Welcome to Year 11 & 12 at Bayside

Welcome to Bayside Christian College Year 11 and 12, incorporating the Victorian Certificate of Applied Learning (VCAL) and the Victorian Certificate of Education (VCE).

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.

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.
How You Can Connect

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

At Bayside we invite and encourage you to become involved with the education of your child in a variety of ways. This may include:

- Joining us on excursions, breakfasts
- Sharing devotions,
- Sharing your expertise in your field of work,
- Mentoring,
- Helping students with interview skills,
- Discussing the current topics your child is studying at the dinner table,
- Connecting with classes via facetime to present to students from your work,
- Watching recommended clips together, praying for all our students,
- Helping to plan Valedictory and end of year event etc.
- Contacting teachers to let them know how your child is going at home

Bayside Christian College Purposes

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.

Vision

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

Motto

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’.

Bayside teaching and administration staff are Christians who are 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 students 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.
Section A: Life in Year 11/12 – General Procedures

After School Assistance

Plus Club is available to all VCE students on a Wednesday afternoon until 4.30pm. Available teachers attend on the night and are able to provide individual assistance to students either needing extra help or wanting to extend their understanding. SAC re-sits will also take place on this day.

Assemblies

Assemblies are held weekly on a Monday morning at 8.55 am. These are a combination of whole school, Secondary, and Year 11/12 assemblies. The Year 11/12 assemblies are a time for students to share with the rest of the cohort the highlights of what they have been learning and how they have been contributing to areas of the community. Students will also hear from a guest speaker at each Year 11/12 assembly. Parents are very welcome and warmly invited to attend any of the assemblies.

Biblical Worldview

All curriculum at Bayside is taught through a Christian Worldview. The Biblical perspective will permeate all areas as teachers lead students to consider four key questions:

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.

Cars

All students who gain a licence during their Year 11/12 years must follow the conditions as set out on the Bayside Christian College Driving Authorisation form. This form must be fully completed before students may drive on the college grounds after gaining their licences.

Students who fail to comply with conditions will be informed that they may no longer drive to the College. Student cars should be parked on the railway side of the Study centre.

Students may not leave in other student’s cars without written parental permission. The privilege of bringing a car to school will be withdrawn from any student who does not observe College regulations about driving in the College, particularly speed limits. See Appendix 7.

Community Action

Students across the College are provided with many opportunities to express their gifts through various forms of service. This can range from becoming involved in bands, leadership, canteen duties, Production, assisting in Primary classes or the ELC, and many other opportunities. Students are provided with a period a week in which activities are available for them to become involved in if they are not already involved in other forms of service.
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.

As teachers are most often in classes, you may need to leave a message. Alternatively, you may choose to email. Teachers will endeavour to respond within 24 hours.

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

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Joel Kong  Yr 11/12 Homegroup, Visual Communication Yr 11/12, Media Yr 11/12
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Diary

Students are issued with a College diary, which should be used in all classes. Students should also check Edumate on a daily basis to note any changes to their timetable for that day.

Edrolo

Students in VCE have access to the Edrolo online learning program for most of their subjects. Teachers will instruct students as how to best utilise this resource for their subject. Please contact the Year 11/12 Assistant Co-ordinator if you require assistance in accessing this.

Expectations of Students

As well as meeting all the normal College requirements of students, Year 11/12 students at the College will be expected to give special attention to:

- Seek to serve others for their good and for the better discovery and nurture of your own gifts.
- Self-centred behaviour does not fit with the ethos of community at Bayside Christian College.
- Being excellent role models for both younger students and peers by exhibiting maturity at all times.
- Be properly attired in full College uniform at all times while attending the college or related functions and excursions. Students attending the college during study leave or exam times should be in full College uniform, except during Unit 3-4 external exams.
- Be punctual to all times to homegroups and classes.
- Make wise and diligent use of your study periods.
- Show the utmost respect and courtesy to all members of the college staff, visitors and parents.
- Take a prominent role in combined College events where possible such as assemblies and sports.
- Respect others property and privacy in the study rooms at all times.
**Homegroup**

Homegroup is an important time for students to receive information for the day, connect with their homegroup teacher and others students, and to spend time focusing on God’s word. The focus for homegroup each day is outlined below.

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<thead>
<tr>
<th>Day in Week A</th>
<th>Learning experience</th>
<th>People responsible</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Peer group study</td>
<td>Student group leaders</td>
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<tr>
<td>Tuesday</td>
<td>Community focus</td>
<td>Teacher/group leaders</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Teacher devotion</td>
<td>Teacher</td>
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<tr>
<td>Thursday</td>
<td>Peer group study</td>
<td>Student group leaders</td>
</tr>
<tr>
<td>Friday</td>
<td>Prayer</td>
<td>Student group leaders</td>
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</tbody>
</table>

<table>
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<tr>
<th>Day in Week B</th>
<th>Learning experience</th>
<th>People responsible</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Friday</td>
<td>Prayer</td>
<td>Student group leaders</td>
</tr>
</tbody>
</table>

**Resources being used:**

Term 1: “Love in Action” - experiencing the joy of serving. Bill Hybels.

