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Thank you for your interest in Marcellin Technical.

Marcellin Technical is a Year 10 to 12 campus of Cardijn College specialising in the delivery of the SACE (South Australian Certificate of Education) alongside a trade/vocational training program. Students at Marcellin study SACE subjects within the context of their specialist trade/vocational program while working toward an Australian School-based Apprenticeship/Traineeship (ASbA/SbAT) and completion of their apprenticeship/traineeship post school.

Students graduate from Marcellin with dual qualifications- their SACE, and Certificate II or completion towards Certificate III in their chosen trade/vocational pathway.

Marcellin has strong links with industry and employers. Our industry networks enhance our programs and create unique opportunities for our students in their chosen trade. We continually work with our industry partners in exploring ways in which we can best prepare young people for a lifetime of employment.

Marcellin prepares students to transition successfully into the workforce and their chosen trade/vocational pathway. At the heart of all we do at Marcellin Technical is a commitment to developing and nurturing the talents and skills of those students wishing to pursue a trade or vocational career.

Please don’t hesitate to contact us if you require any further information or to arrange a personal tour. We look forward to meeting you and discussing your son or daughter’s future.

Dr Paul Rijken
Principal
Marcellin is a coeducational senior secondary technical college 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.

3. THE PROGRAM

3.1 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.
3.2 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.
3.3 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.

3.4 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 Technical 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 the College’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
YEAR 10 HEAD START PROGRAM

As part of the HEAD START intake students at Marcellin are immersed into a rich program designed to both transition and inspire students as they seek to make informed choices about their future pathways. As such a rich and vibrant program has been developed to engage and challenge students.

Our HEAD START program enables us to walk with students and their families as they journey towards completing their secondary education, while at the same time establishing clear pathways to the SACE, a specialist trade/vocational program and Australian School-based Apprenticeship/Traineeship (ASbA/SbAT).

The program enables students to explore options before committing to a specific path/trade. This is a rich asset to have, enabling both students and families to explore their options in a pastorally supportive, practical environment where they are exposed to a multitude of trade based experiences.

Mid-Year

- Communication (English)
- Plus (Mathematics)
- Discovery (STEM)
- Ready (Personal Learning Plan)
- Whole (Mentoring and Decisions for Life)
- Real (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.
Communication (English)

Our Communication course develops work ready skills in our students and involves aspects such as:

- Resume and job application writing
- Interview techniques and skills and using interview feedback
- How to conduct cold calling
- Appropriate communication in the workplace
- WHS documents in the workplace
- Active listening
- Non-verbal communication
- Writing an instructional or transactional text
- Demonstrating that meaning has been gained from
  - Reading a narrative, recount or expressive text
  - An instructional or transactional text

Plus (Mathematics)

We know that employers are looking for three basic traits. They want their employees to be able to reason, work with technical equipment and communicate their thoughts with other employees. Mathematics is the second string to our bow it deals with developing reason and working with technical equipment.

Our course enables students to:

- Use measurements of length, mass, capacity and temperature to compare or measure materials or objects
- Perform number operations with decimals, fractions and percentages
- Perform simple trigonometry and Pythagorean calculations
- Identify and use familiar everyday numbers, units of money and time to make decisions
- Use simple everyday language of location to give and follow informal verbal directions
- Use simple everyday tables and graphs to interpret public information which is of personal relevance or interest
- Use simple everyday numbers and figures to interpret information which is in tables
**Discovery**  
*(Science, Technology, Engineering and Mathematics)*

Demonstrate skills in communication, planning and organising, problem solving, using technology and self-management, and demonstrate initiative and enterprise, the capacity to learn independently and the ability to work effectively in a team.

Students are engaged in Science and Technology through innovative STEM program including a Concept to Creation based challenge.

*Examples of these projects include:*

**Power and Sustainability Project**

One of the major problems associated with disaster relief is the provision of fresh water when there is no power supply to pump water from the source to the people. Engineers provide solutions to problems like this.

