



Term 1

**Exploring Gifts
and Abilities**



Term 2

**Community
Engagement**



Term 3

**Exploring our
Heritage**



Term 4

Personal Projects

VCAL 2016



Welcome to VCAL at Bayside

Welcome to Bayside Christian College Victorian Certificate of Applied Learning.

The next few years are a significant time of growth and development where decisions for life and learning are made and cemented. In partnership with families, we aim to support the growth and development of students' unique God-given gifts and talents.

Inside this handbook you will find a selection of practical information to help you connect with what your child is doing this year. Please take time to read the information included on the purpose, vision and mission of the College.

One of the core values of Bayside Christian College is partnership between home and school.

*For you created my
inmost being;
you knit me together in
my mother's womb.
I praise you because I
am fearfully and
wonderfully made;
your works are
wonderful,
I know that full well.*

Psalm 139:13-15

Bayside Christian College partners with families to see students grow in their understanding of God's Word and in their commitment to serving Jesus Christ in all areas of life.

Partnership between school and home is only possible through meaningful connection and active engagement in the life of the College.

In VCAL, we invite and encourage you to become involved with us in any way possible. This can include joining us on excursions, breakfasts, sharing devotions, sharing your expertise in your field of work, mentoring, helping students with interview skills etc.

Purpose of the College

Bayside Christian College purpose

Bayside Christian College is a welcoming and thriving ELC-Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established over thirty years ago by the Association for Christian Education of Frankston Inc., the College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by –

- i. leading students into the service of God and of others as a thankful response to the work of God in Christ;
- ii. nurturing in students the development of a Biblical understanding of the world and of life;
- iii. establishing an educational environment that is characterised by faith, hope, love, joy, peace and service;
- iv. helping students to discover and develop their own God-given abilities and to recognise and respect those of others;
- v. showing students that knowing their strengths and limitations, is part of achieving a realistic, positive self-image;
- vi. promoting a striving for excellence in their lives.

Bayside vision

To nurture and prepare young people for a life of responsible discipleship in God's Kingdom.

Bayside motto

"Unity and Maturity in Christ" – taken from Ephesians 4:13.

Bayside's Christian distinctive

Bayside Christian College is Christian in its ethos, its curriculum and its character. Its attitudes and actions are shaped by an ongoing commitment to the vision of its founders of "providing education which is honouring to God".

'Unity and Maturity in Christ'



Bayside teaching and administration staff are Christians, active in their local churches. They are dedicated to biblically-based education that seeks to encourage children to understand what it means to follow Christ across the whole of life.

This shared vision is demonstrated practically in the classroom by the application of a Christian worldview perspective, where children are encouraged in their ability to understand and respond to the world and its various challenges through a biblical lens.

This perspective means that when it comes to schooling, and that includes all programs and activities, consideration is given to whether it encourages growth in understanding what it means to follow Christ.

Christian schooling also means Christian community. One significant way that Christians visibly demonstrate their distinctive understanding of the world is through genuine care and devotion to the wellbeing of others.

Concern for community is a real strength of Bayside Christian College. As such, there is an expectation of all members of the College community – teachers, parents and students – that we view and act towards others in a biblical way.

Christian education for Christian families

Bayside Christian College is governed by the Association for Christian Education of Frankston Inc., whose membership is made up of parents and like-minded individuals willing to accept the biblical foundations of the College and its curriculum.

The Association was formed in 1980 by a group of dedicated parents with the desire to have their children educated in a formal environment supportive of their own Christian beliefs.

Parents of current and former Bayside students, who are committed to the school's founding purposes and who wish to share in moral ownership over its future direction, are invited to become members of the Association.

See www.baysidecc.vic.edu.au/association or contact the Bayside Community Development Officer Ben Williams (5971 6718) for more information.

Life in VCAL

Communication

We love to hear from you! The more we know about what is happening with your child, the more effectively we are able to support them. We welcome communication about any issues your child may be working through, as well as hearing about their successes so that we can celebrate with them.

Email is our preferred method of communication in VCAL, and we will always endeavour to respond within 24 hours. However, feel free to contact us by phone – you may need to leave a message on voicemail.

Information regarding excursions or any upcoming events will be sent home via email. Please ensure that your email details are up to date with the office. If you do not have email, please let us know so that we can send you a hard copy.

