Practices

### Duration of Course

2 semesters (20 credits)

### Subject Description

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace.

They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences and workplace issues that may be local, national or global or industry specific.

Students also undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests and aspirations.

### Evidence of Learning

Students provide evidence of their learning through nine assessments, including the external assessment component.

### Students undertake:

- Three assessments for the folio
- Two assessments for the performance in either work experience or VET Training
- Two assessments for the reflection, and
  - One investigation
  - Employability skills
  - Industrial relations
  - Changing nature of work

<b>School-based Assessment</b>	70%
Assessment Type 1: Folio	
Assessment Type 2: Performance	
Assessment Type 3: Reflection	
<b>External Assessment</b>	30%
Assessment Type 4: Investigation	

## 5.8 Trade Principles

### SACE

Stage 2 Integrated Learning

### Duration of Course

2 semesters (20 credits)

### Subject Description

The course teaches basic trade principles with a focus on design, mathematics, engineering science and the development of employability skills. The trade principles taught are applied to simulated, on-the-job situations so that students learn to practise collaborative processes in teams. It aims to prepare students for the world of work.

Students focus on their employability through enhancing and reflecting on their growth of the capabilities; Literacy, Numeracy, ICT, Critical and Creative thinking, Personal and Social, Ethical understanding and Intercultural understanding. Each activity aims to challenge students in order to promote self-reflection and learning.

The course provides opportunities for students to use appropriate and effective language in a workplace context. It supports students to engage effectively with others and promotes the development of investigation and inquiry skills.

The negotiated task allows students to explore an area of interest from their chosen industry in depth, while developing skills to prepare them for further training and work.

### Assessment

The following assessment types enable students to demonstrate their learning :

<b>School-based Assessment</b>	70%
Assessment Type 1: Practical Inquiry	
Assessment Type 2: Connections	
<b>External Assessment</b>	30%
Assessment Type 3: Personal Endeavour	

# YEAR 3 Program

## 6.1 Overview

In addition to the training qualification that a student engages with, students undertake a program of study comprised of the following subjects:

- **Community Studies**
- **Workplace Numeracy**
- **Workplace Literacy**
- **Decisions for Life**
- **Skills Practical**
- **Business Management: Entrepreneurship**



## 6.2 Community Studies

### SACE

Stage 2

### Duration of Course

2 semesters (20 credits)

### Subject Description

This course continues our inquiry based approach in allowing our students further opportunity to engage in developing the essential skills required of those in the workforce. Students consider design in industry, they explore current and future infrastructure and work to conceptualise a design idea. Students are provided with the opportunity to use 3D computer programs such as Computer-Aided Design (CAD) or sketch to complete their designs. The course allows students to plan, organise, propose, cost, develop and reflect on their chosen design and space. The skills acquired from the course can be transferred into multiple areas of their lives. Students evidence their learning and reflection on their development throughout the course.

This evidence will include:

- Planning and completing the design
- Presentation of their learning and final product in documented folios
- Notes and personal reflections
- Feedback from others including their teacher
- Reflection of final product and their ongoing development of knowledge, skills and capabilities.

<b>School Assessment</b>	100%
Assessment Type 1: Planning	
Assessment Type 2: Proposing and Cost	
Assessment Type 3: Design	
Assessment Type 4: Product development and final product	
Assessment Type 5: Reflection	
<b>External Assessment</b>	30%
Community Activity	

## 6.3 Workplace Numeracy

### SACE

Stage 1 Essential Mathematics

### Duration of Course

1 semester (10 credits)

### Subject Description

In this course workplace numeracy skills are developed further, knowing that in a workplace where schedules must be adhered to, customers must be satisfied and specifications must be met, numeracy skills are paramount. The numeracy skills required in any industry are increasing at all times. This is driven by our changing society and growing competition in entering the workforce.

The course endeavours to enrich our students' understanding of the numeracy requirements of their chosen career, yet also promote an understanding of business mathematics, such as cost and budgeting to prepare them in making informed choices.

Students work to analyse data, graph results, perform everyday calculations, problem solve, understand financial management and business applications.

