



Marcellin Technical College

School profile

- South Australia
- Metropolitan
- Non-government
- Year 10 to 12
- Co-located with an RTO and uses the services of other external RTOs for delivery of a number of VET courses
- 15 programs in 8 industry areas in 2015
- 143 student enrolled in 2015

Marcellin Technical College is a co-educational Year 10 to 12 college located in the southern suburbs of Adelaide, South Australia. The college focuses on trades training, career development, and on building students' self-esteem and the skills to successfully transition into the workforce. Most students begin in Year 11 and over their two senior years, students have the opportunity to complete the South Australian Certificate of Education (SACE) and commence training in Certificate III qualifications in a number of industry areas. There is a small intake of Year 10 students in semester two who explore different trades options as well as core subjects. The college is co-located with a Registered Training Organisation (RTO). In addition, the college partners with other RTOs to deliver vocational education and training (VET) programs according to identified need.

Program background

Marcellin Technical College commenced operation in 2007. It was one of 25 technical colleges established with the support of Australian Government funding to address trades shortages. The college was integrated into the existing education and training systems after 2009.

The secondary school was rebuilt with the aim of enabling students to complete secondary schooling and while commencing a trade career in a supportive environment. Under the guidance of an external RTO and the college principal with extensive experience in both industry and education, a team of architects designed the college specifically for this purpose. The initial areas of focus were Building and Construction,

Electrotechnology and Automotive. These VET courses are still offered with the addition of further VET courses covering other industry areas.

The college works closely with industry and supports students throughout their time with the college and with post-school pathways. The success rate is very high with 45 to 50 per cent of students in employment by the end of Year 12.

Program features

Course selection and structure

Courses and qualifications chosen by schools and the structure of VET courses should be informed by an understanding of:

- the needs of students
- how VET supports career and employment pathways
- industry workforce needs
- school sector or jurisdictional policies
- funding priorities targeting VET towards particular industries or occupations.

At Marcellin Technical College, the co-located RTO provides training at Certificate II and Certificate III levels in Building and Construction, Electrotechnology, Automotive and Metals and Engineering. Students who enter into a School-based Apprenticeship while completing their SACE continue to train post-school on campus with the RTO until they complete their full-time apprenticeship. This gives them continuity; support and ongoing career development as they transition from school to an apprenticeship and become fully qualified in their chosen trade.

The college works with TAFE South Australia (TAFE SA) to provide pathways for students in VET courses such as Hospitality and Animal Studies Certificate II and Certificate III. In 2017, a Plumbing pathway for students will be introduced. The college also works with the viticulture industry to provide Viticulture, Hospitality and Business pathways for students.

There are multiple entry points to the college. A small cohort begins mid-Year 10. These students undertake a program that focuses on science, technology, engineering and mathematics, and also explores various trades and work pathways. The college sees the

second half of Year 10 as a time when many students are interested in exploring work and trades pathways, and aims to increase its Year 10 cohort.

Year 11 is the most common entry point, with students taking up a Certificate II qualification. Students may also enter into a Certificate II qualification in Year 12. The college aims to have students complete as much of their training as possible during Year 11 in preparation for them to secure an apprenticeship by early Year 12. A School-based Apprentice will usually attend on-the-job training four days a week and off-the-job training one day a week at the college. After students secure an Apprenticeship and begin a Certificate III qualification, they are able to reduce their academic subject load as the Certificate III qualification earns higher points towards their SACE.

Until a Year 12 student secures an Apprenticeship, they spend one day a week in training and the rest of the time in academic subjects. Students in Year 12 who do not secure an Apprenticeship undertake further employability skills courses and short courses in addition to their Certificate II program, such as First Aid, Test and Tag or Working at Heights. Students without an Apprenticeship are supported in transitioning to further training or employment for a period of time after Year 12, similar to those completing an Apprenticeship.

Running alongside the VET program, a work or trade contextualised SACE program focuses on employability skills and workplace preparation and includes six weeks of work placement for Year 11 students and eight weeks for Year 12 students. The integrated VET program is central to students completing their SACE as they gain at least 25 per cent of the required points towards their SACE from VET programs. High quality

performance on work placements is the main way that most students gain a School-based Apprenticeship.

The VET programs and trades covered at Marcellin lend themselves to joint project ventures. For example, a bridge may be constructed by Engineering and Building and Construction students.

Staffing

Access to the right staffing is critical to the success of VET programs and is necessary to comply with VET delivery and assessment standards. The training package or accredited course materials provide information on what is needed.