Contacts

Lara Curtis-Morris	VCAL Coordinator 10-12, Senior PDS, WRS, Senior Literacy l.curtis-morris@baysidecc.vic.edu.au phone: 5971 6715
Sam Waldron	Yr 11/12 Homegroup, Foundation PDS, Senior & Intermediate Numeracy, Business Certificate II, Employment Pathways, Certificate 1, Year 10/11 English sam.waldron@baysidecc.vic.edu.au phone: 5971 6700
Angie Mathews	Year 10 Homegroup, Applied Science, Foundation Maths a.mathews@baysidecc.vic.edu.au phone: 5971 6700
Claire Dawson	Careers/VET Coordinator claire.dawson@baysidecc.vic.edu.au phone: 5971 6700
Chris Prior	Principal, Industry Electives Yr 10 phone: 5971 6700
Shirley Patterson	Head of Secondary shirley.patterson@baysidecc.vic.edu.au phone: 5971 6700

Absences

As students work in teams for much of their assessment, absences have a big impact on the class. Students need to attend school every day unless they are sick. Please keep sick children home as, again, we aim to minimise the impact on the rest of the class.

Please inform employers and TAFE of any absence.

Please contact the office no later than 9am to inform of any absence. If you have time, an email to Mrs Curtis-Morris is also very helpful. A medical certificate will be required if the absence falls on a day where assessment is due.

VET courses and work placement

VET courses, Traineeships and School Based Apprenticeships are administered by a Registered Training Organisation, which will liaise with our Careers Coordinator, Claire Dawson. Please contact Mrs Dawson with any questions about these arrangements.

Work placement needs to occur once a week, and can include work experience, volunteer work or a part-time job. This must be organised by students. Work experience and volunteer work will require a work placement form to be completed by the employer, parent, student and the school. These forms can be collected from Mrs Dawson and need to be returned to Mrs Curtis-Morris BEFORE commencement of work. Students will not be covered by the College's insurance if these are not returned.

Homework

Due to the nature of the work completed in VCAL, homework expectations will be fairly minimal.

Students are required to read each night, for a minimum of 15 minutes. Students are also expected to keep an up to date folio of their projects. Some time will be given for this in class, however this will need to be done primarily at home. Approximately 30 minutes per week should be allocated for this.

Students should expect regular homework for their VET course.

Assessment

Students will be given grades for each piece of assessment and awarded an 'S' (satisfactory), or 'NYC' (not yet competent). Students demonstrate their competence through a variety of ways, and so have many opportunities to demonstrate their understanding.

Feedback will be provided in written form through Edumate, as well as class discussions where students and the teacher can give each other feedback.

Students will not sit examinations (although these may be involved in some VET courses) but will participate in an assessment panel at the end of each semester.

Four key questions

Through all our assessment, we will be asking ourselves four key questions as we process various topics:

1. What is God's intention for this area of creation/culture?
2. How has this purpose been distorted?
3. How does God want us to respond?
4. How can we help develop a deeper understanding and commitment to a Christian way of life?

Students learn to consider all of life through this lens, in order to understand more fully God's creation and plan and their part in it.

Folios & assessment panels

Students are required to maintain a folio of the projects they do in Personal Development and Work Related Skills as evidence of work being completed. This involves writing a description of the task, keeping a log of meetings, phone calls etc. involved in planning, timelines, photos and so on. Students are also to complete a 'red light/green light' at the end of each project, reflecting on what they did well and how they could improve in the future.

Folios will be used by students to present in front of a panel of people at the end of each semester, which will form a major part of their assessment.

Unit overviews

Literacy

Students in Senior Literacy will develop the following skills:

- Reading and writing for self-expression
- Reading and writing for practical purposes
- Reading and writing for public debate
- Reading for knowledge
- Oracy for self-expression
- Oracy for knowledge
- Oracy for practical purposes
- Oracy for exploring issues and problem solving

Students in VCE Foundation English will study the following:

- Essentials of English: reading and writing
- The study of texts
- Communication and the workplace

Within these prescribed areas of study, students will develop the skills being built on in Senior Literacy.

Numeracy

Students in Numeracy will utilise Mathematics in Years 11 and 12, as well as the Quest workbooks. Students will engage in a number of practical, applied learning projects which will enable them to use Mathematics 'on the job' and apply theoretical concepts learnt in class.

Certificate II Business

Students in Years 11 and 12 will work towards completion of this Certificate in allocated Business classes. They will complete the following units:

- contribute to health and safety of self and others
- deliver a service to customers
- work effectively in a business environment
- process and maintain workplace information
- handle mail
- communicate in the workplace
- produce simple word processed documents
- communicate electronically
- participate in environmentally sustainable work practices
- organise and complete daily work activities
- work effectively with others
- use business technology

As part of this course, students will run their own micro business. We would welcome any parents who would like to share their own experiences in running a business.

Industry Skills

Developing skills on the job:

This unit will run throughout the year and will include work placement as well as each Tuesday or Thursday morning. On Tuesdays and Thursdays, students work in their selected Industry group, exploring the skills that they will need for the workplace.