### Evidence of Learning

Students provide evidence of their learning through the completion of a contract of work which involves each of the following 2 assessment types, including the external assessment component.

<b>School Assessment</b>	100%
Assessment Type 1: Skills and Application Tasks	
Assessment Type 2: Folio	

## 6.4 Workplace Literacy

### SACE

Stage 1 Essential English

### Duration of Course

2 semesters (20 credits)

### Subject Description

Workplace literacy skills are essential in promoting a professional image. Our students develop their literacy skills through focusing on a variety of contextualised workplace scenarios that require the art of effective communication. The course allows students to consider different means of communication; written, verbal, and non-verbal. They are confronted with realistic workplace situations that require different forms of workplace literacy.

- Responding to texts
- Creating texts

The Workplace Literacy course is broken down into two semesters and students will achieve 10 credits in each semester.

The Workplace Literacy course consists of the following domains:

- Reading and using different types of information
- Writing and recording information
- Listening to different types of information
- Giving different types of verbal information

### Assessment

The following assessment types enable students to demonstrate their learning

School Assessment	100%
Assessment Type 1: Responding to texts	
Assessment Type 2: Creating texts	

## 6.5 Decisions for Life

### SACE

Stage 1 Integrated Learning

### Duration of Course

2 semesters (10 credits each)

### Subject Description

The Decisions for Life course offers students in their final year an opportunity to prepare, discuss and consider adulthood and the necessary choices needed when entering this time of their lives.

It aims to educate students on saving and budgeting, personal development, social justice and highlights the detrimental impacts addictions such as gambling could have on a life.

Students also have the opportunity to become certified in programs such as Mates in Construction, providing them with transferable life skills and vital contacts of support.

The third year of the course, aims to provide students with the lasting skills in making informed choices when faced with challenging situations in order support them in their first chapter of life after school.

School Assessment	100%
Assessment Type 1: Practical Inquiry	
Assessment Type 2: Connections	
Assessment Type 3: Personal Endeavour	

## 6.6 Skills Practical

### Duration of Course

2 semesters

### Subject Description

Marcellin Campus prides itself on providing a hands on experience for our students. The Skills Practical sessions form a vital part of the learning program. Skills Practical allows our students the opportunity to immerse themselves in a variety of practical learning environments. The program allows our students to rotate through a variety of sessions to promote an advancement of skills that can be transferred to their chosen industry.

### Assessment

Students will be assessed on their capability to achieve the practical elements of each session. Their planning, work ethic and practical application will contribute to supporting their competency in the subject.

School Assessment	100%
Practical Application	
Performance	

## 6.7 Business Management: Entrepreneurship

### SACE

Stage 1 Business and Enterprise

### Duration of Course

2 semesters (10 credits)

### Subject Description

Students are given a challenge to work collaboratively to engage in an in-school entrepreneurship program.

Students begin to plan, prepare launch and operate their own business venture.

Students are required to develop a business that makes a nominated profit amount. This must be the result of a strategic business plan. The business plan is designed to support students in developing an understanding of the business objectives and strategies, description of the product or service, staffing requirements, market analysis and strategies and financial forecasts.

### Assessment

Students will be assessed on their capability to achieve the practical elements of each session. Their planning, work ethic and practical application will contribute to supporting their competency in the subject.

School Assessment	100%
Assessment Type 1: Folio	
Assessment Type 2: Practical	
Assessment Type 3: Issues Study	



# Qualifications

Students participate in vocational training and work placements that support them in developing their work place skills. The qualifications act as pre-apprenticeship courses designed to provide students with a foundation qualification in their selected area. The courses provide a mixture of both theory and practical skill development in building competency in each pathway.

The VET qualifications supports our students in gaining a foundation to enter the workforce. They also provide students with the opportunity to extend their learning in a higher-level qualification when beginning an apprenticeship. The training experience engages our students in activities and learning that develops their industry specific skills.





# Certificate II in Automotive Servicing Technology AUR20516

## COURSE DESCRIPTION & PATHWAYS:

This is a pre-apprenticeship course designed to provide the foundation qualifications reflected in the role of individuals who perform a range of servicing tasks in the automotive retail, service and repair industry.

