

Principal's Message



Dear Parents, Caregivers and Students,

Welcome to the end of semester 1, where the Stage 2 students are caught up with the submission of their Research Project and the Stage 1 students and some of the Stage 2 students are continuing their search for the all-important school-based apprenticeship, which is the beginning of the serious end of the two year programme at the College. We wish all students well over the coming defining weeks.

NEW STUDENTS

We welcome new students Grace Fuller (Westminster), Danny Steer (Sacred Heart College), Lester Mulladad (Ltyentye Apurte, Santa Teresa) and Nicholas Ronson (Ltyentye Apurte, Santa Teresa). We trust that your stay with us and the two year College programme will be beneficial for your future career pathways. We have in addition recently enrolled four apprentice jockeys in our partnership with the Apprenticeship Academy at Morphettville.

ACCELERATED PROGRAMME

For 2012, the College is promoting an accelerated programme for current Year 9 students to join the Stage 1 programme, effectively skipping Year 10 mainstream.

These students will be carefully assessed for their social and physical maturity, their academic ability and their keenness to secure an apprenticeship. In the past, the College has identified a small number of students who are in a holding pattern in Year 10 mainstream and who would be capable of managing the demands of the Stage 1 course. Some of the College's best apprentices have come from this group in the past. The College will carefully scrutinize these students through the assessment and interview process.

SCHOLARSHIPS



A number of scholarships will be available to students for 2012.

Our association with Marist Schools Australia (MSA) has ensured that five scholarships for Stage 2 will be available in 2012 for current Stage 1 students. The process will commence with an application that will be available in November and will involve a written appraisal due in February and then an interview in March 2012. These scholarships will be announced and presented at an assembly in late March. South Adelaide Football Club (SAFC) will make available two scholarships for beginning Stage 1 students in 2012. These students will be either playing in junior teams of SAFC or their parent/s will be members of SAFC. Enquiries for these scholarships can be made through the College or Andrew Osborn, Marketing Manager at SAFC.

FLINDERS UNIVERSITY PARTNERSHIP

The final stage of the coursework in a Graduate Certificate in Education (Vocational Studies), which could lead to a Masters in Education is being drafted for commencement in 2012 to cater for existing teachers. Flinders University is partnering with Marcellin to both write and deliver the course, which will enhance the teaching of Vocation, Education and Training in mainstream schools. The College is honoured to be part of this pilot programme and it is a compliment to the cutting edge model that we offer here at Marcellin.

Once again, if there are any concerns or important pieces of information that need to be communicated to the College, I would strongly encourage you to get in touch with the appropriate Mentor on 8186 9700 and either share your concerns or make an appointment with that staff member.

Yours in Training and Education,

*Jim Fenoughty
Principal/CEO*

What's on Campus



Stage 1 News:

Our Stage 1 students are just completing their first two week block of workplacement and the feedback so far is encouraging. This year we have had our Stage 1 students start the year in the trade area of their choice so they are more advanced in their

training at this stage of the year than our Stage 1 students have been in previous years.

In visiting the training workshops recently I have been impressed by the quality of our students' work. In the Fabrication Workshop in particular I have noticed an excellent standard of welding under the guidance of their Trainer Justin Mamo.

We have had some Stage 1 students review their trade choice recently and have had some changes from Construction to Electrical and vice versa. If you have a son/daughter who think they may be in the wrong trade area ask them to initially speak to their Mentor about the possibilities of changing trade area.

Next semester our Stage 1 students will undertake a lot more workplacement and also begin a themed subject called 'Trade Unit'. In this subject students will develop their Industry knowledge and skills while completing a range of SACE assessment tasks in a variety of subjects. These 'Trade Units' are written to also support the learning taking place during Certificate 3 Trade Training. This system of planning is one of the main ways we differ from a mainstream educational setting.

