INTRODUCTION TO THE
VET AND SPECIALIST
PROGRAMS GUIDE

The Edward John Eyre High School (EJEHS) VET and Specialist Program Guide has been designed to provide an overview of Vocational Education and Training (VET) and Specialist Program offerings available to our students, in support of the Pathways Counselling process. This information will be useful in planning for individual goals and aspirations for a future beyond school.

EJEHS works in partnership with TAFESA and other Registered Training Organisations (RTOs) to deliver numerous courses at Certificate I, II and III qualification levels as part of its commitment to VET. Supporting students to access VET at school is critical to ensuring students are equipped with the skills that meet the needs of our future workforce.

EJEHS prepares students for their pathways post school through a range of school based programs. By offering students a platform to connect school with industry through quality VET programs, can help school graduates meet the higher demands of the workplace and a globally competitive environment.

Our school prides itself on providing a breadth of curriculum offerings for our students. This enables students flexibility in their subject choices and the opportunity to identify a subject package which may include a VET course that suits their needs. When choosing subjects/courses, students should think about subjects that:

• Align with future/career aspirations
• They enjoy studying
• Enable them to work to their strengths
• Will challenge them and provide a number of broader career options

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
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WHAT IS VET?

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs). Undertaking VET may benefit students’ exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive and construction). Students can complete VET qualifications in a diverse range of industries, including finance, nursing and fitness.

VET OPTIONS AT EJEHS:

Certificate I in:
- Hospitality (WHS & EJEHS)
- Furnishings
- Information, Digital Media and Technology

Certificate II in:
- Aquaculture (SHS)
- Automotive Servicing Technology
- Community Services
- Construction Pathways
- Electrotechnology (Career Start)
- Engineering Pathways
- Family Wellbeing
- Information, Digital Media and Technology
- Kitchen Operations
- Salon Assistance
- Skills for Work and Vocational Pathways

Certificate III in:
- Allied Health Services
- Beauty Services
- Business
- Catering Operations
- Commercial Cookery
- Community Services
- Early Childhood Education and Care
- Education Support
- Financial Services
- Fitness
- Health Services Assistance
- Hospitality (Kitchen Operations Stream)
- Information, Digital Media and Technology (Cyber Security)
- Screen and Media
- Sport and Recreation
- Tourism

For more information on VET, please see page 8.

DOORWAYS2CONSTRUCTION PLUS (D2C PLUS)

Doorways2Construction Plus creates more awareness of the building and construction industry among young people. This program provides students with accurate information and allows them to develop basic skills the students can take into the industry. Throughout this program, students are also given information about the career opportunities necessary to seek work successfully in the industry. For students to be eligible, they must have completed Certificate II in Construction Pathways or Certificate II in Electrotechnology (Career Start).

For more information on D2C Plus, please see page 114
EJEHS OFFERINGS

WHAT ARE SPECIALIST PROGRAMS?
Specialist Programs are designed to provide educational opportunities and advancement for students who have identified specific areas of interest for their career pathway. Working with our partners across industry, tertiary education institutions and the wider community, we have developed a number of specialist programs based on Industry demand and growth.

SPECIALIST PROGRAMS OPTIONS:
• Industry Pathways Programs (IPP)
  ◦ Automotive, Construction, Electrotechnology and Engineering (ACEE)
  ◦ Allied Health Education Aged care and Disability (AHEAD)
  ◦ Cooking, Hospitality and Tourism (CHAT)
  ◦ Information, Media and Technology (IMAT)
• South Australian Aboriginal Secondary Training Academy (SAASTA)
• Whyalla Alliance Sports Program (WASP)
• Apprenticeship Pathways Program

These courses may be delivered using a composite model.

AUTOMOTIVE, CONSTRUCTION, ENGINEERING, AND ELECTROTECHNOLOGY (ACEE)
Industry Pathways Program; Automotive, Construction, Electro-technology, and Engineering (IPP ACEE) is a specialist program encompassing tailored streams for students interested in a Trade pathway (Mechanic, Electrician, Builder, Fitter and Turner, etc.) or an Engineering pathway (Mechanical Engineer, Electrical Engineer, Civil Engineer, etc.). The Trade pathways stream has a large practical component where students spend a large amount of their learning working on practical tasks and use digital technology to record their learning.

See page 73 for more information

AGED, HEALTH, EARLY CHILDHOOD, ALLIED AND DISABILITY (AHEAD)
Industry Pathways Program Aged, Health, Early Childhood, Allied and Disability (IPP AHEAD) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within those industries. In partnership with UniSA, RTO’s and local businesses, the AHEAD program has been designed for students to be prepared with industry standards via a project based learning approach. The program is designed for students entering into a university, further education or employment pathway.

See page 89 for more information

COOKING, HOSPITALITY AND TOURISM (CHAT)
The Industry Pathways Program for Cooking, Hospitality and Tourism (IPP CHAT) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within Cooking, Hospitality or Tourism. The CHAT program has a large practical component where students spend majority of their learning working on practical tasks (e.g. running a café and catering for events onsite). Students will use digital technology to support their learning.

See page 99 for more information

INFORMATION, MEDIA AND TECHNOLOGY (IMAT)
The Industry Pathways Program for Information, Media and Technology (IPP IMAT) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within Screen and Media, Digital Publishing or Information Technology. The IMAT program has a large practical component where students spend majority of their learning working on practical tasks (e.g. web design, coding and photography). Students will use digital technology to support their learning.

See page 106 for more information

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
EJEHS OFFERINGS

SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY (SAASTA)
The South Australian Aboriginal Secondary Training Academy (SAASTA) program is designed for Aboriginal and Torres Strait Islander students with an emphasis on cultural awareness. The program has outstanding educational and cultural outcomes for the students involved. This program is for a full year, is delivered from Whyalla High School, involves practical components and is open to all students across the Whyalla Alliance.
See page 117 for more information

WHYALLA ALLIANCE SPORTS PROGRAM (WASP)
The Whyalla Alliance Sports Program (WASP) is designed for students who have a passion for sport, are heavily involved in the sporting community and have a desired Health Science/Sports Industry career pathway. This program is for a full year and is open to all students across the Whyalla Alliance. Students will learn about training methods, training principles, fitness components, skills acquisition, skill analysis, diet and nutrition, sports psychology, sports injury and injury prevention, stretching, game understanding and tactical awareness. All of these concepts will be made relevant to their identified sport. All students will have the opportunity to consolidate their learning and understanding with a Sports Tour to Adelaide.
See page 120 for more information

APPRENTICESHIP PATHWAYS PROGRAM (APP)
The Apprenticeship Pathways Program (APP) has been designed in conjunction with industry in support of students being able to follow a 2nd year pathway post the IPP ACEE strands, completion of Certificate II Engineering or Electro-technology and or employed as a School Based Apprenticeship & Traineeship (SBAT). The program aims to build students employability skills while completing year one of an Apprenticeship. This program is situated off site.

WHAT ARE ADDITIONAL LEARNING PROGRAMS?
Edward John Eyre also offers additional learning programs to foster students aspirations and extend their knowledge and growth in a range of areas. Students develop the knowledge and skills to confidently and purposefully transition from school. All additional learning opportunities are connected to SACE credits.

ADDITIONAL LEARNING PROGRAM OPTIONS:
- School to Employment Program (STEP)
- Aboriginal Boys School to Employment Program (AB STEP)
- Aboriginal Girls School to Employment Program (AG STEP)
- Alternative Group and Individual Learner Education (AGILE)
- High Performance Sports Centre Program
- Clontarf

SCHOOL TO EMPLOYMENT PROGRAM (STEP)
The School To Employment Program (STEP) has been developed for students who identify the need for further foundation and/or employability skills development in preparation for workforce entry or vocational training pathways. STEP is suitable for individuals who wish to pursue a pathway to employment or vocational training, receive intensive support in reading, writing, numeracy, oral communication and learning skills. This program is situated off site and provides an opportunity for students to trial a range of skill sets.
See page 125 for more information

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
ABORIGINAL BOYS SCHOOL TO EMPLOYMENT PROGRAM (AB STEP)
This course is suitable for Aboriginal males who require further foundation skills development to prepare for workforce entry or vocational training pathways. This also will allow students to gain skills towards entry into employment in counselling, community development, sport and fitness and services delivery areas. This program is situated off site and provides an opportunity for students to undertake Certificate II in Family Wellbeing and Certificate II Sport & Recreation, while trialing a range of skill sets and incorporating Cultural Awareness.
See page 125 for more information

ABORIGINAL GIRLS SCHOOL TO EMPLOYMENT PROGRAM (AG STEP)
This course is suitable for Aboriginal females who require further foundation skills development to prepare for workforce entry or vocational training pathways. This also will allow students to gain skills towards entry into employment in counselling, community development and services delivery areas. This program is situated off site and provides an opportunity for students to undertake Certificate II in Family Wellbeing and Certificate I Hospitality, while trialing a range of skill sets and incorporating Cultural Awareness.
See page 125 for more information

All STEP programs are comprised of Certificate II in Skills for Work and Vocational Pathways, which includes skill sets identified as supporting the students’ transition to employment or support their transition to further education.

ALTERNATIVE GROUP AND INDIVIDUAL LEARNER EDUCATION (AGILE)
The AGILE Program is a holistic learning opportunity for students to complete their SACE or work on their career pathway. This is provided to students who are completing a School Based Apprenticeship, VET or any other barrier that restricts their ability to engage in a mainstream school setting. This is to enable students to complete their SACE or gain the necessary employability skills to obtain employment.
See page 126 for more information

HIGH PERFORMANCE SPORTS CENTRE PROGRAM
The aim of the High Performance Sport Centre program is to provide an opportunity for students to explore the different health science degrees on offer at UniSA via an interactive 4 week learning program. The program allows students the opportunity to engage with university students who are studying different health science degrees by:
- Engaging with Exercise Sports Science students on placement in the testing opportunities
- Via a campus tours in Adelaide (UniSA City East Campus)
- Connect with elite sporting institutions
- Attend presentations from UniSA students on placement in Whyalla
See page 127 for more information

CLONTARF
The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate meaningfully in society. Academy activities are planned within the focus areas of education, leadership, employment, well-being and sport.
See page 128 for more information

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VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VOCATIONAL EDUCATION AND TRAINING (VET)

WHY STUDY VET AT SCHOOL?
Vocational Education and Training (VET) is designed to expand opportunities and pathways for senior secondary students, and improve educational outcomes in line with Edward John Eyre High Schools and the state government’s objective to increase the number of students achieving their South Australian Certificate of Education (SACE).

VET AND THE SACE
To complete the SACE qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. Here’s how it works.

<table>
<thead>
<tr>
<th>50 CREDITS</th>
<th>90 CREDITS</th>
<th>60 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPULSORY SUBJECTS</strong></td>
<td><strong>STUDENTS SELECTED SUBJECTS</strong></td>
<td><strong>STUDENTS SELECTED SUBJECTS</strong></td>
</tr>
<tr>
<td>• The Personal Learning Plan (PLP) (10 credits)</td>
<td>Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning</td>
<td>Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.</td>
</tr>
<tr>
<td>• Literacy requirements demonstrated from a range of English subjects at Stage 1 or 2 (20 credits)</td>
<td></td>
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<tr>
<td>• Numeracy requirements demonstrated from a range of Mathematics subjects at Stage 1 or 2 (10 credits)</td>
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<td></td>
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<tr>
<td>• The Research Project (10 credits)</td>
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</tbody>
</table>

The SACE is flexible and your schedule may differ depending on your school. The majority of students in South Australia will start their journey with the Personal Learning Plan in Year 10, and their selection of relevant Stage 1 and Stage 2 subjects in the following years.

For more information on VET in SACE, visit the SACE Website.

SNAPSHOT OF VET IN THE SACE
As part of their SACE, students can complete VET that is within the Australian Qualifications Framework (AQF). The SACE Board’s recognition arrangements enable students to build meaningful pathways in the SACE through VET:

- Students can gain up to 150 of their 200 SACE credits at Stage 1 and/or Stage 2 from VET
- Completed Certificate III (or higher, with a minimum 20 Stage 2 credits) will contribute to 1 subject in the calculation of an Australian Territory Admissions Ranking (ATAR)
- VET within SACE aims to help student to make a successful transition from school to further education, training and/or employment.

The recognition arrangements for VET in the SACE include recognition of:

- Completed qualifications
- Partly completed qualifications (for which a student has completed one or more units of competency).

The SACE Board recognises VET:

- Is listed on www.training.gov.au
- Is delivered and assessed by, or under the auspices of RTOs, which are registered to deliver and/or assess the VET qualification
- Is delivered and assessed in accordance with the VET Quality Framework
- Can be certified on a transcript, statement of attainment, or qualification issued by a RTO.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET FOR AN AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)

The three South Australian Universities, TAFESA, and Charles Darwin University (Northern Territory) have determined that Recognised Studies may contribute to an ATAR (Australian Tertiary Admission Rank) and a TAFESA Selection Score.

For a completed Certificate to contribute to 1 subject in the calculation of an Australian Territory Admissions Ranking (ATAR), they must be:

- Certificate III level (or higher) in the AQF (Australian Quality Framework)
- Recognised in the SACE at Stage 2 for a minimum of 20 credits

Recognised studies, including VET, can only count to a maximum of 20 credits in an ATAR and/or a TAFESA Selection Score. Students also need to satisfy all other university entrance criteria.

VET RECOGNITION REGISTER

The SACE Board publish the VET Recognition Register to demonstrate, for each VET qualification listed, the:

- Maximum and minimum number of SACE credits that students could expect to earn by completing the qualification
- SACE level (Stage 1 and/or Stage 2) at which credits earned for the qualification will be recognised for SACE purposes. (The VET Recognition Register does not show every VET qualification available through the VET sector. However, the SACE Board will recognise any VET that is listed on the www.training.gov.au website.)

Students’ VET achievements are formally certified by transcripts, statements of attainment, and/or nationally recognised qualifications (for completed certificate) awarded by RTOs. For more information about VET and to check the VET Recognition Register, visit https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register

AREAS OF STUDY AT EJEHS

Certificate I in:
- Hospitality
- Furnishings
- Information, Digital Media and Technology

Certificate II in:
- Aquaculture
- Automotive Servicing Technology
- Community Services
- Construction Pathways
- Electrotechnology
- Engineering
- Family Wellbeing
- Information, Digital Media and Technology
- Kitchen Operations
- Salon Assistance
- Skills for Work and Vocational Pathways

Certificate III in:
- Allied Health Services
- Beauty Services
- Business
- Catering Operations
- Commercial Cookery
- Community Services
- Early Childhood Education and Care
- Education Support
- Financial Services
- Fitness
- Health Services Assistance
- Hospitality (Kitchen Operations Stream)
- Information, Digital Media and Technology (Cyber Security)
- Sport and Recreation
- Screen and Media
- Tourism

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET DELIVERY MODES AT EJEHS
Edward John Eyre High School works in partnership with RTO’s to deliver a variety of Certificate I, II and III qualifications as part of its commitment to Vocational Education. These qualifications are provided through two main delivery models:

1. Online within the standard school structure – students access the qualification on a regular weekly basis as they would for any SACE accredited subject
2. Week Blocks - students access the qualification on set weeks. In addition, students have 2 contact points per week which is known as the VET support structure.

The contact points consists of:
- RTO facilitated session (video conference, face to face, phone or skype)
- EJEHS support session - External Student and EJEHS Students
- Study Session - EJEHS students only

SCHOOL BASED APPRENTICESHIP/TRAINEESHIP (SBATS) AND THE SACE
School-based Apprenticeships and Traineeships (SBATs) combine schooling at the senior secondary level (normally Years 10, 11 & 12) with training and employment. Planned learning in school and work is balanced between the needs of the student, the employer and the school, and allows the students to study for SACE at the same time as commencing and/or completing a nationally recognised vocational training qualification as a paid employee.

Every unit of competency that forms part of an SBATs Training Plan is allocated a certain number of ‘nominal hours’. For every 70 hours completed a student will gain 10 credits towards their SACE. Whether or not this can be counted as Stage 1 or Stage 2 credit will depend on the Certificate being completed. Generally, (but not always) Certificates I or II will count as Stage 1 credits and Certificates III or higher will count as Stage 2 credits, this information can be found via the VET recognition register on the SACE Board’s website. Most students undertaking an SBATs will do less classroom subjects than their peers. This is because they are gaining SACE credits from their SBATs and do not need the credits from other mainstream subjects. The extra study lines they have at school can be used for completing any workbooks they may have as part of their SBATs or completing school based subject work missed on work days.

FLEXIBLE APPRENTICESHIPS
Flexible Apprenticeships, or Flexible SBATs, are an alternative approach that builds on the successful elements of SBATs to provide greater benefits for young people, employers and schools. By creating more flexibility within SACE and supporting earlier, stronger employer and industry engagement in the pathway from school to work, Flexible SBATs aim to improve both the SACE and SBATs completion rates of students.

A key difference between Flexible SBATs and the current dominant approach is that students can spend most of their week in the workplace. At school, their primary focus is on completing compulsory SACE requirements and this can be done outside of work hours or in negotiated blocks throughout the school year. This means students can complete the first year of their apprenticeship by the end of year 12, allowing them to work as full time apprentices without losing the advantage of completing their SACE.

The Flexible SBATs model supports young people to transition successfully from school to work, and will increase retention by providing opportunities for mentoring and skill development, particularly during the first year of the SBATs. Flexible SBATs will allow young people to take control of their career by training, studying and earning an income in a wide range of occupations and trades. In 2019 EJEHS started to run a pilot program in support of the development of this initiative.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
While completing VET, students can gain exposure to different employers and have further opportunity’s to apply for future jobs.

VET can allow students to gain recognition for up to 150 SACE credits for successfully completed units.

EJEHS provide support staff for all students in their chosen VET course.

Students in VET are able to gain access to subsidised funding, while completing the course through school.

Recognised studies, including VET, can count to a maximum of 20 credits in an ATAR and/or a TAFESA Selection Score. Students also need to satisfy all other University entrance criteria.

