

Christ-Centred Excellence

REDLANDS COLLEGE

ACCESS



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Changes will be made, if required.

An electronic copy of the most up-to-date version of this document is available at Learning@Redlands

ACCESS : 2021

INTRODUCTION

At Redlands College, we seek to partner with parents in forming and educating students. We believe that it is important to form and educate the whole child. How this is expressed in the three different schools may differ, however, to offer a well-rounded education we seek to be intentional in how we develop the student physically, academically, spiritually, socially and emotionally.

ACCESS has been developed to cater for the future pathways of our students as well as providing opportunities for our students to be extended. It provides **ACCESS** for our students to sport, training and extension programs.

SPORT provides an opportunity for students to develop their skills as well as work with a number of other allied health specialists. It is designed use sport as the medium to grow students holistically.

Each of the sports is a one year commitment. However, these may be changed in negotiation with the Director of Sports and Activities throughout the year.

TRAINING provides opportunities for our students to gain a nationally recognised qualification. Through strategic partnerships with a number of training organisations students will be able to complete a number of certificate courses for no cost and others at a reduced cost.

All training options are at least a one year commitment. The Certificate of Christian Ministry and Theology is a two year course that can be started in either Year 10 or Year 11.

Students wanting to complete a Certificate course through ACCESS who are intending to take, the Vocational Education and Training Pathway (VET) will have to talk to the VET department about **the implications for future courses** offered as part of the VET program. The only exceptions to these are the Certificate III in Active Volunteering and the Certificate III in Christian Ministry and Theology.

EXTENSION activities provide an opportunity for students to develop their skills in an area of passion. They are intentionally designed to stretch students in areas that are not covered in our normal curriculum.

Music Extension, The Magazine and the Creative Arts academy are all a one year commitment. All other extension options are a one semester commitment after which students will have the opportunity to change.

2021 OPTIONS

Sport	Vocational Training	Extension
Basketball	AUR20716 Certificate II in Automotive Vocational Preparation	Creative Arts Academy Magazine
Football	SIS20419 Certificate II Outdoor Recreation-Scuba Diving	Music Extension
Netball	MEM20413 Certificate II In Engineering Pathways and AVI30316 Certificate III In Aviation (Remote Pilot-Visual Line of Sight)	University Subject
Recreational Sports and Activities (Rec)	CHC34015 Certificate III in Active Volunteering	
Tennis	10741NAT Certificate III in Christian Ministry and Theology	
Touch Football	SIT30616 Certificate III Hospitality	
Volleyball	BSB50215 Diploma of Business	
Extreme Sports	School based traineeship	

On the following pages are some more details about what each of the opportunities in 2021 will look like.

Please know that we will do our best to provide the most advantageous opportunities for our students but reasonable economies of staffing must be observed. Where there is not enough interest in a sport or certificate course, students will be asked to make a new selection.

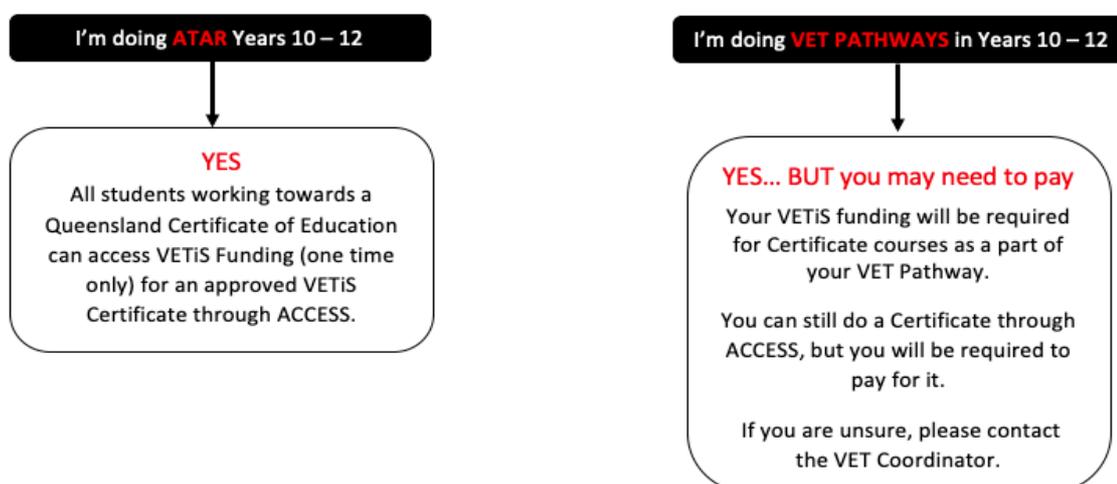
VETis Funding

The Queensland Government's VET Investment Budget funds a number of vocational qualifications (Certificate I and II level) that have been identified by industry as leading to employment.