Term 2: “Jesus” - seeing him more clearly. Bill Hybels.


End of Term 3-Term 4: “Character” - Reclaiming 6 endangered qualities.

**Homework**

Homework requirements for VCAL students are outlined in the VCAL section of this handbook. VCE students should expect an average of two hours of homework or study per night.

Teachers have provided students with year planners which clearly outline the homework requirements for each week in their respective subjects. Students should check these regularly so that they can plan ahead, use study periods to manage the demands, and organise their time effectively.
Homework Sessions are run at lunch times on Monday, Wednesday and Friday of each week. These are supervised by the Year 11/12 coordinator. Students who have submitted homework by the due date will be provided with a time to catch this up. Other students are more than welcome to attend for some extra time and motivation.

**School Times**

The day begins at 8.45am for Year 11/12 students. The study centre is open from 8.15am and students are welcome to come and prepare for the day. Students should arrive at school at least 5 minutes before the start of homegroup.

Students leave the College at 3:15 p.m. after their responsibilities (clean study room etc.) for the day have been met.

Where students have non-contact periods and no further classes on a given day, they may leave to study at home if parental permission has been provided. A letter at the start of the year will cover the student for the full year. Students must sign out at the office on all occasions when they leave early.

**Stress Management**

Managing stress is a normal part of life, and is a skill that it is important to help young people to develop. This is best achieved through:

- Developing healthy and realistic expectations
- Maintaining balanced sleeping patterns
- Ensuring a healthy diet
- Incorporating regular exercise (a simple 20 minute walk at lunchtime will help to alleviate stress)
- Managing time effectively through the use of effective and realistic schedules, reminders and accountability. Planning well ahead is essential
- Limiting work hours to a manageable level - preferably weekends rather than weekdays, no more than one or two shifts a week.
- Spending time in community - family, church, youth group, sport, art or music group, friends
- Limiting the amount of screen time (avoid completely for an hour before bed)
- Confronting challenges rather than avoiding them- seek assistance to problem solve early

**Storage of Belongings**

All students are allocated a locker for storage of their personal belongings. The College takes no responsibility for the loss or damage to Ipods, mobile phones or any other electronic equipment.

**Study Centre**

Quiet working environments are available for students who are not in class in three areas of the school.

1) Senior study centre, where study desks and computers are available
2) Library
3) Computer Labs when not being used for classes.
● If students wish to listen to music while they study they should use an MP3 player and headphones and only in the study centre or where the teacher gives permission.
● Students must be in attendance at a designated quiet working area while not in class.
● Students requiring group discussion should use the study centre computer rooms when available
● Students are responsible for keeping the study centre clean and tidy at all times.
● Desks are to be used for study purposes only and are not to be moved.
● No pictures of a distracting nature are to be displayed.
● White out, glue, sticky tape, pen, paint or permanent texta must not be used on desks or on lockers.
● Students have the use of a kitchenette. The Year 11/12 coordinator must approve all electronic equipment brought for use in the kitchen and it must undergo safety testing. Students are also to bring their own named crockery.
● Students are to demonstrate the following values:
  - Equality for all students
  - An encouraging atmosphere
  - A safe environment
  - Respecting each other
  - Positive talk
  - Responsibility
  - Unity and maturity
● This will be demonstrated through:
  - Studying quietly during study periods
  - Respecting each other’s space and property
  - Wearing correct uniform and being punctual
  - Keeping our area and resources clean
  - Assisting each other in their learning
  - Keeping bags and belongings off tables
  - Avoiding building barriers between year levels and courses
  - Speaking and acting kindly toward each other

**Off Campus Study**

Students who study “off” the College campus at such places as TAFE or local colleges, may, on application to the Co-ordinator and with parental permission, be allowed to study at home up to a maximum of one day per week if this works with their timetable.

Students are reminded that they must sign the out of routine book at the office on every occasion that they leave the college.

**Phones**

Telephone calls should not be for social purposes. Students may use their mobile phones only on the Study Centre balconies, or inside the centre if on silent and used for quiet work related purposes.
Photocopying & Printing

Students photocopying any work, unless specifically on an errand for a teacher, must use the student photocopier in the library.

A printer for student use has been provided in the Study Centre outside the Co-ordinator’s office. Students in VCAL are also able to print to I block.

All photocopying and printing are for school/study purposes only.

