

2019 Information Guide for Years 11/12 Parents and Students

This guide is to be read in conjunction with the Years 11 & 12 Handbook. Bayside Christian College will at all times defer to the VCAA for policy decisions and the conduct of VCE and VCAL programs.

Welcome to Years 11 & 12 at Bayside

Welcome to Bayside Christian College Years 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.

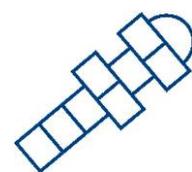
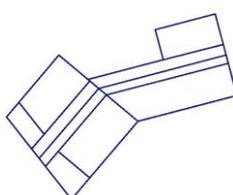
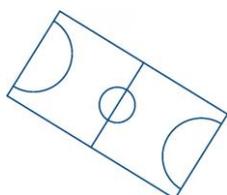
Bayside Christian College partners with families to see students grow in their understanding of God's Word and in their commitment to serving Jesus Christ in all areas of life.

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, Year 11 Social and end of year events etc.
- Contacting teachers to let them know how your child is going at home.



About Bayside Christian College

Our Purposes

Bayside Christian College is a welcoming and thriving Kindergarten to Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established in 1982 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

"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'.

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.

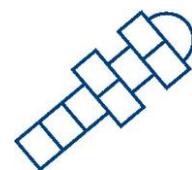
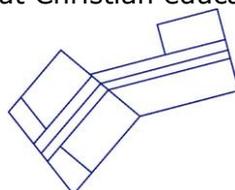
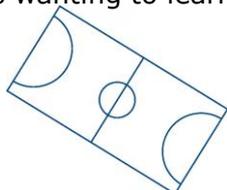
This shared vision is demonstrated practically in the classroom by the application of a Christian worldview perspective, where students are encouraged in their ability to understand and respond to the world and its various challenges through a Biblical lens.

This perspective means that when it comes to schooling, and this 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 – staff, parents and students – that we view and act towards others in a Biblical way.

Parents/carers wanting to learn more about Christian education are encouraged to look



at www.whatischristianeducation.cen.edu.au, a free two-hour online course created by Christian Education National, of which Bayside Christian College is a member.

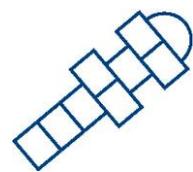
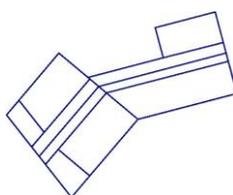
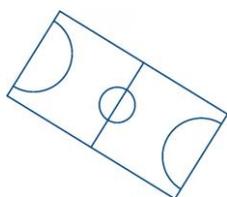
Christian Education for Christian Families

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 College'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.baysideecc.vic.edu.au/association or contact the Bayside Community Development Officer Ben Williams for more information about Association membership.



Section A: Life in Years 11/12 – General Procedures

After School Assistance

Study Workshops and assistance is available to all VCE students on Monday afternoon until 4pm. 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 Community Group assemblies. Years 11/12 assemblies are held every three weeks on a Thursday and 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.

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.

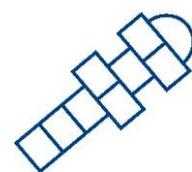
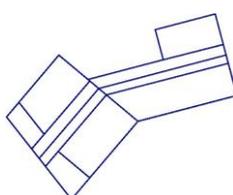
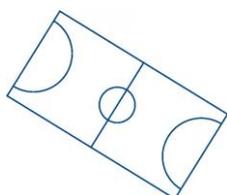
Cars

All students who gain a licence during their Years 11/12 years must follow the conditions as set out in the Bayside Christian College Student Driver Policy. The form must be fully completed before students may drive on the college grounds after gaining their licences. There is also a form for passengers of student drivers to complete.

Student Driver Policy

Any student of legal driving age who intends to drive to Bayside Christian College, either on a regular basis or occasionally, must comply with the College policy and is required to complete the College Car Parking Permission Form and if necessary, ensure the Passenger Permission Form is also completed.