This funding is called VETis Funding and is available to students in Years 10, 11 and 12. VETis funding provides students with **one fee-free qualification** while still at school. These qualifications are directly related to work and industry and are nationally recognised qualifications.

PLEASE NOTE: Students considering entering the VET Program in Year 10 are ineligible to use this funding through the Access Program as this funding will be used as part of the VET Program. If you have any questions or concerns, please ask.

Can I choose a VETis Funded Certificate in Year 10 – 12 through ACCESS?



SPORT

The main aim or mission of the program is:

"To foster and support the sporting success and commitment of our very talented students, whilst maintaining the provision for excellence in their academic studies."

Starting in 2019 Sport offers academy programs to allow students to develop and achieve excellence in a range of our sports on offer at Redlands College. These academies will have an excellence strand and a development strand to cater to a range of levels.

The aim is to challenge and extend talented athletes across the broad range of sporting areas in Years 10–12. The Sports Program has an emphasis on commitment to improving performance and increasing sporting skills in many sporting fields while linking these elements to the theoretical knowledge needed by an athlete to succeed.

Our students will be supported by

- specialist coaches,
- strength and conditioning coaches and
- health and fitness professionals including
 - physiotherapists,
 - sports psychologists,
 - skill acquisitions analysts and
 - personnel from National Sporting Bodies.

Whilst designed for those students with passion, enthusiasm and talent for sport it is targeted at those students who through the conduit of sport want to develop the skills, knowledge and behavior to be champion individuals, both on and off the sporting areas.

At Redlands College we recognise that developing sporting potential needs to be matched with efforts to attain full academic potential and so students are developed and guided both in the classroom as well as on the sports field. This is achieved through the provision of experienced staff who will work with the students holistically.

We are therefore pleased to offer the following options during Periods 5-6 on Wednesdays:

- Basketball - development or excellence
- Netball Academy - development or excellence
- Football Academy - development or excellence
- Tennis Academy - development or excellence
- Touch Football Academy - development or excellence
- Volleyball Academy - development or excellence
- Extreme Pursuits (Wakeboarding, Mountain Biking, Sailing, Windsurfing and other cohort strengths).

Students wanting to play and engage in representative level sports for Redlands College will need to be in the respective sports academy. (Basketball, Netball, Soccer, Volleyball). This is a mandatory requirement.

Please note that our intention is to develop the athlete holistically. Athletes who play multiple sports will be considered for movement within the academy classes through conversations with the Director of Sport. Athletes who play across sports will not be expected to be locked into one academy. These athletes will have a base home academy and sessions will be negotiated at the discretion of the Director of Sport.

PHILOSOPHY

The basketball academy aims to provide student athletes with a unique opportunity to engage holistically with their development in basketball. The program allows driven young students to pursue their basketball aspirations while receiving guidance in sports psychology, nutrition, exercise physiology and other components that compliment athlete and self.

The program is committed to upholding high expectations of each and every student-athlete by:

- Constant monitoring of academic progress and performance reviews
- Developing skills within the game, providing strong pastoral care and helping them achieve qualifications that will provide students opportunities for future employment within the sport industry.

OBJECTIVE

Access offers a basketball academy program designed to provide the opportunity for development level and outstanding basketballers to follow their passion.

Selected students participate in a highly structured program which focuses heavily on skill development and advanced game play.

FORMAT

The students will have access to high level competition and representative success. This program operates with the boundaries of the school timetable and lunchtimes. However, it is expected that this program will supplement participation in external competitions and Bayside / Metropolitan sport.

High performing athletes demonstrate an excellent understanding of the following:

- Game Tactics
- Nutrition
- Strength and Conditioning
- Refereeing and qualification
- Media Presentation
- Sports Psychology
- Sports Injuries
- Goal Setting

PHILOSOPHY

The Redlands College High School Football Excellence Program aims to develop players that are not only technically and tactically proficient but are good decision-making players that have a highly developed knowledge of the game. The aim is to develop the players holistically socially, emotionally and mentally, whilst accessing psychologists, nutritionists and physiologists.