The Power and Sustainability Project Mission challenges students to determine the best operating voltage to operate a solar water pump to provide the maximum flow rate of water in a day from sunrise to sunset.

**Vehicle Challenge**

In teams student design and manufacture a Scalextric car to be used in conjunction with a standard Scalextric Sport Track. Teams are required to design a car that will carry a load over the maximum distance using the minimum energy.

As a minimum the car must complete 10 laps in 15 minutes. Student teams are required to produce a technical report detailing the design cycle and provide a verbal report.
Ready (Personal Learning Plan)

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject which is designed to help students to plan their personal and learning goals for the future, as well as making informed decisions about their personal development, education, and training. 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 understanding, and intercultural understanding.

Content

Students are expected to:

- Identify, explore and develop personal and learning goals and strategies to achieve them
- Select, understand and explain the relevant capabilities relevant to achieving their goals
- Develop an understanding of the seven capabilities
- Review their learning

Whole (Mentoring and Decisions for Life)

We believe that an educated nation, comprising active and healthy young people, is the best investment we can make in the future. School is a very significant setting for one’s intellectual, physical, social and emotional development. Marcellin Technical is committed to providing students the opportunity to engage in a mentoring and wellbeing program.

Students also partake in the religious aspects of belonging to a Catholic College where faith and spirituality are essential to the life of the College.

In our Decisions for Life program the College endeavours to make the values which are found in the school environment clear and in all the activities of the school.

We do that by:

- Providing opportunities for experiencing and expressing faith within the College and wider community
- Imparting a systematic knowledge of the person and teachings of Jesus Christ
- Assisting in the full personal growth of students
- Helping students understand the meaning of church and the Catholic tradition while developing a sense of belonging
- Nurturing Christian morality in decision-making
- Encouraging students to give witness to their faith in the service of others
- Encouraging an understanding of the philosophy of Saint Marcellin Champagnant and Joseph Cardijn in their approach to youth and, in particular, the Marist pillars of Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary
Real
Subs in Schools

Industry collaboration with ASC and SAAB to undertake Re-Engineering Australia Subs in Schools Challenge.

Immersion Activities

- MTC Trades project rotation
- Careers counselling
- Work Experience placement
- Industry Mentoring
- TAFE and University visits
4. THE SACE

The SACE comprises two stages which have been shaped into a holistic and dynamic learning experience at Marcellin. 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:

- Skills Practical (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)
- Design in Industry
- Essential Mathematics B
- Workplace Literacy
- Workplace Numeracy

5. YEAR 1 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:
5.2 Skills Practical

SACE
Stage 2 Work and the Community

Duration of course
2 semesters (20 credits)

Subject Description
At Marcellin Technical, being hands-on matters to us, and practical skill lessons form a vital part of the learning program. These lessons enhance and complement the time spent achieving a training qualification. They are project and practical based lessons in which students undertake activities to further develop the skills needed in the modern workplace.

Students compile and maintain a structured record of evidence to document their learning.

This evidence will include:
- Planning, undertaking and completing activities
- Engagement in the activities and presenting their engagement and progress through a journal including photographs, personal reflections of their progress and notes
- Feedback from others, including trainers and teachers
- Reflection on their ongoing development of knowledge, skills, and capabilities

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

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/ies (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:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Contract of Work</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Folio</td>
<td></td>
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<tr>
<td>Assessment Type 3: Presentation</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>Assessment Type 4: Reflection</td>
<td></td>
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</tbody>
</table>
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
In this 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 nine topics:

- Topic 1: Resumes
- Topic 2: Telephone Skills
- Topic 3: Application Letters
- Topic 4: Job Interviews
- Topic 5: Job Advertisement Analysis
- Topic 6: Job Quotes and Proposals
- Topic 7: Trade Based Posters
- Topic 8: Letter Writing and Responding to Business Complaints
- Topic 9: Website Analysis

Assessment
The following assessment types enable students to demonstrate their learning:

<table>
<thead>
<tr>
<th>School Assessment</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Responding to texts</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Creating Texts</td>
<td></td>
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</tbody>
</table>
5.5 Mathematics

SACE
Stage 1 Essential Mathematics

Duration of course
2 semesters (20 credits)

Subject Description
This course offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

There is an emphasis on developing the student’s computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is very much designed for students planning to pursue a career in a range of trades or vocations.