Timetables & Non-contact Periods

Students are provided with a timetable that allocates them to their classes. This is updated with any changes on Edumate.

Students in Year 11 VCE generally have 30 contact periods and 5 non-contact periods. Of the non-contact periods, 4 are allocated for quiet study, and 1 is allocated for students to have the opportunity to be involved in activities across the college. Some students will have more non-contact periods if they have a modified program.

Students in Year 12 VCE generally have 25 contact periods and 10 non-contact periods. Of the non-contact periods, 9 are allocated for quiet study, and 1 is allocated for students to have the opportunity to be involved in activities across the college. Some students will have more non-contact periods if they have a modified program.

Students in Year 11 and 12 VCAL do not have any non-contact periods. They will also attend VET for a day a week and work for another day.

Vocational & Educational Training (VET)

Please contact the VET coordinator, Mrs Claire Dawson, with any questions or concerns relating to VET. Students must adhere to all requirements set by the relevant Training Organisation, including attendance requirements.

Please notify the organisation as well as Mrs Dawson with any absences.
**Section B: Life in Year 11/12 – Policies & Procedures for VCE & VCAL**

**The purpose of this document is to outline to students and teachers the policies of the College in relation to certain administrative and procedural aspects of Year 11/12.**

*It is always to be read in the light of, and in conjunction with, the VCE ADMINISTRATIVE HANDBOOK, which remains the final arbiter in any dispute.***

**Victorian Curriculum & Assessment Authority (VCAA)**

The VCAA sets down rules which students must observe when preparing coursework and school assessed tasks. They are:

1. Students must ensure that all unacknowledged work submitted for course work is their own.
2. Students must acknowledge all resources used, including:
   - Text and source material
   - The name(s) and status of any person(s) who provided assistance.
3. Students must not receive any undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person or source, which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of another person’s work or resources without acknowledgement
- Actual corrections or improvements made or dictated by another person.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Students must sign the declaration of Authenticity at the time of submitting the completed task.

This declaration states that all unacknowledged work is the student’s own. Students must also sign a general declaration that they observe the rules and instructions and accept disciplinary provisions.

**Outcomes**

Each outcome is specified in the unit study design in terms of its key knowledge and key skills required to obtain satisfactory completion. The Study Design provides details of activities of which the teacher will select one or more. The College will develop courses that provide opportunities for students to demonstrate achievement of the outcomes and to satisfactorily complete the units of their VCE/VCAL studies.

At the beginning of the semester, students are provided with a year planner, as well as SAC/SAT information for the unit, including draft inspection for SATs and final submission dates. Students will be informed in the planning document of each study the
12

weeks in which SAC’s will be held. (Where it becomes necessary to alter SAC’s/SAT’s or outcomes or dates, due to changing or unforeseen circumstances, the students will be informed as soon as possible in order to minimise disruption to program.)

Where a student is not making satisfactory progress towards the completion of a SAC/SAT or outcome, the teacher may issue the student’s parent with the notification contained in Appendix 4.

1. Year 11 & 12 Enrolment Policy

1.1 Years 11 & 12 Enrolment

1) All students enrolling for any subjects must complete an enrolment form by the due date in the year they wish to enrol.

2) It is the responsibility of the student to obtain the correct form and return it complete to the Year 11 & 12 Co-ordinator.

3) Students who have re-enrolled will be given preference for positions in units over those students who have not re-enrolled. Students who have not completed the correct re-enrolment procedures will be placed after re-enrolled and new students.

4) No guarantee of a position in the College can be given to those students who do not re-enrol.

   a. If a student is unsure whether they will be returning in the next school year, they should re-enrol and then immediately inform the College if they do not need the position.

5) Students who have not re-enrolled will not be accepted into classes.

6) Enrolment in a Year 11 study (Units 1 and 2) at Bayside Christian College in one year does not automatically ensure enrolment in the subsequent unit 3 and 4 studies in the following year.

1.2 Enrolment Through Distance Education, VET or at Another College

Students may undertake a study through distance education, VET or at another college provided that all of the following conditions are met.

1) The student must have the permission of both the Year 11 & 12 Co-ordinator, VET and/or Distance Education Co-ordinator to undertake this type of study. Such permission is not automatic and the student must carefully outline the reasons why study needs to be undertaken elsewhere.

2) In the case of students wishing to study through Distance Education or VET, the student or the student’s parents agree to pay all costs involved. These would include enrolment fees and transport costs etc. The student or parent is also responsible to make sure all enrolment procedures and requirements are met at the other college.

3) The timetable at Bayside Christian College will be constructed to take into account study timetables to be met by the student at other places (where possible) but no guarantee of compatibility can be given. Students will be required to catch up on the work missed in any timetabled classes at this college. The student must inform the Year 11 & 12 Co-ordinator of the time of all study (and changes to study time) undertaken outside the college as soon as it becomes known.