A VET qualification be it a Certificate I–IV, Diploma or Advanced Diploma is recognised around Australia. It is also an achievement to be added to a resume.

VET focuses on delivering industry-specific skills alongside employability skills such as adaptability, critical thinking and digital literacy.

A study has shown that approximately 62% of students that complete a VET course are then employed in their chosen field (South Australia, 2018).

VET programs involve theory and hands-on learning to allow students to gain industry specific knowledge.

Further Information and Website links:
1) Career Hub EJEHS website https://ejehscareerhub.com/
2) Contact the Career Hub for more information
EJEHS VET STUDENT GUIDELINES FOR CONDUCT

Students enrolled in Edward John Eyre High School VET have a responsibility to meet a code of conduct that is based on safe, considerate behaviour and a respect for others. Students and Parent/Caregiver must agree to and sign the EJEHS VET Student Guidelines for Conduct agreement as part of the VET application and selection process. The agreement covers the following elements:

ATTENDANCE

- Students need to notify EJEHS and RTO (or workplace provider in the case of Work placement) if they are going to be absent from any VET session. This should be done as early as possible on the day or if possible, in advance.
- EJEHS support session must be attended if the student is located in Whyalla
- Maintain 80% attendance throughout the year.

KEEPING UP WITH OTHER SCHOOL COMMITMENTS

- EJEHS have committed to not commencing any new work or topics, conducting tests or have assignments due during VET week blocks. It is the students’ responsibility to keep up with work missed while participating in VET courses.
- It is the students’ responsibility to catch up on any work missed due to absence but should seek support from EJEHS support staff as required
- It is the students’ responsibility to monitor assessments and apply for extensions when required for both VET and other subjects.

WORK HEALTH AND SAFETY EXPECTATIONS

- Personal Protective Equipment and appropriate clothing for course must be worn at all VET sessions
- Students should follow instructions regarding signing in/out, Work Health and Safety and emergency procedures while attending all VET course delivery
- Students (and parents/caregivers) are required to provide EJEHS with up-to-date emergency contact and medical information.

BEHAVIOUR EXPECTATIONS

Students must follow the behaviour expectations of the VET course guidelines for conduct (or workplace provider in the case of Work Placement):

- Demonstrate respect for property
- Ensure work submitted is your own
- Arrive and leave on time
- Appropriate use of mobile phones (follow EJEHS mobile phone policy)
- No smoking or drug use
- No bullying and harassment.

TRAVEL IN PRIVATE VEHICLES TO AND FROM VET PROGRAMS

Students who wish to drive themselves, take student passengers or are a passenger with another student must have signed consent from parents/caregivers (using the Transport of Students form, available from Student Services or the Career Hub).

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
EJEHS VET STUDENT GUIDELINES FOR CONDUCT

WORK PLACEMENT

- Students who need to complete Work Placement as part of their course are required to follow the Work Placement Key Process.
- Complete the work placement induction assessment annually.
- They must ensure they have a Workplace Learning Agreement Form signed by all parties (student, parent/caregiver, workplace provider and School Principal) and returned to the Career Hub at EJEHS at least 3 week prior to work placement commencing.
- Some businesses require a DCSI clearance to attend.

DRESS STANDARDS

- Students must always be presented appropriately for the VET course they are undertaking: dress/uniform/wearing of name badges so that they can be identified as VET students. If the VET course does not have a required uniform, then full school uniform must be worn to all VET sessions.

MANAGING GRIEVANCES/CONCERNS

- Students are encouraged to discuss any grievances or concerns regarding their VET courses with the VET support staff/trainer, and/or VET Manager.
- Students who do not comply with the EJEHS VET Student Guidelines for Conduct can be removed from their program.

COMPULSORY VET WEEK BLOCKS AT EJEHS

AGREED WEEK BLOCKS

- Orientation Wk 2 Term 1 (Thursday and Friday only)
- Block 1- Wk. 9 Term 1 (Monday to Friday)
- Block 2- Wk 5 Term 2 (Monday to Friday)
- Block 3- Wk 2 Term 3 (Monday to Friday)
- Block 4- Wk 9 Term 3 (Monday to Friday)

Please note:

* The dates generally adhere to the structure above, although changes do occur.
* Certain Certificates require additional block weeks to complete the required course content in 2 semesters. This information is stated on the course descriptors on pages 21-70.
* RTO’s may request extra weeks for other courses when in the negotiation period.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VOCATIONAL EDUCATION AND TRAINING (VET)

SHOULD I DO A VET COURSE?
When considering a VET course or SBAT as part of your SACE, EJEHS suggest you consider the following:

IDENTIFY A POSSIBLE CAREER PATHWAY, BY:
• Completing your Personal Learning Plan (PLP)
• Undertaking Career Conversations with a member of the Student Pathways Team
• Talk to your parents, caregiver, teachers and others about options
• Undertake the Morrisby Career Profile or an online career profile: www.myfuture.edu.au or www.ejehscareerhub.com

To help you identify if you are making a good choice about a VET program, work placement is a valuable part of the process.

ARRANGE WORK PLACEMENT:
• Identify an employer which is relevant to your career pathway and course.
• Work with the Career Hub to arrange work placement, as you are required to undertake work placement induction and DfE paperwork before attending a placement.
• Ask lots of questions while you’re at work placement to help with your decision making. Also collect written feedback from the employer about your work placement.

After completing work placement if you have decided that you would still like to pursue the identified pathway, apply to undertake the relevant VET course.

APPLY FOR A VET COURSE:
Things to consider before applying:
• Can you work in an adult learning environment?
• Will you meet the eligibility criteria?
• Will the cost of the course impact your decision?
• Are you eligible for a concession rate or Centrepay?
• Can you undertake the required work placement hours?
• VET Applications are completed during the Subject Counselling process.

COURSE COSTING/PAYMENT ARRANGEMENTS
The majority of VET courses have a cost associated for either RTO’s delivery, PPE, tools or travel. Please check the course descriptors on pages 21-70 for indicative course costs. Parents/Caregivers are reminded that concession rates are available in some courses, payment plans/Centrepay can be organised via TAFESA.

A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Thursday (5 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling

EJEHS STUDENTS
• EJEHS enrolled students will be required to cover the costs as identified in the course descriptors
• Students and Parents/Caregivers will be required to sign a commitment to pay (CTP) form as part of the subject selection process. Enrolment into their chosen program cannot occur until this form is completed.

REGIONAL/LOCAL DELIVERY STUDENTS
• Regionally enrolled student’s costings and payment options are at the discretion of their home school
• RTO’s provides payment plans/Centrepay options. If required please contact the RTO to arrange.

For further guidance please contact the Career Hub.

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VOCATIONAL EDUCATION AND TRAINING (VET)

VOCATIONAL PLACEMENT
Students who undertakes a TGSS VET course at EJEHS are required to complete a minimum of 70 hours of vocational placement in a relevant industry sector during their VET course. Some courses will require a higher amount of work placement which will be specified in the course descriptor, for example; Certificate III in Early Childhood Education and Care, requires 120 hours of work placement which will be organised by the Career Hub in partnership with the RTO’s. For all other work placement, you will be supported through the Career Hub or your home school.

DEPARTMENT OF COMMUNITIES AND SOCIAL INCLUSION (DCSI) CRIMINAL HISTORY CHECK
If you are applying for one of the following courses you will need to apply for your DCSI checks prior to starting your course:

- Allied Health Assistance
- Community Services
- Construction
- Early Childhood Education and Care
- Education Support
- Electrotechnology
- Health Services Assistance

These can be applied for via your school at a cost of $62.15 and should be applied for as soon as you have been accepted into your chosen course. Contact EJEHS Career Hub for further detail.

VET LOCAL DELIVERY FOR REGIONAL STUDENTS
EJEHS prides itself on working with the other Eyre Peninsula (EP) schools and the wider community to assist students to reach their educational goals. Students from EP schools can access a range of VET courses offered through EJEHS. This can be facilitated by the home school and EJEHS entering into a VET Local Delivery Agreement. Please refer to the EP Website for further information on this agreement.

Local Delivery Students are supported by EJEHS via:

- An Initial introduction to parent/caregivers and home school by EJEHS VET support staff
- Weekly contact by EJEHS support staff in support of course completion
- Intervention support with RTO’s
- Sourcing low cost accommodation and providing supervision for the 10 agreed week blocks and 2 orientation days
- Providing student reports for their VET course/units.

Certain certificates require additional blocks of training above of the agreed 4 weeks. This information is stated on the specific course flyers.

HOW LOCAL DELIVERY WORKS AT EJEHS

COSTS
All VET courses offered at EJEHS may have RTO course costs, uniform and equipment costs associated with their delivery. This information is stated on the specific course flyers. Accommodation, food and any activity costs whilst studying through EJEHS are the responsibility of the student and parent/caregiver. In addition a Local Delivery access fee of $1,200 is payable by the home school under the Local Delivery Agreement if the student enrols in an EJEHS VET course after the census date. Please discuss cost responsibilities with your home school.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VOCATIONAL EDUCATION AND TRAINING (VET)

HOW LOCAL DELIVERY WORKS AT EJEHS

ACCOMMODATION
EJEHS has a partnership with UniSA to offer Local Delivery student’s accommodation at the Uni SA. Student Accommodation facilities located on Russel Street, Whyalla Norrie SA for all VET block weeks. Students have access to individual or shared bedrooms (dependant on numbers), share bathrooms, common kitchen and living spaces. Students are able to check in to the UniSA accommodation after 5pm on the day prior to their courses commencing.

Parent/caregivers are required to cover the cost of the UniSA accommodation if they choose to stay at the facility, at a cost of $25 per day. The home school will be invoiced for the total cost after each VET block. Each certificate has different block week requirements, therefore different cost implications. The number of block weeks required by each specific course is stated on the specific course flyers. Please note alternative accommodation may need to be sourced above the $25 per night stated, due to University Student’s having priority access to student accommodation over EJEHS. Additional costs will be forwarded onto the home schools. EJEHS will endeavour to keep any additional costs to a minimum and will notify families and home schools of any change of price in advance.

To ensure EJEHS staff provides individualised support to each VET local delivery student, a range of forms will need to be completed prior to each VET week block. These forms include:

- Local Delivery Accommodation form
- Medical Information form
- Accommodation Commitment to pay form
- EJEHS Enrolment form
- EJEHS Indemnity form.

SUPERVISION
Students are supervised at all times by an EJEHS staff member or RTO lecturer while in Whyalla (unless permission for free time has been granted by the parent/guardian). EJEHS recommends that students have access to free time after their daily RTO sessions have finished, until 6pm. This gives students an opportunity to shop independently, or participate in activities such as visit the gym, go for a walk or go to the library, etc. Permission forms will be provided to parents/guardians as part of the enrolment process.

FOOD
Students are responsible for the provision and preparation of their own meals whilst on block week in Whyalla. EJEHS recommend students are provided $25 per day for food. The supervising teacher will take students to the supermarket/shops to purchase their individual food supplies; alternatively, students can bring food supplies with them. While staying at the Uni SA Student Accommodation, students have access to full kitchen facilities.

TRANSPORT
Home schools, students and families will need to arrange for students to get to Whyalla where an EJEHS staff member will greet them. Once the student has arrived in Whyalla the staff member will provide transport to accommodation and selected locations within Whyalla for food shopping and any activities that students may wish to complete. During the course of the week EJEHS will transport students within Whyalla. Courses may require transport to campuses outside of Whyalla. If required, this information is stated on the specific course flyers.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET APPLICATION AND INTERVIEWS

EJEHS STUDENTS

Students and Parents gain information about VET courses via: Career/Subject Expo, Career Conversation, EJEHS resources and contact with the Career Hub.

1. Home Group/Career Pathways Program teacher support students to complete EJEHS pre-subject selection application

2. Collect and complete the VET enrolment pack within 2 weeks of expressed interest during subject counselling

3. LLN aptitude test is to be sat

4. EJEHS VET selection panel make recommendation regarding student’s applications to participate in a VET course

5. Letter of panel recommendation is sent

* If students do not meet the entry criteria a letter of denied entry is sent to applicants and indicates that an application can be completed the following year

6. Letter sent detailing the course structure, training plan, PPE and uniform requirements and block week and weekly contact times.

REGIONAL/LOCAL DELIVERY STUDENTS

The Home school ensure all students have been identified by Week 10 Term 3 which will allow EJEHS time to enrol the student with RTO’s and communicate with students, parents and the home school.

1. Home school identifies a student who would like to undertake a VET course as part of their SACE and EJEHS are to send the VET enrolment forms

2. VET Enrolment to be completed and sent to EJEHS

3. EJEHS Career Counsellor to hold an enrolment meeting/phone meeting to assess suitability of the application and ensure the identified VET course is appropriate for the students post school pathway

4. LLN aptitude test is to be sat

5. EJEHS VET selection panel make recommendations regarding student applications to participate in a VET course

6. Letter of panel recommendation is sent

* If students do not meet the entry criteria a letter of denied entry is sent to applicants and home schools, and indicates that an application can be completed the following year

7. Letter sent detailing the course structure, training plan, PPE and uniform requirements and block week and weekly contact.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
EJEHS GOOD NEWS STORIES

ADRIAN CLAPPIS

2017 - COMPLETED SACE
2017 - COMPLETED CERTIFICATE II IN ELECTROTECHNOLOGY
2017 - EMPLOYED AT NJ & T MCMULLENS

Adrian commenced his Certificate II in Electrotechnology during his last year of school at EJEHS. In 2017, after completing his SACE, he won a position at NJ & T McMullen’s though previous work experience at the company as a Refrigeration Mechanic Apprentice.

Adrian said, “The knowledge that I gained from my certificate helped me with the operation of tools and other industrial machines”. Adrian currently installs, repairs and maintains Air-conditioned units. He said it is something that he really enjoys and has a passion for.

In the near future Adrian would like to head back to TAFESA to follow his family’s example and complete a dual trade.

TENNYSON FROST

2016 - COMPLETED SACE
2016 - COMPLETED CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE
2017 - EMPLOYED AT GOOD START EARLY LEARNING CENTRE

Tennyson finished school in 2016 after he completed his Certificate III in Early Childhood Education Care. Throughout the course he was required to do 120 hours of Work Placement, this exposure to the employer during placement then lead to a job offer at Good Start Early Learning Childcare Centre, whilst he was still completing his SACE. Tennyson has continued to work at Good Start Early Learning Childcare Centre and has been in this position for the last 2 years. Tennyson states that he really enjoys working and teaching children. It is a great experience.

He said “When I first started I didn’t expect to see how much time and effort actually goes into the teaching side of children every day, but it is very rewarding”.

In the future Tennyson would like to become a Room Leader in the Toddler room at the childcare centre and is hoping to commence teaching studies by attending University.

The career path that Tennyson has taken was influenced by his family and his own thoughts in that he was looking for a challenge. The advice from EJEHS teachers helped him to paint a picture for this future. Tennyson said “I am constantly learning in a great environment of people and I love coming to work every day”.

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EJEHS GOOD NEWS STORIES

KIMBERLY SIMMONDS

2016 - COMPLETED SACE
2016 - COMPLETED CERTIFICATE III IN FITNESS
2017 - EMPLOYED AT DEPARTMENT OF CHILD PROTECTION

Kimberly finished school at EJEHS in 2016 after completing her SACE and securing a spot at University to allow her to follow her Teaching career. Kimberly won a position to be a Residential Carer and Support Officer for Children in the Departments Protection after 1 year of studying.

Kimberly stated “The role was not something that I was looking for; it is different to the path that I was following through teaching but I really enjoy it as I still get the interaction with the children”. “I love what I do and enjoy making sure children are kept safe.”

Kimberly has now been employed in this role for over a year and would like to hopefully progress this role into Social Worker or Child Physiologic in the near future.

While at EJEHS Kimberly studied a Certificate III in Fitness which helped her to achieve her SACE and develop transferable employability skills. Although this course is not something that her current career path requires, she said that it has definitely helped her personally and also to maintain a healthy lifestyle.

AUSTIN WILSON

2017 - COMPLETED CERTIFICATE III IN ELECTROTECHNOLOGY
2017 - EMPLOYED AT AQUEST ELECTRICAL
2018 - COMPLETED SACE

In 2017 whilst Austin was in Year 11, he was studying a Certificate III in Electrotechnology though TAFESA as a school based Apprentice at Aquest Electrical.

Austin said “I really enjoy doing what I do but at first it wasn’t what I expected but I have become accustomed to it”. “It was always something that I wanted to do while I was at school and I was glad I had the support from teachers to be able to achieve what I have” Austin was able to complete his SACE whilst working part-time with his Apprenticeship. Austin is now based full-time at Aquest Electrical and is learning something new every day.

Towards the end of the 2019, once Austin has completed his Certificate, he would like to look into studying another trade through TAFESA.
CERTIFICATE I IN FURNISHINGS

COURSE CODE MSF10113
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE 2x Support lessons - EJEHS
ENTRY REQUIREMENTS Successfully completing and passing the LLN aptitude test 80% or above actual attendance at their host school
SACE/ATAR ATTAINMENT 35 Credits at SACE Stage 1 This course cannot be used to gain an ATAR

INDICATIVE COSTING EJEHS Hi-Vis Uniform $50 (pre-payment is required). Students will need to supply their own long pants, safety boots and safety glasses

ASSESSMENT TYPE Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes while supporting others.