1. Students are required to adhere to all road rules and drive in a safe and responsible manner within the College grounds.
2. All students intending to drive to the College must complete and lodge the College's Car Parking Permission form with the Years 11/12 Assistant Co-ordinator.
3. Students cannot drive their car to the College until the form/s have been lodged and processed.
4. Students are only to use their car for travelling to and from the College. Students are not permitted to go to their vehicle or drive from the College grounds during school hours, except when they have study periods at the end of



- the day and have signed parental permission to do so.
5. Once the signed permission forms are received, the students will be given a laminated identification permit card which will need to be displayed on the dashboard of their vehicle whilst parked on the College premises.
 6. Students must park only in the designated student car park areas of the College grounds.
 7. Students cannot drive other students to/from the College or its off-site excursions and functions without the written permission of the passenger's parent/guardian.
 8. Any passenger travelling in a student's car must have a sign permission form from his/her parents/guardian.
 9. The College takes no responsibility for damage to any vehicle whilst on the College grounds.
 10. If any of the above requirements are not followed, the student will have an appropriate sanction applied which may include but is not restricted to - a warning and then withdrawal of the student's permission to drive onto the College grounds.

These forms are available for download under 'Policies and Forms' on the Parent and Student Portal.

Community Service

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 an assembly period 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. Please note that teachers are not available outside working 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

Shirley Patterson

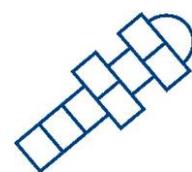
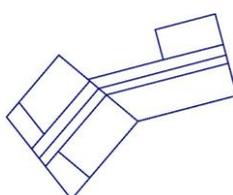
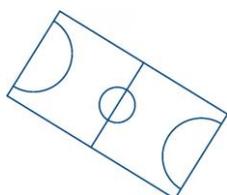
Head of Secondary School
shirley.patterson@baysidecc.vic.edu.au

Lara Curtis-Morris

Years 11/12 Co-ordinator (VCE & VCAL)
l.curtis-morris@baysidecc.vic.edu.au

Rachelle Cooper

Years 11/12 Assistant Co-ordinator (VCE & VCAL)
r.cooper@baysidecc.vic.edu.au



Olivia Williams	Trades Skills Centre Co-ordinator olivia.williams@baysidecc.vic.edu.au
Claire Dawson	Careers & VET Co-ordinator claire.dawson@baysidecc.vic.edu.au
Peter Bakker	peter.bakker@baysidecc.vic.edu.au
Rupert Balint-Smith	rupert.balint-smith@baysidecc.vic.edu.au
Daniel Briglia	daniel.briglia@baysidecc.vic.edu.au
Sonja Campbell	sonja.campbell@baysidecc.vic.edu.au
Lara Cartledge	lara.cartledge@baysidecc.vic.edu.au
Gino Ciancio	gino.ciancio@baysidecc.vic.edu.au
Catherine Cloherty	catherine.cloherty@baysidecc.vic.edu.au
Susan Forde	susan.forde@baysidecc.vic.edu.au
Sharyn Hadlow	sharyn.hadlow@baysidecc.vic.edu.au
Joel Kong	joel.kong@baysidecc.vic.edu.au
Paul Mathews	paul.mathews@baysidecc.vic.edu.au
Michael Pleiter	m.pleiter@baysidecc.vic.edu.au
Sam Waldron	sam.waldron@baysidecc.vic.edu.au
Chay Williamson	chay.williamson@baysidecc.vic.edu.au

North Campus

Students in Years 11-12 are based at the North Campus. Students are to be dropped off and collected from this campus, unless they have younger siblings in which case, drop off should be at the South Campus.

On Monday mornings, students will begin their day at the South Campus for assembly. They will then move back to the North Campus after assembly.

Students may cross to the South Campus, using the pedestrian crossing, for allocated classes and at lunchtime. Students are to remain at the North Campus at all other times.

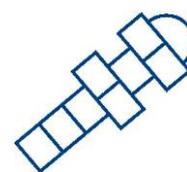
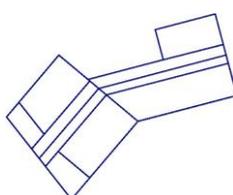
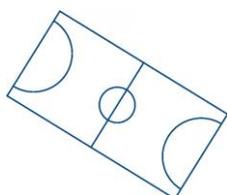
Lunch orders may be placed at the beginning of the day in Home Group, or students may go to the canteen during lunchtime. The Trade Skills cafe will also be available to Years 11-12 on certain days.

