Welcome

This term’s newsletter showcases a range of activities that have occurred in our schools this term, including:

- successful Trade Training Centres in School applications for two of our schools
- the work of our Apprenticeship Brokers this term in supporting schools with course counselling and preparing students to be “work ready”
- students completing Construction Industry White Card training
- over 560 students in our region have applied for Regional VET Programs for 2014
- 205 students responded to an online Regional VET Student Survey – this data shows high levels of student satisfaction for our courses
- a showcase of one of our Regional VET students who goes to another school in our region one day per week to participate in a Regional VET Program
- Woodville High School’s official opening of their Construction Industry Trade Training Centre
- an update of the Industry Skills Program, including a student perspective on her involvement in the DECD Careers Strategy this year
- staff professional development and experiences for students in our region in the Advanced Technology Project (ATP) and Science, Technology, Engineering and Mathematics (STEM)
- activities as part of the Maritime High School Program, including students visiting the Australian Maritime College in Launceston, Tasmania, students participating in an Alternative Engineering Forum and the new Maritime Industry Pathway course that will commence in 2014
- an example of activities this term in one of our Regional VET Programs - Health Services, hosted by William Light R-12 School

Happy reading!

Toni Andrew
Manager, Western Adelaide Secondary Schools Network

Trade Training Centres
in Schools Program

Successful Applications

Warriappendi School and William Light R-12 School have recently been notified that they have been successful in gaining funding in Round Five (Phase 1) of the Trade Training Centres in Schools Program, funded through the Commonwealth Department of Education, Employment and Workplace Relations. Work on these Trade Training Centres will begin next year.

Warriappendi School will be establishing a Trade Training Centre focusing on Hospitality, and will also provide training in Community Services and Business Services.

William Light R-12 School is refurbishing existing buildings into a Health Industry Trade Training Centre. This centre will be a facility with hospital beds, amenities, nurse’s station, and a flexible theory room.

Congratulations to these two schools!
School-Based Apprenticeships

School-based Apprenticeships and SACE
This time of year is always very busy and a time for students to prepare and make decisions for next year’s learning program. We have been participating in SACE (South Australia Certificate of Education) evenings at various schools in our region, where we have provided advice on subject and Vocational Education and Training (VET) course selections. At these evenings we have informed parents/carers and students of a pathway to achieving SACE, including School-based Apprenticeships, which can offer up to 150 SACE Stage 2 credits in a commenced apprenticeship or traineeship of choice.

We have also presented to a number of groups of students, including PLP (Personal Learning Plan) classes and whole year levels, regarding selecting relevant subjects and courses in relation to vocational pathways.

We have been actively involved in participating in course counselling sessions within our schools. We have provided advice about apprenticeship and traineeship pathways and the most appropriate VET course to choose. We have also provided information on how School-based Apprenticeships/Traineeships can be structured as part of students’ learning programs.

Preparing for the Workforce
We have been delivering a ‘Work Readiness Program’ for Year 10 students in some schools and an ‘Apprenticeship Preparation Program’ for a combined Year 10 and 11 group of students. These sessions have included information on preparing for the world of work, establishing a work ethic, what employers look for in job applicants, specific job resume preparation, mock interviews, preparing for work experience, workplace bullying and harassment, equal employment opportunity and work health and safety.

School-based Apprenticeship/Traineeship Interviews
We are still visiting schools weekly and meeting with students and parents/carers individually to discuss individual applications and preparation for School-based Apprenticeships and Traineeships.

Expos and Industry Visits
We have managed a booth at the recent ICAN Expo, and also at a school career expo. We are also working with some schools to coordinate industry visits for students.