4) The parents and student understand that study undertaken elsewhere is unlikely to be offered from a Christian perspective.
5) Bayside Christian College will generally be the venue for Year 12 external examinations but occasionally students are required to attend elsewhere. The student is entirely responsible for attendance and any monetary cost related to examination centres other than Bayside Christian College.
6) The student and parent must both sign a copy of the above conditions indicating their acceptance.

2. Attendance

Regular attendance at all classes is essential for a student to progress and also for authentication of SAC’s, SAT’s and outcomes. Students must achieve a 90% attendance for level FOR EACH SUBJECT. If students absent themselves the following steps will take place:

- Any unauthorised absence from a class will result in a meeting with the teacher and Year 11 & 12 Co-ordinator. A detention or similar may be issued. Frequent absences will result in a meeting with parents and the Year 11 & 12 Co-ordinator.
- If the student continues to be absent and misses over 10% of classes in a study in a semester in an unauthorised fashion, he/she will receive an N for the affected units, which could in the case of Unit 3 & 4 subjects lead to failure of the VCE or VCAL.
- Students who have non-contact classes (i.e. no classes timetabled) are expected to work in the library or study room and must obtain the permission of the Year 11 & 12 Co-ordinator to vary this arrangement.
- Students must bring a note, signed by parents or guardian, should they be absent from school for any reason. The note should be given to the homegroup teacher.
- Students are required to attend all devotions, assemblies and excursions and to be punctual at all times.
- It is the responsibility of the student to catch up on work missed while absent from any class.
- Authentication queries will arise if students have missed classes in an unauthorised manner.

NOTE – Students are encouraged to keep in close contact with their teachers / Year 11 & 12 Co-ordinator regarding absences. If a student is absent for an extended period (holiday, illness etc.) they must contact the Year 11 & 12 Co-ordinator and their teachers in writing and in a timely manner: where possible, before the event.

All students must request permission if they are to miss a class for any reason other than illness/family holiday. Requests must be made using the required form (See Appendix 10) 2 days before the class. This particularly applies to Rally Days and volunteer work/fundraising activities in the school. Teachers have the right of refusal if a student is behind in their studies and/or is in danger of failing.

3. Absence on the Day of a SAC (VCE) or Project (VCAL) Due Date

Students must attend the College on the day or week of a SAC or Project. Medical certificates, pastoral reference, statutory declaration or police statements are compulsory to explain any absences. Students are also required to arrange with the class teacher to sit the SAC or submit the project. Specified SAC catch up times will be allocated throughout the year. Students who have failed to complete a SAC must make themselves available at these times.
Students must understand that the rules as set by the VCAA do not make allowances for the resiting of SAC’s where there is no valid reason for an absence. A student will be awarded a zero grade in these circumstances. Where students have permission to sit a SAC outside class time, they must fill out and sign an ‘Authentication Record for School Assessed Coursework’ form. This will be provided by the teacher.

If a student wishes to sit a SAC or submit a project at another time for reasons other than illness, for example, to attend an interschool sports’ day, they must complete a ‘Permission for Assessment Absence’ form (see Appendix 9).

4. Amending Personal Details

Students must check their personal details on their Personal Details forms provided each semester to ensure their details are correctly recorded on the VASS system.

Procedure:

1) Student makes the necessary amendments on the “Student Full Details” form available from the VASS Co-ordinator and gives this to the Year 11 & 12 Co-ordinator.
2) VASS Co-ordinator makes the amendments via the VASS system and gives an updated copy to the student.

5. Submission of Work

It is the student’s responsibility to ensure that work is submitted to the unit teacher and that the work has been recorded as being received. Work may be submitted at any time up until 4:00 p.m., or as arranged with the teacher, on the day on which the work is due. Work may only be submitted in the following ways:

1) To the unit teacher directly.
2) To the College office.

If work is submitted to the College Office the office staff will stamp their work and the ‘Receipt of work’ book. Both stamps must be completed by the student and signed by the office staff.

The Receipt of Work stamp contains the following information:

a) Student name
b) Teacher name
c) Study name
d) Title of work
e) Date and Time of submission
f) Office staff signature

Students are also responsible for ensuring that their work contains their name, the title of the work and the name of the teacher.

The teacher or student who has lost work, who has had work stolen, or who has had work damaged will need to complete a written statement describing the circumstances. **This does not apply to work lost or damaged by computer misuse or malfunction. The College does not guarantee availability or workability of College computers or printers on any day.**

The statement must be signed and dated. The Principal, acting on the advice of the unit teacher, shall determine the unit result for the student.
5.1 Re-submission of Work

An outcome that has been submitted but in the opinion of the unit teacher is found not to be satisfactory, may, at the discretion of the teacher, be returned to the student for resubmission.