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 Years 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, Years 11/12 students at the College will be expected to give special attention to:

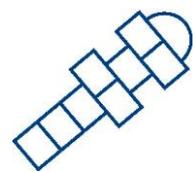
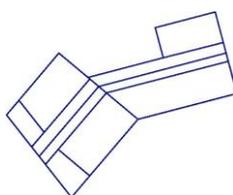
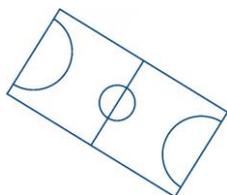
- Seek to serve others for their good and for the better discovery and nurture of your own gifts.
- Self-centred behaviour does not fit with the ethos of community at Bayside Christian College.
- Being excellent role models for both younger students and peers by exhibiting maturity at all times.
- Be 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 Home Group 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.

Home Group

Home Group is an important time for students to receive information for the day, connect with their Home Group Teacher and others students, and to spend time focusing on God's word. The focus for Home Group each day is outlined below.

Day in Week A	Learning experience	People responsible
Monday	Community focus	Student group leaders
Tuesday	Peer Group Study	Teacher/group leaders
Wednesday	Teacher devotion	Teacher
Thursday	Peer group study	Student group leaders
Friday	Prayer	Student group leaders

Day in Week B	Learning experience	People responsible
Monday	Community focus	Student group leaders
Tuesday	Peer group study	Student group leaders
Wednesday	Student lead devotion	Student group leaders
Thursday	Peer group study	Teacher/group leaders
Friday	Prayer	Student group leaders



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 Years 11/12 Co-ordinator. 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 Years 11/12 students. The study rooms are open from 8.15am and students are welcome to come and prepare for the day. Students should arrive at school at least five minutes before the start of Home Group.

Students leave the College at 3:15 pm. 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 on all occasions when they leave early.

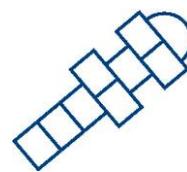
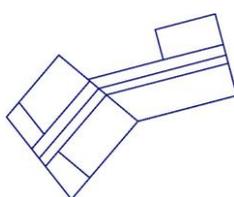
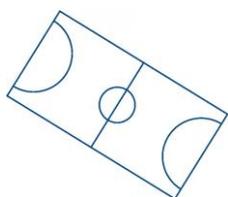
Stress Management

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

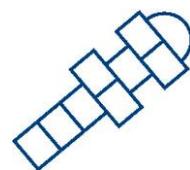
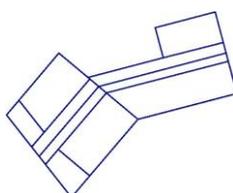
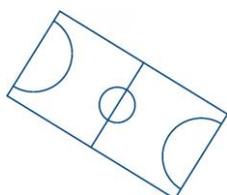
Quiet working environments are available for students who are not in class in three areas of the school.



Study Periods

Quiet working environments are available for students who are not in class in the Senior quiet study room Senior silent study room.

- If students wish to listen to music while they study they should use an MP3 player and headphones and only in N Block 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 quiet study area
- 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 kettle, small fridge and microwave. This is only to be used during recess and lunch The Years 11/12 Co-ordinator must approve all electronic equipment brought for use in the kitchen and it must undergo safety testing. Students must bring and take home their containers/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 are not to be made on mobiles while at school. Students may use their mobile phones only in N Block or in the concrete areas outside N Block, if on silent and used for quiet work related purposes. Students using their phones outside of these areas and purposes will have their phones confiscated and returned to them at the end of the day.

Photocopying & Printing

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

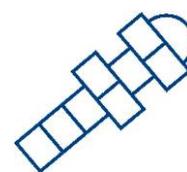
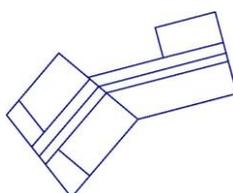
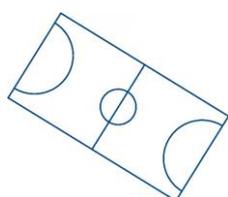
Students in Year 12 VCE generally have 25 contact periods and 10 non-contact periods.

Students in Years 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 Co-ordinator, 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 Years 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 Years 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.