School-based Traineeship Student Showcase
Name: Zoe Anastasiou (see photo below)
School: Henley High School
Year Level: 11
Qualification: Certificate III in Business
SACE: 70 Stage 2 credits
Future ambition: to undertake a Bachelor Degree in Commerce (Finance/Economics)
Employer: Sheridans Accountants and Financial Planners

To find out what School-based Apprenticeship or Traineeship vacancies are available in our region, students can speak with their VET Coordinator, visit www.wats.sa.edu.au (under ‘School-Based Apprenticeships’) or contact:

Chris Houltby
Apprenticeship Broker
0488 584 029
chris.houltby@sa.gov.au

Vicki Bryant
Apprenticeship Broker
0458 564 603
vicki.bryant@sa.gov.au

Chris Houltby and Vicki Bryant
Apprenticeship Brokers

Construction Industry White Card Training
This term we held one regional White Card course (on 23 August), 24 students from eight schools participated in this course, and were successful in completing their qualification.

The term 4 course will be held on Tuesday 12 November (week 5, term 4). The flyer and registration form for this course is available for download from our website (www.wats.sa.edu.au).
Regional VET Programs

Schools in our region have been busy this term providing information to students and parents/caregivers about Regional VET Programs for 2014 as part of their course counselling processes. Our 2014 Regional VET brochure as well as our Trade School website (www.wats.sa.edu.au) has information about the 56 courses on offer for next year. As I write this, over 560 students in our region have applied for courses in 2014. This number is growing daily as students return Application Forms and are entered into our Regional VET online management system, WebVET.

Students who have applied for 2014 courses will soon receive letters from the Host School confirming their application and advising them of any selection processes. This may be participation in an interview, attendance at an information session, providing copies of school reports, providing teacher referee information etc. We are aiming for Host Schools to have finalised their selection process, and to notify students of their acceptance/non-acceptance into a program by week 3, term 4.

Thank you to the VET Coordinators in our schools for their tireless efforts this term in promoting these opportunities to students, parents/caregivers and teachers, and supporting students to apply for courses.

Our 2013 Regional VET Programs are continuing successfully. Regional VET Teachers/Trainers are currently completing term 3 reports for students, which will be distributed with students’ end-of-term report from their Home School.

For the first time, we have also recently conducted an online Regional VET Student Survey, to assist teachers/trainers and Host Schools with quality assurance and planning next year’s courses. 205 students from across our region participated in this survey, where they were asked to respond to a number of statements. Students were asked to indicate how much they agreed or disagreed with each statement by dragging the slider (0 = totally disagree; 10 = totally agree). Individual teachers/trainers and Host Schools have been provided with detailed student feedback. Student feedback has been extremely positive, with the average ‘satisfaction’ of all statements being 8.5.

Examples of a few statements (from a total of 42) that students responded to and the ‘average satisfaction levels’ are:

- This course has prepared me for a career in this field (overall student satisfaction: 8.4).
- The teacher/trainer has good knowledge of the subject matter (overall student satisfaction: 9.2).
- This course has met my expectations (overall student satisfaction: 8.4).
- I enjoy my VET course (overall student satisfaction: 8.8).
- I would recommend this course to other students (overall student satisfaction: 8.9).

Congratulations to our Regional VET Teachers/Trainers on this positive feedback. Our courses are providing outstanding learning opportunities for students, and supporting their future pathways into a range of industry areas.

Toni Andrew
Manager, Western Adelaide Secondary Schools Network

Regional VET Student Showcase

Each newsletter, we will be showcasing a Regional VET student. This term’s student is Zoe O’Mahoney from William Light R-12 School, who is doing a Regional VET Program at Findon High School.