This course can lead to an apprenticeship and career as an Automotive Mechanic, Automotive Electrician, Heavy and/or Light Vehicle Mechanic, Diesel Fitting and Engine Reconditioning, Marine Mechanic, Small Engine Mechanic or Motorcycle Mechanic.

### Core - 13 Units

AURAEA002	Apply environmental and sustainability best practice in an automotive workplace
AURASA002	Apply safe working practices in an automotive workplace
AURATA001	Identify basic automotive faults using troubleshooting processes
AURETR015	Inspect and service batteries
AURTTA004	Carry out servicing operations
AURTTB001	Inspect and service braking systems
AURTTC001	Inspect and service cooling systems
AURTTD002	Inspect and serviced steering systems
AURTTD004	Inspect and service suspension systems
AURTTE004	Inspect and service engines
AURTTK002	Use and maintain workplace tools and equipment
AURTTQ001	Service final drive assemblies
AURTTQ003	Service final drive (driveline)

### Elective - 7 Units\*

AURACA001	*Elective Units subject to change
AURAF003	Respond to customer needs and enquiries in an automotive workplace
AURETR012	Communicate effectively in an automotive workplace
AURTF001	Test and repair basic electrical circuits
AURTTX002	Service petrol fuel systems
AURTTX003	Inspect and service transmissions (manual)
AURTTX005	Inspect and service transmissions (automatic)
	Inspect and service clutch systems

### STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

### SACE CREDITS:

50 SACE Credits at Stage 2 as per the SACE VET Recognition Register.

### FEES:

This course is supported through WorkReady by the Government of South Australia and is Training Guarantee for SACE Students (TGSS) approved. Eligibility and enrolment conditions apply. Please refer to [www.skills.sa.gov.au](http://www.skills.sa.gov.au) for eligibility criteria.

### COURSE LOCATION:

Cardijn College Marcellin Campus  
Corner of Mander and Beach Roads,  
CHRISTIE DOWNS SA 5164

### Training Guarantee for SACE Students (TGSS)

The AUR20516 Certificate II in Automotive Servicing Technology is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder.
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here:

<http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit:  
<http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>



# Certificate II in Construction Pathways CPC20211

## COURSE DESCRIPTION & PATHWAYS:

This pre-apprenticeship course provides students with the basic operational knowledge and the development of skills applicable to a broad variety of trades within the building and construction industry. The course involves both theory and practical skills in building and construction, with an emphasis on carpentry.

The construction pathways course includes broad career opportunities from specific trades through to supervision and management roles. Construction pathways include carpentry, furnishing, plumbing, bricklaying, paving and concrete, painting and decorating, tiling, wall & ceiling lining and solid plastering, most of which are achieved through an Australian Apprenticeship.

### Core - 6 Units

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1014A	Conduct workplace communication
CPCCCM1013A	Plan and organise work
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications

### Elective - 6 Units\*

CPCCCM2005B	<i>*Elective Units subject to change</i>
CPCCBL2001A	Use construction tools & equipment
CPCCBL2002A	Handle and prepare bricklaying and block laying materials
CPCCCA2003A	Use bricklaying and block laying tools and equipment
CPCCCA2011A	Erect and dismantle formwork for footings and slabs on ground
CPCCCM2009A	Handle carpentry materials
	Carry out basic demolition

### STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

### SACE CREDITS:

40 SACE Credits at Stage 1 as per the SACE VET Recognition Register.

### FEES:

This course is supported through WorkReady by the Government of South Australia and is Training Guarantee for SACE Students (TGSS) approved. Eligibility and enrolment conditions apply. Please refer to [www.skills.sa.gov.au](http://www.skills.sa.gov.au) for eligibility criteria.

### COURSE LOCATION:

Cardijn College Marcellin Campus  
Corner of Mander and Beach Roads,  
CHRISTIE DOWNS SA 5164

### Training Guarantee for SACE Students (TGSS)

The CPC20211 Certificate II in Construction Pathways is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder.
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here: <http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit: <http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>

# Certificate II in Electrotechnology (Career Start) UEE22011

## COURSE DESCRIPTION & PATHWAYS:

This pre-apprenticeship qualification provides training in applying WHS in the workplace, solving problems in D.C. circuits, fabricate, assemble and dismantle electrical and electronic components, use electrotechnology plant and equipment, attached cords and plugs to electrical equipment for connection to single phase and use drawings and materials in the energy sector.

