



2011 Student Guide

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**MARCELLIN TECHNICAL COLLEGE
ADELAIDE SOUTH**

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MARCELLIN TECHNICAL COLLEGE

Welcome

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

These are exciting times for us at the College as we embark on the new model of education that is being introduced across Australia to address the skill needs in Australian society.

For our new students, who we are hoping will become apprentices during the course of the year, it is also a time of hope and new expectations. The promise of beginning an apprenticeship while completing a secondary certificate over two years at the College, must offer exciting prospects for the students.

We will be setting an adult working culture at the College while, at the same time, nurturing the students through the completion of their secondary school studies. Emphasis will be placed on developing positive attitudes to work, training and contribution to the wider community as well as maintaining and continuing to develop an aptitude to study.

Our team of dedicated staff is eagerly looking forward to working alongside young men and women who have expressed an interest in the trade area and an intention to embrace an apprenticeship with a positive attitude.

We hope the year for you will be a fruitful and rewarding one.

We look forward to a long association that will commence next year.

Best wishes,

Jim Fenoughty
PRINCIPAL/CEO

Vision

Marcellin Technical College is committed to creating a dynamic partnership with industry that encourages a relevant learning environment and which provides students with a flexible and innovative transition from school into a chosen trade career.

Aims and objectives of the College

We aspire to the core values of:

Skill Development, Positive Attitude, Employability Skills, Enterprising Person, Community Awareness and Career Fulfillment.

- Excellence in SKILL DEVELOPMENT
- Development of a positive ATTITUDE to work, education and training
- Cultivate personal attributes and a work ethic that develop EMPLOYABILITY skills
- Initiate and maintain a personal development that leads to the cultivation of the ENTERPRISING person
- Contribute in a positive way to citizenship and the wider COMMUNITY
- Become a successful apprentice in a chosen CAREER

“A smart move for education, training and careers..”

Marcellin Technical College Board

The College Board meets on a bi-monthly basis. Their main responsibilities are to oversee the operation, policy development and strategic priorities of the College as designated in the Business Plan. The current committee is comprised of:

Chairperson: Alice Colgrave Lawyer

Deputy Chairperson:

Committee: Anthony Kittel	Managing Director, Redarc
Andrew BATTERY	Managing Director, Gemtree Winery
Angela Coker	AWD Training Manager, ASC Shipbuilding P/L
Debra Panizzon	Associate Professor, Deputy Director, Flinders Centre for Science Education in the 21 st Century
Michele Simons	Associate Professor, Dean and head of School Education, University of South Australia Magill Campus
Jan Hurley	Catholic Education South Australia Representative
John Petrucci	McLaren Vale Grape Growers Association
Jim Fenoughty	Principal/CEO, Marcellin Technical College

Meet the Team

The team at the Marcellin Technical College is experienced across a wide range of education, training and business sectors.

Characteristics of the Team

Employment of the best people who possess:

- strong community spirit
- commitment to high levels of quality and performance
- extensive individual experience
- a strong commitment to generational change

Principal | CEO

Director Business Operations and Strategic Planning

Campus Director

SACE Coordinator

Executive Assistant | Enrolments Officer

Resource Centre Manager | Short Course Coordinator

Director of Marketing

Finance Officer

Receptionist

IT Administrator

Industry Consultants

Education and Training Mentors

Maintenance Officer

Managing Director

RTO Administration

Training Staff

Chaplains

Jim Fenoughty

Phil Sutherland

Pete Chambers

Gianni Petrucci

Alana Andrews

Natasha Runcevich

Adrian Dezen

Laury Smith

Janine Kristaly

Hugo Suarez

Glenn Miller

Darren Connelly

Luke Harris

Peter Sudaj

John Cardew

Serge Mensitieri

Andrew Dale

Paul Gaskin

Karen Thornham

Alycia Sampson

Steve Keightley

Fr Tom Gleeson

Dr Neil Welch

STUDENT PROCEDURES

Our students' behaviour at the College is governed by a Personal Performance Management System, referred to as PPMS. Each student during orientation will be fully briefed on how this works and it will be explained to parents at an information evening early in the College year.