<table>
<thead>
<tr>
<th>Home school</th>
<th>William Light R-12 School</th>
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<tbody>
<tr>
<td>Current year level</td>
<td>12</td>
</tr>
<tr>
<td>Regional VET Program enrolled in</td>
<td>Certificate II in Community Services at Findon High School (Child, Aged and Disability Care)</td>
</tr>
<tr>
<td>How I found out about this course</td>
<td>Through my school (William Light R-12).</td>
</tr>
<tr>
<td>What I enjoy about this course</td>
<td>It proved what I wanted to do in the future was what I actually liked.</td>
</tr>
<tr>
<td>What my future career plans are</td>
<td>Complete a Certificate III in Disability, get work in a Special School and complete a sign language course.</td>
</tr>
<tr>
<td>Tips for other students considering doing a Regional VET course</td>
<td>Even though you might not like what you have to do, embrace every new experience. You might enjoy it!</td>
</tr>
<tr>
<td>Teacher’s comments (Cheryl McGill)</td>
<td>Zoe has been an asset to this course in 2013. She readily discusses issues, gives opinions, listens to others, completes her competencies and has gained valuable insight to the plight of all of the participants/clients involved in the care industry. She shows maturity and empathy beyond her years and I’m absolutely sure she will go on and complete further study enabling her to have a fulfilling career in this industry. Well done Zoe, I can’t wait to witness your success in Certificate III in 2014.</td>
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Dignitaries galore joined local Commonwealth Member of Parliament, the Honorable Mark Butler MP, at the official opening of Woodville High School’s Construction Industry Trade Training Centre (TTC) on Thursday 4 July. The Premier Jay Weatherill reflected on Technical Studies projects in his time at high school which are now in sharp contrast to those undertaken in authentic real life carpentry and construction learning by students enrolled in the Doorways 2 Construction course. The TTC will support students in developing construction industry skills in Certificate III in Carpentry.

Also present at the opening were representatives from both the Port Adelaide Enfield Council and the Mayor of the City of Charles Sturt Council, Mayor Kirsten Alexander. The opening was one of the last official duties by our former DECD Chief Executive, Mr Keith Bartley. Representing both DECD asset services and curriculum were Mr Ross Treadwell, Mr Tony Curtis and Ms Helen Wildash, along with Mr Greg Petherick from the Western Adelaide region. Mr Rob Shepherd and Ms Toni Andrew represented the school’s important partner, the Western Adelaide Secondary Schools Network (WASSN) and the Western Adelaide Trade School for the Future, and Ms Cherry Robinson represented the DECD Industry Skills Program. Also present at the opening was the Manager of the St Clair Residential Development and Manager of AV Jennings, Mr Brian Virgo. His presence was important as a key partner in the Trade Training Centre which earned his company the Western Futures School Business partnership award in 2012. So too, is it important to acknowledge the longstanding support and advice of Mr Steve Birnie of the Construction Industry Training Board (CITB).

The project from consultation and submission to the Commonwealth Government, in round three of the Trade Training Centre funding cycle, took over two years and Woodville High School acknowledges the particular role and contribution of Mr Lindsay Winen, Mr Tim Lepley, Ms Leanda Herring, Ms Sandy Scott and Mr Grant Hollinshead. The Woodville High School Trade Training Centre has been described as one of the state’s most attractive centres and this is largely due to the vision of the architects from Studio 9, Mr John Gallucio and Mr Craig Tonkin. Thanks also to Mr Brendan Cunningham, the school’s VET and Community Partnerships Coordinator for his role in the development of the Memorandum of Agreement with important partner and Registered Training Organisation (RTO) ATEC, with the support of ATEC’s Rene Mikolic and Callan Marwick.

Particular flair was added to the official opening by performances from the school’s Special Interest Music Centre. In my speech, I acknowledged the importance of Commonwealth and state funding in the provision of quality education for local schools:

"On behalf of Woodville High School, I thank our Commonwealth and State governments for their support of quality education at Woodville High School. It is wonderful that both our state and Commonwealth members of parliament, the Honorable Mark Butler and the Premier, the Honorable Jay Weatherill are here today to receive our thanks and share in our celebrations.” I also concluded the opening ceremony with a special vote of thanks, “Thank you everyone for ensuring that Woodville High School continues to produce proud scholars in a proud community through access to facilities that make us all proud.”

Meredith Edwards
Principal
Woodville High School
Industry Skills Program

Student Pathways – School and Beyond
On the morning of September 3, Nikki, a year 11 student from one of our Western Adelaide public schools addressed an audience of 120 Principals and leaders from across the state at a Careers Strategy conference. Nikki was articulate and confident as she outlined how the school, through its industry connections, engagement with the community, and emphasis in developing her full potential and providing her with rich learning experiences, has given her the skills to develop a future pathway.