Learning outcomes: Through this unit, students will complete the following learning outcomes:

Personal Development Skills:

UNIT 1 – LO 1, 2, 3, 4, 5

UNIT 2 – F. 4, 5

Work Related Skills:

UNIT 1 – 1, 2, 3, 4, 5, 6, 7

UNIT 2 – 1, 2, 3, 4, 5, 6, 7

Four key questions: When learning about the workplace, we will be asking ourselves four key questions as we process this issue:

1. What is God's intention for this area of creation/culture?
2. How has this purpose been distorted?
3. How does God want us to respond?
4. How can we help develop a deeper understanding and commitment to a Christian way of life?

This unit will consist of five parts:

1. Logbook and journal for work placement
2. Journal and folio for elective
3. Industry projects with self-evaluation and employer evaluation
4. First Aid training
5. Barista training

Personal Development Projects

This is a guide only. Please note projects can change according to opportunities that present themselves, and student needs.

Term 1: Exploring Gifts and Abilities

SHAPE course: Year 10 only

Elective workshops: Students will plan, organise and deliver a series of workshops that will be delivered once a fortnight throughout the year teaching students in Year 10-12 VCAL new skills based on their own strengths. Students will be required to consider and address safety standards and complete lesson plans and activities for students. Students will need to consider diversity in others when preparing their workshops.

Industry Electives: Students will work with staff of the College and parents where appropriate to plan, organise and deliver various projects in the school community. This will be in either PE, mentoring, ELC, Primary assistance, Chicken and veggie farm, building and landscaping, IT and Media. This will take place once a week – Tuesday morning for Years 11-12, Thursday morning for Year 10.

Queenscliff camp: In groups, students will plan a camp to Queenscliff. They will be responsible for organising and running various activities throughout the camp, as well as planning, shopping and cooking for the camp and all equipment. They will need to demonstrate the ability to communicate and work in a team to resolve conflict and negotiate tasks and roles.

Workbook: Students will complete a series of worksheets and classroom activities in order to explore and understand effective processes used for planning and organising events.

Planned excursions:

- Monselvaat
- MCG sports tour

Term 2: Community Engagement

Students will experience the lives of others through their roles in the community, and witness how different people and their actions can shape a community. Visits to the various museums, business and cultural centres allow students to analyse how different people integrate into or separate from communities. Students will analyse how culture and worldview interact with and impact our community. They will apply their findings when developing whole school events to embrace and strengthen our community.

Projects:

Balnarring Camp: students will completely plan, organise and deliver an overnight camp in Balnarring.

Community project: Students will apply to be involved in one of a series of community activities:

- Blairlogie
- RSPCA

- Christian Surfers
- Lunchtime groups for isolated kids

School event: Students will consider ways to help the school community to connect. They will identify needs within the school and explore alternative ways to address these. They will then plan and deliver an event to address the need.

Excursions:

- Business trek: students will visit a series of businesses, and spend time interviewing people about their jobs
- Market visits: students will visit the Queen Victoria and Dandenong Markets where they will shop and prepare a meal
- Koori Heritage Museum
- Art diversity excursion
- Court visit
- Melbourne Gaol

Term 3: Who am I? Exploring our Heritage

Students will research their personal ancestry. They will be challenged to think about how the history of their family has defined their place in the world and the community, and who they are. The class will look at God’s story and what God says about their identity and place in His story. Students will consider the community their ancestors lived in compared to today’s community, and they examine the issues we face today and what we can learn from the past. They will develop ways to be part of the solution for issues faced today.

Projects:

Family tree: Students will research and develop a family tree. They will conduct interviews with family members in order to understand their own family heritage. They will then research the different cultures that form their background and present to the class, in order to understand the benefits of diversity in our community.

The story of Bayside: Students will work in groups to research the history of Bayside, and to tell the various stories that weave together to form our community. Students will research the issue of community, the increasing isolation that exists and the need to connect generations. They will interview parents, grandparents, staff and students, present and past to piece together their stories. They will then create a multimedia presentation to present at assemblies and presentation nights.

Grandparents day: Students will create a ‘this is your life’ moment for their grandparents or significant others. This may take the form of a video clip, book, speech and photo board. They will plan, organise and deliver a morning or afternoon tea for grandparents, where they will honour their role in their lives. They will also organise activities to ‘bridge the gap’ where grandparents will teach them something new, and students will teach grandparents something new.

Excursions:

- Cooks’ Cottage
- Point Nepean
- Sovereign Hill
- Amazing Race
- Chinese Museum, Jewish Museum

Year 10 students

In addition to the VCAL subjects above, students complete Applied Science, Maths, Electives and PE. Students will also complete a Certificate 1 in Employment Pathways. Students in Year 10 do not complete a VET subject or Work Placement, but do participate in a week of work experience with all Year 10 students.