Student Rights - Students will be:

- Provided with a safe learning environment
- Offered learning opportunities through practical, relevant, trade-based curriculum
- Exposed to a range of different learning styles
- Given opportunities to find the trade area to which they are best suited
- Treated like a young adult transitioning from school to work.

Student Responsibilities - Students are to:

- Make an honest effort to achieve their personal best in all aspects of gaining an apprenticeship and undertaking an ASbA
- Be punctual to work, training and programmed courses
- Be responsible for their own time management with regard to College, work and their personal life
- Act appropriately and comply with OH&S regulations while at the College and at work
- Respect staff, other students and work colleagues at College and at work
- Respect the College property
- Demonstrate a positive attitude and strong work ethic
- Behave responsibly in public and on the job site while wearing the College uniform; and to be an ambassador of their College
- Wear the full work uniform, including safety equipment, as prescribed by the College
- Refrain from behaviour that would verbally or physically threaten others in the College community
- Develop respect, responsibility and open communication as part of their life/skill development
- Act accordingly with safe workplace practice by refraining from possession and use of alcohol, tobacco and illicit drugs while at the College and at the work site.

Employer Code of Conduct

The first and obvious expectation of an employer is that a student will undertake an appropriate Vocational Education and Training (VET) course and will be dedicated to mastering the outcomes of the College delivery of that course.

The second area is the Worksite. Here the employer will expect to see the application of the knowledge and skills the student is acquiring and, most importantly, demonstration of a good work ethic and attitude at the work place. The student has the benefit of a College Mentor who will case manage/mentor to assist the student to meet the expectations of the work environment.

Car park and vehicle usage

To increase their employability prospects students will endeavour to obtain their driver's licence as soon as possible.

Caregivers will be required to give written permission for students to travel to and from the College and the worksite in a car driven by a student.

Students will drive sensibly on College grounds, car parks and abide by road rules when driving to and from College. If in breach of this they go straight to a **written warning** from PPMS.

A student will only drive students who have written parental permission documented by the College. If in breach of this they will go straight to a **written warning** from PPMS.

In order to protect and respect personal property students will not loiter in the car park facility they share with College staff and the staff of the Southern Learning Centre.

Students will respect local residents while driving in the local area with regard to speed limits and noise and understand our College is part of the local community.

If a student is a passenger in a College student's car without parental consent they will receive a **written warning** from PPMS.

Off site

Students need to understand that any behaviour while representing the College or in College uniform outside College grounds that damages our reputation, or conduct that brings the College into disrepute, will lead to a written warning and following of PPMS.

Students also need to understand that any poor off site behaviour can damage our reputation and jeopardise their or other students' employability prospects.

Leaving College during College hours

Stage 2 (Year 12) student guideline:

- Stage 2 students are allowed to sign out of the College during break times provided they have a specific signed parental consent form allowing this.
- Stage 2 students will **not** be permitted to use cars during break times.
- Stage 2 students are allowed to sign out before official College finish time provided they have mentor and/or trainer consent and leave/drive home not to return that day. A specific signed parent consent form is necessary before this can occur.
- Any breaches of College policy while off site will be dealt with by the **Off site policy** and **PPMS**.
- Stage 2 students starting late due to timetabled classes must sign in at reception on arrival.

Stage 1 (Year 11) student guideline:

- Stage 1 students in 1st semester are in a preparatory phase and are **not** allowed to sign out of College during break times.
- Stage 1 students will be reviewed at the end of 1st semester and if they can demonstrate no PPMS breaches for the previous 6 weeks and have a specific signed parental consent form, they will be allowed to sign out of College during break times in semester 2.
- Stage 1 students will **not** be permitted to use cars during break times.
- Any breaches of College policy while off site will be dealt with by the **Off site policy** and **PPMS**.

Harassment

Students involved in Workplace Bullying and Harassment will follow *'Dealing with Workplace Bullying'* guidelines and PPMS procedures if guilty of an offence.