CURRICULUM CONSIDERATIONS Students selecting this course are required to meet the following criteria;
- Undertake the EJEHS VET application and selection process
- Prepared to complete minimum of 70 hours work placement through the duration of the course

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes.
## CERTIFICATE I IN FURNISHINGS

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSMOPS101</td>
<td>Make measurements</td>
<td>30</td>
</tr>
<tr>
<td>MSMSUP102</td>
<td>Communicate in the workplace</td>
<td>20</td>
</tr>
<tr>
<td>MSMSUP106</td>
<td>Work in a team</td>
<td>30</td>
</tr>
<tr>
<td>MSMWH5100</td>
<td>Follow WHS procedures</td>
<td>20</td>
</tr>
<tr>
<td>MSMEN5272</td>
<td>Participate in environmentally sustainable work practices</td>
<td>30</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSFFM1001</td>
<td>Construct basic timber furnishing product</td>
<td>100</td>
</tr>
<tr>
<td>MSFFM2002</td>
<td>Assemble furnishing components</td>
<td>20</td>
</tr>
<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total hours** 258
CERTIFICATE I IN HOSPITALITY

COURSE CODE SIT10216
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE 2x Support lessons - WHS
ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
SACE/ATAR ATTAINMENT
10 Credits at SACE Stage 1
This course cannot be used to gain an ATAR
INDICATIVE COSTING
As per individual site agreement
ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment
tasks according to the units being assessed. There are both theoretical
and practical tasks
SUBJECT DESCRIPTOR
This qualification reflects the role of individuals who participate in a
range of routine and predictable hospitality work activities. They work
under close supervision and are given clear directions to complete
tasks. This preparatory qualification provides individuals with knowledge
and skills for initial work, community involvement and further learning.
CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following
criteria;
• Undertake the EJEHS VET application and selection process
## Certificate I in Hospitality

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and service</td>
<td>20</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Practice in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC006</td>
<td>Prepare appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC003</td>
<td>Prepare and present sandwiches</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total hours** 97
CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE CODE  ICT10115
INTAKE  Semester 1
ANTICIPATED DURATION  12 months
DELIVERY MODE  2x Support lessons- EJEHS
ENTRY REQUIREMENTS  Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
SACE/ATAR ATTAINMENT  Credits TBC
INDICATIVE COSTING  N/A
ASSESSMENT TYPE  Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks
SUBJECT DESCRIPTOR  Certificate I in Information, Digital Media and Technology is the entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry
CURRICULUM CONSIDERATIONS  This course is delivered on site through a face-to-face environment and is not available through the flexible learning program
## Certificate I in Information, Digital Media and Technology

Units to be confirmed. Example of training plan below.

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>40</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>10</td>
</tr>
<tr>
<td>ICTSAS207</td>
<td>Protect and secure information assets</td>
<td>80</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>20</td>
</tr>
<tr>
<td>ICTSAS209</td>
<td>Connect and use a home-based local wireless network</td>
<td>30</td>
</tr>
<tr>
<td>ICTSAS202</td>
<td>Apply problem-solving techniques to routine ICT malfunctions</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total hours**: TBC
CERTIFICATE II IN AQUACULTURE

COURSE CODE SFI20119
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - SHS
  2x Support lessons - SHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
TBC

INDICATIVE COSTING
NA

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR
This qualification reflects the role of individuals who work as aquaculture attendants to support the care of aquatic stock in the aquaculture sector of the seafood industry. In this role, these individuals undertake a range of routine tasks such as handling, feeding and monitoring stock, and monitoring environmental conditions under the direction of a supervisor.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 4 weeks of training in 12 months
CERTIFICATE II IN AQUACULTURE

UNITS TO BE CONFIRMED. EXAMPLE OF TRAINING PLAN BELOW.

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFICORE105B</td>
<td>Work effectively in the seafood industry</td>
<td>30</td>
</tr>
<tr>
<td>SFICORE106B</td>
<td>Meet workplace OHS requirements</td>
<td>20</td>
</tr>
<tr>
<td>SFICORE103C</td>
<td>Communicate in the seafood industry</td>
<td>30</td>
</tr>
<tr>
<td>SFIAQUA205C</td>
<td>Feed stock</td>
<td>20</td>
</tr>
<tr>
<td>SFICORE101C</td>
<td>Apply basic seafood handling practices</td>
<td>20</td>
</tr>
<tr>
<td>SFIAQUA206C</td>
<td>Handle stock</td>
<td>15</td>
</tr>
<tr>
<td>SFIEMS201B</td>
<td>Participate in environmentally safe</td>
<td>20</td>
</tr>
<tr>
<td>SFIAQUA213C</td>
<td>Monitor stock and environmental conditions</td>
<td>30</td>
</tr>
<tr>
<td>SFIAQUA209C</td>
<td>Manipulate stock culture environment</td>
<td>20</td>
</tr>
<tr>
<td>SFIAQUA217B</td>
<td>Maintain stock culture and other farm structures</td>
<td>25</td>
</tr>
<tr>
<td>SFIAQUA211C</td>
<td>Undertake routine maintenance of water supply and disposal systems and structures</td>
<td>25</td>
</tr>
<tr>
<td>SFIAQUA215B</td>
<td>Carry out on-farm post–harvest operations</td>
<td>25</td>
</tr>
<tr>
<td>SFIAQUA216B</td>
<td>Harvest cultured or held stock</td>
<td>15</td>
</tr>
<tr>
<td>SFIAQUA221A</td>
<td>Control predators and diseases</td>
<td>40</td>
</tr>
<tr>
<td>SFIAQUA222A</td>
<td>Control diseases</td>
<td>40</td>
</tr>
<tr>
<td>SROSCB001A</td>
<td>SCUBA dive open water to maximum depth of 18 metres</td>
<td>35</td>
</tr>
</tbody>
</table>

**Total hours** TBC
CERTIFICATE II IN
AUTOMOTIVE
SERVICING
TECHNOLOGY

COURSE CODE AUR20516
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - TAFESA Whyalla
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related
industry pathway

SACE/ATAR ATTAINMENT
55 Credits at SACE Stage 2
This course cannot be used to gain an ATAR

INDICATIVE COSTING
EJEHS Hi-Vis Uniform $50 (pre-payment is required). Students will need
to source their own long pants, safety boots and safety glasses

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment
tasks according to the units being assessed. There are both theoretical
and practical tasks

SUBJECT DESCRIPTOR
This qualification covers the knowledge required to perform tasks
related to servicing vehicle system components of cars and heavy
vehicles within an automotive service and repair business. Trade
outcomes are achieved through an Australian Apprenticeship

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following
criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement
  through the duration of the course
• Participate in 10 weeks of training in 12 months

VET offerings and costs at EJEHS are subject to State Government policy
and delivery organisation changes
## CERTIFICATE II IN AUTOMOTIVE SERVICING TECHNOLOGY

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AURAEA002</td>
<td>Follow environmental and sustainability best practice in an automotive workplace</td>
<td>25</td>
</tr>
<tr>
<td>AURASA002</td>
<td>Follow safe working practices in an automotive workplace</td>
<td>20</td>
</tr>
<tr>
<td>AURATA001</td>
<td>Identify basic automotive faults using troubleshooting processes</td>
<td>20</td>
</tr>
<tr>
<td>AURETR015</td>
<td>Inspect, test and service batteries</td>
<td>10</td>
</tr>
<tr>
<td>AURTTA004</td>
<td>Carry out servicing operations</td>
<td>20</td>
</tr>
<tr>
<td>AURTTB001</td>
<td>Inspect and service braking system</td>
<td>20</td>
</tr>
<tr>
<td>AURTTC001</td>
<td>Inspect and service cooling systems</td>
<td>10</td>
</tr>
<tr>
<td>AURTTD002</td>
<td>Inspect and service steering systems</td>
<td>10</td>
</tr>
<tr>
<td>AURTTD004</td>
<td>Inspect and service suspension systems</td>
<td>10</td>
</tr>
<tr>
<td>AURTTD004</td>
<td>Inspect and service engines</td>
<td>20</td>
</tr>
<tr>
<td>AURTTC002</td>
<td>Use and maintain tools and equipment in an automotive workshop</td>
<td>20</td>
</tr>
<tr>
<td>AURTTQ001</td>
<td>Inspect and service final drive assemblies</td>
<td>5</td>
</tr>
<tr>
<td>AURTTQ003</td>
<td>Inspect and service drive shafts</td>
<td>5</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AURSCA001</td>
<td>Select and supply automotive parts and products</td>
<td>100</td>
</tr>
<tr>
<td>AURLTJ001</td>
<td>Select light vehicle tyres and wheels for specific applications</td>
<td>30</td>
</tr>
<tr>
<td>AURLTJ002</td>
<td>Remove, inspect, repair and refit light vehicle tyres and tubes</td>
<td>40</td>
</tr>
<tr>
<td>AURLTJ003</td>
<td>Remove, inspect and refit light vehicle wheel and tyre assemblies</td>
<td>20</td>
</tr>
<tr>
<td>AURVTA001</td>
<td>Prepare vehicles for customer use</td>
<td>20</td>
</tr>
<tr>
<td>AURTTX002</td>
<td>Inspect and service manual transmissions</td>
<td>10</td>
</tr>
<tr>
<td>AURTTK001</td>
<td>Use and maintain measuring equipment in an automotive workplace</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total hours**: 430
CERTIFICATE II IN COMMUNITY SERVICES

COURSE CODE CHC22015
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - TAFESA Whyalla
2x Support lessons - EJEHS
Delivered to EJEHS students only through the AHEAD Program
ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway
DCSI police clearance needs to be obtained
SACE/ATAR ATTAINMENT
40 Credits at SACE Stage 1
This course cannot be used to gain an ATAR
INDICATIVE COSTING
EJEHS VET Uniform $35 (pre-payment is required)
DCSI $62.15 (pre-payment is required)
ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks
SUBJECT DESCRIPTOR
This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines
CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 4 weeks of training in 12 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## Certificate II in Community Services

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCCOM001</td>
<td>Provide first point of contact</td>
<td>35</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>25</td>
</tr>
<tr>
<td>HLTWHS006</td>
<td>Manage personal stressors in the work environment</td>
<td>25</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>55</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td>290</td>
</tr>
</tbody>
</table>
CERTIFICATE II IN CONSTRUCTION PATHWAYS (DOORWAYS2CONSTRUCTION)

COURSE CODE CPC20211
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - EJEHS
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
30 Credits at SACE Stage 1
20 Credits at SACE Stage 2
This course cannot be used to gain an ATAR

INDICATIVE COSTING
EJEHS Hi-Vis Uniform supplied under D2C enrolment. Students will need to source their own long pants, safety boots and safety glasses
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR
This qualification provides a pathway to the primary trades in the construction industry, with the exception of plumbing. Trade outcomes are achieved through an Australian Apprenticeship

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 10 Weeks of training in 12 months
• Year 2 possible selection opportunity:
  ◦ DoorwaysConstruction PLUS (D2C+)

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# Certificate II in Construction Pathways

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainability in the construction industry</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans &amp; specifications</td>
<td>36</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCCCA2002B</td>
<td>Use carpentry tools and equipment</td>
<td>96</td>
</tr>
<tr>
<td>CPCCCA2011A</td>
<td>Handle carpentry materials</td>
<td>16</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
<td>40</td>
</tr>
<tr>
<td>CPCCSH2001A</td>
<td>Prepare surfaces</td>
<td>32</td>
</tr>
<tr>
<td>CPCCCM2006B</td>
<td>Apply basic levelling procedures</td>
<td>8</td>
</tr>
<tr>
<td>CPCCJN2001A</td>
<td>Assemble components</td>
<td>32</td>
</tr>
</tbody>
</table>

Total hours 360
CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START) (DOORWAYS2CONSTRUCTION)

COURSE CODE UEE22011

INTAKE Semester 1

ANTICIPATED DURATION 12 months

DELIVERY MODE Week blocks - TAFESA Whyalla
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
30 Credits at SACE Stage 1
20 Credits at SACE Stage 2
This course cannot be used to gain an ATAR

INDICATIVE COSTING
EJEHS Hi-Vis Uniform $50 (pre-payment is required). Students will need to sources their own long pants, safety boots and safety glasses
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR
This qualification covers competencies for work entry programs grounding in safety and basic skills and knowledge for work in any Electrotechnology discipline

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria:
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 10 Weeks of training in 12 months
• Year 2 possible selection opportunity:
  ◦ DoorwaysConstruction PLUS (D2C+)

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START)

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UENE101A</td>
<td>Apply OHS Regulations, codes and practices in the workplace</td>
<td>20</td>
</tr>
<tr>
<td>UENE104A</td>
<td>Solve problems in DC circuits</td>
<td>80</td>
</tr>
<tr>
<td>UENE141A</td>
<td>Use of routine equipment/plant/technologies in an energy sector environment</td>
<td>40</td>
</tr>
<tr>
<td>UENE148A</td>
<td>Carry out routine work activities in an energy sector environment</td>
<td>40</td>
</tr>
<tr>
<td>UENE179A</td>
<td>Identify and select components, accessories and materials for energy sector work activities</td>
<td>20</td>
</tr>
<tr>
<td>UENK142A</td>
<td>Apply environmental and sustainable procedures in the energy sector</td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UENE105A</td>
<td>Fix and secure electrotechnology equipment</td>
<td>20</td>
</tr>
<tr>
<td>UENP024A</td>
<td>Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply</td>
<td>20</td>
</tr>
<tr>
<td>UENE102A</td>
<td>Fabricate, dismantle, assemble of utilities industry components</td>
<td>40</td>
</tr>
<tr>
<td>UENE130A</td>
<td>Provide solutions and report on routine Electrotechnology problems</td>
<td>60</td>
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<tr>
<td><strong>Total hours</strong></td>
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<td><strong>360</strong></td>
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</table>
CERTIFICATE II IN ENGINEERING PATHWAYS

COURSE CODE MEM20413
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - TAFESA Whyalla
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
30 Credits at SACE Stage 1
20 Credits at SACE Stage 2
This course cannot be used to gain an ATAR

INDICATIVE COSTING
EJEHS Hi-Vis Uniform $50 (pre-payment is required). Students will need to source their own long pants, safety boots and safety glasses

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR
Engineering is designed for students who are interested in trades in the metal fabrication industry, particularly those of boilermaker and mechanical fitter

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 10 Weeks of training in 12 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## CERTIFICATE II IN ENGINEERING PATHWAYS

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principals of occupational health and safety in the work environment</td>
<td>10</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
<td>20</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
<td>80</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>30</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td>20</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td>20</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>20</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>20</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
<td>60</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
<td>40</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
<td>40</td>
</tr>
<tr>
<td>MEMPE004A</td>
<td>Use fabrication equipment</td>
<td>40</td>
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</tbody>
</table>

**Total hours 400**
CERTIFICATE II IN KITCHEN OPERATIONS

COURSE CODE SIT20416
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE 2x Support lesson - EJEHS with TAFESA Lecturer

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
55 Credits at SACE Stage 1
This course cannot be used to gain an ATAR

INDICATIVE COSTING
N/A

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks

SUBJECT DESCRIPTOR
This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision

CURRICULUM CONSIDERATIONS
This course is delivered on site through a face-to-face environment and is not available through the flexible learning program

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# Certificate II in Kitchen Operations

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work Effectively With Others</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC001</td>
<td>Use Food Preparation Equipment</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC005</td>
<td>Prepare Dishes Using Basic Methods Of Cookery</td>
<td>45</td>
</tr>
<tr>
<td>SITHCCC011</td>
<td>Use Cookery Skills Effectively</td>
<td>50</td>
</tr>
<tr>
<td>SITHKOP001</td>
<td>Clean Kitchen Premises And Equipment</td>
<td>13</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use Hygienic Practices For Food Safety</td>
<td>15</td>
</tr>
<tr>
<td>SITXINV002</td>
<td>Maintain The Quality Of Perishable Items</td>
<td>10</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate In Safe Work Practices</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>SITHFAB004</td>
<td>Prepare and Serve non-alcoholic beverages</td>
<td>35</td>
</tr>
<tr>
<td>SITHFAB007</td>
<td>Serve food and beverage</td>
<td>80</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC006</td>
<td>Prepare Appetisers And Salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC002</td>
<td>Prepare And Present Simple Dishes</td>
<td>25</td>
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</table>

**Total hours 375**
CERTIFICATE II IN SALON ASSISTANT

COURSE CODE SHB20216
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - TAFESA Whyalla
  1x Support lesson - EJEHS
  1x Support lesson - TAFESA Whyalla
ENTRY REQUIREMENTS
Must be in Year 11 to complete Certificate II in Salon Assistant
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway
SACE/ATAR ATTAINMENT
45 Credits at SACE Stage 1
This course cannot be used to gain an ATAR
INDICATIVE COSTING
Hairdressing kit from $100 payable to Hair Care Australia upon order
EJEHS VET Uniform $35 (pre-payment is required)
ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks
SUBJECT DESCRIPTOR
Students are provided with the skills and knowledge that could lead to an apprenticeship in hairdressing. Students learn to salon assist at ‘salon standards’ in areas such as greeting and preparing clients, braiding, blow-drying, shampooing and basin services. They gain professional product and service knowledge, communication and salon practical skills
CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 5 weeks of training in 12 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# Certificate II in Salon Assistant

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHBHBAS001</td>
<td>Provide shampoo and basin services</td>
<td>40</td>
</tr>
<tr>
<td>SHBHDES001</td>
<td>Dry hair to shape</td>
<td>40</td>
</tr>
<tr>
<td>SHBHIND001</td>
<td>Maintain and organise tools, equipment and work areas</td>
<td>20</td>
</tr>
<tr>
<td>SHBXCCS001</td>
<td>Conduct salon financial transactions</td>
<td>25</td>
</tr>
<tr>
<td>SHBXCCS003</td>
<td>Greet and prepare clients for salon services</td>
<td>10</td>
</tr>
<tr>
<td>SHBXIND001</td>
<td>Comply with organisational requirements within a personal services environment</td>
<td>45</td>
</tr>
<tr>
<td>SHBXIND002</td>
<td>Communicate as part of a salon team</td>
<td>30</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHBHBAS002</td>
<td>Provide head, neck and shoulder massages for relaxation</td>
<td>20</td>
</tr>
<tr>
<td>SHBXCCS004</td>
<td>Recommend products and services</td>
<td>20</td>
</tr>
<tr>
<td>SHBHDES002</td>
<td>Braid hair</td>
<td>30</td>
</tr>
<tr>
<td>SHBHIND002</td>
<td>Research and use hairdressing industry information</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
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<td>315</td>
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</table>
CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