The college has been fortunate in attracting staff who are both patient and understanding with school students and highly skilled trades people. They are industry leaders in their fields—people who have run their own businesses or been in management and who have a passion to pass on their knowledge and skills to the next generation. The staff are still current in their trade, which means they have connections into industry and employers, and know about the new and upcoming technologies.

An industry consultant with strong connections into industry from previous roles has been employed specifically to maintain contact with employers and local industry, and to assist in building a rapport between the employers and the students.

Working with employers

Collaboration is a key component of the Preparing Secondary Students for Work framework. Involvement from employers and industry is critical when planning for the implementation, delivery and assessment of



VET for secondary students. Working with employers or work placement providers to provide access to quality and relevant workplace learning opportunities enables students to develop skills that are better aligned with workplace needs.

Marcellin has strong links to the labour market and many businesses have employed multiple School-based Apprentices. The college engages with industry through formal representation on the College Board and through events such as 'Q and A' sessions, tours of the college facilities and industry breakfasts. In addition to this, the college's industry consultant is in weekly contact with the students' work placement and the School-based Apprenticeship host employers. The college continually uses feedback gained in these ways to adapt and tailor the way the VET programs operate.

Registered Training Organisation status

All VET is required to be certified by a Registered Training Organisation (RTO). Schools have a variety of ways of accessing RTO services:

- *becoming an RTO*
- *the school sector acting as the RTO*
- *partnering with an RTO (auspice)*
- *using an external RTO to deliver and assess all of the training onsite or offsite.*

Each of these options will suit schools in different situations. Whatever the arrangement adopted, schools and employers need to be confident that the RTO has suitably qualified trainers and assessors and access to the industry-standard equipment required.

The college is co-located with an RTO that provides training at Certificate II and Certificate III levels in Building and Construction, Electrotechnology, Automotive and Metals and Engineering.

The college also works with TAFE SA to provide pathways for students in VET courses such as Animal

Studies and Hospitality, and in 2017 will provide a Plumbing pathway for the first time. It has worked with the viticulture industry to provide Viticulture, Hospitality and Business pathways for students.

Student support

Vocational learning activities and pre-vocational programs support students to select the right VET course and pursue their chosen pathway to a career, employment or further education and training. Career education and opportunities to gain work readiness skills help students make informed choices and prepare them for learning in a workplace environment.

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Supplementing this support, the students' trade trainers prepare students for work, helping students develop workplace specific skills and knowledge, and demonstrate how to act in the workplace and how to navigate the demands of industry and workplace culture.
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Marcellin Technical College uses a case management approach to support its students. Each student has a mentor who provides pastoral care and supports them with managing their school, training and work placement programs. With the competing demands of training, completing their SACE and work placements, students can struggle, which is where the mentor steps in to work with students and families. The mentor is a trained teacher who also works with each student to consolidate their foundation skills and knowledge, and help students to understand their strengths, weaknesses and learn how to manage their pathway through school and beyond.



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Communication

Current information from a range of sources helps students, parents, employers and the broader school community understand VET offerings and the opportunities they provide. Communication enables students and parents to understand the options available and to make informed choices.

The college views working closely with the student and their family as critical to the success of its students. Early in the academic year the college organises an evening for students and parents or carers to meet with the student's mentor and get to know them in an informal setting. They also meet the trade trainer of the student and the industry consultant. This is just the beginning of the conversation with the family of the student. Meetings are held about every 10 weeks to let them know how the whole program is progressing, and more regularly if any problems emerge.

Review

The school's VET offerings are regularly reviewed and updated to ensure they meet the needs of industry and employers. Similarly, jurisdictions and school sectors update their policies and procedures in line with funding priorities and skills needs. Schools should have in place review processes for the VET programs they offer to ensure these maintain their currency

and effectiveness within both VET and school policy environments.

In addition to the required surveys undertaken for RTO compliance reasons, the college conducts its own surveys across the both the college and the RTO to capture information about the entire experience. It also continually reviews employer feedback, drawing heavily on the regular contact of an industry liaison officer and the industry consultant and through other communication channels.

The college surveys students and employers regularly seeking feedback on how training could be improved. Employers are asked whether the skills are currently required, whether each aspect of the VET course still has currency and what changes are required.

Other measures the college uses for review include the retention and completion of students enrolled in VET programs and School-based Apprenticeships and the numbers of students securing a full-time Apprenticeship.

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