Nikki (left) used the term ‘career development’, and illustrated how the school activities and opportunities have ‘enlightened’ her to develop a pathway to follow when she leaves school.

In 2012 Nikki was a Beacon Student Ambassador at the school. This involved working in a team and participating in activities such as building partnerships with local businesses and investigating career choices and opportunities through events organised by the Beacon Ambassadors. Nikki said, “Students were able to have experience in careers that many would not normally have insight into, such as radio presenting and production, the music industry”. Nikki’s chosen career pathway is to be a senior arts teacher.

Nikki’s part-time work has given her the opportunity to complete a Certificate III in Retail. This has been an important qualification for her as it gives her a better chance of accessing further employment in the retail industry and she also received 35 SACE credits.

In conclusion, Nikki said “I’ve noticed that students at school are really excited about their futures due to an increase in career development education this year. Whether it’s offsite visits to places like the Intercontinental Hotel or AAMI Stadium, or just having speakers in to inspire students with different career pathways”.

Nikki is one of many young people across our Western Adelaide public schools who has participated in Vocational Education and Training (VET), worked in industry and is developing the employability skills and positive attitudes that are essential to realise a fulfilling future. Some of the other opportunities that have occurred this term are listed below.

Engineering
Representatives from the Australian Maritime College (AMC) and Flinders University addressed interested students from across Western Adelaide on September 4 (see photo top right), telling them about the opportunities within the Maritime industry and the partnership between AMC and the University (also see the Maritime article on page 7). There are four-year Bachelor of Engineering degrees that are accredited by Engineers Australia and recognised worldwide. Areas of study include:

- **Marine and Offshore Systems**: suited to students interested in mechanical and mechanical-electrical equipment, such as fuel-injected turbocharged engines, large gas turbine generators or massive oil and gas rigs topsides.
- **Ocean Engineering**: involves the design of some of the largest, most complex structures produced by mankind, including offshore structures such as oil and gas platforms, subsea pipelines, submersible vehicles and ports and harbours.
- **Naval Architecture**: Naval Architects design and oversee the construction and repair of marine craft and various offshore structures. This includes naval craft, passenger and cargo ships, submersibles, high-speed ferries and catamarans, tugs, yachts and offshore drilling platforms.

Girls/women interested in being a Maritime Engineer can apply for a scholarship to support their studies at AMC. Criteria includes being female and having an ATAR score of at least 70. The scholarship will cover 75% of accommodation costs in the first year. For more information, go to www.amc.edu.au/women-in-engineering.

Training in Health and Community Services
Western Adelaide public schools have excellent relationships with a number of key health providers in the Western Adelaide region. The Queen Elizabeth Hospital is working with both William Light R-12 and Woodville High School in providing work placement and learning experiences for Certificate III Health Services Assistance and Allied Health Assistance students.

At Woodville High School, the training is delivered by the Australian Nursing and Midwifery Federation on Torrens Road. In this industry setting, young people are accessing learning that gives them the confidence to follow a pathway in allied health or nursing.

Students at William Light have participated in on-the-job training at the Queen Elizabeth Hospital. Their training is delivered as a partnership with TAFE SA. This training has prepared students for employment in the health area, including following a nursing pathway.

Findon High School is delivering Certificate III in Disability. Students have the skills to go into employment in the areas of residential and community care and with people with disabilities.

All of our VET courses count towards SACE at Stage I and Stage II. The opportunities opened up to young people who participate in VET are immense, including the development of the personal qualities that support these young people to have positive futures beyond school.

Cherry Robinson
Industry Skills Manager
Staff Professional Development

Western Adelaide ATP Managers and teachers met at Henley High for their third planning day for 2013, on Friday the 30th of August. This professional development was facilitated by Judy Sara and Jane Heath from the Australian Science and Mathematics School. Staff shared Australian Curriculum tasks and ‘polished’ units of work for presentation on Edutect.