The Mathematics course consists of the following seven topics:

Topic 1: Calculations, Time and Ratio
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:

<table>
<thead>
<tr>
<th>School Assessment</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills and Applications Tasks</td>
<td></td>
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<tr>
<td>Assessment Type 2: Folio</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>School Assessment</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical</td>
<td></td>
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<tr>
<td>Assessment Type 2: Group Activity</td>
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</tr>
<tr>
<td>Assessment Type 3: Folio and Discussion</td>
<td></td>
</tr>
</tbody>
</table>
5.7 Design in Industry

SACE
Stage 1 Visual Arts: Design

Duration of course
1 semester (10 credits)

Subject Description
Design in Industry encourages students to explore current and future industry trends and expectations. Students are provided with the opportunity to conceptualise design ideas with the use of 3D Computer-Aided Design (CAD) packages, while working with industry standard professional computer programs, such as Inventor Professional, Auto CAD, Sketch Up, and Photoshop. Students will see their projects develop from the concept stage through to a final 3D model, produced with the aid of a CNC (Computer Numerical Control) lathe and milling machine, 3D scanner and 3D printers.

Assessment
The following assessment types enable students to demonstrate their learning:

<table>
<thead>
<tr>
<th>School Assessment</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 2: Group Activity</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Folio and Discussion</td>
<td></td>
</tr>
</tbody>
</table>
6. YEAR 2 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:
6.2 Skills Practical

SACE
Stage 2 Science, Technology and the Community

Duration of course
2 semesters (20 credits)

Subject Description
This course continues our hands-on approach to learning and developing ongoing practical skill lessons which forms a vital part of the learning program. These lessons enhance and complement the time spent achieving a training qualification. Students compile and maintain a structured record of evidence to document their learning.

This evidence will include:

- Planning, undertaking and completing activities
- Engagement in the activities and presenting their engagement and progress through a journal including photographs, personal reflections of their progress and notes
- Feedback from others, including trainers and teachers
- Reflection on their ongoing development of knowledge, skills and capabilities.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Contract of Work</td>
<td></td>
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<tr>
<td>Assessment Type 2: Folio</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Presentation</td>
<td></td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4: Reflection</td>
<td></td>
</tr>
</tbody>
</table>

6.3 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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
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<tr>
<td>Assessment Type 2: Performance</td>
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<tr>
<td>Assessment Type 3: Reflection</td>
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<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 4: Investigation</td>
<td></td>
</tr>
</tbody>
</table>
6.4 Workplace Literacy

SACE
Stage 1 Essential English

Duration of course
2 semesters (20 credits)

Subject Description
In this course workplace literacy skills are developed further through a focus on understanding that workplace communication happens whenever people work together to get things done and that often, unspoken rules are developed about what to do in particular situations. Students work in two domains in 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:

<table>
<thead>
<tr>
<th>Workplace Literacy</th>
<th>Example of Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and using different types of information</td>
<td>Reading and understanding work instructions, standard operating procedures, letters and notices, electronic data and emails</td>
</tr>
<tr>
<td>Writing and recording information</td>
<td>Completing proformas, report sheets, tender documentation, work plans and specifications, incident report forms and notes</td>
</tr>
<tr>
<td>Listening to different types of information</td>
<td>Receiving verbal work instructions from supervisors, information provided in training sessions, answering the telephone</td>
</tr>
<tr>
<td>Giving different types of verbal information</td>
<td>Discussing problems with others, offering solutions and feedback, reporting issues or incidents to the supervisor, using the telephone</td>
</tr>
</tbody>
</table>