The teacher will advise the student in writing of the new submission date if the student is classified as experiencing significant hardship.

In Units 1 and 2, if the outcome is also graded, the initial grade stands. The Year 11/12 Co-ordinator is the final arbiter for resubmission dates, if required. Students may re-submit work to meet the satisfactory completion requirements of a unit. Students may not resubmit tasks for the reconsideration of Coursework scores awarded by the College.

5.2 Late Submission of Work

Should a situation arise where a student requires more time to complete a work requirement or outcome, the following procedure must be followed:

1) Student makes application for extension of time to the class teacher on the form contained in Appendix 1 at least two days prior to the original submission date. Submissions made later than this will generally not be accepted unless the Year 11 & 12 Co-ordinator determines, after consultation with the class teacher, that there are exceptional or irregular circumstances that may cause a late submission.

2) With the exception of this latter case, the decision for extension of deadlines is entirely the teacher’s own, however, extensions will not be granted if the teacher is not satisfied that the student has made a reasonable attempt to complete the work in the given period. The teacher’s authentication records and other records may be used to determine this.

3) The amount of time granted will be in accord with that specified above in the section concerning resubmission of work.

4) The form in Appendix 4 may be used to advise parents that the student is to be issued with an 'N' for an outcome and has not responded to continued requests to submit the necessary work.

5.3 Computer Work

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.
6. Unit Transfer or Withdrawal

6.1 Unit Transfer

Procedure:

1) Consult the Year 11 & 12 Co-ordinator and Careers/VET Co-ordinator to discuss the possibilities.
2) If the proposed change is acceptable in terms of the student's program and in terms of timetabling, then the student completes a ‘Change of Subject’ form (See Appendix 8). This form must be signed by parents/guardian, student, teacher of the subject transferring into, teacher of the subject transferring out of.

If the proposed change is agreed to then:

1) The Year 11 & 12 Co-ordinator signs the form.
2) The form is filed with the VASS Co-ordinator.
3) The student is given an updated copy of their VCE program by the Year 11 & 12 Co-ordinator or Timetable manager.

Guidelines:

Students should be aware that unless there are exceptional circumstances, they may not be able to change their courses, after the third week of Unit 1, 2 or 3. (This does not include 'Rollover').

6.2 Unit Withdrawal

Procedure:

1) Consult the Year 11 & 12 Co-ordinator and Careers/VET Co-ordinator to discuss the possibilities.
2) Student completes the ‘Change of Subject’ form and returns it to the Year 11 & 12 Co-ordinator. This form must be signed by parents/guardian, student and the teacher of the unit.

If the proposed withdrawal is agreed to by the Year 11 & 12 Co-ordinator in conjunction with the Careers teacher then:

1) The Unit Withdrawal Form is signed by the Year 11 & 12 Co-ordinator
2) The form is filed with the VASS coordinator
3) The student is given an updated copy of their VCE program by the Year 11 & 12 Co-ordinator or Timetable manager.

Guidelines:

Students should be aware that cut-off dates apply. Withdrawal from a subject after the cut-off date will displayed on their official documentation from VCAA.

Students must undertake the following:

- Year 11: 6 subjects (should include 1 Unit 3/4 subject)
- Year 12: 5 subjects

The expectation is that Year 12 students will complete 6 Unit 3/4 subjects for the attainment of their best ATAR.

Grounds for withdrawing, and ultimately completing less subjects, must be approved by the Co-ordinator and be supported with evidence such as medical/psychological reports.
7. Withdrawal from VCE/VCAL

Procedure:

1) Student completes an official School Withdrawal Form (see VASS Co-ordinator) authorising the Year 11 & 12 Co-ordinator to withdraw them from the VCE or VCAL.
2) The Withdrawal form is signed by the Year 11 & 12 Co-ordinator, parents/guardian and the Principal.
3) The VASS Co-ordinator makes the necessary adjustments to the student’s program via the VASS system.

The Year 11 & 12 Co-ordinator, having consulted with the relevant staff is responsible for making the offer of a place to any student in the alternate certificate but the final admission decision will be taken by the Principal.

8. Change of Course VCE/VCAL

Students who desire to change from VCE to VCAL or VCAL to VCE must complete a ‘Change of VCE/VCAL certificate’ form (Appendix 11) **ONLY AFTER the following have taken place:**

1. Meeting with Year 11/12 Co-ordinator
2. Meeting with Careers/VET Co-ordinator
3. Meeting between student, parents and Year 11/12 Co-ordinator

This change can only take place if all requirements of the certificate being moved into are able to be met. Please note that changes cannot be guaranteed, particularly after Term 1 in Year 11.
Section C: VCE Specific Information

Abbreviations

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<td>School Assessed Coursework</td>
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<td>SAT</td>
<td>School Assessed Task</td>
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<td>GAT</td>
<td>General Achievement Test</td>
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<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
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<td>VTAC</td>
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AUTHENTICATION

In order to obtain satisfactory completion of a unit at any level, students must submit all work that is clearly their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader. Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that the teachers cannot authenticate work with which they have doubts until further evidence is provided.