OBJECTIVE

By having a highly developed knowledge of the game, the flexibilities of the game and the roles and responsibilities of individual positions within the game, players will have the ability to cope at the next level of Football.

While addressing the general health and personal development outcomes of students, the program is focused on specific Football related elements such as fitness principles, injury management and prevention, goal setting, coaching and refereeing accreditation. The fundamental Football skills identified in Football Federation on Australia's 'National Football Curriculum' are targeted in our Academy Program

FORMAT

The Redlands College Football Academy aims to further support student athletic development through exposure to competition against other schools in both Football and Futsal tournaments. Exposure to this program will see students growing to be intelligent players, who have tactical awareness and insight, high technical ability, game cleverness, game hardness developed through football specific conditioning and a will to win characterised through determination, discipline and perseverance.

EXPECTATIONS

Students will be expected to have a good attitude to work hard with the aim to improve. It is also important that players maintain a good standing in the College.

Netball at Redlands – Why play

Netball teaches so much more than the sport itself. Being a member of a netball team teaches skills that players can take with them into their wider worlds of school and work. Beyond the obvious team work, players learn resilience through losses and injuries, how to problem-solve more effectively, as well as how to push through challenges to improve skills. So, you can see netball really is good for you!

Here at Redlands our program has been growing in popularity, with more and more students joining our community. Our program offers a range of divisions to cater to the diversity of our players. For us it's not about winning, it's about doing your best, doing your bit for the team, staying active and having fun. Our point of difference is that whilst we offer skill development and strive to improve the performance of player and team, our real focus is on **being part of something bigger than ourselves**. This program does not require players to have advanced skills, but they do need to be committed. That means attending training sessions and all fixtures and seeking to be active through playing netball.

We recognise that our local clubs and netball associations offer wonderful pathways for our elite netballers, but what they don't offer is the experience **for all netballers** to enjoy being part of a travelling team, serving others whilst away, developing invaluable life skills and that sense of belonging to and being an important part of our netball community.

We achieve this by players:

- Attending all combined and specialist training sessions
- Planning all meals within a set budgeted amount when travelling
- Purchasing all food items from their planning, cooking all meals, doing their laundry and keeping their apartment clean when away
- Embedding a community service day into the itinerary

If this sounds like something you would like to be involved in please register your interest.

Netball Carnivals options

Students wanting to play and engage in netball representative cup events will be required to be in the Netball Academy for Wednesday Access. This will be a scheduled training session and mandatory requirement.

Gold Coast Carnival: July

The Gold Coast Netball Carnival is held at the Southport Carrara Netball Association courts. It is a top-class event that hosts teams from all across Australia, New Zealand and South Africa, making it a very culturally diverse event. The quality of netball offered is of a very high standard due to the number of travelling teams in attendance.

Banana Cup: August

The Banana Cup Netball Carnival is hosted by the Murwillumbah Netball Association. This event is a day of social netball.

Schools Cups: Samsung Cup – Mid September

Shield/Cup – Mid October

Netball Queensland also offer statewide competitions for schools. For Primary Schools this is the Samsung Cup and for Middle School the Vicki Wilson Shield and for Senior school Vicki Wilson Cup.

Attendance at these events will be reviewed on a year by year basis depending on dates.

LET'S BE PART OF SOMETHING BIGGER THAN OURSELVES

RECREATION SPORTS AND ACTIVITIES

Recreation Sports and Activities (Rec) are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

In the ACCESS course students and teachers will chose a medium that allows students to explore:

- sport and active recreation in Australian culture
- interpersonal skills and interaction with others
- technology in recreation activities
- being physically active in a non-competitive environment
- lifelong benefits of being physically active
- the connection between physical activity and mental health

The skills developed in Rec will be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development.

Rec will explore 2 to 3 Mediums throughout the year. A Medium is developed by:

- choosing a sport-related or recreation-related focus (decided by the teacher and Cohort in discussion with the Director of Sport and Activities.
- identifying the core topics, concepts and ideas, inquiry questions as a group.
- identifying the relevant subject matter and learning experiences that are applicable to the chosen elective as a group.