Assessment
The following assessment types enable students to demonstrate their learning:

<table>
<thead>
<tr>
<th>School Assessment</th>
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<tr>
<td>Assessment Type 2: Creating texts</td>
<td></td>
</tr>
</tbody>
</table>
6.5 Workplace Numeracy

SACE
Stage 1 Essential Mathematics

Duration of course
2 semesters (20 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 at work are increasing at all job levels, driven by globalisation, growing competition, changing technologies and increasing industry requirements. This course takes numeracy skills further as the adult numeracy skills required in the workforce are a key economic driver influencing both labour force participation and wage levels.

The Workplace Numeracy course consists of the following seven topics:

Topic 1: Numeracy Proficiency
Topic 2: Calculating Quantities
Topic 3: Measuring Length
Topic 4: Reading Instruments
Topic 5: Reading Specifications
Topic 6: Using rates and performing time calculations
Topic 7: Using ratios and metric conversions

Assessment
The following assessment types enable students to demonstrate their learning:

<table>
<thead>
<tr>
<th>School Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Skills and Application</td>
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</tr>
<tr>
<td>Assessment Type 2: Folio</td>
<td></td>
</tr>
</tbody>
</table>

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

6.6 Trade Principles

SACE
Stage 2 Integrated Learning

Duration of course
2 semesters (20 credits)

Subject Description
This course teaches basic trade principles with a focus on design, mathematics and engineering science. The trade principles taught are applied to workshop and simulated on-the-job situations, so that students learn about and practise collaborative processes in work teams.

Trade Principles provides opportunities for students to use appropriate and effective language in a trade context when working with others and using a range of investigative and inquiry skills and emerging technologies to access and present data. Numeracy skills are developed when using graphs, diagrams and statistics, or analysing and access to a variety of quantitative data. Correct use of measurement and numerical concepts and the evaluation and improvement of personal numeracy skills are developed.

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

Assessment
The following assessment types enable students to demonstrate their learning:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessment Type 1: Practical</td>
<td>30%</td>
<td></td>
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<tr>
<td>Assessment Type 2: Group Activity</td>
<td>20%</td>
<td></td>
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<tr>
<td>Assessment Type 3: Folio and Discussion</td>
<td>20%</td>
<td></td>
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<tr>
<td>Assessment Type 4: Project</td>
<td>30%</td>
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</tbody>
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7. QUALIFICATIONS

7.1 Certificate II in Animal Studies

Course Information
This qualification is a general pre-vocational qualification aimed as an entry point into the animal care and management industry. It is highly recommended that whilst undertaking this qualification students should seek to gain a period of work placement or work experience in an animal care environment and/or workplace.

Course Structure
The Core Units of Competency are:

- Assist in health care of animals
- Complete animal care hygiene routines
- Feed and water animals
- Participate in environmentally sustainable work practices
- Participate in occupational health and safety processes
- Participate in workplace communications
- Work in the animal care industry

The Elective Units of Competency from Group A are:

- Apply first aid
- Assist with surgery preparation
- Balance and secure point-of-sale terminal
- Carry out daily clinic routines
- Carry out veterinary nursing reception duties
- Prepare for and conduct a tour or presentation
- Provide information on companion animals, products and services
- Provide reception services for an animal care facility
- Source information for animal care needs

The Elective Units of Competency from Group B are:

- Provide basic care of amphibians
- Provide basic care of birds
- Provide basic care of common native mammals
- Provide basic care of dogs
- Provide basic care of domestic cats
- Provide basic care of freshwater fish
- Provide basic care of mammals
- Provide basic care of marine aquatic invertebrates
- Provide basic care of marine fish
- Provide basic care of non-venomous reptiles
- Provide basic care of rodents and rabbits
- Provide basic care of terrestrial and freshwater invertebrates
- Provide basic first aid for animals

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Animal Studies is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency
- Three Elective Units of Competency from Group A and
- Two Elective Units of Competency from Group B.