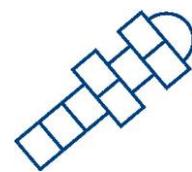
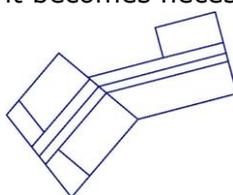
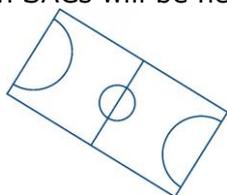
Unacceptable forms of assistance include:

- 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 weeks in which SACs will be held. (Where it becomes necessary to alter SACs/SATs 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. Years 11 & 12 Enrolment Policy

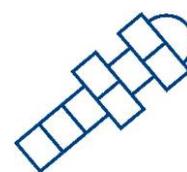
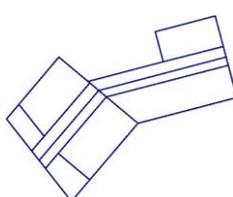
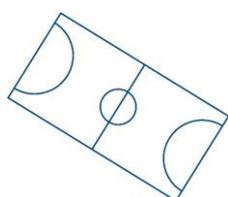
1.1 Years 11 & 12 Enrolment

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 Years 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 Years 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 Years 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 SACs, SATs and outcomes. Students must achieve a 90% attendance for level FOR EACH SUBJECT. If students absent themselves the following steps will take place:

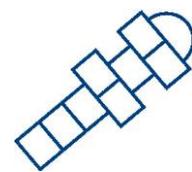
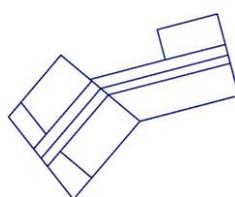
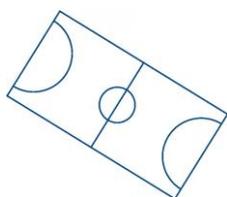
- Any unauthorised absence from a class will result in a meeting with the teacher and Years 11/12 Co-ordinator. A detention or similar may be issued. Frequent absences will result in a meeting with parents and the Years 11/12 Co-ordinator.
- If the student continues to be absent and misses over 10% of 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 Years 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 Home Group 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 / Years 11/12 Co-ordinator regarding absences. If a student is absent for an extended period (holiday, illness etc.) they must contact the Years 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 9) 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. Monday after school is the designated SAC catch up times, students who have failed to complete a SAC must make themselves available at this time.



Students must understand that the rules as set by the VCAA do not make allowances for the resitting of SACs 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 8).

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 Years 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 pm., 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:

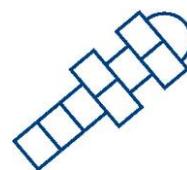
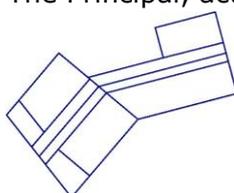
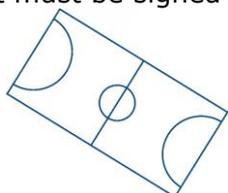
- a) Student name
- b) Teacher name
- c) Study name
- d) Title of work
- e) Date and Time of submission
- f) Office staff signature

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 Years 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

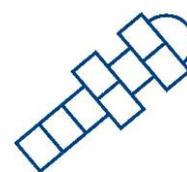
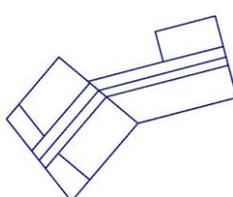
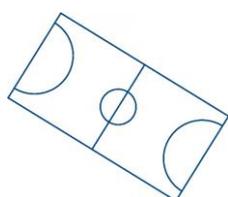
Should a situation arise where a student requires more time to complete a work requirement or outcome, the following procedure must be followed:

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 Years 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 with Careers/VET Co-ordinator to discuss impact of change
2. Consult with the relevant teachers
3. If the proposed change is acceptable in terms of the student's program and in timetabling, then the student completes a 'Change of Subject' form. This form must be signed by the Careers Co-ordinator, teacher of the subject transferring from and to, and parent.