COURSE CODE HLT33015
INTAKE Semester 1
ANTICIPATED DURATION 18 months
DELIVERY MODE Week blocks - TAFESA Whyalla
1x Support lesson - EJEHS
1x Skype lesson - EJEHS

Delivered to EJEHS students only through the AHEAD Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school

A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/ is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
55 Credits at SACE Stage 2
This course can be used to gain an ATAR

INDICATIVE COSTING
TAFESA $1100 or Concession $500- A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
EJEHS VET Uniform $35 (pre-payment is required)
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
Students learn to assist Allied Health Workers who provide patient care and support services to complement dieticians, occupational therapists, physiotherapists, speech therapists and podiatrist’s services. The course has links to the hospital, Aged-Care facilities and Allied Health professionals.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 80 hours work placement through the duration of the course
• Participate in 6 weeks of training in 18 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>HLTWHSO01</td>
<td>Participate in workplace health and safety</td>
<td>20</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>30</td>
</tr>
<tr>
<td>CHCCCS010</td>
<td>Maintain a high standard of service</td>
<td>30</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>70</td>
</tr>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>60</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>HLTAHA001</td>
<td>Assist with an allied health program</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAD003</td>
<td>Provide first aid</td>
<td>18</td>
</tr>
<tr>
<td>CHCCS002</td>
<td>Assist with movement</td>
<td>25</td>
</tr>
<tr>
<td>CHCCS015</td>
<td>Provide individualised support</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td>413</td>
</tr>
</tbody>
</table>
CERTIFICATE III IN BEAUTY SERVICES

COURSE CODE SHB30115
INTAKE Semester 1
ANTICIPATED DURATION 24 months
DELIVERY MODE Week blocks - TAFESA Whyalla
  1x Support lesson - EJEHS
  1x Support lesson - TAFESA Whyalla
ENTRY REQUIREMENTS
Only open to students completing year 12
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
SACE/ATAR ATTAINMENT
70 Credits at SACE Stage 2
This course can be used to gain an ATAR
INDICATIVE COSTING
TBC. A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
Student kit from $275 payable to Hair Care Australia upon order
EJEHS VET Uniform $35 (pre-payment is required)
ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks
SUBJECT DESCRIPTOR
You will learn how to perform services in waxing, tanning, manicure and pedicure, eyelash and brow treatments. This course enables you to work as a beautician and is delivered in our beauty clinics which simulate the workplace.
CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 10 weeks of training in 24 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# CERTIFICATE III IN BEAUTY SERVICES

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHBBBOS001</td>
<td>Apply cosmetic tanning products</td>
<td>16</td>
</tr>
<tr>
<td>SHBBCCS001</td>
<td>Advise on beauty products and services</td>
<td>30</td>
</tr>
<tr>
<td>SHBBFAS001</td>
<td>Provide lash and brow services</td>
<td>15</td>
</tr>
<tr>
<td>SHBBHRS001</td>
<td>Provide waxing services</td>
<td>85</td>
</tr>
<tr>
<td>SHBBMUP002</td>
<td>Design and apply make-up</td>
<td>45</td>
</tr>
<tr>
<td>SHBBNLS001</td>
<td>Provide manicure and pedicure services</td>
<td>50</td>
</tr>
<tr>
<td>SHBBRES001</td>
<td>Research and apply beauty industry information</td>
<td>20</td>
</tr>
<tr>
<td>SHBXCCS001</td>
<td>Conduct salon financial transactions</td>
<td>25</td>
</tr>
<tr>
<td>SHBXCCS002</td>
<td>Provide salon services to clients</td>
<td>40</td>
</tr>
<tr>
<td>SHBXIND001</td>
<td>Comply with organisational requirements within a personal services environment</td>
<td>45</td>
</tr>
<tr>
<td>SHBXWHIS001</td>
<td>Apply safe hygiene, health and work practices</td>
<td>40</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHBBMUP003</td>
<td>Design and apply make-up for photography</td>
<td>30</td>
</tr>
<tr>
<td>SHBBBSK001</td>
<td>Pierce ear lobes</td>
<td>15</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environment sustainably sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>SHBXIND002</td>
<td>Communicate as part of a salon team</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>506</strong></td>
</tr>
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</table>
CERTIFICATE III IN BUSINESS

COURSE CODE  BSB30115
INTAKE         Semester 1
ANTICIPATED DURATION  12 months
DELIVERY MODE     Online - Self-Directed Learning
                  2x Support lessons - TAFESA Whyalla

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to
EJEHS by Week 8 Monday (2 December 2019). If this payment does
not occur/is not complete then the Student will be put into a reserve
subject selected in Subject Counselling
Provide documentation of successful work placement in a related
industry pathway

SACE/ATAR ATTAINMENT
70 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1200 - A payment plan or the use of Centrepay can be
negotiated with TAFESA to cover the costs of this course. (20% of
the course cost needs to be paid to EJEHS by 2 December 2019 as a
deposit)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment
tasks according to the units being assessed. There are both theoretical
and practical tasks.

SUBJECT DESCRIPTOR
This qualification reflects the varied roles of individuals across different
industry sectors who apply a broad range of competencies using some
discretion, judgment and relevant theoretical knowledge.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following
criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 35 hours work placement
  through the duration of the course

VET offerings and costs at EJEHS are subject to State Government policy
and delivery organisation changes
# CERTIFICATE III IN BUSINESS

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWH302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>35</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td>90</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td>20</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU315</td>
<td>Purchase goods and services online</td>
<td>40</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU314</td>
<td>Design &amp; produce spreadsheet</td>
<td>35</td>
</tr>
<tr>
<td>BSBITU309</td>
<td>Produce desktop published documents</td>
<td>50</td>
</tr>
<tr>
<td>BDSDIV301</td>
<td>Work effectively with diversity</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td>490</td>
</tr>
</tbody>
</table>
CERTIFICATE III IN COMMUNITY SERVICES

COURSE CODE CHC32015

INTAKE Semester 1

ANTICIPATED DURATION 12 months

DELIVERY MODE TBC
Delivered to EJEHS students only through the AHEAD Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
85 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1900. A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
EJEHS VET Uniform $35 (pre-payment is required)
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 35 hours work placement through the duration of the course
• Participate in 8 weeks of training in 24 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
CERTIFICATE III IN COMMUNITY SERVICES

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>CHCCS016</td>
<td>Respond to clients needs</td>
<td>60</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>25</td>
</tr>
<tr>
<td>HLTWHS006</td>
<td>Manage personal stressors in the work environment</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>CHCADV001</td>
<td>Facilitate the interests and rights of clients</td>
<td>100</td>
</tr>
<tr>
<td>CHCCDE003</td>
<td>Work within a community development framework</td>
<td>65</td>
</tr>
<tr>
<td>CHCCOM001</td>
<td>Provide first point of contact</td>
<td>35</td>
</tr>
<tr>
<td>CHCDIS007</td>
<td>Facilitate the empowerment of people with disability</td>
<td>100</td>
</tr>
<tr>
<td>CHCGRP001</td>
<td>Support group activities</td>
<td>30</td>
</tr>
<tr>
<td>CHCMHS001</td>
<td>Work with people with mental health issues</td>
<td>80</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td><strong>620</strong></td>
</tr>
</tbody>
</table>
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

COURSE CODE CHC30113

INTAKE Semester 1

ANTICIPATED DURATION 24 months

DELIVERY MODE Week blocks - TAFESA Whyalla
   1x Support lesson - EJEHS
   1x Skype lesson - TAFESA Whyalla

Delivered to EJEHS students only through the AHEAD Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
120 Credits at SACE Stage 2. This course can be used to gain an ATAR

INDICATIVE COSTING
TAFESA $2200 or Concession $1100- A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
EJEHS VET Uniform $35 (pre-payment is required)
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
This qualification reflects the role of educators in a range of Early Childhood settings who work within the requirements of the Education and Care Services National Regulations and National Quality Standards. Students learn to support children’s wellbeing, as well as their learning and development.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 120 hours work placement through the duration of the course
• Participate in 8 weeks of training over 24 months

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# Certificate III in Early Childhood Education and Care

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit Name</th>
<th>Nominal Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health &amp; safety of children</td>
<td>63</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health &amp; safety</td>
<td>20</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>Provide emergency first aid response in an education &amp; care setting</td>
<td>20</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify &amp; respond to children and young people at risk</td>
<td>40</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive &amp; respectful relationships with children</td>
<td>70</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td>40</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>70</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote &amp; provide healthy food &amp; drinks</td>
<td>35</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>70</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>70</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies &amp; toddlers</td>
<td>60</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>70</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and / or Torres Strait Islander cultural safety</td>
<td>25</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>55</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect to their world</td>
<td>40</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>40</td>
</tr>
<tr>
<td>CHCECE018</td>
<td>Nurture creativity in children</td>
<td>80</td>
</tr>
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</table>

**Total hours** 908
CERTIFICATE III IN EDUCATION SUPPORT

COURSE CODE CHC30213
INTAKE Semester 1
ANTICIPATED DURATION 24 months
DELIVERY MODE Self-directed learning - Online
Delivered to EJEHS students only through the AHEAD Program
ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway
DCSI police clearance needs to be obtained
SACE/ATAR ATTAINMENT
90 Credits at SACE Stage 2
This course can be used to gain an ATAR.
INDICATE COSTING
Foundation Education $999- A payment plan or the use of Centrepay can be negotiated with EJEHS to cover the costs of this course (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
EJEHS VET Uniform $35 (pre-payment is required).
Provide First Aid $155 (HLTAID003)
DCSI Police Check $62.15 (pre-payment is required).
ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.
SUBJECT DESCRIPTOR
By completing this certificate, students will develop the knowledge and skills needed to provide assistance to teachers and students under supervision in public and independent schools and community education settings.
CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 100 hours work placement through the duration of the course.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## CERTIFICATE III IN EDUCATION SUPPORT

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>CHCEDS004</td>
<td>Contribute to organisation and management of classroom or centre</td>
<td>30</td>
</tr>
<tr>
<td>CHCEDS001</td>
<td>Comply with legislative, policy and industrial requirements in the education environment</td>
<td>35</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work, health and safety</td>
<td>20</td>
</tr>
<tr>
<td>CHCEDS017</td>
<td>Contribute to the health and safety of students</td>
<td>30</td>
</tr>
<tr>
<td>CHCEDS007</td>
<td>Work effectively with students and colleagues</td>
<td>40</td>
</tr>
<tr>
<td>CHCEDS003</td>
<td>Contribute to student education in all developmental domains</td>
<td>50</td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
<td>30</td>
</tr>
<tr>
<td>CHCEDS002</td>
<td>Assist implementation of planned educational programs</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>25</td>
</tr>
<tr>
<td>CHCEDS005</td>
<td>Support the development of literacy and oral language skills</td>
<td>55</td>
</tr>
<tr>
<td>CHCEDS006</td>
<td>Support the development of numeracy skills</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>CHCEDS018</td>
<td>Support students with additional needs in the classroom environment</td>
<td>30</td>
</tr>
<tr>
<td>HLTAD003</td>
<td>Provide First Aid (organised through alternate RTO)</td>
<td>18</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>40</td>
</tr>
<tr>
<td>CHCEDS024</td>
<td>Use educational strategies to support Aboriginal/Torres Straight Islander education</td>
<td>55</td>
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<tr>
<td>CHCEDS025</td>
<td>Facilitate learning for students with disabilities</td>
<td>50</td>
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<td><strong>Total hours</strong></td>
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CERTIFICATE III IN
FINANCIAL SERVICES

COURSE CODE FNS30115
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Online - Self-Directed Learning
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to
EJEHS by Week 8 Monday (2 December 2019). If this payment does
not occur/is not complete then the Student will be put into a reserve
subject selected in Subject Counselling
Provide documentation of successful work placement in a related
industry pathway

SACE/ATAR ATTAINMENT
45 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1400- A payment plan or the use of Centrepay can be
negotiated with TAFESA to cover the costs of this course. (20% of
the course cost needs to be paid to EJEHS by 2 December 2019 as a
deposit)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment
tasks according to the units being assessed. There are both theoretical
and practical tasks.

SUBJECT DESCRIPTOR
This qualification is designed to develop the skills and knowledge
required for administrative, clerical and customer service roles in
business services, banking, credit management, insurances and retail
financial services in the private and public sector.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following
criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 35 hours work placement
through the duration of the course

VET offerings and costs at EJEHS are subject to State Government policy
and delivery organisation changes
CERTIFICATE III IN FINANCIAL SERVICES

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>20</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Manage person stress in the work place</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>FNSINC301</td>
<td>Work effectively in the financial services industry</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
<td>40</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>35</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Produce spreadsheets</td>
<td>35</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>30</td>
</tr>
<tr>
<td>FNSRTS306</td>
<td>Process customer transactions</td>
<td>50</td>
</tr>
<tr>
<td>FNSACM302</td>
<td>Prepare, match and process receipts</td>
<td>10</td>
</tr>
<tr>
<td>FNSACM303</td>
<td>Process payment documentation</td>
<td>10</td>
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<tr>
<td>FNSACM301</td>
<td>Administer financial accounts</td>
<td>10</td>
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<td><strong>Total hours</strong></td>
<td>335</td>
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CERTIFICATE III IN FITNESS

COURSE CODE SIS30315
INTAKE Semester 1

ANTICIPATED DURATION 12 months

DELIVERY MODE Online - Self-Directed Learning
2x Support lessons- EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
100 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
Australian Institute of Personal Trainers $699. A payment plan or the use of Centrepay can be negotiated with EJEHS to cover the remainder costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
Provide First Aid $155 (HLTAID003)
DCSI Police Check $62.15 (pre-payment is required)
EJEHS VET Uniform $35 (pre-payment is required).

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
Students are provided the skills and knowledge to be competent in a range of activities and functions, requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes will depend on the elective grouping chosen and may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools and community facilities.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 35 hours work placement through the duration of the course
• Participate in 2 weeks of training in 12 months.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
CERTIFICATE III IN FITNESS

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>15</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
<td>100</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>50</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>95</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
<td>55</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
<td>70</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>25</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid (organised through alternate RTO)</td>
<td>18</td>
</tr>
<tr>
<td>HLTWH001</td>
<td>Participate in workplace, health and safety</td>
<td>20</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management process</td>
<td>50</td>
</tr>
<tr>
<td>SISFFIT012</td>
<td>Instruct movement programs to children aged 5 to 12 years</td>
<td>90</td>
</tr>
<tr>
<td>SISFFIT007</td>
<td>Instruct group exercise sessions</td>
<td>80</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td>607</td>
</tr>
</tbody>
</table>
CERTIFICATE III IN
HEALTH SERVICES
ASSISTANCE

COURSE CODE HLT33115
INTAKE Semester 1
ANTICIPATED DURATION 18 months
DELIVERY MODE Week blocks - TAFESA Whyalla
1x Skype lesson - EJEHS
1x Support lesson - EJEHS

Delivered to EJEHS students only through the AHEAD Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the AHEAD Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to
EJEHS by Week 8 Monday (2 December 2019). If this payment does
not occur/is not complete then the Student will be put into a reserve
subject selected in Subject Counselling
Provide documentation of successful work placement in a related
industry pathway

SACE/ATAR ATTAINMENT
75 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1350 or Concession $600 - A payment plan or the use of
Centrepay can be negotiated with TAFESA to cover the costs of
this course. (20% of the course cost needs to be paid to EJEHS by 2
December 2019 as a deposit)
EJEHS VET Uniform $35 (pre-payment is required)
DCSI $62.15 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment
tasks according to the units being assessed. There are both theoretical
and practical tasks.

SUBJECT DESCRIPTOR
This course can be used to gain employment in a hospital setting as
a patient services support assistant. The Health Services Assistance
course is used by some students as a preparatory course to Enrolled
Nursing.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following
criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 80 hours work placement
  through the duration of the course
• Participate in 8 weeks of training in 18 months.

VET offerings and costs at EJEHS are subject to State Government policy
and delivery organisation changes
## CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>20</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>70</td>
</tr>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>60</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>30</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>40</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
<td>65</td>
</tr>
<tr>
<td>CHCCCS012</td>
<td>Prepare and maintain beds</td>
<td>15</td>
</tr>
<tr>
<td>CHCCCS026</td>
<td>Transport individuals</td>
<td>20</td>
</tr>
<tr>
<td>CHCCCS002</td>
<td>Assist with movement</td>
<td>25</td>
</tr>
<tr>
<td>CHCCCS011</td>
<td>Meet personal support needs</td>
<td>60</td>
</tr>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment or older people</td>
<td>50</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>30</td>
</tr>
<tr>
<td>HLTAIM003</td>
<td>Provide first aid</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total hours 558**
CERTIFICATE III IN HOSPITALITY (KITCHEN OPERATIONS STREAM)

COURSE CODE SIT30616

INTAKE Semester 1

ANTICIPATED DURATION 12 months

DELIVERY MODE Week blocks - EJEHS
1x Support lesson - EJEHS
1x Support lesson - EJEHS with TAFESA Lecturer

Delivered to EJEHS students only through the CHAT Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the CHAT Program
Successfully completing and passing the LLN aptitude test
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
10 Credits at SACE Stage 1
55 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $950 - A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit
EJEHS VET Uniform $55 (chef polo, skull cap and apron) (pre-payment is required).