Absences / Late to College or to Work

The College is committed to developing strong employability skills.

Punctuality and communication are two of these skills.

If a student is absent either from the College or from the workplace, then the expectation is that the student will communicate this absence before work or the day at the College commences.

Students are expected to be punctual in the mornings and throughout the day at the College. There will be no bells or sirens. Students, therefore, will need to develop self-organisational skills.

Students who are unable to be punctual will be counselled and PPMS procedures followed.

First Aid and Occupational Health and Safety

Qualified Trainers will outline health and safety procedures to all students in the workshops prior to the use of machines and equipment. The focus will be on prevention.

In the event of an accident happening in the workshop or around the College, the injured person will be directed to the First Aid area situated in the administration block. A designated First Aid Officer will assess the injury and make decisions about further treatment.

An injured person who requires hospital treatment will be transported either by ambulance or by a designated College work vehicle, depending on the severity of the injury.

When someone collapses, an assessment of the person will be undertaken before moving and relocating the injured person.

Parents will be informed in all situations other than those that are of a minor nature.

All details of any treatment in the First Aid area will be recorded by the assessing officer.

All staff members have a current Senior First Aid certificate and are capable of assessing the injured person and then seeking further assistance.

Lockers

For Stage 1 students there will be lockers for security outside the learning areas and pigeon-hole spaces adjacent to workshops for bags, excess clothing and other smaller items. Students are to provide their own padlocks or combination locks. They may leave a spare key or the code in an envelope with Administration Staff if they wish to do so.

Lunch / Canteen Facilities

A mobile canteen is available for student use on a daily basis at the College at lunchtime.

There are three vending machines, providing drinks and snacks, available at the College in the student lunch areas at all times.

The provision of these facilities will ensure that students have no need to leave the campus during the day.

Sport

Sport, recreation and other extra-curricular activities will be encouraged and supported by the College to maintain a life balance in an adult learning environment.

The participation level will differ from a typical Secondary College due to the delivery model of education and training.

A Gymnasium has been developed in the South-Eastern upstairs wing to accommodate some of the student recreational needs.

The College is a member of the South Australian Secondary Schools Sports Association and will enter team competitions such as Cricket, Surfing, Football, Volleyball and Soccer. These events are played mid-week and are of a knock out nature.

A staff member has been appointed to take responsibility for the organisation of sport and recreation for the College students.

Internet use

As per College Student Computer and Internet Use policy.

All students must agree to use the Internet and email at the Marcellin Technical College, in a responsible manner for purposes stated by their mentor.

Students will not use the Internet or networks at the College to access web pages, computer files, newsgroups, chat groups or other materials that would be considered offensive in the judgement of the College.

Students will be courteous and use appropriate language when communicating on the Internet, and will report to mentors any instances of inappropriate communication.

Students will accept responsibility in regard to copyright protected material and plagiarism. Students will not download and redistribute software, games, music, graphics, videos or text unless authorised to do so by the copyright owner, and will not attempt to present someone else's work as their own.

Students will not reveal personal information including their Internet password(s) to others, and will not distribute names, addresses; credit card details or telephone numbers of themselves or others via the Internet or College network unless required by the College to do so.

Students will be denied all access to College computers and/or the Internet for a time to be determined by the College and may face further consequences consistent with PPMS, if they violate any of the terms of this agreement.

Mobile phone and electronic equipment usage

Student mobile phone use is to be appropriate to a work environment.

Students can call and send texts during their own time only (which will be before College, morning tea, lunch or after College).

During work time in SACE mobile phones will be turned off or in silent mode.

Students will not answer their phone, make calls or send or look at texts during work time.

Students need to understand appropriate uses of their mobile phone may include using it as a calculator, taking pictures of work, audio or video recording of interviews for assessment purposes. However, they must negotiate with their mentor before using the device for these purposes.

Parents and employers are encouraged to ring reception on 8186 9700 if they need to contact a student during College hours.

Students will not use their mp3 players to listen to music during work time, unless it is private study time and they have negotiated this with their mentor.