UniSA and CSIRO Innovation Day

95 Year 10 students from Henley High, Ocean View College, Findon High, Underdale High, William Light R-12 and Woodville High travelled to UniSA’s Mawson Lakes campus on Wednesday the 24th of July to participate in the “UniSA and CSIRO Innovation Day”. Sessions were run on water quality and the environment, separating genes from strawberries, testing blood sugar levels and making slime.

UniSA Maths Experience Day

On the 5th of August, 28 Year 10 students from Henley High, Woodville High, Le Fevre High, Seaton High, Findon High and Ocean View College travelled to the UniSA Mawson Lakes campus for a half day Maths Experience with Dr Amie Albrecht. Students participated in a variety of group and interactive maths activities. Comments from students included:

“I enjoyed the maths excursion to the Mawson Lakes UniSA campus, and found that it was very useful in regards to career options that involve maths. Throughout the day we participated in a range of problem solving activities and learnt a lot about how maths is used to solve problems. I would recommend the excursion to other students.” Lachlan, Year 10, Henley High

“The maths experience day was well worth the trip to UniSA. We had some fun playing mind games and it was a great way to interact with students from other schools who are interested in the same subjects as me. I really learnt a lot about trains and how maths problems were thought out in past years.” Alex, Year 9, Henley High

Seaton High Electro Science Workshop - the Hovercraft Project

Recently, Seaton High School was host for a student workshop which combined electronics and science (see photos right). This workshop was presented by Nigel Stone from WENNIG Designs and Toni Nash from Seaton High School. It was attended by approximately 60 students and teachers from our WASSN schools. The purpose of the workshop was for students to construct and operate a simple hovercraft using commonly found items such as milk cartoons and plastic plates. Once the models were completed, the students carried out a series of tests to measure the performance characteristics of their craft. They were able to analyse performance using their knowledge of Science, Technology, Engineering and Mathematics (STEM). These measurements included thrust, speed, weight and engine torque. The students had a lot of fun watching their creations fly around the testing track and experimenting with different ways to get it to go faster. They used a range of skills, including team work, working diagrams, fabrication skills and soldering. The final presentation was by our guest speaker Associate Professor Karl Sammut from Flinders University, who spoke to the students about career pathways in the different fields of engineering. Thanks to Dave Symonds from Aztronics who helped support the students on the day.

Sandra Moran
Regional ATP/STEM Manager
Assistant Principal, Henley High School
AMC Visit

Six students from Western Adelaide schools were selected to travel to Launceston, Tasmania in August to visit the Australian Maritime College (AMC). The opportunity was sponsored by AMC and the Maritime High School Program. Students participated in lectures in maritime engineering and mathematics, and toured the outstanding facilities at the College. Time was spent with lecturers, and students discussed study and pathways in maritime areas. Practical experiences included a morning helming the College’s 400 ton training vessel, the Bluefin, jumping safely from great heights into the indoor pool to perform life raft simulated rescues, and putting out fires at the fire fighting facility.

Academic awareness was gained from discussions with experts at the wave and tow tanks where students saw the practical aspects of academic studies. The final day found students in a multi-million dollar simulator where they carefully steered a bulk carrier through Sydney Harbour.

Students experienced three days of student life at AMC and Uni Tasmania, living in the student accommodation and dining in the student cafeteria. The range of maritime pathways available to students is very diverse. AMC’s website has a range of pathway and course information: www.amc.edu.au. AMC also has an association with Flinders University present, was pointed out to students and they worked through trigonometry to calculate the height of the lighthouse located on the wharf. This experience is included in school tours offered by the Maritime Museum.

Maritime Industry Pathway - NEW for 2014

Planning for the new Maritime Industry Pathway VET course is well underway at the Australian Maritime and Fisheries Academy (AMFA) at Port Adelaide. Students will do a Certificate II that includes core safety certification needed to work in maritime industries. They will achieve 60 Stage 1 SACE Credits from the four-week program that will run in blocks in the last week of terms 1, 2 and 3, with a sea voyage in the term 3 holidays. For more information, please go to our Trade School website: http://www.wats.sa.edu.au/maritime.htm. There will be an information night for candidates and parents/caregivers at AMFA in term 4.