Pathways
Job role titles covered by this qualification may include: Animal Care Attendant, Animal Shelter Attendant, Kennel Hand, Cattery Attendant, Pet Shop Attendant, and Assistant Dog Groomer.
7.2 Certificate II in Automotive Servicing Technology

Course Information
The Certificate II in Automotive Servicing Technology is a pre-apprenticeship course and is the first step to gaining an apprenticeship in the automotive industry.

The course is based on hands-on experiences. It involves theory and practical skills in automotive servicing and students will learn how to apply safe work, environmental and sustainability practices in an automotive workplace.

This course covers the use of workplace tools and equipment, servicing and inspection of engines, transmission, cooling, fuel, steering, suspension and braking systems and how to identify automotive faults.

Course Structure
The Core Units of Competency are:

- Apply basic environmental and sustainability best practice in an automotive workplace
- Apply safe work practices in an automotive workplace
- Identify basic automotive faults using troubleshooting processes
- Inspect and service batteries
- Carry out servicing operations
- Inspect and service braking systems
- Inspect and service cooling systems
- Inspect and service steering systems
- Inspect and service suspension systems
- Inspect and service engines
- Use and maintain workplace tools and equipment
- Service final drive assemblies
- Service final drive (driveline)

The Elective Units of Competency are:

- Establish relations with customers
- Communicate effectively in an automotive workplace
- Test and repair basic electrical circuits
- Service petrol fuel systems
- Inspect and service transmissions (manual)
- Inspect and service transmissions (automatic)
- Inspect and service clutch systems

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Automotive Servicing Technology qualification is delivered by Marcellin’s in-house Registered Training Organisation (RTO), MTC Training.

Completion Requirements
The requirements for granting this qualification will be met when competency is demonstrated and achieved for:

- 13 Core Units of Competency and
- 7 Elective Units

Pathways
This automotive pathway 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 and/or motorcycle mechanic.
7.3 Certificate II in Construction Pathways

Course Information
The Certificate II in Construction Pathways is a pre-apprenticeship course and is the first step to gaining an apprenticeship in the Building and Construction Industry. This qualification provides basic operational knowledge and the development of skills applicable to the Building and Construction Industry.

The course is based on hands-on experiences. It involves both theory and practical skills in building and construction with an emphasis on carpentry.

This course aims to help students complete broad-based training in housing and commercial construction, equipping students with the type of skills and knowledge an employer looks for when hiring an apprentice.

Course Structure
The Core Units of Competency are:

• Work effectively and sustainably in the construction industry
• Apply Occupational Health and Safety requirements, policies and procedures in the construction industry
• Conduct workplace communication
• Plan and organise work
• Carry out measurements and calculations
• Read and interpret plans and specifications

The Elective Units of Competency are:

• Handle and prepare bricklaying and blocklaying materials
• Use bricklaying and blocklaying tools and equipment
• Erect and dismantle formwork for footings and slabs on ground
• Handle carpentry materials
• Carry out basic demolition
• Use construction tools and equipment

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Construction Pathways qualification is delivered by the College’s in-house Registered Training Organisation (RTO), MTC Training.

Completion Requirements
The requirements for granting this qualification will be met when competency is demonstrated and achieved for:

• All Core Units of Competency and
• 6 Elective Units

Pathways
The construction pathway 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 and ceiling lining, and solid plastering. Most of these are achieved through an Australian Apprenticeship.
7.4 Certificate III in Early Childhood Education and Care

Course Information
The Certificate III in Early Childhood Education and Care is a pre-vocational course and provides the skills needed by educators in a range of early childhood education settings. It prepares students to work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. Graduates support the implementation of an approved learning framework and support children’s wellbeing, learning and development.