If the proposed change is agreed to then:

4. The Years 11/12 Co-ordinator signs the form.
5. The form is filed with the VASS Co-ordinator.
6. The student is given an updated copy of their VCE program by the Years 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 Careers/VET Co-ordinator to discuss the possibilities.
2. Student completes the 'Change of Subject' form and returns it to the Years 11/12 Co-ordinator. This form must be signed by the Careers Co-ordinator, parents/guardian, student and the teacher of the unit.

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

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

Guidelines:

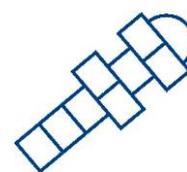
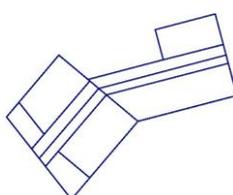
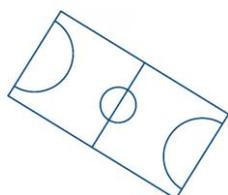
Students should be aware that cut-off dates apply. Withdrawal from a subject after the cut-off date will be displayed on their official documentation from VCAA.

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 Years 11/12 Co-ordinator to withdraw them from the VCE or VCAL.
2. The Withdrawal form is signed by the Years 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 Years 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 10) **ONLY AFTER the following have taken place:**

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

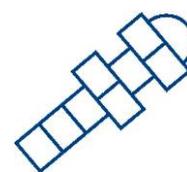
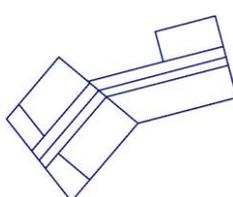
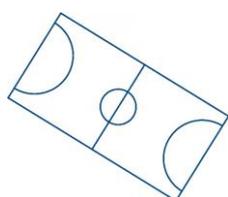
This change can only take place if all requirements of the certificate being moved into are able to be met. Please note that changes cannot be guaranteed, particularly after Term 1 in Year 11.

A student moving from VCE to VCAL must enrol in a Certificate 11 or higher qualification. Please discuss this with the Years 11/12 Co-ordinator and Careers Co-ordinator.

A student moving from VCAL to VCE part way through the year **MUST** complete a unit in English in order to meet the English requirements for English. For this reason, no moves will be accepted after Unit 1 (Term 2).

Students who have successfully completed the VCAL Intermediate or Senior level, and who enrol in the VCE in a subsequent year, will be eligible to complete the VCE if they satisfactorily complete:

- A Unit 3-4 sequence from the English group that have not been undertaken in the VCAL qualification
- Three sequences of VCE Units 3 and 4 in studies other than English that have not been undertaken in the previous qualification



Section C: VCE Specific Information

Abbreviations

SAC	School Assessed Coursework
SAT	School Assessed Task
GAT	General Achievement Test
VCAA	Victorian Curriculum and Assessment Authority
VTAC	Victorian Tertiary Admissions Centre
ATAR	Australian Tertiary Admissions Rank
SP	Special Provision
LSD	Lost, Stolen or Damaged
DES	Derived Exam Score
SEAS	Special Entry Access Scheme

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.

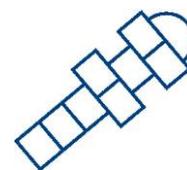
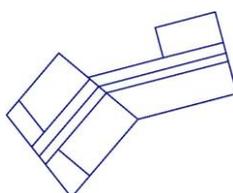
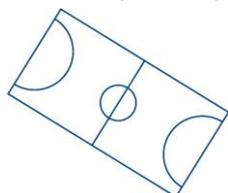
Work will only be received if the teacher believes it is the student's own.

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 and VCAL Administrative 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 students 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.

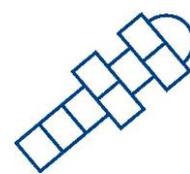
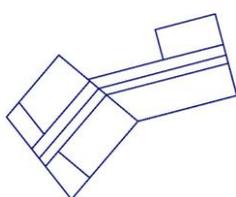
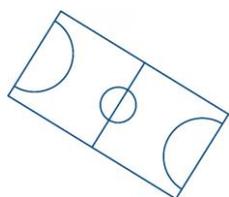
In order to obtain the necessary evidence, students may be required to:

- 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 the VCAA VCE and VCAL Administrative Handbook – Review of SATs. Copies are available on application to the Years 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.