Students are not to leave their headphones in their ears with their mp3 player turned off during work time.

All students must understand any breaches of these conditions will be dealt with by PPMS.

Emergency Evacuation Procedure

1. PERSON IN AUTHORITY WHO FIRST NOTICES FIRE OR EMERGENCY SITUATION is to notify the Front Office staff.
2. OFFICE STAFF - sound continuous short blasts of siren to indicate emergency and notify appropriate authority, e.g. Metropolitan Fire Service.
3. MENTORS/TRAINERS in charge of groups are to direct students to the nearest safe exit. (See evacuation maps on walls.) The Mentor/Trainer or staff member will then accompany students to the designated muster point by the safest route under the circumstances.
4. FIRE WARDEN or DEPUTY FIRE WARDEN
 - a. To bring student attendance sheets, sign out/in book, and First Aid kit to the muster point.
 - b. To check Administration area, lock front door if practicable.
 - c. To bring lists of staff and visitors' names to muster point. Check staff and visitors.
 - d. Contact Fire Warden immediately if any person is unaccounted for.
5. MENTORS access attendance sheets from Fire Warden. Assist orderly assembly of students in groups.
6. Check absentee lists. Contact Fire Warden immediately if any student not accounted for.

Student Identification Cards

Within the first few weeks of attending the College and as part of orientation week, students will be photographed for their Student ID cards. They will be distributed to students shortly after this. Student ID cards will also be required for administration purposes, for public transport and use in other libraries, as well as for their own personal use. The cost of the Student ID cards will be added onto school fees. If a student requires a replacement card it be at a cost of \$10.

Uniform Guidelines and Process



Due to the type of industries that College students/apprentices will work and train in, it is imperative from a safety perspective that students wear the correct uniform, including correct work boots.

Mechanical Engineering, Metal Fabrication, Building and Construction, Automotive and Electrical Students

The choice of trade uniform was guided by a survey conducted with students and industry, the result being that the navy work shirt and navy work trousers have been chosen. The uniform is to be worn when out on worksites, in training rooms and as required.

There is the option of wearing a Marcellin Technical College polo top and shorts during summer or when students are in learning areas and not in the workshops by negotiation with each student's mentor.

Hats/caps will need to be worn when working outside during days of high UV rating as specified by our sunsmart policy.

Black Steel capped work boots **need to be worn as standard footwear** every day by all students. We have negotiated with local supplier BOC for students to be able to purchase steel capped work boots that comply with College standards of steel capped and black at a discounted rate.

Students need to inform BOC when being fitted for the boots that they are with the Marcellin Technical College to receive the discounted price. You will receive an order form that can be used when making a purchase.

Safety glasses and ear plugs will be required to be worn when working in industry, in training rooms and as required. Safety glasses are included as part of the uniform pack.

Animal Studies Students

Students in our Animal Studies Program will be required to wear the Marcellin Technical College polo top, khaki work trouser, College jumper and black steel capped work boots (to be worn as

standard footwear). In the warmer months they are welcome to wear khaki work shorts. Further down the track they will be required to purchase a gown for practical work.

Hospitality Students

Our hospitality uniform consists of College polo top, College jumper, navy dress pants and black non slip shoes. Students will also be required to purchase the College apron. Navy dress pants can be purchased through our uniform supplier or elsewhere.

Ordering Process

All orders are to be placed and paid through the suppliers. Please use the order forms in the information pack when ordering uniforms and safety boots. (You are also welcome to purchase a different brand/style of boots provided that they are steel capped and black).

Suppliers

For **Uniforms**, contact Sharon Williams

<p>Geminex Totally Work Wear Unit 2A 350-356 South Road Richmond SA 5033 Phone: 8443 3868 Fax: 8443 4482</p>

For **Safety Boots**, contact Steve or Nicole at

<p>BOC Lonsdale 22 O'Sullivan Beach Road LONSDALE SA 5160 Phone: 8326 6755</p> <p>Opening hours : 8am - 5pm Monday to Friday 8.30am - 11.30am Saturday</p>

Visitors to the College

All visitors must report to Reception to sign in and, for clear identification, be issued with a visitor's badge.