For information on all things maritime, please contact Rod Hunter (Maritime Coordinator) at Le Fevre High School.

Rod Hunter
Maritime Coordinator
Health Services at William Light R-12 School

The VET Health Services students undertaking Certificate III in Allied Health Assistance and Certificate III in Health Services Assistance at William Light R-12 School have had a busy few months completing competencies in Assist with Client Movement and Basic Manual Handling.

To assist them with Client Movement, we visited the Independent Living Centre at Gilles Plains where students were trained in the use of hoists, slings and lifters. Students were shown different types of hoists and a range of slings which attach to the patient and hoist, allowing the health care worker to safely move a patient’s position from a bed to a chair, or bed to a commode (toilet chair), and return them safely to bed. Lifters and slings provide an easy, safe and comfortable assisted transfer for those patients who have some weight bearing capability.

Students have also completed a basic manual handling course, and in a following session were taught how to help clients and patients to stand up out of chairs and off toilet and shower seats by supporting upper limbs and gently pushing the back of the shoulder with the heel of their palm and their forearm. This prevents bruising on frail skin. They also familiarised themselves with roller walkers, walking frames and wheelchairs, and assisted walking with a partner.

Wheelienet paid a visit and each student was assigned a wheelchair. For the next 1½ hours, they wheeled themselves through the school and around the school grounds, pushing over different surfaces like carpet, vinyl flooring, concrete, grass in and around play equipment, up ramps, and some braved going down steps. They wheeled their way into the staff room where they had to get a cup of boiling water, a glass of water and use the microwave. This challenged some in two ways – not tall enough to reach for things or operate something, and others getting in their way.

Some of the comments from students after this session included:
‘I found the exercise exhausting and it really made me appreciate having the ability to walk.’
‘It was a very weird feeling not using my legs.’
‘It was actually really difficult to push myself around.’
‘We have an understanding of what it’s like to be in a wheelchair, what it’s like for people who are permanently in them and the challenges they have to face on a daily basis.’
‘The exercise really did give all of us a much better understanding of what some people are going through and what their day looks like, from the moment they wake up, to the minute they go to sleep.’

To finish this term’s work, all students have completed two weeks of structured workplace learning – one week at The Queen Elizabeth Hospital and the other at an aged care facility. While at TQEH, they were assigned nursing type duties like taking blood pressure, body temperature, blood oxygen saturation levels, sponge bathing patients, helping others shower, helping with meal times, removing stitches and catheters and generally conversing with patients in their wards. They visited the morgue, operating theatres and the plastering unit where plaster casts are made.

In the second week, students provided support to residents in dementia units, at meal times, with bed making, showering, and activities ranging from chair exercising to completing cross words and other leisure activities. Some students were lucky enough to go on outings with the elderly residents to Waterfall Gully and a shopping expedition along Unley Road.

Some comments from students included:
‘This work placement has helped me to gain more experience and understanding of the skills and qualities needed in order to be an efficient and competent nurse.’
‘The work placement has allowed me to get an insight to a nurses lifestyle.’
‘It has given me more of an understanding of the areas in nursing and the things you have to do when you are an RN or EN.’
‘Being my first time working in this industry I found it difficult to put everything into practice but with more experience, I think I can develop those skills to deliver good patient care.’
‘I have developed and also learned many skills from each of the workers I worked with and they have inspired me so much.’

Next term will be as busy with a visit from the Metropolitan Fire Service to educate students about the different types of fire extinguishers used for different situations, how to use a fire blanket and general fire safety. They will also be visiting both Adelaide University and UniSA Health Sciences areas to look over their nursing skills laboratories.

Judy Hosgood
Health Services VET Teacher
William Light R-12 School