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.

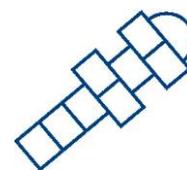
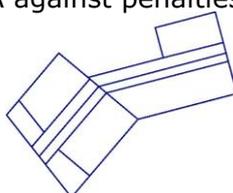
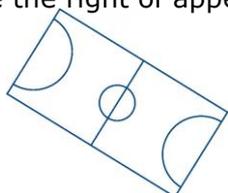
Schools may seek advice from VCAA about imposing an appropriate penalty. Students have the right of appeal to VCAA against penalties imposed for breaches of authentication.

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 Years 11/12 Co-ordinator will supply the information for this procedure on request (see Section 14 of the VCE and VCAL Administrative 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 Years 11/12 Co-ordinator and class teacher with respect to alternatives such as, use of a scribe or computer.

Special Provision

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances.

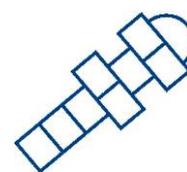
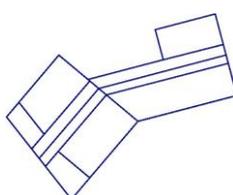
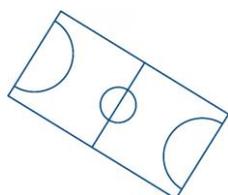
Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Similarly, the programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

Students are eligible for Special Provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:

- an acute or chronic illness
- a long-term impairment or disability
- personal circumstances.

Decisions on whether to approve special provisions for classroom learning or School-based Assessment must be evidence based and made using a range of appropriate



sources including professional testing and reports, educational assessments and teacher observations.

If you believe you require Special Provision for classroom learning, please immediately contact the Years 11/12 Co-ordinator, who will provide you with an application form. Please provide any supporting evidence from doctors, psychologist etc.

Special Examination Arrangements

If you believe Special Examination Arrangements will be required for a Unit 3-4 subject, please contact the Years 11/12 Co-ordinator. Applications will not be considered if there are not existing arrangements in place for classroom learning, unless the condition is a new condition. Should an emergency arise, this may also enable an application (for example, a burst appendix during the exam period).

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- mental health condition
- health impairment
- physical disability
- specific learning disorder
- language disorder
- hearing impairment
- vision impairment.

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).

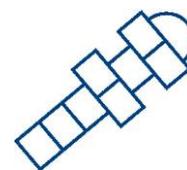
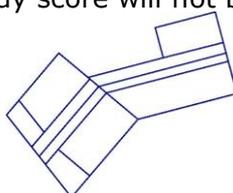
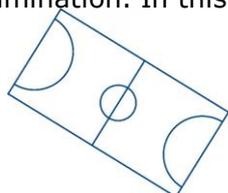
Atypical VCE Programs

Completion of VCE units without calculation of a study score.

Schools are encouraged to support students to undertake scored assessment wherever possible as it is the best way to maximise opportunities and pathways to further education and training.

The VCE does provide the opportunity to complete units without completing all graded assessments but still demonstrated Satisfactory Completion of a unit.

In some cases, schools in consultation with students and parents may recommend completion of one or more VCE units without completing all the graded assessments or sitting the examination. In this case a study score will not be calculated for the study.



Schools are best placed to advise on individual cases where students may benefit from this option, for example, where students are at risk.

Bayside Christian College's policy around completing VCE without a study score is that this is not a 'pathway' option. The college offers VCAL and VCE as options with clear pathways. Completing VCE without a study score will only be considered as a 'last resort' where students have medical/psychological evidence to support an application.

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.

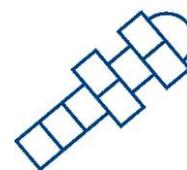
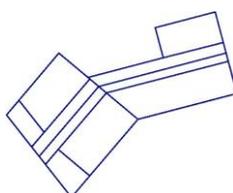
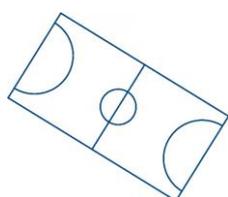
*Please note, students will be expected to re-sit assessment tasks in order to demonstrate understanding – shown through attaining a pass rate. The original score will stand for reporting purposes, but this will allow teachers to determine that the student has demonstrated understanding to achieve an 'S'

A student may not be granted satisfactory completion if:

- The work scores less than 50% after the opportunity to re sit.
- 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.