Visitors must be accompanied by an Office Administrator or official of the College if they enter parts of the building outside the administration section of the College. Workers and delivery personnel may be authorized to proceed independently.

EDUCATION AND TRAINING OVERVIEW

Courses

The College currently delivers Certificate courses in the specialist streams of:

- Metals & Engineering (Fabrication and Machining)
- Electrotechnology (Electrical)
- Building & Construction (Carpentry)
- Hospitality
- Horticulture
- Automotive
- Animal Studies

Other courses from within these and other industries may be negotiated but will be dependent upon the availability of training and apprenticeship opportunities within the identified industry.

Certificate III and Australian School-based Apprenticeships

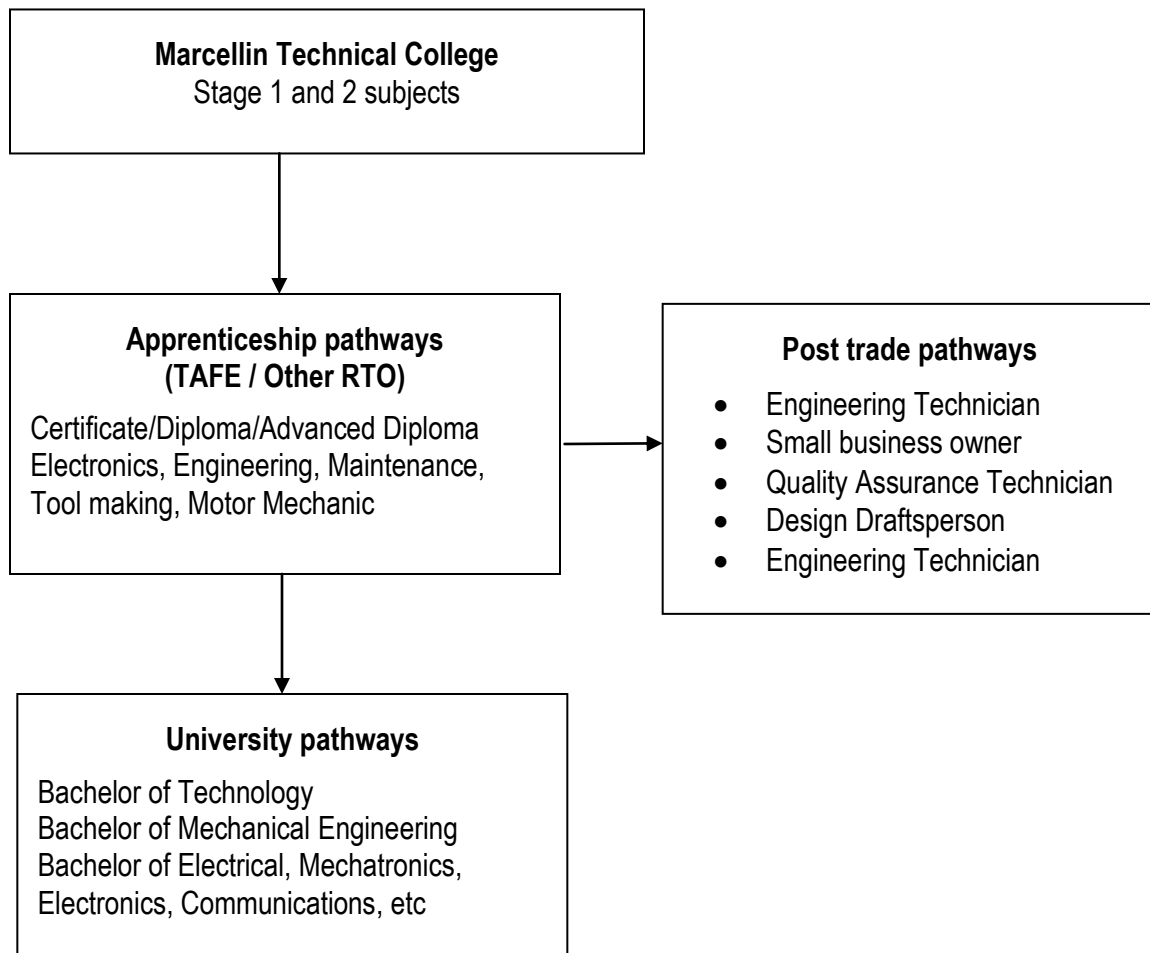
The College delivers apprenticeship training in traditional trades at Certificate III level. As Australian School-based Apprentices, the students at the College undertake the equivalent of the first year of this training in a part-time mode while completing Stages One and Two of their South Australian Certificate of Education.