1. Rules and Procedures for Determining Authenticity

1.1 Authentication of Outcomes and Assessment Tasks

The teacher will monitor the development of the outcomes by sighting plans and drafts of the students work and keeping a formal record of the process.

A student may be asked by the teacher at any time to demonstrate your understanding of the outcome or assessment task at its submission time.

Work will only be received if the teacher believes it is the student’s own.

If the work cannot be authenticated, it will be dealt with as a breach of rules as outlined in this handbook, and the relevant clauses in the VCE Admin Handbook.

1.2 School Assessed Tasks (SATs)

In addition to the preceding requirements of 1.1, the following procedure will be observed by teachers in monitoring SATs:

- The teacher will regularly monitor and record each student's development of the SAT, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. The teacher will use a monitoring proforma which requires three (3) class observations of classroom work and must be signed by both the teacher and the student.
- The teacher may at any time require the student to verbally demonstrate their knowledge of work produced in the SAT at or about the time of submission.
● The teacher and the student must sign a declaration of authenticity to attest that the work is the student’s own.
● If any part of the SAT cannot be authenticated then the matter will be dealt with as a breach of rules, provisions are set out in this handbook.

1.3 Authentication of Work Produced Using Computers

The rules are essentially as those set out above in 1.1 and 1.2. When students use a computer it is their responsibility to ensure that:

● There is an alternative system available for use in case of computer or printer malfunction or lack of availability.
● The work is continually saved and when changes are made the work is saved onto a back-up file.
● Hard copies of work are produced to meet all submission deadlines and drafting and authentication requirements.

2. Procedures for Suspected Possible Breaches of Authentication

Teachers will not accept work for assessment until they are sufficiently assured that the work is the student’s own.

In such cases the onus is on the student to provide evidence that the work submitted is the student’s own and was completed according to the requirements of the VCAA.

Teachers need to ensure themselves of the fact that the student’s work is typical of other work produced by the same student.

In order to obtain the necessary evidence, students may be required to:

● Provide evidence of the development of the work, for example, drafts which may not have been sighted by the teacher.
● Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
● Provide samples of other work.
● Complete, under supervision, a supplementary task (or test) related to the original task.
● Attend an interview or complete a test to demonstrate understanding of the work.
● Work is not inconsistent with the teacher’s knowledge of the student’s ability.
● The student’s work contains no unacknowledged material.
● The work has been sighted and monitored in its development.

2.1 Student Interviews and Tests

Students may be requested to attend an interview or complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work. These must be conducted as follows:

● The student must be advised in writing of the purpose and nature of the interview, assessment task or test and be given at least 24 hours’ notice when it will be conducted.
● Interview panels should consist of at least one and no more than three teachers (the teacher of the study and up to two representatives of the principal). It is recommended that authentication interviews be conducted by the panel or committee set up by the College to hear appeals against decisions on satisfactory completion of a SAT, SAC or outcome and against special provision decisions. A
parent or friend may attend the interview in a support role, but not as an advocate.

- If any part or all of the work cannot be authenticated, then the matter must be dealt with as a Breach of Rules.

3. Procedures for Dealing with Breaches of Authentication

The principal will be informed of all suspected breaches of authentication.

The information required for this section is contained in VCE Admin Handbook – Review of SAT’s. Copies are available on application to the Year 11 & 12 Co-ordinator.

The student will be notified in writing within 14 days if a decision is made to impose a penalty for breach of authentication. VCAA will also be notified. (See 7.1 of above-mentioned Admin Handbook for details to be included in notification)

Possible Actions for breaches of authentication for Outcomes

The principal has the power to:

- Reprimand a student;
- Give the student the opportunity to resubmit if this can occur within the dates designated by VCAA;
- Refuse to accept that part of the work which infringes the rules and base a decision whether to award the work requirement an N or an S upon the remainder of the work;
- Refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the outcome.

Where work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

If an N is awarded for an outcome then as a consequence an N will be awarded for the unit concerned.

Schools may seek advice from VCAA about imposing an appropriate penalty. Students have the right of appeal to VCAA against penalties imposed for breaches of authentication.