4.4 Reporting of results

Staff will provide feedback to students of their provisional scores. However, total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the VCAA.

Storage of Student Work

It is expected that students or staff will retain work completed for SATs and SACs 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 SATs taken over an extended period until results are released in December.

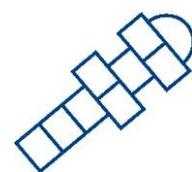
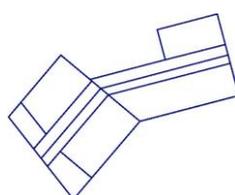
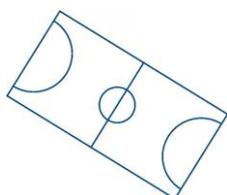
VCE Examinations

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.

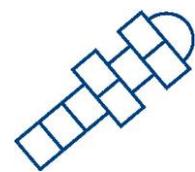
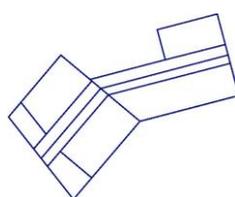
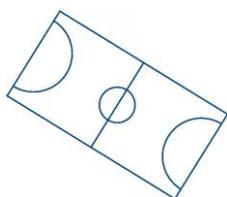


Section D: VCAL 2019



*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



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 and Work

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.

Students are provided with a day a week in which to engage in work in the workplace. This enables students to develop their employability skills as well as gain experience that they can offer to future employers.

Work must be arranged by the student. This may include:

- Work experience (max 10 days)
- Work Placement (max 20 days - must be directly relevant to VET course or WRS)
- Part time job
- Volunteer work (to be arranged between organisation and student)

Students who engage in either Work Experience or Work Placements must obtain the correct forms from Mrs Dawson and complete BEFORE the commencement of work. The school's insurance will only cover students on Work Experience or Work Placement. This will only happen if the forms are completed and approved by the Principal.

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.

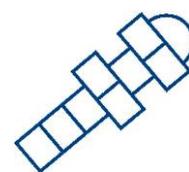
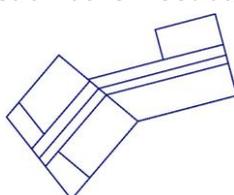
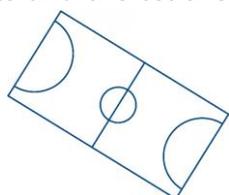
Students should expect regular homework for their VET course and their Business Certificate.

Assessment

In the following pages, you will find an overview for each unit of study for 2019.

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

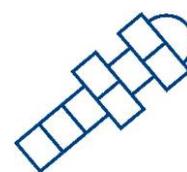
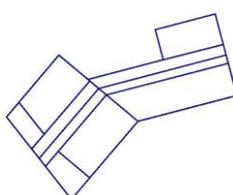
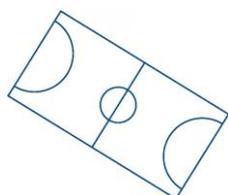
Literacy

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 engage in a number of practical, applied learning projects consolidating concrete mathematics whilst developing their knowledge and skills in: financial literacy; numerical skills and processes; planning and organisation; and measurement, representation and design. Using the prescribed workbook for theory, students will be enabled 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.

Personal Development Skills

Students are required to plan, organise and deliver a range of projects throughout the year. Students are supported throughout the process, but must demonstrate leadership and the ability to work both independently and in a team.

Students will run a business as part of PDS in Year 12. A market is held once a term, and all VCAL students must be available to run their stall on these days.

Students will be assessed on their ability to manage time effectively, to plan, to assess risk, to demonstrate an understanding of diversity, and to deliver professional events and projects to deadlines.

As part of PDS, students will also engage in Industry Electives at Year 12 once a week. Students will choose to work in the ELC, Primary sports, IT, Library, Primary classes, the TSC Cafe or Gardening and Maintenance.

VCE Subject

Students in Year 11 are given the option of completing Unit 1 and 2 Design Technology. This is to allow students to specialise in areas of specific interest that will benefit them in their career planning.

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.