This course will provide an entry point for students wishing to gain an apprenticeship as a Domestic or Commercial Electrician, Electronics Technician, Data Technician, Security Technician, Refrigeration & Air Conditioning Mechanic or in the electrical distribution trades.

### Core - 6 Units

UEENEE101A	Apply Occupational Health Safety regulations, codes and practices in the workplace
UEENEE104A	Solve problems in D.C. circuits
UEENEE142A	Apply environmental and sustainable procedures in the electrical sector
UEENEE141A	Use of routine equipment/plant/technologies in an energy sector environment
UEENEE148A	Carry out routine work activities in an energy sector environment
UEENEE179A	Identify and select components, accessories and materials for energy sector work activities

### Elective Units\*

UEENEE001B	<i>*Elective Units subject to change</i>
UEENEE010B	Maintain documentation
UEENEE020B	Deliver a service to customers
UEENEE102A	Provide basic instruction in the use of electrotechnology
UEENEE105A	Fabricate, dismantle and assemble utilities industry components
UEENEE024A	Fix and secure electrotechnology equipment
	Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply

## STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

## SACE CREDITS:

40 SACE Credits at Stage 1 as per the SACE VET Recognition Register.

## FEES:

This course is supported through WorkReady by the Government of South Australia and is Training Guarantee for SACE Students (TGSS) approved. Eligibility and enrolment conditions apply. Please refer to [www.skills.sa.gov.au](http://www.skills.sa.gov.au) for eligibility criteria.

## COURSE LOCATION:

Cardijn College Marcellin Campus  
Corner of Mander and Beach Roads,  
CHRISTIE DOWNS SA 5164

## Training Guarantee for SACE Students (TGSS)

The UEE22011 Certificate II in Electrotechnology (Career Start) is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder.
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here: <http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit: <http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>



# Certificate II in Engineering MEM20105

## COURSE DESCRIPTION & PATHWAYS:

The Certificate II in Engineering is a pre-apprenticeship course providing the foundation qualifications for employment in Engineering/ Manufacturing Industries. Students will learn skills in using both hand and power tools, measuring and calculating, technical drawing and drafting, load shifting, thermal cutting, various types of welding and using both mills and lathes, as well as safety in the workplace and quality control. Some trades include programming and operating Computer Numerical Control (CNC) machines such as lathes and mills.

Engineering students are employed in metal fabrication and mechanical operations, including the mining industry, ship building, civil and general fabrication and construction.

### Core - 5 Units

MEM13014A	Apply principles of occupational health and safety in the work environment
MEM14004A	Plan to undertake a routine task
MEM15002A	Apply quality systems
MEM15024A	Apply quality procedures
MEM16007A	Work with others in a manufacturing, engineering or related environment

### Elective Units\*

MEM05005B	*Elective Units subject to change
MEM05049B	Carry out mechanical cutting
MEM05050B	Perform routine gas tungsten arc welding
MEM07032B	Perform routine gas metal arc welding
MEM09002B	Use workshop machines for basic operations
MEM11011B	Interpret technical drawing
MEM12023A	Undertake manual handling
MEM12024A	Perform engineering measurements
MEM14005A	Perform computations
MEM16008A	Plan a complete activity
MEM18001C	Interact with computing technology
MEM18002B	Use hand tools
	Use power tools/hand held operations

## STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

### SACE CREDITS:

40 SACE Credits at Stage 1 as per the SACE VET Recognition Register.

### FEES:

This course is supported through WorkReady by the Government of South Australia and is Training Guarantee for SACE Students (TGSS) approved. Eligibility and enrolment conditions apply. Please refer to [www.skills.sa.gov.au](http://www.skills.sa.gov.au) for eligibility criteria.