This training can be delivered through a combination of training that occurs on and off the job. As the College is staffed by trainers and mentors, the off-job component of this training can be delivered at the College.

If a student has previously undertaken VET with another RTO (Registered Training Organisation) the College may consult with the RTO to seek Recognition of Prior Learning for any of this training that is deemed relevant to the student's program.

Upon completion of a Certificate III qualification a student could utilise the Australian Qualifications Framework to pursue higher tertiary qualifications. In doing so, students would use this qualification in place of a Tertiary Entrance Ranking generated through SACE. This is known as taking an 'articulated pathway' to higher education.

Future Pathways Model (eg, Metal & Engineering, Electro-technology, Automotive)



Induction

On commencement at the College, students undertake an orientation program. This involves becoming familiar with:

- the College community of mentors, trainers and senior students who come with a variety of backgrounds and aspirations
- the adult learning environment and the need for responsible participation by students
- the Code of Conduct of the College and Personal Performance Management System
- the operation of SACE, VET and Apprenticeship systems
- the role of mentors as teachers, facilitators and mentors
- the value of recognising all learning as indicators of Employability Skills
- the creation of a Learning and Transition Plan
- the development of more informed career aspirations
- the preparation for Work Readiness.

Preparatory Semester

The remainder of the first semester at the College will provide aspiring apprentices with:

- Commencement of Stage One of the South Australian Certificate of Education (SACE)
- Preparatory VET training in competencies that are generic to most trades and pre-requisites to any work placement
- A series of workplace learning experiences to further inform student choices and to develop some work readiness in students
- Ongoing College and community-based projects that foster a range of employability skills and attributes.

Attendance and Hours

As regular and punctual attendance is a key attribute of employability, students will be expected to demonstrate this on a regular basis.

On SACE days students will be required at the College between the hours of 8.30am and 3.00pm, and between 8.30am and 4.00pm on VET days to foster work readiness in the students.

It should also be noted that as part of this work readiness, the program might not permit for students to have traditional school holiday breaks throughout the two years at the College.

Attendance at college takes priority over part-time work commitments at all times.

Given the more practical approaches to learning that are a feature of the College, students will also be regularly required to attend training or undertake learning away from the College. Parents will be advised of such requirements and a general consent will be sought to cover this activity. Please note that no student is permitted to transport other students without formal advice to the College.

Organisation and Planning

The College is seeking to be organised in such a way as to deliver blocks of contextualised instructional time, with integrated projects and training in specific vocational and life skills.

An initial semester of preparatory training will precede the commencement of Australian School-based Apprenticeships. The only variation to this will be for students who have already completed significant amounts of SACE, plus relevant workplace learning and VET training.

As Career Development will be the prime focus of the College, mentors will formulate and regularly review the individual learning plans in conjunction with the aspiring apprentices. An individual work placement within a preferred trade will be a final activity prior to finalising an apprenticeship pathway for each aspirant.

Following the preparatory semester, Australian School-based Apprenticeships may commence for those who are deemed ready to successfully assume this form of employment.

In order to maximise use of facilities the College will at times operate as two or possibly three sub schools with students rotating through SACE, VET and work options. Students will be issued with a timetable and calendar at the start of the College year.

As a student progresses through the college program the percentage of time a student will spend completing SACE, VET and work will vary. Below is a sample of how the time dedicated to each component may be distributed throughout the 2 years.