Stage 2 News:

In Stage 2 at the moment it is all about the subject 'Research Project'. As mentioned in my last report 16000 students in South Australia are currently doing this subject. We have been given a deadline of the first of July for an initial grading of these 'Projects' to be sent in to the SACE Board. Any grade that is below 'C' standard has until the 27th of October to be improved to meet the 'C' grade criteria.

Any of our students who do not hand in their Research Project in July can still submit their Research Project in October but do not have an opportunity then to improve their grades. This is important to know as a 'C' grade or better pass in the Research Project is required for successful completion of the SACE Certificate.

I have read through a number of our Stage 2 students projects and I am very impressed with the diversity of questions chosen which range from 'How rule changes in

AFL football have affected the game' to topics such as 'Bream fishing techniques' and 'Renaissance art'. As a Stage 2 teaching team we have been very happy with the effort our students have been putting in to this subject.

Our Stage 2 'Yet to be signed up' students and some 'signed up' students have a two week training block coming up from the 11th to the 22nd of July. This block is important for these students to complete and not miss days as there SACE completion also depends on credit gained from modules of trade training.

The final week of this semester for stage 1 students is timetabled as 'SACE if needed' for Stage 1 students. On the Monday of this week we will have an assembly where we will acknowledge our Stage 1 students who have achieved a high level in SACE, Trade Training and Workplacement in Semester 1. Following the assembly as each student completes all of their assessment tasks for the semester they will then begin their Semester break.

If you have any questions or queries regarding any of these issues or the program please contact me on 81869700 or email on petcha@mtc.sa.edu.au

Regards,
Pete Chambers,
Campus Director

SACE Information



As the first semester comes to a close there are some SACE requirements that need to be completed.

Stage 1

Stage 1 students will be assessed on 2 subjects they have already completed. The first is Integrated Learning which we cover under our employability skills activities program. As you might be aware your son/daughter would have participated in two days of strenuous team building activities consisting of hiking at the Coorong and team building activities and kayaking on the Onkaparinga River.

The students were assessed on their practical performance throughout the two days as well as their preparation work prior to the activities and their reflection after the two days. Any student who did not attend the two days was given the opportunity to complete an assignment in lieu of the activities so that they were still eligible for the marks and credit for the subject. Some students chose to

SACE Information

take this opportunity whilst others unfortunately did not and this will be reflected on their results sheets.

The other Stage 1 subject being assessed in June is Workplace Practices which is labeled 'My Trade' here at the College. This subject was aimed at giving students further insight into the trade they are going into and allowing them to do some of their own critical reflection of their performances both in the workshop and during work experience. I am pleased to say that there were some fantastic results for this subject.

Other Stage 1 subjects will be assessed in December as they are full year subjects.

Stage 2

The main area of focus for Stage 2 students over the first semester has been Research Project. The first submission date for Research Project is July 1st and I am pleased to say that most of our Stage 2 cohort has worked very hard to try and achieve this deadline. Students who do submit

by the July deadline will have the opportunity of fixing up any pieces of assessment if they are required to after their results are returned. The second submission date is October 27th and this is the final date in which Research Projects can be submitted for 2011.

Once Stage 2 students have completed their Research Projects they are definitely on the homeward stretch in regards to their studies at Marcellin. They will then need to complete Trade Principles and Workplace Practices. Most students have made considerable headway in respect to these. I also encourage all Stage 2 students to continue to attend and pass their Trade Training modules as these modules are being used for their SACE credits. Students who do not complete these modules may need to partake in an extra SACE subject in second semester.

*Gianni Petrucci,
SACE Coordinator*

PLANS



IMPRESSIONS OF EUROPEAN VOCATIONAL EDUCATION

From the 10th of July to 5th of August I will be travelling to Finland and the UK in order to study their vocational education systems firsthand. For several months I have been preparing for a 1 week tour of Helsinki to examine the policies and education practices that have produced what is arguably the world's best national system of schools.