An example of what this might look like is below:

Term 1	Term 2 and Term 3	Term 4
Contemporary Sports Racquet, Bat or Ball	Leisure Activities	Personal Fitness Activities

The introduction of our new Tennis Academy offers students an opportunity to take their ability to the next level. Specific training sessions will be provided to students who seek to learn and improve their tennis skills. We will be implementing a holistic approach, with students spending time on self development and understanding the important character qualities and attitude required to progress not only with their tennis, but with their own life journey.

Our tennis program will be offered by experienced and professional coaches with the following being covered;

- Fundamentals of tennis including techniques and tactics.
- Theory of tennis; students will study and gain a broader understanding of the game
- Rules and umpiring.
- Personal development
- Speed & endurance sessions specifically catered for tennis players
- Skill and game analysis and evaluation
- Health & Nutrition
- Additional competitions, match play and training

FORMAT

Competition structure:

- Open boys
- Open girls
- Year 10 boys
- Year 10 girls
- Individual

OBJECTIVE

Our objective is to bring out the best in every student to become the best tennis player they can be, while encouraging the importance of self-development. We aim to have every student leave our program with new skills and values that will help lead a successful life. The knowledge and skills gained through our program will help students transition into club and tournament play or coaching opportunities through our partnership with Capalaba Tennis Centre.

PHILOSOPHY

Touch football is an international sport that can be played at all levels through all ages. The complexity of touch increases as the player's age increases, while the basics still remain important. Students in years 10-12 are transitioning from junior competitions to senior competitions. The touch sport program for senior school provides the opportunity to make this transition through a higher level and technical touch program, culminating in the Queensland All Schools Touch Championships.

OBJECTIVE

The primary objective is providing players with the technical knowledge to play touch to a high level. This will assist players to choose further pathways in touch as either a player or a coach. To achieve this objective, players will develop and understand the fundamentals of touch (referred to as the priority six of touch). They will further explore and develop the core actions of the game of touch and when and why these actions take place. Finally, these actions will be combined to provide moves that are analysed to provide meaning for running these moves.

FORMAT

The Queensland All Schools Touch Championships (described on the All Schools website as *"Simply the biggest schools touch football event anywhere in the world. Over 400 teams and 5000 students converge on Whites Hill in October every year."*) will be the team based competition that players will aim to demonstrate their understanding of the skills of touch and their personal performance. The teams available for this competition are:

- Open Boys
- Open Girls
- Mixed

The weekly program for the sports program will include a theory component looking at rules and analysis of touch. There will be fundamentals development as well as the development of higher level skills. Players will be expected to set personal goals for their development, and will be provided with personal feedback on how to improve their game.

Where possible, games will be organised with other schools in south east Queensland to practice skills learned and develop partnerships with like-minded schools to develop the players in touch. Players will have opportunities to referee, coach and play, developing all of the areas of touch.

EXPECTATIONS

Students will be expected to have a good attitude to work hard with the aim to improve. They must be available to play in the Brisbane All Schools Competition in term 2 and the Queensland All Schools Touch Competition in term 4. It is also important that players maintain a good standing in the College.

PHILOSOPHY

The introduction of the new Volleyball Excellence Academy during Wednesday afternoon allows us to bring young aspiring athletes together in a challenging, supportive, rewarding training and competitive environment.

Although the Academy program aims at excellence, it provides more than a volleyball focus. It is about the development of the holistic athlete in personal, interpersonal and life skills as they co-operate within their learning environment in pursuit of individual and team goals.

This academy will enable them to develop the skills and tools necessary to better understand the game, develop their inherent talents and perform at a higher level during competition.

OBJECTIVE

- The introduction of Fitness and training programs
- Umpiring and general officiating for Volleyball
- Skill analysis and evaluation
- Game analysis and tactical appreciation
- Specialist position training
- Sport Psychology
- Sports injuries – prevention, cure and strapping
- Upskilling in preparation for VQ State Competition Pathways
- To promote external pathways for elite athletes

Competitions we will utilise:

Students wanting to play and engage in volleyball schools cup events or AVSC events will be required to be in the Volleyball Academy for Wednesday Access. This will be a scheduled training session and mandatory requirement.

VQ Beach Volleyball Schools Cup Year 7-12

This is the first official VQ event of the year and is a great introduction to volleyball for all groups to get back into the program after the holidays. Fantastic weekend competition in a different format (Pairs or 4's). A great way to build culture and community with our volleyball community.

VQ Intermediate Schools Cup Year 9-10

This is the next level of competition after Junior schools and is increased in intensity and expectations. Students continue to develop a greater understanding of the game and all its aspects to achieve a high level of proficiency.