### COURSE LOCATION:

Cardijn College Marcellin Campus  
Corner of Mander and Beach Roads,  
CHRISTIE DOWNS SA 5164

## Training Guarantee for SACE Students (TGSS)

The MEM20105 Certificate II in Engineering is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder.
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here:  
<http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit:  
<http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>



# Certificate II in Retail Cosmetics SHB20116

## COURSE DESCRIPTION & PATHWAYS:

This is an entry level qualification for the makeup industry. In addition to essential makeup application, students learn retail sales techniques, how to manage stock and assist with business marketing (with merchandising and social media). To fulfil the requirements of this qualification, students are expected to undertake some practical industry experience within a personal services environment. Successful students will graduate with a nationally recognised qualification which can be used to seek employment as a Makeup Artist or work in a cosmetic retail environment.

The Certificate II in Retail Cosmetics is made up of 15 units of competency, (10 core and 5 elective\*), below is a list of units students will complete as part of this course:

## CONTENT:

BSBWHS201	Contribute to health and safety of self and others (20 hours)
SHBBCCS001	Advice on beauty products and services (30 hours)
SHBBMUP002	Design and apply make-up (45 hours)
SHBXCCS001	Conduct salon financial transactions (25 hours)
SHBXCCS004	Recommend products and services (20 hours)
SHBXIND001	Comply with organisational requirements within a personal services (45 hours)
SHBXIND002	Communicate as part of a salon team (30 hours)
SIRRMER001	Produce visual merchandise displays (35 hours)
SIRXIND003	Organise personal work requirements (30 hours)
SIRXSLS001	Sell to the retail customer (20 hours)
ICTWEB201 *	Use social media tools for collaboration and engagement (20 hours)
SHBBRES001 *	Research and apply beauty industry information (20 hours)
SIRRINV001 *	Receive and handle retail stock (35 hours)
SHBBMUP004 *	Design and apply remedial camouflage makeup (30 hours)
BSBSUS201 *	Participate in environmentally sustainable work practices (20 hours)

Total: 425 hours

## STRUCTURED WORKPLACE LEARNING:

Students also spend 40 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

## SACE CREDITS:

60 SACE Credits at Stage 1 as per the SACE VET Recognition Register.

## COURSE LOCATION:

Cardijn College, Marcellin Campus  
Corner of Mander and Beach Roads, CHRISTIE DOWNS SA 5164

# Certificate II in Salon Assistant SHB20216

## COURSE DESCRIPTION & PATHWAYS:

This is an entry level hairdressing qualification which provides students with the skills required to effectively communicate in a salon environment, provide a range of client services and assist colleagues with salon operations. To fulfill the requirements of this qualification, students are expected to undertake some practical industry experience within a hairdressing salon. This is available to students at the Clip Joint Education Salon. Please note you may be required to complete some of your salon services outside of your scheduled course hours. Successful students will graduate with a nationally recognised qualification which can be used to seek employment as a Salon Assistant or as a pathway to a hairdressing apprenticeship.

The Certificate II in Salon Assistant is made up of 12 units of competency, (8 core and 4 elective\*).

## CONTENT:

BSBWHS201	Contribute to health and safety of self and others (20 hours)
SHBHBAS001	Provide shampoo and basin services (40 hours)
SHBHDES001	Dry hair to shape (40 hours)
SHBHIND001	Maintain and organise tools, equipment and work areas (20 hours)
SHBXCCS001	Conduct salon financial transactions (25 hours)
SHBXCCS003	Greet and prepare clients for salon services (10 hours)
SHBXIND001	Comply with organisational requirements within a personal services environment (45 hours)
SHBXIND002	Communicate as part of a salon team (30 hours)
SHBHCLS001 *	Apply hair colour products (30 hours)
SHBHDES002 *	Braid hair (30 hours)
SHBXCCS004 *	Recommend products and services (20 hours)
SIRXSL001 *	Sell to the retail customer (20 hours)

Total: 330 hours

## STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours for TGSS only (40 hours for non- TGSS) in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

## SACE CREDITS:

45 SACE Credits at Stage 1 as per the SACE VET Recognition Register.

## FEES:

This is a Training Guarantee for SACE Students (TGSS) approved course where eligibility criteria and fees apply. For further information, please refer to the Work Ready website and the home school VET Coordinator.