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
This course offers a range of practical and industry specific skills where students gain practical experiences in the preparation and service of food and beverages in a range of service environments and styles.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 5 weeks of training in 12 months.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## CERTIFICATE III IN HOSPITALITY (KITCHEN OPERATIONS STREAM)

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
<td>25</td>
</tr>
<tr>
<td>SITHIND004</td>
<td>Work effectively in hospitality service</td>
<td>110</td>
</tr>
<tr>
<td>SITXCCS006</td>
<td>Provide service to customers</td>
<td>25</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITXHRM001</td>
<td>Coach others in job skills</td>
<td>20</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use Hygienic Practices For Food Safety</td>
<td>15</td>
</tr>
<tr>
<td>SITHFAB005</td>
<td>Prepare and serve espresso coffee</td>
<td>30</td>
</tr>
<tr>
<td>SITHCCC006</td>
<td>Prepare Appetisers And Salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCC002</td>
<td>Prepare And Present Simple Dishes</td>
<td>25</td>
</tr>
<tr>
<td>SITHKOP001</td>
<td>Clean Kitchen Premises And Equipment</td>
<td>13</td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>Provide responsible service of alcohol</td>
<td>10</td>
</tr>
<tr>
<td>SITHFAB004</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>35</td>
</tr>
<tr>
<td>SITHFAB007</td>
<td>Serve food and beverage</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>460</strong></td>
</tr>
</tbody>
</table>
CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (CYBER SECURITY)

COURSE CODE ICT30118

INTAKE Semester 1

ANTICIPATED DURATION 18 months
A 12 month fast track program may be available for eligible students.

DELIVERY MODE Week blocks - TAFESA Whyalla
1x Skype lesson - EJEHS
1x Support lesson - EJEHS
Delivered to EJEHS students only through the IMAT Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the IMAT Program
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
70 Credits at SACE Stage 2. This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $850 (TBC) - A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit
EJEHS VET Uniform $35 (pre-payment is required).

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
This qualification will provide a fundamental understanding of computer hardware, windows desktop and network operating systems and how computer networks work.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 35 hours work placement through the duration of the course
• Participate in 8 weeks of training in 18 months.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (CYBER SECURITY)

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Units</td>
<td></td>
</tr>
<tr>
<td>ICTSAS301</td>
<td>Run standard diagnostic tests</td>
<td>20</td>
</tr>
<tr>
<td>ICTICT302</td>
<td>Install and optimise operating system software</td>
<td>20</td>
</tr>
<tr>
<td>BSBWHS304</td>
<td>Participate effectively in WHS communication and consultation processes</td>
<td>30</td>
</tr>
<tr>
<td>BSBUS401</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT301</td>
<td>Create user documentation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Elective Units</td>
<td></td>
</tr>
<tr>
<td>ICTICT307</td>
<td>Customise packaged software applications for clients</td>
<td>80</td>
</tr>
<tr>
<td>ICTICT304</td>
<td>Implement system software changes</td>
<td>40</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT409</td>
<td>Develop macros and templates for clients using standard products</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT308</td>
<td>Use advanced features of computer applications</td>
<td>40</td>
</tr>
<tr>
<td>ICTPRG301</td>
<td>Apply introductory programming techniques</td>
<td>40</td>
</tr>
<tr>
<td>ICTSAS307</td>
<td>Install, configure and secure a small office or home office network</td>
<td>50</td>
</tr>
<tr>
<td>ICTSAS304</td>
<td>Provide basic system administration</td>
<td>20</td>
</tr>
<tr>
<td>ICTNW419</td>
<td>Identify and use current virtualisation technologies</td>
<td>40</td>
</tr>
<tr>
<td>VU21990</td>
<td>Recognise the need for cyber security in an organisation</td>
<td>60</td>
</tr>
<tr>
<td>VU21993</td>
<td>Secure a networked personal computer</td>
<td>60</td>
</tr>
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</table>

Total hours 720
CERTIFICATE III IN SCREEN AND MEDIA

COURSE CODE CUA31015
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Week blocks - TAFESA Whyalla
1x Skype lesson - EJEHS
1x Support lessons - EJEHS
Delivered to EJEHS students only through the IMAT Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the IMAT Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
65 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1150 or Concession $510 - A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course. (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRPTOR
This courses is a general media profile covering creativity, design, graphic design, computer graphics imaging and web development. All units are delivered through the TAFESA Learn 2 web platform and can be accessed externally along with 4 face to face intensive week blocks. Programs used in this program include Autodesk MAYA, Wacom tablet and Bamboo

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course
• Participate in 5 weeks of training in 12 months.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
## CERTIFICATE III IN SCREEN AND MEDIA

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Units</strong></td>
<td></td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
<td>50</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>BSBCRT101</td>
<td>Apply critical thinking techniques</td>
<td>20</td>
</tr>
<tr>
<td>CUADIG305</td>
<td>Produce digital images</td>
<td>50</td>
</tr>
<tr>
<td>BSBDES302</td>
<td>Explore and apply the creative design process to 2D forms</td>
<td>50</td>
</tr>
<tr>
<td>BSBDES201</td>
<td>Follow a design process</td>
<td>40</td>
</tr>
<tr>
<td>CUAACD201</td>
<td>Develop drawing skills to communicate ideas</td>
<td>60</td>
</tr>
<tr>
<td>BSBDES303</td>
<td>Explore and apply the creative process to 3D forms</td>
<td>50</td>
</tr>
<tr>
<td>ICTGAM301</td>
<td>Apply simple modelling techniques</td>
<td>50</td>
</tr>
<tr>
<td>CUADIG201</td>
<td>Maintain interactive content</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td>460</td>
</tr>
</tbody>
</table>
CERTIFICATE III IN SPORT AND RECREATION

COURSE CODE SIS30115
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE Online - Self-Directed Learning
2x Support lessons - EJEHS

ENTRY REQUIREMENTS
Successfully completing and passing the LLN aptitude test
A commitment of 20% of the course cost is required to be paid to EJEHS by Week 8 Monday (2 December 2019). If this payment does not occur/is not complete then the Student will be put into a reserve subject selected in Subject Counselling
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
55 Credits at SACE Stage 2. This course can be used to gain an ATAR.

INDICATIVE COSTING
Australian Institute of Personal Trainers $699 - A payment plan or the use of Centrepay can be negotiated with EJEHS to cover the costs of this course (20% of the course cost needs to be paid to EJEHS by 2 December 2019 as a deposit)
Provide First Aid $155 (HLTAID003)
EJEHS VET Uniform $35 (pre-payment is required).
DCSI Police Check $62.15 (pre-payment is required).

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria;
- Undertake the EJEHS VET application and selection process
- Prepared to complete minimum of 35 hours work placement through the duration of the course
- Participate in 2 weeks of training in 12 months.

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
# Certificate III in Sport and Recreation

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
<td>50</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid (organised through alternate RTO)</td>
<td>18</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>20</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
<tr>
<td>SISXCAI003</td>
<td>Conduct non-instructional sport, fitness or recreation sessions</td>
<td>20</td>
</tr>
<tr>
<td>SISXCAI004</td>
<td>Plan and conduct programs</td>
<td>35</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>25</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>18</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
<td>25</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>BSBADM311</td>
<td>Maintain business resources</td>
<td>15</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
<td>40</td>
</tr>
<tr>
<td>BSBADM307</td>
<td>Organise schedules</td>
<td>15</td>
</tr>
<tr>
<td>SISXRES002</td>
<td>Educate user groups</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total hours</strong></td>
<td><strong>361</strong></td>
</tr>
</tbody>
</table>
CERTIFICATE III IN TOURISM

COURSE CODE SIT30116
INTAKE Semester 1
ANTICIPATED DURATION 12 months
DELIVERY MODE TBC
Delivered to EJEHS students only through the CHAT Program

ENTRY REQUIREMENTS
EJEHS students successfully accepted into the CHAT Program
Successfully completing and passing the LLN aptitude test
80% or above actual attendance at their host school
Provide documentation of successful work placement in a related industry pathway

SACE/ATAR ATTAINMENT
10 Credits at SACE Stage 1
40 Credits at SACE Stage 2
This course can be used to gain an ATAR.

INDICATIVE COSTING
TAFESA $1100 or Concession $500 - A payment plan or the use of Centrepay can be negotiated with TAFESA to cover the costs of this course
EJEHS VET Uniform $35 (pre-payment is required)

ASSESSMENT TYPE
Competency-based assessment is applied to a range of assessment tasks according to the units being assessed. There are both theoretical and practical tasks.

SUBJECT DESCRIPTOR
Students are provided with a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business. This qualification allows for foundation level learning, multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.

CURRICULUM CONSIDERATIONS
Students selecting this course are required to meet the following criteria:
• Undertake the EJEHS VET application and selection process
• Prepared to complete minimum of 70 hours work placement through the duration of the course

VET offerings and costs at EJEHS are subject to State Government policy and delivery organisation changes
CERTIFICATE III IN TOURISM

<table>
<thead>
<tr>
<th>NATIONAL CODE</th>
<th>UNIT NAME</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXCCS006</td>
<td>Provide service to customers</td>
<td>25</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td><strong>Elective Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITEEVT001</td>
<td>Source and use information on the events industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>20</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>SITXFIN001</td>
<td>Process financial transactions</td>
<td>25</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
<td>35</td>
</tr>
<tr>
<td>SITTTSL004</td>
<td>Provide advice on Australian destinations</td>
<td>40</td>
</tr>
<tr>
<td>SITTTSL005</td>
<td>Sell tourism products and services</td>
<td>35</td>
</tr>
<tr>
<td>SITTTSL009</td>
<td>Process travel related documents</td>
<td>26</td>
</tr>
<tr>
<td>SITTTSL006</td>
<td>Prepare quotations</td>
<td>30</td>
</tr>
<tr>
<td>SITTTSL002</td>
<td>Access and interpret product information</td>
<td>65</td>
</tr>
<tr>
<td>SITTTSL008</td>
<td>Book supplier products and services</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td></td>
<td><strong>423</strong></td>
</tr>
</tbody>
</table>
VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
SPECIALIST PROGRAMS AT EJEHS

SPECIALIST PROGRAM OPTIONS:
- Industry Pathways Program (IPP)
  - Automotive, Construction, Electrotechnology and Engineering (ACEE)
  - Allied Health Education Aged care and Disability (AHEAD)
  - Cooking, Hospitality and Tourism (CHAT)
  - Information, Media and Technology (IMAT)
- South Australian Aboriginal Sports Training Academy (SAASTA)
- Whyalla Alliance Sports Program (WASP)

These courses may be delivered using a composite model.

PROGRAM EXPECTATIONS
- To participate in a specialist program, students must undertake an application process and meet the eligibility criteria for the specific program. Each program’s criteria can be found in the program description on the following pages.
- Students who select a specialist program but do not meet the criteria for entry will be placed where possible in their selected subjects from subject counselling.
- Students who are not able to meet the criteria on an ongoing basis may be removed from the specialist program and continue their learning through a flexible delivery mode.
- The Respectful Behavior Management Key Process on Student Development plans (SDP) are referred to when a behavior, attendance or achievement concern arises.

EJEHS SPECIALIST PROGRAMS CONSIDERATIONS FOR 2020
To support students being successful in their VET and Specialist Program pathway students will need to consider the following when applying:
- Students participating in the following IPP’s: ACEE, AHEAD, CHAT or IMAT are required to follow the set subject package
- Whyalla Alliance Sports Program (WASP) can be undertaken with any VET course
- SAASTA can be undertaken with any VET or specialist course (excluding an IPP) if the student does not undertake the Certificate III element of the SAASTA course
- At Stage 2, studying any two of the following; SAASTA, WASP, HASS and or Recreational Physical Education are considered a precluded combination for an ATAR.

APPLICATION PROCESS
- Students follow the subject counselling process for identifying a Specialist Program. Initial interest can be flagged through the Career Pathway Expo, during a Career Conversation or via the Career Hub
- Student conduct the LLN aptitude test as part of the eligibility criteria in VET and all IPP’s
- Criteria data is collected for all interested students across the specialist programs for panel review
- EJEHS Student Pathways Team make a recommendation through a panel process regarding Students applications to participate in a Specialist Program using criteria data (attendance, achievement, behaviour, LLN aptitude results, Morrisby profile and a 250-word student statement)
- An email of the panels outcome is sent to each applicant post the panel’s decision.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (ACEE)

AUTOMOTIVE, CONSTRUCTION, ELECTROTECHNOLOGY, ENGINEERING (ACEE)

Automotive, Construction, Electrotechnology, and Engineering Industry Pathways Program (IPP ACEE) is a specialist program encompassing tailored streams for students interested in one of the following pathways:

TRADES (SACE COMPLETION):
- Automotive Servicing: Light Vehicle and Diesel
- Construction: Building, Carpentry, Cabinet Making and Bricklaying
- Electrotechnology: Electrician
- Engineering: Boiler Maker, Fitter & Turner and Metal Fabrication

ENGINEERING (ATAR PATHWAY - BACHELOR DEGREE):
- Mechanical Engineer
- Mechatronic Engineer
- Electrical Engineer
- Civil Engineer
- Other types of Engineering

In partnership with Industries, UniSA, RTO's and local businesses, the program is designed to provide students with the skills, experience and opportunities to significantly increase employment within the career pathways above. Students successfully completing IPP ACEE have the opportunity to gain SACE completion and/or an ATAR to support a pathway into Apprenticeships, further education, University or Employment.

TAILORED STREAMS

TRADES (SACE COMPLETION):
The IPP ACEE SACE Completion stream is designed for students wishing to become a tradesperson through gaining a School Based (SBAT) or Full Time Apprenticeship in the areas of Automotive, Construction, Electrotechnology or Engineering.

ENGINEERING (ATAR PATHWAY - BACHELOR DEGREE):
The IPP ACEE University stream has been developed in consultation with Industries and UniSA for students wishing to gain a traditional Bachelor of Engineering.

INTAKE FOR ALL STREAMS

ELIGIBILITY CRITERIA
Students interested in taking part in this program must have completed the following:
- 80% or above actual attendance at their host school
- Grade point average of 3 or above (C average)
- Successful completion of the IPP trial days (2019)
- Complete and pass a LLN Aptitude test a required course entry level
- Provide documentation of successful work placement within one of the 4 Industry Pathways

POSSIBLE ATTAINMENT
- SACE Completion: Once VET certificate is completed successfully, along with passing grades in year 1 subjects
- For students intended on continuing on to Tertiary Education (ATAR pathway), they will complete extra subjects in year 2 (as per Subject Package)
- Vocational Units/ completed certificate if done to a competent level
  * Learning programs are endorsed by UniSA and TAFESA.
INDUSTRY PATHWAYS PROGRAM (ACEE)

INTAKE FOR ALL STREAMS

INDICATIVE COST

<table>
<thead>
<tr>
<th>TRADE (SACE COMPLETION)</th>
<th>ENGINEERING (ATAR PATHWAY - BACHELOR DEGREE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II</td>
<td>Certificate II</td>
</tr>
<tr>
<td>D2C</td>
<td>TBC</td>
</tr>
<tr>
<td>Uniform</td>
<td>Uniform</td>
</tr>
<tr>
<td>Project-Based Learning</td>
<td>Project-Based Learning</td>
</tr>
</tbody>
</table>

YEAR 1

<table>
<thead>
<tr>
<th>TRADE (SACE COMPLETION)</th>
<th>ENGINEERING (ATAR PATHWAY - BACHELOR DEGREE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II</td>
<td>TBC</td>
</tr>
<tr>
<td>D2C</td>
<td>TBC</td>
</tr>
<tr>
<td>Uniform</td>
<td>TBC</td>
</tr>
<tr>
<td>Project-Based Learning</td>
<td>TBC</td>
</tr>
</tbody>
</table>

YEAR 2

<table>
<thead>
<tr>
<th>Possible Options for Year 2:</th>
<th>Chemistry Workbook</th>
<th>Physics Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship Pathways</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Program (APP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doorways2Construction PLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(D2C+)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project-Based Learning TBC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INDICATIVE COST

A $325 fee will apply to cover transport and other costs associated with the course for courses outside of Whyalla.

CURRICULUM CONSIDERATIONS

Students are to undertake work placements within this program. This exposes students to a range of industries, helping them to make informed decisions on their career pathway. Work placement reinforces the development of practical skills aligned with their certificate studies.

LOCATION

• EJEHS
• TAFESA

DELIVERY MODE

• Face to Face
• Block weeks

YEAR 2 OPPORTUNITIES

DOORWAYS2CONSTRUCTION

Doorways2Construction™ (D2C) is South Australia’s premier VET in schools program for the building and construction industry. It was initiated to achieve the following

• To encourage school students to consider the building and construction industry as a career option
• Improve the entry level training opportunities
• To promote career pathways
• Create a positive image of the building and construction industry
• To be recognised by industry as the doorway to employment in the industry.

D2C provides students with a solid foundation of skill, knowledge and experience, which articulates into a range of vocational training courses and is the introduction for many career pathways, to ensure that on completion, successful students receive recognised certification for their VET studies. In IPP-ACEE, D2C is the practical component of the curriculum that students are completing for projects, completed alongside the theory component of the curriculum. The units of competencies are in addition to their already enrolled VET course, furthermore, students receive credits for D2C towards their SACE completion.
INDUSTRY PATHWAYS PROGRAM (ACEE)

YEAR 2 OPPORTUNITIES

APPRENTICESHIP PATHWAYS PROGRAM (APP)
The Apprenticeship Pathways Program (APP) has been designed in conjunction with industry in support of students being able to follow a 2nd year pathway post the IPP ACEE strands, completion of Certificate II Engineering or Electro-technology and or employed as a School Based Apprenticeship & Traineeship (SBAT). The program aims to build students employability skills while completing year one of an Apprenticeship. This program is situated off site.

Refer to page .... for more information

DOORWAYS2CONSTRUCTION PLUS (D2C+)
Doorways2Construction PLUS creates more awareness of the building and construction industry among young people. This program provides students with accurate information and allows them to develop basic skills the students can take into the industry. Throughout this program, students are also given information about the career opportunities necessary to seek work successfully in the industry.