The Finnish model of Vocational Training has been studied thoroughly and many scholarly reports and articles are available that discuss the advantages of it. Of particular interest will be their incorporation of skills demonstrations into the qualifications completed within the colleges - as a way to both improve and assure the quality and relevance of training. It will also be of personal interest to witness how the compulsory core subjects (i.e. Maths and English) studied by each student are incorporated into the vocational education model.

Helsinki will be followed by a further 3 week tour of the UK where I will meet a mix of local education leaders, teachers and researchers. These discussions with peers - and the practical research into their programmes and procedures - should have wide-ranging benefits to supplement our already innovative approach to education.

I look forward to gaining exposure and developing an understanding of both the Finnish and UK models direct from 'the source' to further appreciate the opportunities that they may offer to Marcellin.

*Alan Cook,
Mentor*

SPORTS

JUNE ACHIEVEMENTS

For the last month Marcellin students have participated in a few sports competitions which have not distracted them from their studying and training.

Stage 1 student Brennan Murdock participated in the competition in basketball in Melbourne.

Another competition in Melbourne was held in an unusual sport—korfball. Our student Brodie Rochow won golden medal.

Stage 1 student Jake Dornford competed in wrestling in the Martinetti Cup in Martigny, Switzerland. He was not daunted by competing in a new country against unfamiliar opponents. He's got sixth place in this competition. But Jake was successful at the 2011 Nationals Championships were held on the 25th of June in Melbourne. He won gold in his weight division.

CONGRATULATIONS!

ANIMAL STUDIES NEWS

MARCELLIN STUDENTS 'STAND OUT' AT MONARTO ZOO



On the 26th of May, MTC's Animal Studies group embarked on their working excursion/overnight stay at Monarto Zoo. Upon arrival the students unpacked the bus at the Indaba bush campsite, stocked the fridge and surrendered all

electronic equipment to their Mentor for the duration of the Camps activities. The Zulu word "Indaba" translates as "meeting place, coming together". MTC's students were encouraged to foster a sense of community and to get back to nature without the modern day distractions that they are accustomed to.

The student's first task was to recycle some seedling guards and stakes and store them at one of the Keepers houses for eventual re-use. They then had a tour of the food preparation facilities including the butchery room where Zoo staff prepare meat for the carnivores. They spoke to Zoo Keepers about career pathways and different ways to stand out amongst the crowd of applicants for this coveted position. Students then completely cleaned out/weeded the Giraffe night holding area.

The purpose of the camp was to expose students to the reality of Zookeeping and to have them do the tasks a Keeper would perform on any given day. The reality hit students hard when they unloaded the trailer of green waste and had a look at the 'Mortality Pit'. This was, (to some students concern) followed by lunch!

Students then loaded a trailer load of limestone rocks in order to clear more grazing room for the Mongolian Wild Horses. This essential service ensured that the hooved animals do not suffer split/broken hooves when grazing. They proceeded to clean the horses' night pens by raking and shoveling all waste into a pile for pick-up the next day. They were then treated to an up close and personal audience with the new male White Rhino 'Digger' as reward for their efforts.

Students were then dismissed from work and allowed to run Indaba and prepare food until an informative careers talk and an independent night walk. Students slept in the old shearing shed and handled the cold and occasional rodent visit (there was a mouse plague) extremely well. Those that made the effort and awoke early for the sunrise over the waterhole were treated to the unbelievable experience of hand feeding Jemala the Giraffe carrots.

Students unloaded the trailer of rocks from the previous day and had the unique experience of seeing Giraffe, Zebra and Ostrich vying for their attention as they

prepared a new exhibit for the public. They then collected the trailer load of horse waste that they had prepared the day before and relocated it onto the fruit trees and gardens of the Indaba Bush Camp.