Course Structure
The Core Units of Competency are:

- Develop cultural competence
- Develop positive and respectful relationships with children
- Ensure the health and safety of children
- Identify and respond to children and young people at risk
- Participate in workplace health and safety
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Promote and provide healthy food and drinks
- Provide an emergency first aid response in an education and care setting
- Provide care for babies and toddlers
- Provide care for children
- Provide experiences to support children’s play and learning
- Support the holistic development of children in early childhood
- Use an approved learning framework to guide practice
- Use information about children to inform practice
- Work legally and ethically

The Elective Units of Competency are:

- Nurture creativity in children
- Support behaviour of children and young people
- Support children to connect with their world
- Support the holistic development of children in school age care
- Work with diverse people

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate III in Early Childhood Education and Care is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency and
- Three Elective Units of Competency

Pathways
Completion of the Certificate III in Early Childhood Education and Care provides the qualification for employment as a Child Care Worker.
7.5 Certificate II in Electrotechnology (Career Start)

Course Information
The Certificate II in Electrotechnology (Career Start) is a pre-apprenticeship course and is the first step to gaining an apprenticeship in the Electrotechnology Industry. This qualification covers competencies in electrical safety as well as basic skills and knowledge for work in any Electrotechnology discipline. Electricians install, maintain, repair, test and commission electrical and electronic equipment and systems for industrial, commercial and domestic purposes. Electricians may also work on electrical transmission and distribution equipment.

The course involves both theory and practical skills and students will learn how to safely solve problems in electrical DC circuits, identify and select materials for Electrotechnology work activities, participate in environmentally sustainable work practices, and dismantle, assemble and fabricate Electrotechnology components.

Course Structure
The Core Units of Competency are:

- Apply Occupational Health and Safety regulations, codes and practices in the workplace
- Solve problems in DC circuits
- Apply environmental and sustainable procedures in the electrical sector
- Use of routine equipment/plant/technologies in an energy sector environment
- Identify and select components, accessories and materials for energy sector work activities

The Elective Units of Competency are:

- Fabricate, dismantle and assemble utilities industry components
- Fix and secure electrotechnology equipment
- Deliver a service to customers
- Maintain documentation
- Provide basic instruction in the use of electrotechnology
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Electrotechnology (Career Start) qualification is delivered by the College’s in-house Registered Training Organisation (RTO), MTC Training.

Completion Requirements
The requirements for granting this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency and
- A combination of Elective Units of Competency to achieve a total weighting of 140

Pathways
This pre-vocational Electrotechnology course can lead to an apprenticeship and career in an area of choice, including electrical, electronic, instrumentation, refrigeration, telecommunication, renewable energy, mechanical engineering and electrical engineering trades.
7.6 Certificate II in Engineering

Course Information
The Certificate II in Engineering is a pre-apprenticeship course and covers the skills and knowledge required of workers employed in the Engineering/Manufacturing Industries. Students will learn skills 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.

Students will also acquire skills and knowledge in workplace communication, occupational health and safety, quality procedures systems and planning, plus some industry-specific skills.

Course Structure
The Core Units of Competency are:

- Apply principles of Occupational Health and Safety in the work environment
- Plan to undertake a routine task
- Apply quality systems
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment

The Elective Units of Competency are:

- Undertake manual handling
- Plan a complete activity
- Use hand tools
- Use power tools/hand held operations
- Select a weld process
- Perform computations
- Interpret technical drawing
- Perform routine gas metal arc welding/routine gas tungsten arc welding
- Use workshop machines for basic operations
- Perform Engineering Measurements
- Carry out mechanical cutting
- Interact with computing technology

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Engineering qualification is delivered by the College’s in-house Registered Training Organisation (RTO), MTC Training.