Refer to page .... for more information

### AUTOMOTIVE, CONSTRUCTION ELECTROTECHNOLOGY, ENGINEERING (ACEE)

| YEAR 10 |  |
| PLP | 10 Stage 1 Credits |

<table>
<thead>
<tr>
<th>ACEE SACE Pathway</th>
<th>ATAR Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td></td>
</tr>
<tr>
<td>(Select one certificate below)</td>
<td>SACE CREDITS</td>
</tr>
<tr>
<td>Certificate II in:</td>
<td></td>
</tr>
<tr>
<td>Automotive Servicing Technology</td>
<td>50 Stage 2</td>
</tr>
<tr>
<td>Construction Pathways</td>
<td>30 Stage 1, 20 Stage 2</td>
</tr>
<tr>
<td>Electrotechnology Pathways</td>
<td>30 Stage 1, 20 Stage 2</td>
</tr>
<tr>
<td>Engineering</td>
<td>30 Stage 1, 20 Stage 2</td>
</tr>
<tr>
<td>Doorways2Construction</td>
<td></td>
</tr>
<tr>
<td>Essential English</td>
<td>20 Stage 2</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>20 Stage 2</td>
</tr>
<tr>
<td>Community Learning</td>
<td>20 Stage 2</td>
</tr>
<tr>
<td>Career Pathways Program</td>
<td>20 Stage 2</td>
</tr>
<tr>
<td>Research Project</td>
<td>10 Stage 2</td>
</tr>
</tbody>
</table>

### APPRENTICESHIP

| YEAR 2 | ATAR Pathway |
| Option1: Apprenticeship: | Physics |
| Students who secure a full or part time Apprenticeship at the end of the first year of the program will gain SACE through participating in this program. | Chemistry |
| | Specialist Mathematics |
| | Mathematical Methods |
| | Career Pathways Program |

Option 2: Apprenticeship Pathways Program (APP) (NOT recommended for Automotive Pathway)
- Fit for Work
- Trade Skill Sets
- Science and Maths for Trades
- Citizenship Program

Option 3: Doorways2Construction PLUS (D2C+) (Construction & Electrotechnology Pathway ONLY)

**ATAR subjects:** Students are also able to gain an ATAR through the ACEE program which will allow them to apply for university as a post school option if they decide an apprenticeship is not the pathway they want to pursue.

EJEHS cannot guarantee a student will gain an apprenticeship by participating in this program, however support through the Career Hub is available.
SPECIALIST PROGRAMS

INDUSTRY PATHWAYS PROGRAM
Automotive, Construction, Electrotechnology, Engineering (ACEE)
SACE Completion (Trades Pathway)
INDUSTRY PATHWAYS PROGRAM (ACEE) (TRADES PATHWAY)

YEAR 10
PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION
Whyalla High School or Stuart High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Folio
Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 1
ESSENTIAL ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 English

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Responding to Texts
Creating Texts

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce two responses to texts and create two original texts. At least one of these will be delivered as an oral presentation and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE.
STAGE 1
GENERAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Mathematics

PRECLUSIONS  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students study applications of mathematics such as personal finance management, statistical investigations and mathematical modeling. To expand their knowledge students study three of a possible six topics per semester, including investing and borrowing, measurement, statistical investigation, applications of trigonometry, linear and exponential functions and their graphs, and matrices and networks.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE.

A scientific calculator is recommended for Stage 1 General Mathematics and can be purchased or borrowed through the school. If continuing with Stage 2 General Mathematics, a graphics calculator is recommended and can also be purchased or borrowed through the school (subject to availability).

STAGE 2
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Folio  30%
Outcome 40%
Review (A) / Evaluation (B) 30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.

Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.

Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
CAREER PATHWAYS PROGRAM

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT
20 Credits (Stage 2) across negotiated years

ASSESSMENT TYPE
- Folio 25%
- Performance 25%
- Reflection 20%
- External Investigation 30%

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face and Online

SUBJECT DESCRIPTOR
This program is designed to prepare all students for a successful future beyond school in their chosen career pathway. In the Career Pathways Program (CPP) students undertake study within two broad areas:
- Self-Development
- Career Exploration & Management

The Career Pathways Program (CPP) guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

CURRICULUM CONSIDERATIONS
The CPP operates as a scheduled subject on the EJEHS line structure, with every student enrolled in this program. Students can choose to undertake the assessment component of this program over multiple years.
SPECIALIST PROGRAMS

INDUSTRY PATHWAYS PROGRAM
Automotive, Construction, Electrotechnology, Engineering (ACEE)
Bachelor Degree (Uni) (Engineering Pathway)

YEAR 8 | YEAR 9 | YEAR 10 | STAGE 1 | STAGE 2
--- | --- | --- | --- | ---
Personal Learning Plan | Career Pathways Program | Career Pathways Program

Mathematics | Mathematics | Mathematics | Mathematical Methods | Specialist Methods

English | English | English | Stage 2 English

Chemistry A | Chemistry
Chemistry B | Physics A
Physics B | Certificate II in Automotive
Certificate II in Construction
Certificate II in Electrotechnology
Certificate II in Engineering

Select 1 of the following Certificate II

* 2 year pathway
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

YEAR 10

PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION
Whyalla High School or Stuart High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Folio
Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 1

CHEMISTRY A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Science.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Practical Reports
Issues investigation Report

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Chemistry A:
Students explore the atom, its components and its importance as a building block of the world around us. The combinations of different atoms to form natural and synthetic materials are explored, framed by the question: What makes up the world around us?

Chemistry B:
Students build on the knowledge and skills gained in Chemistry A by exploring electrochemistry and organic chemistry. Investigative and reporting skills are developed through examining current scientific discoveries, while analytical skills are given context through local and state industries.

CURRICULUM CONSIDERATIONS
There is the potential of two possible excursions and practicals are used to complement theory.
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

STAGE 1

MATHEMATICS 1

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of functions and graphs, polynomials and trigonometry. Each topic consists of a number of subtopics where real world applications and the use of technology will be incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

STAGE 1

MATHEMATICS 2

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Stage 1 Mathematics 1 & 3.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Arithmetic and Geometric Sequences and Series, Geometry and Vectors in the plane. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

STAGE 1
MATHEMATICS 3

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Year 10 Mathematics.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Accounting and Statistics, Growth and Decay and Introduction to Differential Calculus. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).

STAGE 1
MATHEMATICS 4

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Stage 1 Mathematics 1 & 3.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Mathematical Investigations

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students cover the mathematical topics of Further Trigonometry, Matrices and Real and Complex numbers. Each topic consists of a number of subtopics where real world applications and the use of technology is incorporated.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A graphics calculator is required for Stage 1 Mathematics 1-4 and can be purchased or borrowed through the school (subject to availability).
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

STAGE 1
PHYSICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 Science and Mathematics

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT
10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Skills and Application Tasks
Investigations Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Physics A:
Students study linear motion and forces, momentum, energy, and heat in preparation for Stage 2 Physics. Students apply their knowledge to practical experiments, and to an overall topic of rocket science.

Physics B:
Students study waves, nuclear models and electric circuits in preparation for Stage 2 Physics. Designing and conducting experiments and investigating physics issues related to medical physics are some of the tasks in this subject.

CURRICULUM CONSIDERATIONS
A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.

STAGE 2
ENGLISH

RECOMMENDED KNOWLEDGE
Achieved B grade or better in a full year of English at Stage 1.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING
Nil

SACE ATTAINMENT
20 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE
Face to Face

ASSESSMENT TYPE
Responding to Texts 30%
Creating Texts 40%
External Comparative Analysis 30%

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce three responses to texts (one in oral form) and three original texts (one as a timed piece). In the communication folio students compare two texts, produce an original text, and present an oral reflection of their text. In the external folio, students analyse a text, produce an original text, and present a written explanation of their text.

CURRICULUM CONSIDERATIONS
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.
STAGE 2 CHEMISTRY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Chemistry Semester A or B at Stage 1.

PRECLUSIONS Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year

(Additional costs may apply for excursions, practical etc.)

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Tests 30%
Folio Tasks 40%
External Exam 30%

SUBJECT DESCRIPTOR
Students develop their understanding of the physical world; the interaction between human activities and the environment. Considering the benefits and risks of evolving chemical knowledge helps students to make informed decisions regarding environmental and social issues. Students develop investigative skills which could assist in careers in Pharmacy, Chemical Engineering, etc.

CURRICULUM CONSIDERATIONS
Practicals will be used to complement theory. Guest speakers and excursions are used, as well as interschool presentations.

STAGE 2 PHYSICS

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Physics Semester A or B and minimum of C grade in General Mathematics at Stage 1.

PRECLUSIONS Nil

COSTING
Workbook Levy (required)
Indicative $54 per year
Revision Guide Levy (optional)
Indicative $25 per year

(Additional costs may apply for excursions, practical etc.)

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Tests 30%
Folio Tasks 40%
External Exam 30%

SUBJECT DESCRIPTOR
Students study three topics: motion and relativity, electricity and magnetism and light and atoms. Each topic is comprised of four or five further subtopics. Across all subtopics theoretical knowledge is applied to real world applications such as nuclear power, x-rays or lasers. As part of their studies, students design and perform practical experiments and conduct an investigation into a physics related issue.

CURRICULUM CONSIDERATIONS
A scientific or graphics calculator is recommended. Physics can be mathematically rich, so students are encouraged to study a mathematical subject concurrently.
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

STAGE 2 
MATHEMATICAL METHODS

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Mathematics Semester A & B at Stage 1.

PRECLUSIONS
Mathematical Methods cannot be studied with Stage 2 Essential Mathematics or Stage 2 General Mathematics.

COSTING
Revision Guide Levy (optional) Indicative $30 per year

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

ASSESSMENT TYPE
Skills and Application Tasks 50%
Mathematical investigations 20%
External Exam 30%

SUBJECT DESCRIPTOR
Students develop an increasingly complex and sophisticated understanding of calculus and statistics. Topics covered within this subject include differentiation and applications, integral calculus, logarithmic functions, discrete and continuous random variables, normal distributions and sampling and confidence intervals.

CURRICULUM CONSIDERATIONS
A graphics calculator is required for Stage 2 Mathematical Methods and can be purchased or borrowed through the school (subject to availability).

STAGE 2 
SPECIALIST MATHEMATICS

RECOMMENDED KNOWLEDGE
Achieved a B grade or better in Mathematics Semester A & B at Stage 1.

PRECLUSIONS
Must be done in conjunction with Mathematical Methods.

COSTING
Levy Revision Guide (optional) Indicative $30 per year

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

ASSESSMENT TYPE
Skills and Application Tasks 50%
Mathematical Investigations 20%
External Exams 30%

SUBJECT DESCRIPTOR
Students’ mathematical knowledge, skills and understanding are developed. Students are provided opportunities to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Topics covered include mathematical induction, complex numbers, functions and sketching graphs, vectors in three dimensions, integration techniques and applications, rates of change and differential equations.

CURRICULUM CONSIDERATIONS
Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods. A graphics calculator is required for Specialist Mathematics and can be purchased or borrowed through the school (subject to availability).

Local Delivery is provided for selected subjects across the Eyre Peninsula. This arrangement allows a student to access some subjects through other schools in the region.
INDUSTRY PATHWAYS PROGRAM (ACEE) (ENGINEERING PATHWAY)

STAGE 2
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face or Flexible

ASSESSMENT TYPE
Folio 30%
Outcome 40%
Review (A) / Evaluation (B) 30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.

Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.

Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
INDUSTRY PATHWAYS PROGRAM: AGED, HEALTH, EARLY CHILDHOOD, ALLIED HEALTH AND DISABILITY

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

INDUSTRY PATHWAYS PROGRAM AGED, HEALTH, EARLY CHILDHOOD, ALLIED AND DISABILITY (AHEAD)

The Industry Pathways Program for Aged, Health, Early Childhood, Allied and Disability (IPP AHEAD) is a specialist program incorporating a 2-year pathway for students interested in one of the many careers within Aged Care, Health, Disabilities and Education.

In partnership with UniSA, RTO’s and local businesses, the AHEAD program has been designed for students to be prepared with industry standards at the completion of their schooling to enter into a university, further education or employment pathway.

AHEAD is studied from Year 10 (5 day trial program) to Year 12 with the aim of students to gain a completed VET qualification, achieve SACE completion, attain an Australian Tertiary Admissions Rank (ATAR) at the end of Year 12 in support of future employment.

POSSIBLE CAREERS:
- Teaching (Primary and Junior Primary)
- Aged Care Worker
- Nursing
- Social Work
- Residential Care Worker
- Therapy Assistant
- Physiotherapy Assistant
- Allied Health Assistant
- Podiatry Assistant
- Speech Pathology Assistant
- Child Care Worker
- Early Childhood Worker

The ultimate goal of this program is for students to develop knowledge, skills, and key service links in order to have the best opportunity to gain further education or employment within their chosen field.

ELIGIBILITY CRITERIA

Students interested in taking part in this program must have completed the following:
- 80% or above actual attendance at their host school
- Grade point average of 3 or above (C average)
- Successful completion of the IPP trial days (2019)
- Complete and pass a LLN Aptitude test a required course entry level
- Provide documentation of successful work placement in a related industry pathway.

INDICATIVE COST

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD/EDUCATION FOCUS</th>
<th>AGED CARE/DISABILITY/ALLIED HEALTH FOCUS</th>
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<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>Certificate III in Early Childhood Education and Care</td>
<td>Certificate III in Allied Health Services</td>
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<td>HEALTH SERVICES</td>
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</table>

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

POSSIBLE ATTAINMENT
- SACE Completion: Once VET certificate is completed successfully, along with passing grades in subject package
- For students intended on continuing on to tertiary education (ATAR pathway), they will complete extra subjects in year 2 (as per subject package)
- Vocational Units/ completed certificate
  * Learning programs are endorsed by UniSA and TAFESA

CURRICULUM CONSIDERATIONS
Students are to undertake work placements within this program. This exposes students to a range of industries, helping them to make informed decisions on their career pathway. Work placement reinforces the development of practical skills aligned with their certificate studies.

LOCATION
- EJEHS
- UniSA
- TAFESA

DELIVERY MODE
- Face to Face
- Online
- Block weeks

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<tr>
<th>AGED, HEALTH, EARLY CHILDHOOD, ALLIED, DISABILITY (AHEAD)</th>
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<tr>
<td><strong>YEAR 10</strong></td>
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<tr>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>(Select one certificate below)</td>
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<tr>
<td>SACE CREDITS</td>
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<td>Research Project</td>
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<td>Biology or Child Studies</td>
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<td>Skill Sets</td>
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<td>Health Services Assistance</td>
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<tr>
<td>English</td>
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<td>Career Pathways Program</td>
<td>20 Stage 2</td>
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<tr>
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<td>Skill Sets</td>
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<table>
<thead>
<tr>
<th>YEAR 2 Students need to complete the Certificate III within Year 2</th>
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<tbody>
<tr>
<td>Career Pathways Program</td>
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<tr>
<td>Health Science</td>
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<tr>
<td>Biology or Health or PE Electives</td>
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<td>Skill Sets</td>
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<td>20 Stage 2</td>
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<td>20 Stage 2</td>
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</table>

**Refer to VET flyer for details and attached cost for selected VET course.**

ATAR subjects: Students are also able to gain an ATAR through the AHEAD program which will allow them to apply for university as a post school option if they decide an apprenticeship is not the pathway they want to pursue.
SPECIALIST PROGRAMS

INDUSTRY PATHWAYS PROGRAM
Aged, Health, Early Childhood, Allied, Disability (AHEAD)
SACE AND ATAR Pathway

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

YEAR 10
PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION
Whyalla High School or Stuart High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Folio
Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 1
BIOLOGY A & B

RECOMMENDED KNOWLEDGE
Achieved a passing grade in Science at Year 10 level.

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Investigation Folio
Skills and Application Tasks

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Biology A:
Students will explore multi-cellular organisms and Infectious Diseases through a combination of practicals, video learning and classroom activities. Students will learn about immune system responses, pathogens and how they interact with multi-cellular organisms. Students will then consider the ethical decisions surrounding biotechnology and the treatment of infectious diseases in a range of situations.

Biology B:
Students develop an understanding of the movement of energy and matter which occurs in a range of ecosystems. They investigate ecosystem dynamics, biodiversity and other factors which affect the interactions between species. Students then examine the features of cells from different organisms, observing their microbiological features. Students learn about the conditions necessary for the growth and survival of microorganisms in different environments and ecosystems.

CURRICULUM CONSIDERATIONS
Biology has both practical and theoretical components.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

STAGE 1
CHILD STUDIES A & B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Levy for materials and textiles $20 per semester

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Investigation
Group Activity
Practical Activity

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students focus on issues related to the development, growth and wellbeing of children up to age 8. Topics covered could include kitchen safety, influences of media, children’s eating habits, investigating how play assists physical and social/emotional development, making a children’s toy, game or activity. The course involves many practical aspects and will include working with children.

CURRICULUM CONSIDERATIONS
Excursions are involved and students are expected to interact with and teach young children the concepts they have learned.

STAGE 1
ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved B grade or better in Year 10 English.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Responding to Texts
Creating Texts
Intertextual Study

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students in their studies of English will gain a deeper knowledge of the techniques, structure and conventions of a range of texts. It aims to prepare students for Stage 2 English and tertiary studies. At least one assessment will be an oral or multi modal presentation, and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE. This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.
STAGE 1
ESSENTIAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade of better in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Skills and Application Tasks
Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students learn a range of mathematical skills with real-world applications, from data manipulation to measurement and planning. Students become numerate citizens capable of making sense of the world around them.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator may be required for Stage 1 Essential Mathematics and can be purchased or borrowed through the school (subject to availability).

STAGE 1
HEALTH SCIENCE

RECOMMENDED KNOWLEDGE
Passing grades in Year 10 subjects - Maths, English and PLP

PRECLUSIONS
To choose this subject, you must be part of the IPP AHEAD.

COSTING
Levy for excursion and materials $50 per year

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face

ASSESSMENT TYPE
Commentary 30%
Group Task 20%
Presentation & Discussion 20%
External 30%

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students complete an Integrated Learning program that is a focused study on a purpose, product or outcome. The learning and assessment will be tailored to the individual pathways:
• Early Childhood/Education
• Social Work
• Nursing/Aged Care

Students develop and extend their critical thinking skills through inquiry about a real world situation in an area that interests them.