<http://www.skills.sa.gov.au/>

## COURSE LOCATION:

Cardijn College, Marcellin Campus  
Corner of Mander and Beach Roads, CHRISTIE DOWNS SA 5164



# Certificate III in Early Childhood Education and Care CHC30113

RTO 31736

## COURSE DESCRIPTION & PATHWAYS:

To work in child care you must have, or be actively working towards, at least a Certificate III qualification. This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's well-being, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

## CONTENT:

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE006	Support behaviour of children and young people
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
HLTAID004	Provide an emergency first aid response in an education and care setting

## STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

## SACE CREDITS:

115 SACE Credits at Stage 2 as per the SACE VET Recognition Register.

## FEES:

This is a Training Guarantee for SACE Students (TGSS) approved course where eligibility criteria and fees apply. For further information, please refer to the Work Ready website and the home school VET Coordinator.

## COURSE LOCATION:

Cardijn College, Marcellin Campus  
Corner of Mander and Beach Roads, CHRISTIE DOWNS SA 5164

## Training Guarantee for SACE Students (TGSS)

The CHC30113 Certificate III in Individual Support is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here:

<http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit:

<http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>



# Certificate III in Individual Support CHC33015

RTO 31736

## COURSE DESCRIPTION & PATHWAYS:

The Certificate III in Individual Support (Ageing Specialisation) gives you the skills and training to understand the important role of workers in the community and/or residential settings. These workers follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for one's own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

## CONTENT:

CHCAGE001	Facilitate the empowerment of older people
CHCAGE002	Implement falls prevention strategies
CHCAGE005	Provide support to people living with dementia
CHCCCS011	Meet personal support needs
CHCCCS015	Provide individualised support
CHCCCS017	Provide loss and grief support
CHCCCS023	Support independence and well being
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
CHCLEG001	Work legally and ethically
HLTAAP001	Recognise healthy body systems
HLTWHS002	Follow safe work practices for direct client care
HLTAID003	Provide First Aid
HLTWHS005	Conduct Manual Handling

## STRUCTURED WORKPLACE LEARNING:

Students also spend 140 hours in a workplace undertaking Structured Workplace Learning to gain on-the-job training and mentoring while developing their technical skills and becoming more employable.

## SACE CREDITS:

95 SACE Credits at Stage 2 as per the SACE VET Recognition Register.

## FEES:

This is a Training Guarantee for SACE Students (TGSS) approved course where eligibility criteria and fees apply. For further information, please refer to the Work Ready website and the home school VET Coordinator.

## COURSE LOCATION:

Cardijn College, Marcellin Campus  
Corner of Mander and Beach Roads, CHRISTIE DOWNS SA 5164

## Training Guarantee for SACE Students (TGSS)

The CHC33015 Certificate III in Individual Support is subsidised under the Government of South Australia's WorkReady initiative and is available for eligible Training Guarantee for SACE Students. Students will need to pay some incidental fees for personal items such as tools, clothing or other training materials and police check or DCSI clearance. To be eligible for the Training Guarantee, you must be:

- Either an Australian citizen, an Australian Permanent Resident, a New Zealand citizen living in South Australia, or an eligible Visa holder
- 16 years or over, and enrolled in SACE (or equivalent) at school and already completing, or have completed, VET or work placement that is related to your pathway.

Eligibility criteria apply, please check here:

<http://www.skills.sa.gov.au/training-learning/check-your-eligibility>

To check criteria for the Subsidised Training List, please visit:

<http://www.skills.sa.gov.au/for-training-providers/workready-subsidies/subsidised-training-list>

# Frequently Asked Questions

## **What do we offer at Marcellin?**

Marcellin is a co-educational Catholic Senior Secondary campus of Cardijn College specialising in the delivery of the South Australian Certificate of Education (SACE) alongside a trade/vocational training program.

We specialise in developing programs for students who wish to complete their SACE while working toward an Australian School-based Apprenticeship/Traineeship (ASbA/SbAT) and completion of their apprenticeship/traineeship post school.