Year 9 have continued weekly sport under the current model with local schools and seasons. Year 10 will operate under the new sports Academy model as outlined in this document.

VQ Senior Schools Cup Year 11-12

This is the final reward for years of hard work and practise to become proficient volleyball players and continue to develop good leadership within our College.

AVSC – Australian Volleyball Schools Cup

This is the ultimate volleyball tour for any aspiring volleyball players – the single largest schools based sporting event in the southern hemisphere – 135 schools, 526 Teams, and over 5000 participants.

NOTE there will be an option to use one of the trainings when suitable, for psychology sessions or sessions run by external providers.

EXTREME PURSUITS

PHILOSOPHY

This extreme pursuits outdoor learning connection provides a framework for students to experience guided, integrated learning across the curriculum in natural environments. Students have the opportunity to gain unique and specific benefits from outdoor learning. They develop skills and understandings while valuing a positive relationship with natural environments and promoting the sustainable use of these environments. This option is designed to allow students to understand risk and perceived risk, whilst maintaining safety in some extreme based mediums.

OBJECTIVE

The primary objective of this program is to place our students in challenging but calculated activities that stretch them to grow and develop into resilient individuals, who understand the fundamentals of higher risk activities. Students will learn how to analyse risks and respond accordingly in a safe manner to enjoy the benefits of higher adrenalin activities.

The focus of this class will be understanding the difference between real risks and perceived risks, which provides a platform to enjoy more challenging activities.

FORMAT

The yearly program for the sports program will include the below:

- Kayaking – sea and river
- Mountain Biking : all students are required to use their own mountain bike, have their own repair kit along with their own helmet
- Sailing and Windsurfing
- Wakeboarding : The College provides transport to the venue only. This is to ensure students can participate in a full afternoon of Wakeboarding. Parents must be able to organise transport home for their child/ren from the venue. The supervising teacher has an option to either continue on or finish the afternoon at 3:15 pm. Duty of Care will be covered by the wakeboarding park until the park closes for the afternoon.

Students will complete a term and a half of Wakeboarding or Sailing / Windsurfing, a term and a half of Mountain Biking and one term of Kayaking. Weekly lessons will consist of leaving the College for designated venues, as well as completing training within the school. Students will also join other Wednesday sport options for commonly shared time where we will access sport psychologists, exercise physiologists, physiotherapists and nutritionists.

EXPECTATIONS

Students will also be expected to be able to engage themselves in a challenging program and be willing to push themselves to new levels. Students should possess a reasonable amount of fitness and skill to ensure they can cope within these activities.

VOCATIONAL TRAINING

AUR20716 – CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

CERTIFICATE COURSE**Duration:** One year**QCE Credits:** 4

Fee: \$0 (Vocational Education and Training in Schools {VETiS} funding used to cover course. If already used VETiS funding the course cost will be negotiated with the provider) *(minimum number of 12 students)

Trainer: The Tactile Learning Centre RTO no. 30922 **Entry Requirements:** High school students (Years 10, 11, 12)

Qualification description:

This course is designed to systematically take you through all the systems and components of cars and motorcycles. After going through the 12 units of competency you should be able to diagnose, service and repair all of the most common problems and faults to be encountered with cars and motorcycles.

As a part of the training, you will also be introduced to electronic diagnoses, car restoration, parts sourcing and the multi-faceted automotive industry with its many career paths.

Delivery Method:

A mix of theory and hands-on project training. Students will have access to a motor vehicle for the hands-on projects.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

Units of Competency:

Course units (12)	
AURFA003	Communicate effectively in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURASA002	Follow safe working practices in an automotive workplace
AURETR003	Identify automotive electrical systems and components
AURLTA001	Identify automotive mechanical systems and components
AURFA004	Resolve routine problems in an automotive workplace
AURTTK002	Use and maintain tools and equipment in an automotive workplace
AURTTA027	Carry out basic vehicle servicing operations
AURTTA009	Carry out mechanical pre-repair operations
AURTTE007	Dismantle and assemble single cylinder four-stroke petrol engines
AURETR015	Inspect, test and service batteries
AURTTB007	Remove and replace brake assemblies

SIS20213 – CERTIFICATE II IN OUTDOOR RECREATION – SCUBA AND PADI SCUBA LICENSE

CERTIFICATE COURSE

Duration: One year

QCE Credits: 4

Fee: \$0 (Vocational Education and Training in Schools {VETiS} funding used to cover course. If already used VETiS funding the course will cost \$2,500) *(*minimum number of 15 students*)

Trainer: Australian Global Institute RTO no. 31690

Entry Requirements: Must turn 15 before
March 2021

Qualification description:

This qualification provides you with the skills and knowledge to work in sport and recreation industry in a generalist capacity and assisting with the conduct of a range of outdoor activities with our skill sets.