CURRICULUM CONSIDERATIONS
Students will continue to develop their knowledge of the possible workplaces and develop links with the community.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

STAGE 2

ENGLISH

RECOMMENDED KNOWLEDGE
Achieved B grade or better in a full year of English at Stage 1.

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING
Nil

SACE ATTAINMENT 20 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

ASSESSMENT TYPE
Responding to Texts 30%
Creating Texts 40%
External Comparative Analysis 30%

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce three responses to texts (one in oral form) and three original texts (one as a timed piece). In the communication folio students compare two texts, produce an original text, and present an oral reflection of their text. In the external folio, students analyse a text, produce an original text, and present a written explanation of their text.

CURRICULUM CONSIDERATIONS
This is a literacy rich subject that requires students to read, interpret and articulate responses using high levels of language.

STAGE 2

HEALTH

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING
Subject costs are subject to change depending on co-curricular activities including camps, excursions and practicals. Additional costs may apply for practicals, camps and excursions.

SACE ATTAINMENT 20 Credits

ASSESSMENT TYPE
Investigation 30%
Group Investigation 30%
Issues Analysis 20%
Practical Activity 20%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face

SUBJECT DESCRIPTOR
Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. Students investigate the physical, emotional, social, cognitive, and spiritual dimensions of wellbeing. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. The course involves exploration of community health agencies and students must be prepared to work with peers to prepare presentations that will be delivered to educate the community.

CURRICULUM CONSIDERATIONS
Excursions may be involved and students may be expected to interact with and teach younger students the concepts they have learned.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

STAGE 2  
PHYSICAL EDUCATION

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Specialist Physical Education Semester A or B at Stage 1.

PRECLUSIONS  Nil

COSTING
Additional cost may apply for practicals, caps and excursions

SACE ATTAINMENT  20 Credits

ASSESSMENT TYPE
Improvement Analysis  40%
Diagnostics  30%
Group Dynamics  30%

LOCATION  Edward John Eyre High School, Community Venues

DELIVERY MODE  Face to Face

SUBJECT DESCRIPTOR
Students potentially will study the topics of exercise physiology, physical activity, training methods and principals, nutrition and skill acquisition/bio-mechanics or movements. Students also complete a variety of folio tasks.

CURRICULUM CONSIDERATIONS
There is a large practical focus within the subject and students are expected to participate in all tasks.

STAGE 2  
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Folio  30%
Outcome  40%
Review (A) / Evaluation (B)  30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.
Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.
Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
INDUSTRY PATHWAYS PROGRAM (AHEAD)

CAREER PATHWAYS PROGRAM

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT
20 Credits (Stage 2) across negotiated years

ASSESSMENT TYPE
- Folio 25%
- Performance 25%
- Reflection 20%
- External Investigation 30%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face and Online

SUBJECT DESCRIPTOR
This program is designed to prepare all students for a successful future beyond school in their chosen career pathway. In the Career Pathways Program (CPP) students undertake study within two broad areas:
• Self-Development
• Career Exploration & Management
The Career Pathways Program (CPP) guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

CURRICULUM CONSIDERATIONS
The CPP operates as a scheduled subject on the EJEHS line structure, with every student enrolled in this program. Students can choose to undertake the assessment component of this program over multiple years.
INDUSTRY PATHWAYS PROGRAM:
COOKING, HOSPITALITY AND TOURISM

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (CHAT)

INDUSTRY PATHWAYS PROGRAM COOKING, HOSPITALITY AND TOURISM (CHAT)

The Industry Pathways Program for Cooking, Hospitality and Tourism (IPP CHAT) is a 2-year pathway for students interested in the Hospitality or Tourism industries. Pathways for students could include Food and Beverage Production, Front of House Service, Event Planning/Management, Hotel Management and Tourism Management.

The IPP CHAT exposes students to these pathways and provides them the skills to develop required knowledge to follow a career in the chosen industry. In partnership with RTO’s and local businesses, the CHAT program has been designed for students to be prepared with industry standards at the completion of their schooling.

IPP CHAT is studied from Year 10 (5 day trial program) to Year 12 with the aim of students to gain a completed VET qualification, achieve SACE completion at the end of Year 12.

Students will conduct their learning via project based learning that has been influenced by industries and connected to their VET learning.

ELIGIBILITY CRITERIA

Students interested in taking part in this program must have completed the following:

• 80% or above actual attendance at their host school
• Grade point average of 3 or above (C average)
• Successful completion of the IPP trial days (2019)
• Complete and pass a LLN Aptitude test a required course entry level
• Provide documentation of successful work placement in a related industry pathway.

POSSIBLE ATTAINMENT

• SACE - Once VET certificate is completed successfully, along with passing grades in subject package
• For students intending to continue on to tertiary education (ATAR pathway), they will complete extra subjects in year 2 (as per Subject Package)
• Vocational Units/ completed certificate

* Learning programs are endorsed by TAFESA

INDICATIVE COST

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<tr>
<th>HOSPITALITY FOCUS</th>
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</tbody>
</table>

| YEAR 2 | |
| Project-Based Learning | TBC | |

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (CHAT)

CURRICULUM CONSIDERATIONS
Students are to undertake work placements within this program. This exposes students to a range of industries, helping them to make informed decisions on their career pathway. Work placement reinforces the development of practical skills aligned with their certificate studies.

LOCATION
- EJEHS
- TAFESA Whyalla

DELIVERY MODE
- Face to Face
- Online
- Block Weeks

COOKING, HOSPITALITY AND TOURISM (CHAT)

YEAR 10
PLP
10 Stage 1 Credits

<table>
<thead>
<tr>
<th>HOSPITALITY FOCUS</th>
<th>TOURISM FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong> Subjects</td>
<td>SACE CREDITS</td>
</tr>
<tr>
<td>Certificate II in:</td>
<td>30 Stage 1, 20 Stage 2</td>
</tr>
<tr>
<td>Kitchen Operations</td>
<td></td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>10 Stage 1</td>
</tr>
<tr>
<td>Essential English</td>
<td>20 Stage 1</td>
</tr>
<tr>
<td>Career Pathways Program</td>
<td>20 Stage 2 (minimum)</td>
</tr>
</tbody>
</table>

**YEAR 2** Students need to complete the Certificate III within Year 2

<table>
<thead>
<tr>
<th>Certificate II in</th>
<th>Subjects</th>
<th>SACE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen Operations</td>
<td>30 Stage 1, 20 Stage 2</td>
<td></td>
</tr>
<tr>
<td>Certificate III in:</td>
<td></td>
<td>10 Stage 1, 55 Stage 2</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations Stream)</td>
<td>10 Stage 1, 55 Stage 2</td>
<td></td>
</tr>
<tr>
<td>Catering Operations</td>
<td>20 Stage 2 (minimum)</td>
<td></td>
</tr>
<tr>
<td>Career Pathways Program</td>
<td></td>
<td>10 Stage 2</td>
</tr>
<tr>
<td>Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Sets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate III in</th>
<th>Subjects</th>
<th>SACE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism</td>
<td></td>
<td>10 Stage 1, 40 Stage 2</td>
</tr>
<tr>
<td>Career Pathways Program</td>
<td>10 Stage 2</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Sets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ATAR subjects: Students are also able to gain an ATAR through the CHAT program which will allow them to apply for university as a post school option if they decide an apprenticeship is not the pathway they want to pursue.

**Refer to VET flyer for details and attached cost for selected VET course.**
SPECIALIST PROGRAMS

INDUSTRY PATHWAYS PROGRAM
Cooking, Hospitality and Tourism (CHAT)
SACE AND ATAR Pathway

YEAR 8 | YEAR 9 | YEAR 10 | STAGE 1 | STAGE 2
---|---|---|---|---
**Personal Learning Plan** | **Career Pathways Program** | **Career Pathways Program**

**Mathematics** | **Mathematics** | **Mathematics**

**Essential Mathematics A**

**Essential Mathematics B**

**English** | **English** | **English**

**Essential English A**

**Essential English B**

**Skill Sets** | **Skill Sets**

**Certificate I in Hospitality**

**Certificate II in Kitchen Operations**

**Certificate III in Tourism**

**Certificate III in Hospitality**

**Certificate III in Catering Operations**
INDUSTRY PATHWAYS PROGRAM (CHAT)

YEAR 10
PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION
Whyalla High School or Stuart High School

DELIVERY MODE  Flexible

ASSESSMENT TYPE
Folio
Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 1
ESSENTIAL ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 English

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to Face or Flexible

ASSESSMENT TYPE
Responding to Texts
Creating Texts

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce two responses to texts and create two original texts. At least one of these will be delivered as an oral presentation and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE.
INDUSTRY PATHWAYS PROGRAM (CHAT)

STAGE 1
ESSENTIAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade of better in Year 10 Mathematics

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face or Flexible

ASSESSMENT TYPE
Skills and Application Tasks
Folio

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students learn a range of mathematical skills with real-world applications, from data manipulation to measurement and planning. Students become numerate citizens capable of making sense of the world around them.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator may be required for Stage 1 Essential Mathematics and can be purchased or borrowed through the school (subject to availability).

STAGE 2
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT 10 Credits

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face or Flexible

ASSESSMENT TYPE
Folio 30%
Outcome 40%
Review (A) / Evaluation (B) 30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.

Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.

Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
INDUSTRY PATHWAYS PROGRAM (CHAT)

CAREER PATHWAYS PROGRAM

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT
20 Credits (Stage 2) across negotiated years

ASSESSMENT TYPE
Folio 25%
Performance 25%
Reflection 20%
External Investigation 30%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face and Online

SUBJECT DESCRIPTOR
This program is designed to prepare all students for a successful future beyond school in their chosen career pathway. In the Career Pathways Program (CPP) students undertake study within two broad areas:

• Self-Development
• Career Exploration & Management

The Career Pathways Program (CPP) guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

CURRICULUM CONSIDERATIONS
The CPP operates as a scheduled subject on the EJEHS line structure, with every student enrolled in this program. Students can choose to undertake the assessment component of this program over multiple years.
INDUSTRY PATHWAYS PROGRAM: INFORMATION, MEDIA AND TECHNOLOGY

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (IMAT)

INDUSTRY PATHWAYS PROGRAM COOKING, INFORMATION, MEDIA AND TECHNOLOGY (IMAT)

The Industry Pathways Program for Information, Media and Technology (IPP IMAT) is a Specialist Program incorporating a 2 year pathway for students interested in one of the many careers within Screen and Media, Digital Publishing or Information Technology. In partnership with TAFESA and local industry, the IMAT program has been designed for students to be prepared with industry standards at the completion of their schooling when entering into a university, further education or employment pathway. The program aims for students to be provided an opportunity to completed a VET qualification and achieve SACE completion and/or an Australian Tertiary Admissions Rank (ATAR) at the end of their schooling.

POSSIBLE CAREERS:

• Coding
• Computer Technician
• Cyber Security
• Digital Publishing
• Game Developer
• Graphic Designer
• IT Support
• Network Engineer
• Photography
• Software Engineering

The ultimate goal of this program is for students to develop knowledge, skills, and key service links in order to have the best opportunity to gain further education or employment within their chosen field.

ELIGIBILITY CRITERIA

Students interested in taking part in this program must have completed the following:

• 80% or above actual attendance at their host school
• Grade point average of 3 or above (C average)
• Successful completion of the IPP trial days (2019)
• Complete and pass a LLN Aptitude test a required course entry level
• Provide documentation of successful work placement in a related industry pathway.

INDICATIVE COST

| YEAR 1 | Project-Based Learning | TBC |
|        | Uniform                | TBC |

<table>
<thead>
<tr>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Information, Digital Media and Technology (Cyber Security)</td>
</tr>
<tr>
<td>Certificate III in Screen and Media</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>Project-Based Learning</td>
</tr>
</tbody>
</table>

INDICATIVE COST

| INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (CYBER SECURITY) | $1200 TBC |
| SCREEN AND MEDIA                                           | $900 TBC |

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
INDUSTRY PATHWAYS PROGRAM (IMAT)

POSSIBLE ATTAINMENT
- SACE Completion - Once VET certificate is completed successfully, along with passing grades in subject package
- For students intending to continue on to tertiary education (ATAR pathway), they will complete extra subjects in year 2 (as per Subject Package)
- Vocational Units/ completed certificate
  * Learning programs are endorsed by TAFESA

CURRICULUM CONSIDERATIONS
Students are to undertake work placements within this program. This exposes students to a range of industries, helping them to make informed decisions on their career pathway. Work placement reinforces the development of practical skills aligned with their certificate studies.

LOCATION
- EJEHS
- TAFESA Whyalla

DELIVERY MODE
- Face to Face
- Online
- Block Weeks

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INFORMATION, MEDIA AND TECHNOLOGY (IMAT)

<table>
<thead>
<tr>
<th>YEAR 10</th>
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<tbody>
<tr>
<td>PLP</td>
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<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>SACE CREDITS</td>
</tr>
<tr>
<td>Certificate II in: Information, Digital Media and Technology</td>
<td>TBC</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>20 Stage 1</td>
</tr>
<tr>
<td>Essential English</td>
<td>20 Stage 1</td>
</tr>
<tr>
<td>Career Pathways Program</td>
<td>20 Stage 2</td>
</tr>
<tr>
<td>Skill Sets</td>
<td></td>
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</tbody>
</table>

ATAR subjects: Students are also able to gain an ATAR through the IMAT program which will allow them to apply for university as a post school option if they decide an apprenticeship is not the pathway they want to pursue.

**Refer to VET flyer for details and attached cost for selected VET course.
## SPECIALIST PROGRAMS

### INDUSTRY PATHWAYS PROGRAM

Information, Media and Technology (IMAT)

SACE AND ATAR Pathway

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Personal Learning Plan</strong></td>
<td><strong>Career Pathways Program</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Research Project A/B</strong></td>
<td><strong>Career Pathways Program</strong></td>
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<td></td>
<td><strong>Essential Mathematics A</strong></td>
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<td></td>
<td><strong>Essential Mathematics B</strong></td>
<td></td>
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<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
<td><strong>Essential English A</strong></td>
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<td><strong>Essential English B</strong></td>
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<td><strong>Skill Sets</strong></td>
<td><strong>Skill Sets</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Digital Publishing</strong></td>
<td></td>
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<td></td>
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<td></td>
<td><strong>Photography</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Certificate II in Information, Digital Media and Technology</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Certificate III in Screen and Media</strong></td>
<td></td>
</tr>
</tbody>
</table>
INDUSTRY PATHWAYS PROGRAM (IMAT)

YEAR 10
PERSONAL LEARNING PLAN (PLP)

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS
Nil

COSTING
Nil

SACE ATTAINMENT 10 Credits

LOCATION
Whyalla High School or Stuart High School

DELIVERY MODE Flexible

ASSESSMENT TYPE
Folio
Review

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan their personal and learning goals for the future and helps them make informed decisions about their personal development, education and training for their pathways after school.

CURRICULUM CONSIDERATIONS
Students must achieve a ‘C’ grade or better to complete this subject successfully and gain their SACE.

STAGE 1
ESSENTIAL ENGLISH A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Year 10 English

PRECLUSIONS
Only one English choice may be studied at a time.

COSTING
Nil

SACE ATTAINMENT 10 Credits

LOCATION
Edward John Eyre High School

DELIVERY MODE Face to Face or Flexible

ASSESSMENT TYPE
Responding to Texts
Creating Texts

Weightings for assessment types will vary, but will be a minimum of 20%, as per SACE requirements.

SUBJECT DESCRIPTOR
Students’ confidence and understanding of communicating for different audiences and purposes are improved. Students produce two responses to texts and create two original texts. At least one of these will be delivered as an oral presentation and at least one will be in written form.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory English requirements of the SACE.
INDUSTRY PATHWAYS PROGRAM (IMAT)

STAGE 1
ESSENTIAL MATHEMATICS A & B

RECOMMENDED KNOWLEDGE
Achieved a C grade of better in Year 10 Mathematics

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

ASSESSMENT TYPE
Skills and Application Tasks
Folio

SUBJECT DESCRIPTOR
Students learn a range of mathematical skills with real-world applications, from data manipulation to measurement and planning. Students become numerate citizens capable of making sense of the world around them.

CURRICULUM CONSIDERATIONS
This subject can be used as one of the compulsory numeracy requirements of the SACE. A scientific calculator may be required for Stage 1 Essential Mathematics and can be purchased or borrowed through the school (subject to availability).

STAGE 2
DIGITAL PUBLISHING

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Digital Publishing Semester A or B at Stage 1.

PRECLUSIONS  Nil

COSTING
Levy for materials  $30 per year

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

ASSESSMENT TYPE
Practical Skills  40%
Issues Analysis  15%
Technical and Operational Understanding  15%

SUBJECT DESCRIPTOR
Students develop a range of skills in industrial technologies (sheet metal, welding, lathing, joinery and use of hand tools). They can use a combination of the skills to develop products they design. The production of a folio supporting their product development is required. Projects include small entertainment units, portable BBQ’s, small pieces of furniture or tool boxes.

CURRICULUM CONSIDERATIONS
Appropriate clothing and footwear is required for practical sessions.
INDUSTRY PATHWAYS PROGRAM (IMAT)

STAGE 2
PHOTOGRAPHY

RECOMMENDED KNOWLEDGE
Achieved a C grade or better in Photography Semester A or B at Stage 1

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  20 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to face

ASSESSMENT TYPE
Skills and Applications Tasks  20%
Product  50%
External Folio  30%

SUBJECT DESCRIPTOR
Students study, create, capture and manipulate images digitally to produce professional products. Students investigate photographic practices including photographers, techniques and themes. Emphasis is on following the design process to create original products revolbing around photography. Students individually self-direct their studies in conjunction with the teacher.

CURRICULUM CONSIDERATIONS
May include local excursions.