Possible Actions for breaches of authentication for SATs and SACs

The principal has the power to:

- Reprimand a student;
- Give the student the opportunity to resubmit work if this can occur within the dates designated by VCAA;
- Refuse to accept that part of the SAT or SAC, which infringes the rules, and submit a score solely on an assessment of the remainder. This may lead to the work being awarded a zero. Schools should seek advice from the Manager, School Assessment, VCAA about allocating an appropriate grade;
- Refuse to accept any part of the SAT or SAC if the infringements are judged by the principal to merit such a decision. The student should be awarded NA (Not Assessed).

Students have the right of appeal to VCAA against penalties imposed for breaches of authentication (see below).
Normally issues relating to authentication for SACs/SATs will be settled as soon as possible after the SACs/SATs are submitted.

**Student Appeals in Regards to Authentication (See Appendix 5)**

Students have right of appeal to VCAA against penalties applied for breach of authentication in SATs and SACs. Students may appeal on one or both of two grounds.

- That a breach had not occurred
- That the penalty was too severe

The Year 11/12 Co-ordinator will supply the information for this procedure on request (see Section 14 of the Administration Handbook.)

**Applying for a Derived Examination Score (DES)**

If a student becomes ill or experiences a traumatic event in the two weeks leading up to the examinations or during the examination period, or during an examination, you may apply to have your examination results determined by the VCAA. This applies to all examinations – written, oral and performance. The Principal will determine whether you are eligible and make a recommendation to the VCAA. The application must be substantiated with evidence from an independent professional e.g. Doctor, social worker, police officer or solicitor. If a derived exam score is being applied for, students must follow the advice of the Year 11 & 12 Co-ordinator and class teacher with respect to alternatives such as, use of a scribe or computer.

**Applying For SEAS (Special Entry Access Scheme)**

The SEAS program allows selection officers at VTAC to grant extra consideration for course entry to applicants. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them. You need to attend all interviews, sit any required tests, and submit all required folios regardless of your SEAS application.

SEAS categories are as follows:

- Personal information and location (includes under-represented schools).
- Non English speaking background.
- Difficult circumstances.
- Disadvantaged financial background.
- Disability or medical condition.
- SNAP and SALT programs. (La Trobe and RMIT University).

4. **Satisfactory Completion**

   4.1 **Satisfactory Completion of the VCE**

The minimum requirement for a student’s program for the award of the VCE is satisfactory completion of 16 units, which include:

- Three units of the common study of English/English as a Second Language/Literature (Units 1,2,3 or 4)
- Three sequences of Units 3 and 4 studies other than English

Please note that VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of English or English ESL is required.
4.2 Satisfactory Completion of a Unit

To receive an "S" for a Unit, students must satisfactorily demonstrate achievement of each of the outcomes for that unit as specified in the study design. Achievement of an outcome means:

- Outcomes and SACS must receive a minimum of D (50%)
- The work meets the required standard as set out in the Study Design
- The work was submitted by the due date
- The work is the student’s own.

A student may not be granted satisfactory completion if:

- The work scores less than 50%.
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision. (see Appendices)
- The work cannot be authenticated
- There has been a substantive breach of rules including College attendance rules.
- If any of the outcomes are not achieved, the student receives an N for the unit
- Where the student has completed work but there has been a substantial breach of class attendance, the student may be awarded an N.

4.3 Appeals Against Decision of Non-Satisfactory Completion of a Unit

If the student is awarded an N as a consequence of failing to meet a deadline for an outcome or failing to meet a deadline for an extension of time for any reason, that student has the right of appeal to the College appeals committee. (See Appendix 5)

1) The appeals committee who will report their decision to the Principal will hear student appeals.
2) The appeals committee will consist of the Principal or the Principal’s delegate, a teacher other than the teacher who awarded the unit result, and a third member who may be a non-teacher member of the College Board.
3) The student must lodge in writing the appeal to the principal within 14 days of receiving the unit results
4) The appeals committee must consider all records relating to the case and may interview the student. The student should be given not less than 24 hours’ notice of this interview. If the student wishes, a parent or friend may attend in a support role but not as an advocate.
5) Where the teacher involved in the above dispute is a member of the committee a deputy will take their place for the hearing of that appeal.

The student will be notified of the result of the appeal within 7 days of the appeals committee meeting.

Special Provision for School Assessed Coursework

In 2003 the VCAA changed how provision is given to students who become ill or experience personal hardship at the time of their Assessments. Schools no longer report consideration of disadvantage or provide estimated grades and scores to the VCAA. Teachers provide special arrangements to assist students, and for all school based assessments they determine the score that takes into account each student’s circumstances and report this to the VCAA as the final score.
The College may offer an alternative date, an alternative task, more time to complete the task or other alternative arrangements to help students.