Monarto Zoo's Education Officer Ian Walton was pleased with the student's efforts throughout the camp stating that they 'stood out' from other school groups he had supervised. The camp finished with a bus tour around the zoo which for most, felt like an anticlimax as their prior hands on experiences were far more interesting and up-close than the tour could provide. This did however highlight for the students the extraordinary nature of their camp. I hope all Animal Studies students will use the advice from keepers and the hands on experience to keep them on track in the pursuit of their chosen careers.

*Matthew Kempson
Animal Studies Program Coordinator & Mentor*



Students unload a trailer of rocks for a new public exhibit whilst Giraffe, Ostrich and Zebra look on



The Mongolian Wild Horses look lovely but they produce A LOT of waste!

ANIMAL STUDIES NEWS



Group photo with some unexpected guests



Grateful kiss



The class of hard workers filled the trailer in no time as they completely cleaned the Giraffe night area

RATS!!!

The Animal Studies Class would like to publicly welcome and introduce our new class pets, 'Master Splinter' and 'Champagne'. The two Norwegian Rats were purchased for educational purposes and will reside at the college during the week to be fostered out to Animal Studies students/myself on weekends and holidays.

The Animal Studies students must be able to competently restrain and handle rats for their Certificate II in Animal Studies. The rats will therefore be an invaluable resource to boost student confidence in an aspect of the Certificate II that was traditionally the most difficult.

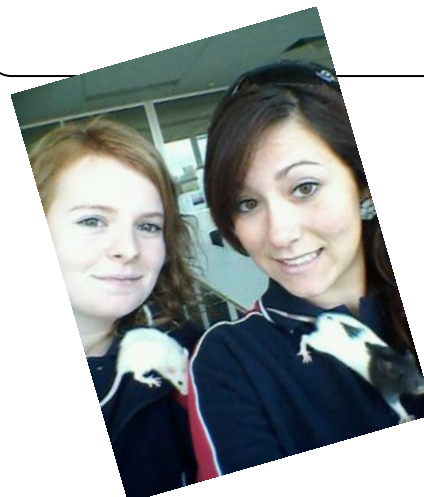
We would like to thank the following people:

- MTC Stage 1 Construction Crew A (who kindly designed and made a lid for the Rat's home).
- MTC Metal Fabrication Crew A (who cut out and filed blanks of climbing metal).
- David Linke from Aquarium City who gave MTC a discount on housing materials.

*Matthew Kempson
Coordinator of Timetabling
Animal Studies Program Coordinator & Mentor*



'Champagne' left and 'Master Splinter' right held by Jordan and Brad.



CHANTELLE WITH SHAMPAGNE AND COURTNEY WITH MASTER SPLINTER



inspire. develop. achieve.

APRENTICESHIPS

It may seem like very early days for our **Year 11's** to have secured an apprenticeship however this could not be further from the truth.

Due to us delivering more training to our students since February 2011, our Year 11 Crews are already leaps and bounds ahead of other people trying to secure an apprenticeship. This is a huge advantage to all concerned which now means they need to ramp up their efforts to find their roles. As its early days for them they maybe don't realize this yet.....

But don't just believe me the proof is here.....

Congratulations go to the First Year 11 Apprenticeships of 2011

- Abbey Suckling REDARC
- Jake Dornford TM Construction
- Jordan Modra Lonsdale Auto service Centre
- Dan Morgan Creative Commercial Interiors
- Jai Loader CDS Tooling (Statewide group Training)

Their training will continue with **MTC Training** enabling those early links with trainers and mentors to be available for the trainees throughout their apprenticeship. Employers also have a valued employee from the start which helps support the guys to form great work relationships and enjoy the work they are in.

So don't forget our Career Planning Sessions for all Year 11's on Wednesday at 3.15pm at the Resource Centre

Year 12 Congratulations

- Josh Zanker Innovative Creations
- Dave Lerner White Diamond Construction
- Dean Plummer Light and Power

Karen Thornham
General Manager MTC Training

IMPORTANT: COURSES DATES

White Card

is scheduled for 22/7, 19/8, 16/9, 21/10, 18/11.