Stage 1 Semester 1

SACE 60%
VET 25%
Structured Workplace Learning 15%

Stage 1 Semester 2

SACE 35%
VET 25%
Structured Workplace Learning / ASbA 40%

Stage 2

SACE 20%
VET 30%
ASbA 50%

The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education is a certificate awarded by the SACE Board of South Australia to students who successfully complete certain curriculum requirements in their senior secondary education. The SACE involves studies at Stage 1 and Stage 2 level, formerly Years 11 and 12.

The new SACE is the new South Australian Certificate of Education that was introduced in 2009 in most South Australian schools with secondary students. Year 12 students in 2011 will be the first to graduate with the new SACE.

The new SACE builds on the achievements of the current certificate, and it also includes some important changes, such as new compulsory subjects and greater flexibility in the way students can earn credits towards completing their SACE.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits (Stage 1)
- Numeracy – at least 10 credits (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Vocational Education Training.

Marcellin Technical College has developed a SACE model for all students that maximises the recognition of student learning in the workshop and on work placement. A sample SACE pattern for a student attending Marcellin Technical College could be:

Stage 1

- Personal Learning Plan (10 credits)
- Literacy (20 credits)
- Numeracy (20 credits)
- Business & Enterprise (10 credits)
- Fit for Work (20 credits)
- Workplace Practices (20 credits)
- Vocational Education Training competencies (20 credits)
- Integrated Learning (10 credits)

Stage 2

- Research Project (10 credits)
- Vocational Education Training Competencies (20 credits)
- Workplace Practices (20 credits)
- Trade Principles (20 credits)

Total (200 credits)

From 2010, only new SACE Stage 1 subjects will be taught. Likewise, from 2011, the new Stage 2 subjects will replace the current subjects.

Subject Achievement Scores at Stage 2

All Stage 2 subjects are reported by the SACE Board of South Australia on a common system where each subject receives a numerical score (0-20), letter grade (A, B, C, D, E) and a short descriptive statement. Refer to the table below for an explanation of these scores.

Score	Description	Grade
20	Outstanding Achievement	A
17-19	Very High Achievement	A
14-16	High Achievement	B
11-13	Competent Achievement	C
8-10	Marginal Achievement	D
0-7	Low Achievement	E

Reporting Student Progress

Students at Marcellin Technical College will receive reports on their progress from both the College and the SACE Board of South Australia. The differences in these two reporting procedures are outlined below.

	College Reporting Process	SACE Reporting Process
What report will be provided?	<p>At the completion of terms 1, 2 and 3 the student's mentor will provide a progress report indicating the student's progress in their SACE, training and workplace learning.</p> <p>Mid-year, a Student Appraisal Interview will be conducted between the student, parent and mentor. This appraisal will be based around the student's personal learning plan and will provide an opportunity for students to discuss their progress and trade pathway planning.</p>	<p>The College is required to report student achievement to the SACE Board of South Australia.</p> <p>Students will receive a printed Statement of Results from the SACE Board at the completion of each year.</p>
What is the purpose of the report?	<p>The College based report will provide students and parents with feedback to assist in the student's learning and to identify areas where further work is needed.</p>	<p>The SACE Board Statement of Results records the student's level of achievement as they complete each stage of the SACE. This allows students to monitor whether they are on track to meet the requirements of the SACE.</p>

SACE Subject Descriptions

STAGE 1

Mathematics Pathways

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. Students will study units of basic number skills, calculating fractions and decimals, measurement, length, perimeter, area and volume. Students will also complete mathematics based modules specific to their industry to give a clear understanding of the relevance between mathematics and the student's chosen career pathway.

English Pathways

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Students will learn techniques to improve their employment opportunities, their ability to work in a team and their effectiveness to communicate with customers and clients. Areas such as the planning and writing of job applications, writing résumés and appropriate interview etiquette are also studied in this course.

Personal Learning Plan

The Stage 1 Personal Learning Plan is a 10-credit subject designed to help students make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their mentors to develop knowledge and skills in planning for their SACE and their future beyond school.