What you get with the SCUBA stream?

- SIS20419 Certificate II in Outdoor Recreation (4 credits towards your QCE)
- No cost for PADI Open water International Diver Certification (explore the oceans, great personal development, self-confidence and team builder). Separate coursework which is included in program cost (not embedded).

Learning Experiences:

A range of teaching and learning strategies will be used to deliver and assess the competencies. These include:

- Project based tasks
- Observations
- Questioning
- Team Work
- Activities in simulated work environments
- Folios of Work

Assessment:

Is competency-based.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

continued: SIS20213 – Certificate II in Outdoor Recreation – Scuba and PADI Scuba License

11 units must be completed:

4 core units

7 elective units

Core units (4)

HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge

Electives units (7)

SISOSNK001	Snorkel
SISCAQU002	Perform basic water rescues
SISOSCB001	SCUBA dive in open water to a maximum depth of 18 metres
SISOSCB004	Navigate prescribed routes underwater
PUAOPE013	Operate communications systems and equipment
SISXCAI001	Provide equipment for activities
SITXCOM002	Show social and cultural sensitivity
SISOSNK001	Snorkel
SISCAQU002	Perform basic water rescues

CHC34015 – CERTIFICATE III IN ACTIVE VOLUNTEERING

Fee: \$0 (no VETIS funding used) **Duration:** One year

QCE Credits: 5

Trainer: Volunteering Qld RTO No. 6020

Entry Requirements: Must turn 15 before
March 2021

What is this Certificate about?

Students will develop an understanding of the concepts of service learning, volunteering and community work through engagement with the community both within and external to the School. They will learn how to identify an area of need within the community and plan a program that will enable them to utilise their knowledge and skills for the benefit of others. Training of this Nationally Recognised Qualification is provided through Volunteering Queensland and is delivered by qualified staff at the School.

Objectives:

Students develop a range of skills through the course which include:

- Building work and real-world skills, experience and confidence that is required in today's workplaces
- Add value to their school studies and develop employability skills
- Learn to transition from school to life in employment and further study and the community
- Develop workplace networks

Assessment:

Is competency-based. Students will be required to complete 40 hours of volunteer work.

Service Agreement:

The College must have certain teachers and equipment to run this course. If the College loses access to these resources, we will ensure learners have every reasonable opportunity to complete their Training Program. However, the College retains the right to cancel a course if we are unable to meet requirements.

Units of Competency: Total number of units = 10 (6 core units plus 4 elective units)

Core units	
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
CHCCOM002	Use communication to build relationships
CHCLEG001	Work legally and ethically
BSBWOR301	Organise personal work priorities and development
Elective units	
Examples	
HLTAID003	Provide first aid
SISXCAI007	Assists with activities not requiring text documents
CHCGRP001	Support group activities
BSBWRT301	Write simple documents

10741NAT – CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY

Fee: \$0 (no VETIS funding used) **Duration:** Two years

QCE Credits: 8

Trainer: Redlands College RTO No. 30566

Entry Requirements: Nil

Qualification description:

The course is intended to provide students with the following knowledge and skills:

- Knowledge of theological sources
- Understanding of theological information
- Understanding of Christian practice
- Skills to identify theological insights
- Ability to communicate theology effectively

What is this Certificate about?

This Certificate has been specifically designed for Redlands College students who are interested in serving others. This service can be in their local church or as part of mission projects at the College, including: youth leadership, Sunday school teaching or other church ministry areas as well as service in our own College service projects.

In this Certificate, students will learn theology through a variety of hands-on activities that are relevant to real-life situations. It will:

- Enable students to study theology at an elementary level, developing their skills in theological and Scriptural studies and in reading, writing, presenting and discussing theological issues.
- Expand students' knowledge, understanding and appreciation of major themes of theology and Scripture;
- Develop students' spiritual awareness and enable them to confidently fulfil Jesus' commission to help make disciples.