Test and Tag

is scheduled for 26/7, 26/8, 23/9, 28/10, 25/11.

MTC TRAINING SCOPE:

- Certificate III in Automotive Mechanical Technology
- Certificate III in Carpentry
- Certificate III in Cabinet Making
- Certificate III in Furniture Making
- Certificate III in Engineering - Mechanical Trade
- Certificate III in Engineering - Fabrication Trade
- Certificate III in Electrotechnology Electrician
- **NEW** Certificate IV in Training and Assessment TAE
- **NEW** Work safely in the construction industry (White Card)
- **NEW** Conduct in-service safety testing of electrical cord assemblies and cord connected equipment



Our People

SERGE MENSITIERI: “MARCELLIN IS A PLACE WHERE YOU CAN BE YOURSELF”



Serge Mensitieri is one of the mentors who came to the college almost from its first day. He still enjoys working here. He likes the special environment and relationships that exist at Marcellin, but tries to teach students to stay professional in any situation and communicate with people face-to-face.

Serge is a well-known sports fan and always likes to get involved in any physical activities at the college.

- Serge, tell us about your education, work experience. How did you come to teaching?

When I left school I started as an apprentice chef and I did it for a couple of years. I didn't finish my apprenticeship, but stayed in the industry for a while. I did a lot of various jobs before I came to teaching – from making window frames, working in real estate to working at a sports store as a sales person and I even worked as a sports coach. I also ran a business for a few years with my cousin. I was 23 years old when I decided to study – I had to complete Year 11 and Year 12 first in one year. I did it at TAFE and then went to the University of Western Sydney. I got my teaching degree in Primary Education, majoring in Physical Education. I did two years of university in New South Wales and moved over to Adelaide to finish my last 2 years. I began working at a Catholic school in Norwood and stayed for two years before winning a permanent position at All Saints School in Seaford teaching Year 7. I was there for seven years and then I came to work here.

- You tried so many different professions. Why did you decide to choose teaching?

I was 23 and I'd done all these different things. I was always into sport and always wanted to do something with it. I was thinking of becoming a gym instructor or sport

trainer. At that time I talked to mate of mine who had started a teaching degree. I thought I could do something more long-lasting and with better job prospects. That's how I decided to get involved in PE teaching. Also I always liked working with young people from my time as a sports coach.

Why haven't you finished your cookery apprenticeship which is very popular nowadays?

I was 16 and I had no licence and had to catch a train to the outskirts of Sydney. It was a 45-minute train ride to the restaurant. I was working what's known as a split shift: start at 9.30 in the morning, work until 1.30pm, and break until 5pm and then work from 5pm to 9pm. I came home at 10-11 o'clock at night. The regime was quite hard. Further, I was working for someone who was a hard boss and I didn't think that I was learning enough.

How did you come to work at Marcellin?

I'd known Jim Fenoughty from his short stint at All Saints School where I was also working. Around that time I applied for a position at Sacred Heart College and asked Jim to be my referee. Unfortunately, I missed out on the job. A Couple of months later I ran into Jim and he asked about the outcome of my job application at Sacred Heart. I informed him that I was unsuccessful. He told me that there would be some positions coming up at Marcellin. I decided to put my application in, had an interview and now I'm here.

How long have you been here?

I started at the beginning of 2008.

Do you see a difference between a role of a teacher and a mentor?

Yes, I do. One of the things that attracted me to this job was the opportunity to work with young people who are moving from being a student to being a young worker. I see the mentoring role as a way of helping them to make that transition from being a student to being someone who can actually function in a working adult world. It's a good thing to be able to do and I enjoy that side of it. Often at other schools motivation of people is really, really low. There is nothing that you as a teacher can actually do. At Marcellin the students are here for meaningful reasons. We can help students to set goals and achieve those goals.