Storage of Student Work

It is expected that students or staff will retain work completed for SAT’s and SAC’s and outcomes until the end of the year in which the work was undertaken. In each study the subject teacher will determine who will keep the work. Students should be informed of this decision. Such work may be requested by VCAA as part of the process of course sampling. The person keeping the work is responsible for producing the work if requested by VCAA.

The College will retain all student work completed for SAT’s taken over an extended period until results are released in December.

VCE Examinations

The timetable for examinations to be held in October/November and will be distributed to all unit 3 and 4 students when they are announced by VCAA. Practice exams will be held during the revision period after the completion of Unit 3 and 4. Formal practice Exams as well as revision days are held during the Term 3 holidays at the College.

Year 11 Exam Period

Students of all unit 1 & 2 studies, which have a written exam in unit 3 and 4, will do an exam in a designated week of both semester 1 and 2. The test will be an assessment task and it should reflect the exam given in units 3 and 4 in length and design.

There will be an organised timetable for the exams in this week.
Section D: VCAL 2017

Term 1
Developing a healthy mind

Term 2
Developing healthy eating

Term 3
Developing a healthy body

Term 4
Bringing it all together
**Life in VCAL**

**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 & Work Placement**

VET courses, Traineeships and School Based Apprenticeships are administered by a Registered Training Organisation, who will liaise with our Careers Co-ordinator, 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 as the school's insurance will not cover students in the case of injury if these have not been returned and signed.

**Homework**

Much of the work in VCAL is in teams, and is completed at school.

Students are required to read each night, for a minimum of 20 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 mins per week should be allocated for this.

Students should expect regular homework for their VET course and their Business Certificate.
Assessment

In the following pages, you will find an overview for each unit of study for 2017. 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 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
Numeracy

Students in Numeracy will utilise Mathletics in Years 11 and 12, as well as the prescribed 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 Year 11 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.

Planned projects for VCAL 2017 – ***This is a guide only. Please note projects can change according to opportunities that present themselves, and student needs****

Personal Development Projects:

**Term 1: Developing a Healthy Mind**

**Daniel Plan:** Students will be engaging in a course called the Daniel Plan, developed by Rick Warren. This will allow students to study the brain, and the impact of our mind on all areas of life, through a Biblical perspective.

**Stress Management Workshops:** Students will plan, organise and deliver a series of workshops that will be delivered throughout the year teaching students across the college strategies in managing stress. 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 PE, mentoring, ELC, Primary assistance, building and landscaping, IT and Media. This will take place once a week for three periods.

**Human Powered Vehicle:** Students may select to be a part of this year long project, where they will design, build and race a human powered vehicle as part of the RACV Energy Breakthrough competition. Assistance from parents is gratefully accepted!

**Year 5-6 Life Skills Program:** Students may select to be a part of designing and
implementing a program for the Year 5-6 students to help them develop healthy and practical life skills.

**Blairlogie Partnership:** Students will partner with Blairlogie in order to assist others in the community and to consider ways in which they can help resolve issues in the community.

**Bayside Community Market:** Students will organise and run a community market for Bayside. This will enable them to market their businesses, as well as contribute to the extended school community.

**Term 2: Developing a Healthy Body**

Students will continue to engage in the Daniel Plan with a focus on developing fitness and taking care of the body.

**Projects:**

**Balnarring Camp:** In groups, students will plan a camp to Balnarring. 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.

**1000 Steps:** Students will prepare for and complete the 1000 steps challenge in the Dandenongs. They will consider how training and working as a team contributes to success in achieving a goal. Students will develop fitness sessions for the class.

**Continuing Projects: Blairlogie, HPV, 5-6 Program, Markets**

**Term 3: Developing Healthy Eating**

Students will continue to engage in the Daniel Plan with a focus on healthy eating. This will link in with the Food for Life unit being completed in Year 12.

**Projects:**

**Father’s & Grandfather’s Evening:** Students will plan, organise and deliver an evening where they will honour the role of the special men in their lives.

**Nutrition Workshop:** Melbourne market will deliver a workshop for students on healthy eating, and making wise food choices. They will teach students how to source good products and buy effectively.

**Cooking on a Budget:** Students will engage in a series of sessions where they will be challenged to purchase food and cook on a limited budget while making healthy choices.

**Community Service:** Students will be challenged to consider those who struggle for food in Australia and across the world, and to develop ways in which they can contribute to helping others.

**Dandenong Market:** Students will be taken on a tour of the market, and engage in a range of sessions to understand market stalls, marketing, cooking and purchasing.

**Continuing Projects: Blairlogie, HPV, Markets**

**Term 4:** Students will be given the opportunity to develop their own projects bringing together all that they have learned throughout the year.
All Year – Industry Skills

Developing Skills on the Job

This unit will run throughout the year and will include work placement as well as Industry Electives. During Industry Electives, students work in their selected Industry group, exploring the skills that they will need for the workplace.