Assessment:

Is competency-based.

Service Agreement:

The College must have certain teachers and equipment to run this course. If the College loses access to these resources, we will ensure learners have every reasonable opportunity to complete their Training Program. However, the College retains the right to cancel a course if we are unable to meet requirements.

Units of Competency: Total number of units = 8 (6 core units plus 2 elective units)

Core units

CMTTHE301	Research Christian Scripture and Theology
CMTTHE302	Identify theological data
CMTTHE303	Present information on a theological theme or issue
CMTTHE304	Apply new theological insight
CMTMIN301	Apply theological knowledge to contemporary ethical issues
CMTMIN302	Communicate theology in everyday language

Elective units

BSBWHS201	Contribute to health and safety of self and others
BSBITU213	Use digital technologies to communicate remotely

SIT30616 – CERTIFICATE III IN HOSPITALITY

CERTIFICATE COURSE

Duration: One year

QCE Credits: 8

Fee: \$300 - \$500 (Vocational Education and Training in Schools {VETiS} funding used to cover up to Certificate II level. If already used VETiS funding the course cost will be negotiated with the provider) *(minimum of 15 students required)

Trainer: Aurora Training RTO No.32237

Entry Requirements: Nil

Qualification description:

The Certificate III in Hospitality can help you to develop universal skills and knowledge which could send you on your way to your dream career. You have the option of learning about food and beverage, accommodation, or gaming. The hospitality industry has endless opportunities and with it being one of the biggest industries across the world, there is no telling where it could take you!

Employment Opportunities:

- Food and Beverage Attendant
- Espresso Coffee Machine Operator
- Waiter
- Function Attendant
- Restaurant or Function Host

Learning Experiences:

A range of teaching and learning strategies will be used to deliver and assess the competencies. These include:

- Project based tasks
- Observations
- Questioning
- Team Work
- Activities in simulated work environments
- Folios of Work

Assessment:

Is competency-based.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

Units of Competency:

Core units

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service To successfully complete SITHIND004 36 work shifts must be completed
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices

continued: SIT30616 – Certificate III in Hospitality

Elective units

SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages *
SITHFAB005	Prepare and serve espresso coffee *
SITHFAB007	Serve food and beverage*
SITHGAM001	Provide responsible gambling services
SITXFIN001	Process financial transactions
SITXFSA001	Use hygienic practices for food safety
SITXFSA002	Participate in safe food handling practices

To successfully complete SITHIND004 36 service periods must be completed.

To successfully complete SITHFAB004 3 service periods must be completed.

To successfully complete SITHFAB007 5 service periods must be completed.

* Prerequisite is SITXFSA001 Use hygienic practices for food safety

MEM20413 - CERTIFICATE II IN ENGINEERING PATHWAYS

CERTIFICATE COURSE

Duration: One year

QCE Credits: 4

Fee: \$0 (Vocational Education and Training in Schools {VETiS} funding used to cover course. If already used VETiS funding the course cost is \$1490 inclusive of a Drone kit)*(minimum number of 15 students).

Trainer: Skills Generation RTO No. 41008

Entry Requirements: Nil

Qualification description:

The course will produce distinctive graduates who are able to balance essential and specialised underpinning engineering skills, an understanding of the available pathways in the engineering sector and the opportunity to undertake work on the construction and repair of a drone.

Participants will build their own drone that they can then use to complete a Civil Aviation Safety Authority (CASA), Remote Pilots Licence (RePL) and operate drones commercially. This is embedded in the Certificate III In Aviation (Remote Pilot-Visual line of sight)

Assessment:

Is competency-based.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

Units of Competency:

Core Units	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEM13014A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMSUP106A	Work in a team
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools / hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE001A	Use electric welding machines
MEMPE0074A	Pull apart and re-assemble engineering mechanisms

AVI30316- CERTIFICATE III IN AVIATION (REMOTE PILOT - VISUAL LINE OF SIGHT)

CERTIFICATE COURSE

Duration: One year

QCE Credits: 6

Fee: \$0 (Vocational Education and Training in Schools {VETiS} funding used to cover course. If already used VETiS funding the course cost is \$990) *(minimum number of 15 students).

Trainer: Skills Generation RTO No. 41008

Entry Requirements: Completion of Cert 2 in Engineering Pathways (Year 12 2020 exempt)

Qualification description:

This qualification is relevant to people operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

This qualification forms some of the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3— Certification of UAV controllers.