Do you participate in students' lives?

Not too much. I have a little bit different approach. I'm trying to stay professional. For example, I never give my personal mobile phone. However, there is a lot more scope for regular conversations and general chats. It's a more relaxed atmosphere here than in a normal teaching environment.

Our People

- What is your role here at Marcellin?

First of all, I'm a mentor. This requires a case management approach to things: we help students to find apprenticeships, we talk about employment, help them to get their resumes together, help to understand the industry they are going into, visit them at their worksites, talk to employers on their behalf. There is also the teaching side: We use a contextualized approach to the SACE learning that is work related.

- What do you like about Marcellin students?

I like the fact that you can show more of yourself with them. At other schools you always have a regulated line. Here you can be more yourself and more relaxed. You can talk about things you have done when you were at their age. The good things you did, the bad things you did. You can try to set good examples and show them how to learn from mistakes. That's what I like that they're open to that sort of thing. You can easily build relationships. I also like that the majority of Marcellin students are more willing to be involved in the programme. They see a real purpose behind why they are here and what they are doing.

- What don't you like in them?

What I don't like in 16-years-old boys? Sometimes they are hard to read and understand. I don't like the lack of social skills. As for me, if I want to talk to someone, I just talk face-to-face with them, phone them, or go and see them. Young people are just so much into this virtual networking that sometimes they can't interact properly. The other thing that I find difficult to deal with is that they are so used to having everything 'on tap', quickly in an instant. Therefore, persistence to see tasks through and overcome problems is a real challenge for them. I really believe this a generational issue.

- You're a mentor for automotive students. What can you say about your group?

It's the best group I have had in the whole time I have been at Marcellin. I believe that at least half of these students will get signed up for an apprenticeship before the end of this year. They are a real nice bunch of young lads.

- What do you like to do at your spare time?

I like to surf, ride skateboards, play guitar and cook.

- Do you cook?

I do cook at home when I have time. However juggling this and trying to spend more time with my 2-year-old daughter can be challenging. I like to cook a variety of dishes, yet my speciality is Italian cuisine, for obvious reasons.

- Did your apprentice experience help you to start to cook?

I didn't learn to cook much while doing my apprenticeship.

I learnt to cook without being shown how to cook. I learnt through osmosis. I lived in a house of five boys where mum cooked every day and cooked a lot of different food. You got to smell what good food is meant to smell like. You also get to taste what good food is meant to taste like and you get to see how food should be presented. That's what I think about cooking. My mum never taught me how to cook, but I still have memories of the good food she cooked for us. She always set high standards. When I moved out of home at 21 I found that with a little bit of trial and error I was able to learn the art of cooking quite quickly.



**FOR QUESTIONS, SUGGESTIONS
AND CONTRIBUTIONS
PLEASE CALL NATALIYA ON
8186 9708 OR EMAIL
NATBOR@MTC.SA.EDU.AU**

Happy Birthday in July

- Brad Searle, Stage 2
- Dylan Shepheard, Stage 1
- Danny Flevill, Stage 2
- Jason Angel, Stage 2
- Damian Spencer, Stage 1
- Lachlan Peters, Stage 2
- Paul Gaskin, Maintenance Officer
- Dylan Holland, Stage 2
- Sean Robins, Stage 1
- Jack Little, Stage 2
- Shaun Papworth, Stage 1
- Ben Palmer, Stage 2
- Pete Chambers, Campus Director
- Daniel Sladden, Stage 1
- Wade Hacket, Stage 2
- Elise Whelan, Stage 1
- Jordan Modra, Stage 1
- Jim Fenoughty, Principal/CEO
- Benito Massaro, Stage 1
- Luke Davis, Stage 1
- Timothy Trussler, Stage 1
- Anthony Joblin, Stage 1
- James Miller, Stage 1
- Bronson Culpin-Lavers, Stage 1
- Dylan Saunders, Stage 1



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