Business and Enterprise

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions.

Integrated Learning

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group. Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

Workplace Practices

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Cross Disciplinary Studies

Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course. The learning interest is a topic, issue, practical or theoretical challenge that extends over the duration of the program.

Students at Marcellin Technical College will complete a Fit for Work program which aims to develop the student physically, mentally and emotionally for the world of work.

STAGE 2

Vocational Studies A

Vocational Studies allows students to develop workplace learning opportunities (through School-based Apprenticeships & Traineeships) and workplace knowledge. Workplace knowledge is delivered through the topics:

- What is work?
- Finding Employment
- Industrial Relations

The course is designed to broaden the student's outlook when considering apprenticeships and to prepare them for the world of work.

Trade Principles (Integrated Learning)

Students will investigate and apply basic trade principles with a focus on design, mathematics and engineering science. Students develop analysis and problem solving techniques to assist them with practical hands-on activities. This program provides students with an opportunity to improve their scientific knowledge and develop an understanding of practical maths, design and physics concepts required by employers to successfully undertake an apprenticeship.

SSABSA VET

SSABSA VET offers students the opportunity to gain SACE units and achieve national vocational qualifications. These units have been developed in collaboration with business and industry. Participation in workplace learning is an integral part of students achieving competency. This workplace learning enables students to demonstrate competence in real workplace situations covering duty of care, equal opportunity, safety, teamwork and communication. Stage 2 students will complete 120 hours of formal vocational attainment in their chosen industry.

PARENT INFORMATION

Centrelink

Centrelink administers payments for students who qualify for financial assistance. Payments while studying or training include:

- Youth Allowance (student) – for full-time students aged 16 to 24 *or* unemployed people aged under 21
- Abstudy Payment – for Indigenous students to help with study costs

Centrelink must be informed of any changes in your circumstances within 14 days, e.g. earning or receiving income, a change in income details, and change of address.

Social workers at Centrelink can help when you are facing difficulties or experiencing an unexpected change in your personal and/or family circumstances. To access Centrelink Social work services, or to check whether a change in your circumstances will affect your Centrelink payment, phone 131-021.

Information and claim forms are available at Centrelink offices, on the website www.centrelink.gov.au or by calling 132 317 (Abstudy) or 132 490 (others). You are now able to submit your claim via the internet, instead of returning a paper claim form to a Centrelink Customer Service Centre. For more information visit the website above.

School Card

The School Card Scheme is administered by the Department of Education and Children's Services (DECS) and assistance is available to students who meet the eligibility criteria. To be eligible to apply for School Card assistance the applicant must be liable for the student's school fees.

School Card Application Forms can be obtained from Reception. If you have any queries at all, please contact Laury Smith on 8186 9700.

Future Planning

Proposed Dates for 2011

Semester 1:	Commence	7 th February – 15 th April
	Break	15 th April – 29 th April
	Resume Semester 1	2 nd May – 8 th July
	Break	11 th July – 22 nd July
Semester 2:	Commence	25 th July – 30 th September
	Break	3 rd October – 7 th October
	Resume Semester 2	10 th October – 18 th November

Website

The College website www.mtc.sa.edu.au has been equipped with the facility for students to access information that is secure and viewable only by students. They will also be allocated a personal email address, which will enable the College to communicate information directly to students.

College Contacts

For all telephone enquiries at the College, please contact Reception on 8186 9700 where you will be transferred to the appropriate staff member, or ask to speak to our Enrolments Officer, Alana Andrews who will be pleased to assist with your enquiry.

Listed below are email addresses for nominated points of contact at the College:

Position	Name	Email address
Principal CEO	Jim Fenoughty	jimfen@mtc.sa.edu.au
Campus Director	Peter Chambers	petcha@mtc.sa.edu.au
Enrolments Officer Executive Assistant	Alana Andrews	enrol@mtc.sa.edu.au or alaand@mtc.sa.edu.au
Finance Officer	Laury Smith	lausmi@mtc.sa.edu.au