## **Who is best suited to attend Marcellin?**

- Students who are passionate about gaining a trade qualification alongside their SACE
- Students who want to study and gain skills in an environment that is designed to build their skills and ensure that they are work ready before they finish school
- Students who are looking for an adult-style learning environment, while still experiencing the support and pastoral care offered at a Catholic school

## **What qualifications will I gain at Marcellin?**

Marcellin students graduate with the South Australian Certificate of Education (SACE) and Certificate II in a chosen trade. Students who obtained a School-based apprenticeship towards the end of their first year (Year 11 Stage 1) or during Year 12 also complete some Units of Competency of a Certificate III related to their apprenticeship/traineeship.

## **How many timetabled lessons are missed to undertake a trade training program?**

At Marcellin the training program is an integral part of the whole learning experience. Therefore there are no lessons to catch up on because a student is involved in trade training, unlike a mainstream school.

## **How many students gain School-based Apprenticeships while enrolled at Marcellin?**

In 2018, 80% of our graduating class commenced School-based Apprenticeships while the remainder transitioned to the workforce. 100% of the Class of 2018 graduated with their SACE.

## **How much work placement is involved in the program?**

At Marcellin pre-apprenticeship students undertake a minimum of five weeks' work placement as part of their program.

## **Does Marcellin provide assistance in finding a work placement?**

Searching for and obtaining a work placement is one of the skills that students will develop as part of the program at Marcellin. However, teachers, trainers and industry consultants provide support and assistance throughout this process.

## **How do students obtain a School-based Apprenticeship?**

Our program is designed to provide students with the opportunity to secure a School-based Apprenticeship through their extensive work placement program where students effectively demonstrate their employability skills and already-established skills and knowledge as gained through our programs.

## **Will students get an apprenticeship at Marcellin?**

Marcellin Campus will prepare and assist students to achieve a School-based Apprenticeship through our programs, training, work placement program and industry visits.

Experience shows that our program gives students the advantage they need to obtain an apprenticeship, but we don't give them an apprenticeship.

## **What happens when students finish Year 12?**

Having completed the SACE, the School-based Apprenticeship contract is converted to full-time and recognises the accredited training that has been completed. The remaining length of the apprenticeship is then calculated. Employers may elect to continue with accredited apprentice training with our Registered Training Organisation (RTO) MTC Training on-site at the College.

### **What are the advantages of Marcellin Campus?**

Marcellin strives to create a rich and diverse education and training environment, which focuses on developing the whole person. We offer a comprehensive mentoring program which supports our students as they transition to the world of work.

We seek to create an environment where everyone feels respected and co-responsible. We are committed to developing a community where each individual student is affirmed in an environment of mutual support and encouragement. Marcellin values positive relationships and partnerships between the Campus, the home and the workplace.

Our unique program makes it possible for students to commence their trade or vocational training in their area of interest, gain employment and be paid while still at school completing their formal secondary education. Our program gives students a head start into their chosen career while at the same time completing their SACE.

Our commitment to provide training extends beyond the school years and into an apprenticeship once the SACE is completed. Continuing the apprenticeship training with Marcellin post school is another unique factor that sets Marcellin apart from any other school.

### **How and when do I enrol?**

All students interested in attending Marcellin Campus are required to complete an Application for Enrolment. You will then be required to attend an interview with a parent or guardian.

Once we have received your Application for Enrolment we will contact you to book an interview.

We highly recommend that you attend a Campus tour. The dates of all upcoming tours can be found on the Marcellin website.

If you have any questions regarding enrolments, please visit our website or contact us on 8186 9700.









CARDIJN  
COLLEGE  
MARCELLIN CAMPUS

Phone: 08 8186 9700

Email: [enrol@marcellin.catholic.edu.au](mailto:enrol@marcellin.catholic.edu.au)

Or visit our website

[www.marcellin.catholic.edu.au](http://www.marcellin.catholic.edu.au)

Postal address

PO Box 438 Noarlunga Centre SA 5168

Corner of Beach and Mander Roads,  
Christie Downs, SA 5164