STAGE 2
RESEARCH PROJECT A/B

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS  Nil

COSTING  Nil

SACE ATTAINMENT  10 Credits

LOCATION  Edward John Eyre High School

DELIVERY MODE  Face to face or Flexible

ASSESSMENT TYPE
Folio  30%
Outcome  40%
Review (A) / Evaluation (B)  30%

SUBJECT DESCRIPTOR
Students explore a personal area of interest over the course of the Research Project. The Research Project engages students to design their own project and choose an individual field of study. Individual student projects focus on developing research skills, investigation techniques and project management strategies based around their chosen theme or topic.

Students are prepared for further education, training and work by challenging their ability to question sources of information, make effective decisions, evaluate progress, be innovative and solve problems.

The requirements of the Research Project are that students demonstrate and document their research, processes and activities while obtaining a suitable outcome.

CURRICULUM CONSIDERATIONS
This subject needs to be completed as one of the compulsory requirements of the SACE. Research Project is undertaken at Stage 1 in semester 2.

Research Project A and B can both be used in a student’s ATAR. Research Project A includes an External Review whilst Research Project B includes an External Evaluation.
CAREER PATHWAYS PROGRAM

RECOMMENDED KNOWLEDGE
Nil

PRECLUSIONS Nil

COSTING Nil

SACE ATTAINMENT
20 Credits (Stage 2) across negotiated years

ASSESSMENT TYPE
- Folio 25%
- Performance 25%
- Reflection 20%
- External Investigation 30%

LOCATION Edward John Eyre High School

DELIVERY MODE Face to Face and Online

SUBJECT DESCRIPTOR
This program is designed to prepare all students for a successful future beyond school in their chosen career pathway. In the Career Pathways Program (CPP) students undertake study within two broad areas:
• Self-Development
• Career Exploration & Management

The Career Pathways Program (CPP) guides students to create a vision about their post-school pathway, allowing them to successfully transition to careers beyond secondary school. This is achieved through completing an individualised career program which enables students to acquire the knowledge, develop the skills and promote the capabilities for managing their future training, further education and employment pathways.

CURRICULUM CONSIDERATIONS
The CPP operates as a scheduled subject on the EJEHS line structure, with every student enrolled in this program. Students can choose to undertake the assessment component of this program over multiple years.
VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
### SPECIALIST PROGRAMS

**DOORWAYS2CONSTRUCTION PLUS (D2C PLUS)**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doorways2Construction (D2C)</td>
<td>Doorways2Construction Plus (D2C Plus)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
Doorways2Construction Plus (D2C Plus) is South Australia’s premier VET in schools’ program for the building and construction industry. It was initiated to achieve the following:

- To direct those students who have a desire and real understanding of the construction industry into employment through apprenticeships/traineeships or other vocations within the construction industry
- To provide D2Cplus™ students an advantage over other applicants in obtaining an apprenticeship/traineeship by completing a partial Certificate III qualification
- To continue to build a positive image of the building and construction industry
- To be recognised by industry as their 1st choice of work ready individuals, with construction industry foundation skills and knowledge.

The program augments the knowledge received through the doorways2construction™ program to give the student the best possible opportunity to be a successful participant in the construction industry. It provides competencies in relevant Certificate III units. The program ensures that on completion, successful students receive nationally accredited certification for their VET studies.

### POSSIBLE ATTAINMENT

Students will have successfully complete the program with one of the below certificates:

- Certificate I in Construction
- Certificate II in Construction Pathways
- Certificate II in Construction
- Certificate II in Electrotechnology (career start)

*Note: Students under the age of 16 as of the 1st of February may still participate however will not receive D2C Plus™ funding*

### SACE CREDITS

20 Credits

### LOCATION

- EJEHS
- TAFESA

### DELIVERY MODE

- Face to Face
- Block Weeks

### HOW TO APPLY

- See Career Hub or select in subject counselling in Term 3

### CURRICULUM CONSIDERATIONS

Students selecting this course are required to meet the following criteria;

- Undertake the EJEHS VET application and selection process
- Prepared to complete minimum of 35 hours work placement through the duration of the course
- Participate in up to 10 weeks of training in 12 months
VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.

SPORTS PATHWAYS PROGRAM:
SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY
SPECIALIST PROGRAMS
SPORTS PATHWAYS PROGRAM
South Australian Aboriginal Secondary Training Academy (SAASTA)

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY (SAASTA)

VISION AND PURPOSE
The South Australian Aboriginal Secondary Training Academy (SAASTA) program is designed for Aboriginal and Torres Strait Islander students with an emphasis on cultural awareness. The program has outstanding educational and cultural outcomes for the students involved. Students complete their Creative Presentation which is represented through their Polo and Guernsey designs. They reflect on their learning journey with specific links and examples around Aboriginal Culture and Perspectives.

COMMUNITY ENGAGEMENT
The SAASTA Program has links to the Whyalla Community utilising elders from within the community to come and share their stories with the students to help deepen understanding of Aboriginal Culture and Perspectives.

ABORIGINAL POWER CUP AND SAASTA SHIELD
The Aboriginal Power Cup and SAASTA Shield are events that are run one in each semester. The Power Cup has an emphasis of Aboriginal Perspectives, future employment, community links and a practical element of Football. In partnership with Port Adelaide Football Club, students have the opportunity to meet the players and engage in practical games playing Football.

SAASTA Shield is a competition against other academies in different sports each year. Sports rotate each year giving the students who attend an opportunity to be exposed to a variety of sports, how the games are played and the different rules associated.

ELIGIBILITY CRITERIA
- 95% or above explained attendance to be eligible to attend SAASTA Power Cup and SAASTA Shield.
- Successful and positive interaction within school and the community
- Proof of Aboriginality for cultural perspectives
- C grade in all academic areas
- Positive behaviour record

ANTICIPATED DURATION
3 Years (Year 10 though to Year 12 (Stage 2)

LOCATION
Whyalla High School

DELIVERY MODE
- Face to Face
- Whyalla High School

INDICATIVE COST
Nil

SACE/AUSTRALIAN CURRICULUM ATTAINMENT
20 SACE Credits– Stage 1 Aboriginal Studies (Year 10 and 11)
20 SACE Credits– Stage 2 Integrated Learning (Year 12)

KEY COMPONENTS
- Creative Presentation
- Learning Journey
- Aboriginal Power Cup and SAASTA Shield

PATHWAYS OPTIONS
- Possible support in SACE Completion
- Possible support in ATAR Completion
- Possible completion of Certificate III in Sport and Recreation, Fitness, Community Services or Hospitality (Optional)

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
SPECIALIST PROGRAMS
SPORTS PATHWAYS PROGRAM
Whyalla Alliance Sports Program (WASP)
SPORTS PATHWAYS PROGRAM (WASP)

WHYALLA ALLIANCE SPORTS PROGRAM (WASP)

The Whyalla Alliance Sports Program (WASP) is designed for students who have a passion for sport, are heavily involved in the sporting community and have a desired Health Science/Sports Industry career pathway.

INTAKE
Semester 1 Year 9 through to Stage 2

ELIGIBILITY CRITERIA
Students interested in taking part in this program must have completed the following:
• 80% or above actual attendance at their host school
• Successful achievement in Year 10 Mathematics, English and PLP
• Grade point average of 3 or above (C average or better)
• Successful and positive interaction within school and the community
• Written application/enrolment forms
• Referee checks
• Community involvement of sport-playing/coaching/umpiring

ANTICIPATED DURATION
12 months

INDICATIVE COST
Levy for uniform (polo shirt, socks, singlet), use of community facilities and transport - $300
Indicative costing for Sports Tour - $300

SACE/AUSTRALIAN CURRICULUM ATTAINMENT
Achievement Standards in HPE - Australian Curriculum (Year 9)
20 SACE Credits - Stage 1 Cross-disciplinary (Year 10 and Seniors)
20 SACE Credits - Stage 2 Cross-disciplinary (Graduating Seniors)
Certificate II in Sport and Recreation

LOCATION
Edward John Eyre High School and Community Facilities

DELIVERY MODE
Face to Face and online

KEY COMPONENTS
• Training methods and principles
• Fitness components
• Skill analysis/acquisition
• Diet and nutrition
• Sports psychology
• Sports injuries
• Injury prevention and rehabilitation
• Stretching
• Biomechanics
• Game understanding and tactical awareness

PATHWAYS OPTIONS
• Possible support in SACE Completion
• Possible support in ATAR Completion
• Completion of programs may provide opportunities for future study and employment in the sports industry.
SPORTS PATHWAYS PROGRAM (WASP)

WHYALLA ALLIANCE SPORTS PROGRAM (WASP)

VISION
WASP provides dedicated students with an opportunity to further develop their skills and knowledge in a sporting context. The aim is for students to be engaging at the highest level, whilst providing a balanced high quality education to support their sporting and educational needs.

PURPOSE
The purpose of WASP is to provide holistic learning opportunities for students to excel in a sporting setting. Students can select the sport of their choice with an invested interest to further develop their sport understanding and development of skills.

KEY COMPONENTS
Students will learn about training methods & principles, fitness components, skill acquisition, skill analysis, diet and nutrition, sports psychology, sports injuries and injury prevention, stretching, game understanding and tactical awareness. All of these concepts will be made relevant to their identified sport. There is progression of key components to further develop theoretical understanding from year to year through engagement in WASP. Students at Year 10 and Stage 1 will obtain units of competencies from the Certificate II in Sport and Recreation.

SPORTING FOCUS
Students will select a single sport for the duration of the program. Sports on offer include:
- Basketball
- Netball
- Football (AFL)
- Soccer
- Alternative (e.g. Cricket, Dance, Hockey, Boxing, Judo and Squash)

COMMUNITY ENGAGEMENT
The development of WASP has allowed key relationships to be built within the Whyalla Community. As a result, the following facilities are available to deliver the program; The Whyalla Hockey Association, Whyalla Netball Association, Whyalla Basketball Association and the Whyalla Recreation and Leisure Centre.

As the program continues to grow, so will the relationships with the wider community. The program utilises the knowledge of local community members to develop expertise in our students. We have further broadened the connections and expertise knowledge base by developing a relationship with the following governing bodies; Basketball SA, Netball SA, Football Federation of South Australia and SANFL.

SPORTS TOUR
To consolidate learning and for students to be exposed to what it is like to be an elite athlete, all students participate in a Sports Tour to Adelaide. This will provide students an opportunity to visit the clubs in Adelaide and be exposed to the professional sporting industry.

Indicative costing for camp $300.
ADDITIONAL LEARNING PROGRAMS AT EJEHS
ADDITIONAL LEARNING PROGRAMS

SCHOOL TO EMPLOYMENT PROGRAM (STEP)

There are 3 streams of STEP; Aboriginal Boys STEP, Aboriginal Girls STEP & STEP. Each course follows the same core structure with minor changes being made. STEP is suitable for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

ABORIGINAL GIRLS SCHOOL TO EMPLOYMENT PROGRAM (AG STEP)

This course is suitable for Aboriginal females who require further foundation skills development to prepare for workforce entry or vocational training pathways. This program also allows students to gain skills towards entry into employment in counselling, community development and services delivery areas. AG STEP follows the same core structure as STEP with the additional of a Certificate I in Hospitality.

ABORIGINAL BOYS SCHOOL TO EMPLOYMENT PROGRAM (AB STEP)

This course is suitable for Aboriginal males who require further foundation skills development to prepare for workforce entry or vocational training pathways. This program also allows students to gain skills towards entry into employment in counselling, community development and services delivery areas. AB STEP follows the same core structure as STEP with the additional of a Certificate II in Sport and Recreation.

STEP CORE STRUCTURE:

All STEP are suitable for students who wish to:

- Pursue a pathway to employment or vocational training
- Receive intensive support in reading, writing, numeracy, oral communication and learning skills
- Develop entry level digital literacy employability skills
- Develop self-help tools, effective communication and conflict resolution
- Explore traditional culture
- Understand respectful relationships
- Receive specialist career counselling and exploration
- Numeracy
- Sexual Education and Relationships Curriculum
- Cultural Awareness
- Retail
- Health Services
- Horticulture
- Early Childhood
- Fitness
- First Aid
- Well-being & Resilience

These program includes units:

- Certificate II in Skills for Work and Vocational Pathways
- Certificate II in Family Wellbeing
- Literacy
- Hair and Beauty
- Trades; White Card
- Hospitality; Barista, RSA & RSG
- Cookery
- Information Technology
- Media/Gaming
- Business
- Retail
- Health Services
- Horticulture
- Early Childhood
- Fitness
- First Aid
- Well-being & Resilience

In addition, students who participate in any STEP will be provided an opportunity to partake in a number of ‘skill sets’ in support of their pursuit of a career or vocational pathway.

These skill sets could include:

- Hair and Beauty
- Trades; White Card
- Hospitality; Barista, RSA & RSG
- Cookery
- Information Technology
- Media/Gaming
- Business
- Retail
- Health Services
- Horticulture
- Early Childhood
- Fitness
- First Aid
- Well-being & Resilience

All STEP are held at TAFESA with the school providing transport, breakfast and recess and well-being support for students. Students will have access to all TAFESA facilities including computing suits, library and the student lounge.

TAFESA is an adult learning environment and expectations of STEP students are aligned with this. There is no Material and Services charge from Edward John Eyre High School for enrolling in these programs.
ADDITIONAL LEARNING PROGRAMS

ALTERNATIVE GROUP AND INDIVIDUAL LEARNER EDUCATION (AGILE)

The AGILE Program is designed for students who are undertaking any work off line or require a more flexible approach to learning. This is to enable students to complete their SACE or gain the necessary employability skills to obtain employment.

DELIVERY MODE
- Flexible
- After school program
- Self-paced

PATHWAYS OPTIONS
- Support in SACE Completion
- Support in Career Pathways Development

PURPOSE
The purpose of the AGILE Program is to provide holistic learning opportunities for students to complete their SACE or work on their Career Pathway. This is provided to students who are completing a School Based Apprenticeship, Vocational Education or any other barrier that restricts their ability to engage in a main stream school setting.

KEY COMPONENTS
Students will have an initial Career Counselling meeting to discuss SACE/Career completion as well as setting individualised and targeted goals for their AGILE Individual Learning Plan. From there, AGILE teachers are responsible for working with students to achieve these individualised and targeted goals that they have set by conducting weekly phone calls or fortnightly home visit. Teachers will work with students to help them complete subjects towards their SACE completion.

House Coaches will complete home visits to work through career development opportunities. Coaches also discuss barriers that students are facing in regards to engagement in learning and provide the necessary support.

If any changes need to occur to the students learning program, the House Coach refers the students to the Career Counsellor for follow up. If the student has questions regarding their school work, this is passed back to the lead teacher for further follow up.

AGILE STUDENT RESPONSIBILITIES
Students are expected to follow the Edward John Eyre High School Respectful Behaviour Policy when working with all staff.

Students will be completing a learning plan to ensure they remain on track for their learning. This is reviewed on a termly basis to see how they are progressing towards meeting their goals. If a student attends school for the after school session they must be in school uniform.

AGILE STUDENT ACHIEVEMENT
To be successful in this program students need to complete agreed work requirements as documented in their learning plan.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
ADDITIONAL LEARNING PROGRAMS

HIGH PERFORMANCE SPORT CENTRE PROGRAM
The aim of the High Performance Sport Centre program is to provide an opportunity for students to explore the different health science degrees on offer at UniSA via an interactive 4 week learning program. The program allows students the opportunity to engage with university students who are studying different health science degrees by:
• Engaging with Exercise Sports Science students on placement in the testing
• Via a campus tours in Adelaide (UniSA City East Campus)
• Attend presentations from UniSA students on placement in Whyalla

INTAKE
Semester 2

LOCATION
UniSA Whyalla
UniSA City East Campus Adelaide

DELIVERY MODE
Face to Face
UniSA campuses

ANTICIPATED DURATION
(4x 1 week blocks) over 12 months

INDICATIVE COST
Levy for course, transport and accommodation $1,200
*EJEHS will subsidise 50% of this cost back on successful completion of the course
*Payment plans can be organised with EJEHS Front Office

ELIGIBILITY CRITERIA
• 80% or above attendance at their host school
• Successful achievement in PLP and Semester 1 Year 11 Mathematics and English
• Grade point average of 3 or above (C average or better)
• Successful and positive interaction within school and the community
• Written application for the program

SACE/AUSTRALIAN CURRICULUM ATTAINMENT
10 to 20 SACE Credits - Stage 1 Community Learning

PROGRAM FOCUS TOPICS
Some of the below can only be performed at UniSA City East Campus Adelaide:
• Fitness Testing
• AFL Draft Combine Testing
• Biomechanical Analysis
• Body composition
• Somatotype and Body Fractionation
• Pre-Exercise Screening
• Risk factor analysis
• Field Testing
• Player Analysis
• Sport Profiling
• Determine which sports suit your Profile
• Perform “What-If” Analysis of your Physical Attributes Skill Development
• Specific Programs to Develop Skills to Individual Sports
• Techniques to Develop Current Game Styles for Individual Sports Mindfulness Training
• Application of Mindfulness Training to the Sport to Improve Performance

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.
ADDITIONAL LEARNING PROGRAMS

CLONTARF
The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, it equips them to participate meaningfully in society.

Academy activities are planned within the focus areas of education, leadership, employment, well-being and sport.

CLONTARF STUDENT RESPONSIBILITIES
In order to remain in the program, participants must continue to work at school and embrace the objectives of the Foundation.

CLONTARF STUDENT ACHIEVEMENT

• Improved school attendance-
  By using a program of engaging and rewarding activity, Clontarf academies aim to improve the school attendance of each Clontarf participant to 80% and above.

• Develop confidence and self-belief-
  Using a comprehensive approach of supportive relationships, a welcoming environment and a diverse range of activities, participants develop improved self-esteem and confidence.

• Completion of Year 12-
  The completion of secondary school is critical to future success. Clontarf Academy staff utilise a robust and proven senior program to ensure participants are on track to complete Year 12.

• Become work-ready and find employment-
  Upon completing the program, graduates are helped to find employment. Specialist Employment Officers are engaged to do this and provide support until graduates become comfortable with their new jobs and surroundings.

VET offerings and costs at EJEHS are subject to class numbers, State Government policy and delivery organisation changes.