Completion Requirements
The requirements for granting this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency and
- A combination of Elective Units of Competency to achieve a total weighting of 140

Pathways
Trade students are employed in engineering fabrication and mechanical operations, including the mining industry, ship building, general fabrication and construction applications to programming and operating Computer Numerical Control (CNC) machines.
7.7 Certificate II in Hairdressing

Course Information
The Certificate II in Hairdressing is a pre-vocational course and covers the skills and knowledge required for employment as a hairdresser. Students will learn about interacting with clients and providing hairdressing services, combined with developing skills to become an integral part of a highly creative team. The course provides an insight into the industry and you will gain practical skills in hairdressing.

Course Structure
The Core Units of Competency are:

- Apply salon safety procedures
- Communicate in the workplace
- Dry hair to shape
- Greet and prepare clients for salon services
- Maintain and organise tools, equipment and work areas
- Participate in environmentally sustainable work practices
- Perform shampoo and basin services
- Work effectively in a retail environment

The Elective Units of Competency are:

- Develop and implement a learning plan
- Develop hairdressing industry knowledge
- Merchandise products
- Perform head, neck and shoulder massage
- Recommend hair, beauty and cosmetic products and services
- Rinse and neutralise chemically restructured hair
- Sell products and services
- Work effectively in a business environment

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Hairdressing is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency and
- Five Elective Units of Competency

Pathways
After completing the Certificate II in Hairdressing, students may gain an apprenticeship in Hairdressing, continue studying the Certificate III in Hairdressing or work in a retail environment.
7.8 Certificate II in Hospitality

Course Information
Training in hospitality courses will provide students with the knowledge and skills to work within the industry, locally, nationally and internationally. Students will gain practical experience in the preparation and service of food and beverage in a range of service environments and styles including cafés, restaurants, hotels, clubs, functions and catering operations as well as the knowledge of working in a gaming area and high-end cocktail lounges.

Course Structure
The Core Units of Competency are:

- Interact with customers
- Participate in safe work practices
- Show social and cultural sensitivity
- Source and use information on the hospitality industry
- Use hospitality skills effectively
- Work effectively with others

The Elective Units of Competency are:

- Attend gaming machines
- Carry out basic workplace calculations
- Clean and tidy bar areas
- Clean kitchen premises and equipment
- Clean premises and equipment
- Create and use spreadsheets
- Maintain the quality of perishable items
- Operate a bar

- Operate a TAB outlet
- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Prepare rooms for guests
- Prepare sandwiches
- Prepare simple dishes
- Process financial transactions
- Provide responsible gambling services
- Provide responsible service of alcohol
- Receive and store stock
- Serve food and beverage
- Use hygienic practices for food safety

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate II in Hospitality is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency and
- Six Elective Units of Competency

Pathways
The Certificate II in Hospitality provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job roles may include: bar attendant, bottle shop attendant, café attendant, catering assistant, front office assistant, and gaming attendant.
7.9 Certificate III in Individual Support (Ageing)

Course Information
The Certificate III in Individual Support (Ageing) reflects the role of workers in the community who follow an individualised plan to provide person-centred support to people who may require support due to ageing. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for 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.

Course Structure
The Core Units of Competency are:

- Communicate and work in health or community service
- Follow safe work practices for direct client care
- Provide individualised support
- Recognise healthy body systems
- Support independence and well being
- Work legally and ethically
- Work with diverse people

The Elective Units of Competency are:

- Assist clients with medication
- Comply with infection prevention and control policies and procedures
- Deliver care services using a palliative approach
- Facilitate the empowerment of older people
- Follow basic food safety practices
- Implement falls prevention strategies
- Meet personal support needs
- Provide first aid
- Provide support to people living with dementia
- Support relationships with carers and family

Vocational Education and Training (VET) Delivery
The pre-vocational Certificate III in Individual Support (Ageing) is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:

- All Core Units of Competency
- Seven Elective Units of Competency and
- At least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