Assessment:

Is competency-based.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

Units of Competency:

Core units	
AVIE0001	Operate aeronautical radio
AVIF0013	Manage human factors in remote pilot aircraft systems operations
AVIF0023	Apply regulations and policies during remote pilot aircraft systems operations
AVIH3019	Navigate remote pilot aircraft systems
AVIK3002	Use info technology devices in an aviation workplace
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions
AVIW3038	Operate and manage remote pilot aircraft systems
AVIY3073	Control remote pilot aircraft systems on the ground
AVIY3074	Launch remote pilot aircraft systems
AVIY3075	Control remote pilot aircraft systems in normal flight
AVIY3076	Recover remote pilot aircraft systems
AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIY3078	Manage remote pilot aircraft systems energy sources requirements
AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations

BSB50215 – DIPLOMA OF BUSINESS

CERTIFICATE COURSE

Duration: One year

QCE Credits: 8

Fee: \$2,150 (may vary slightly)

Trainer: Barrington College RTO No. 45030

Entry Requirements: Starts Year 11 Term 1 or Year 11 Term 4 **(minimum number of 15 students)*

Qualification description:

The Diploma of Business course opens your world to endless pathways across many different fields, including: human resources, marketing, banking, retail, accounting and small business.

The program is tailored to attract young entrepreneurs who have a keen interest in developing skills in researching business opportunities, working in teams, developing a business plan and following through with their business ideas to create a portfolio of information, designs, costings, to part of their final overall assessment.

Learning Experiences:

A range of teaching and learning strategies will be used to deliver and assess the competencies. These include:

- Project based tasks
- Observations
- Questioning
- Team Work
- Activities in simulated work environments
- Folios of Work

Assessment:

Is competency-based.

Service Agreement:

This course is offered on the basis that there is a minimum number of students as stipulated by the Training organisation. The College retains the right to cancel a course if we are unable to meet the minimum number of students that the training organisation requires.

Units of Competency:

BSBADM502	Manage meetings
BSBCMM401	Make a presentation
BSBCUS501	Manage quality customer service
BSBHRM506	Manage recruitment, selection and induction processes
BSBMKG501	Identify & evaluate marketing opportunities
BSBPMG522	Undertake project work
BSBRSK501	Manage risk
BSBWOR501	Manage personal work priorities and professional development

EXTENSION

CREATIVE ARTS ACADEMY

For those who are interested in the Creative Arts there will be an option for you during Wednesday afternoon ACCESS time. Spaces will be limited and it will require a full year commitment as it will be geared toward productions throughout the year culminating in an exciting production in term four. We want to bring together innovative minds who can create contemporary works based on prominent characters and themes. This may be in the form of a video production, dance choreography, acting piece, music score, artworks or any creative combination. With extra-curricular links to competitions such as Shake Fest the group will work towards a showcase evening at the end of the year - a Fusion style Presentation under the Stars.

MUSIC EXTENSION

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialization Musicology, Composition or Performance only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

ASSESSMENT

In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Composition, Composition or Performance 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Composition, Composition or Performance project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition, Composition or Performance 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination – extended response			

Those in year 10 and 11 can pick Music Extension as preparation for Units 3 and 4. Students will need to study units 3 and 4 to receive credit towards their ATAR.

MAGAZINE

Redlands College has a strong history in creating its annual student produced magazine, Harambee. Each year a team of students collaboratively work to create an important record of the year. Students who choose to be part of the magazine will be responsible for the design, development and production of Harambee. This is a yearlong commitment for students.

UNIVERSITY SUBJECT

External tertiary study programs may be available to Senior School. Currently we have students studying at QUT, UQ, CQ University and USQ. USQ provides an opportunity for students to study online. The time on Wednesday afternoon can be used as the time for students to participate in this study. If a student is enrolled in another institution, they may use the time on Wednesday afternoon as an Independent Study Session.

The duration of these subjects is one semester. In the vast majority of cases, the first subject is free. Additional subjects can be studied but this is usually with an additional cost. For example, at USQ additional subjects can be studied at \$395 a subject. These subjects will count towards a student's degree. In most cases credit from courses in other institutions can be transferred to a student's tertiary provider once they have left school.

Students who are studying a university subject that is not scheduled on a Wednesday afternoon may use this time as an Independent Study Session.