Pathways
The Certificate III in Individual Support (Ageing) provides a pathway to work in the aged care industry. Possible job roles include personal care assistant.
7.10 Certificate II in Metal Roofing and Wall Cladding (Plumbing)

Course Information
The Certificate II in Metal Roofing and Wall Cladding (Plumbing) will provide you with the practical skills and knowledge to work effectively in the high demand plumbing and services sector. Students will learn skills to fabricate and install roof and wall cladding, roof drainage components and storage, along with the disposal of storm water. Students will also learn how to apply safe work practices, read plans and calculate plumbing and services material and use plumbing hand and power tools.

Skills and Knowledge
The skills and knowledge gained from this course include:
- Working safely at heights
- Operating elevated work platforms
- Carrying out interactive workplace communication
- Reading and interpreting plans and specifications
- Working effectively in the plumbing and services sector
- Carrying out Work, Health and Safety requirements
- Handling and storing plumbing materials
- Using plumbing hand and power tools
- Carrying out levelling
- Cutting and joining sheet metal
- Marking out materials
- Working safely on roofs
- Selecting and installing roof sheeting and wall cladding
- Flashing penetrations through roofs and walls
- Providing basic emergency life support

Vocational Education and Training (VET) Delivery
The pre-apprenticeship Certificate II in Metal Roofing and Wall Cladding (Plumbing) is delivered by TAFE SA.

Completion Requirements
The requirements for completing this qualification will be met when competency is demonstrated and achieved for:
- 15 Core Units of Competency and
- Nine Elective Units of Competency

Pathways
The Certificate II in Metal Roofing and Wall Cladding (Plumbing) provides the foundation skills for a career in plumbing and roof plumbing and enhances graduates’ chances of obtaining an apprenticeship in these areas. Apprenticeships are available in commercial (large construction), domestic and maintenance areas. The course is strongly supported by large and small employers as well as the leading Group Apprenticeship Scheme employers. The industry consists of self-employed tradespeople as well as medium to large contractors. Demand is linked with activity in the construction industry. However, unlike other building trades, downturns in building activity have less effect on plumbers because of the work available in renovation and maintenance. Demand is also more stable because, by law, certain jobs must be performed by plumbers.
8. FREQUENTLY ASKED QUESTIONS

What is Marcellin Technical?

Marcellin Technical 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?

• Those who are passionate about gaining a trade qualification alongside their SACE.
• Those 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.
• Those who are looking for a more adult learning environment, while still experiencing the support of 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?

Since 2007, half of the students enrolled at Marcellin Technical have commenced a School based Apprenticeship whilst still enrolled at school. Most of the remainder go on to commence apprenticeships in the months following graduation.

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 the College provide assistance in finding a work placement?

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

How do I get 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 I get an apprenticeship at Marcellin?

Marcellin will prepare and assist you to achieve a School Based Apprenticeship through our programs, training, work placement program and industry visits.

Experience shows that our program will give you the advantage that you need, but we don’t give you an apprenticeship.

What happens when I finish Year 12?

Having completed the SACE, your 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 your accredited apprentice training with our Registered Training Organisation, MTC Training, on site at Marcellin.
What are the advantages of Marcellin Technical?

Marcellin Technical 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 all feel 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 College, 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 our students a head start to 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 your SACE is completed. Continuing the apprenticeship training with Marcellin Technical post school is another area that sets us apart from any other school.

How and when do I enrol?

All students interested in attending Marcellin Technical 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 College tour. The dates of all upcoming Principal’s Tours can be found on our website at:

www.marcellin.catholic.edu.au

If you have any questions, please contact us on 8186 9700.
Contact the Registrar

For any enquiries regarding enrolment applications, or for any other questions about Marcellin Technical please contact our Registrar, Emma-May Palmer.

Phone: 08 8186 9700

Email: enrol@marcellin.catholic.edu.au

Or visit our website:
www.marcellin.catholic.edu.au