



# Bayside Christian College

*“Unity and Maturity in Christ”*



## **Years 9 & 10 Handbook 2019**

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## Term Dates 2019

<b>Term 1</b>	Friday 1 February	to	Friday 5 April
<b>Term 2</b>	Wednesday 24 April	to	Friday 28 June
<b>Term 3</b>	Monday 22 July	to	Friday 20 September
<b>Term 4</b>	Tuesday 8 October	to	Thursday 12 December

## Secondary School Contacts

<b>Absence Line</b>	5971 6798	<a href="mailto:absences@baysidecc.vic.edu.au">absences@baysidecc.vic.edu.au</a>
<b>College Office</b>	5971 6700	<a href="mailto:info@baysidecc.vic.edu.au">info@baysidecc.vic.edu.au</a>
<b>Principal</b>	Andrew Manning	<a href="mailto:andrew.manning@baysidecc.vic.edu.au">andrew.manning@baysidecc.vic.edu.au</a>
<b>Deputy Principal</b>	Toni Steinbergs	<a href="mailto:toni.steinbergs@baysidecc.vic.edu.au">toni.steinbergs@baysidecc.vic.edu.au</a>
<b>Head of Secondary School</b>	Shirley Patterson	<a href="mailto:shirley.patterson@baysidecc.vic.edu.au">shirley.patterson@baysidecc.vic.edu.au</a>
<b>Years 7/8 Co-ordinator</b>	Joel Williamson	<a href="mailto:joel.williamson@baysidecc.vic.edu.au">joel.williamson@baysidecc.vic.edu.au</a>
<b>Years 9/10 Co-ordinator</b>	Sharyn Hadlow	<a href="mailto:sharyn.hadlow@baysidecc.vic.edu.au">sharyn.hadlow@baysidecc.vic.edu.au</a>
<b>Years 11/12 Co-ordinator</b>	Lara Curtis-Morris	<a href="mailto:l.curtis-morris@baysidecc.vic.edu.au">l.curtis-morris@baysidecc.vic.edu.au</a>
<b>Careers &amp; VET Co-ordinator</b>	Claire Dawson	<a href="mailto:claire.dawson@baysidecc.vic.edu.au">claire.dawson@baysidecc.vic.edu.au</a>
<b>College Chaplain</b>	Kathy Scott	<a href="mailto:k.scott@baysidecc.vic.edu.au">k.scott@baysidecc.vic.edu.au</a>
<b>eLearning Co-ordinator</b>	Joel Kong	<a href="mailto:joel.kong@baysidecc.vic.edu.au">joel.kong@baysidecc.vic.edu.au</a>
<b>Community Dev't Officer</b>	Ben Williams	<a href="mailto:ben.williams@baysidecc.vic.edu.au">ben.williams@baysidecc.vic.edu.au</a>

## Communication with the College

<b>Reason</b>	<b>Person to contact</b>	
Bus queries	Julie Rebbeck	<a href="mailto:j.rebbeck@baysidecc.vic.edu.au">j.rebbeck@baysidecc.vic.edu.au</a>
Fees	Helen Spink	<a href="mailto:accounts@baysidecc.vic.edu.au">accounts@baysidecc.vic.edu.au</a>
First Aid & Medications	Patricia Longhurst	<a href="mailto:p.longhurst@baysidecc.vic.edu.au">p.longhurst@baysidecc.vic.edu.au</a>
Lost Property	College Office	<a href="mailto:info@baysidecc.vic.edu.au">info@baysidecc.vic.edu.au</a>
Music	David Mallen	<a href="mailto:david.mallen@baysidecc.vic.edu.au">david.mallen@baysidecc.vic.edu.au</a>
Uniform	Julie Rebbeck	<a href="mailto:j.rebbeck@baysidecc.vic.edu.au">j.rebbeck@baysidecc.vic.edu.au</a>
Working with Children Check	Claire Dawson	<a href="mailto:claire.dawson@baysidecc.vic.edu.au">claire.dawson@baysidecc.vic.edu.au</a>
Student Behaviour	Class Teacher, Year Co-ordinator, Head of School	

## The College Day

<b>Mondays</b>		<b>Tuesdays – Fridays</b>	
8:45am	Home Group	8:45am	Home Group
8:55am	Assembly	8:55am	Period 1
9:30am	Period 1	9:40am	Period 2
10:10am	Period 2	10:25am	Period 3
10:50am	Recess	11:10am	Recess
11:10am	Period 3	11:30am	Period 4
11:50am	Period 4	12:15pm	Period 5
12:30pm	Period 5	1:00pm	Lunch
1:10pm	Lunch	1:45pm	Period 6
1:55pm	Period 6	2:30pm	Period 7
2:35pm	Period 7	3:15pm	Dismissal
3:15pm	Dismissal		

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## Welcome to Years 9 & 10 at Bayside Christian College

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Welcome to Years 9 and 10 at Bayside Christian College. Year 10 is a particularly exciting time as students embark on their first VCE or VCAL subjects.

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. Partnership between school and home is only possible through meaningful connection and active engagement in the life of the College. We invite and encourage you to become involved with us in any way possible. This can include joining us in assemblies, coming on excursions and camps, and communicating frequently with staff.

All Bayside Christian College Senior Secondary School students are offered two pathways: VCE and VCAL. VCE is predominantly for students planning on entering university or taking a career path which requires a VCE. VCAL is focussed on the learning outcomes needed by students who are planning on:

- Entering a trade
- Pursuing TAFE qualifications after Year 12
- Taking a career path which does not require a VCE.

VCAL provides these students with a 'head start' into their chosen career path.

All VCE and VCAL subjects taught at Bayside Christian College conform to the requirements of the Victorian Curriculum Assessment Authority, and are taught from a Biblical perspective. This teaches students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture. We seek to engage students in varied and meaningful ways.

## About Bayside Christian College

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### *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](http://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.baysidecc.vic.edu.au/association](http://www.baysidecc.vic.edu.au/association) or contact the Bayside Community Development Officer, Ben Williams, for more information about Association membership.

## Secondary School Information

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### *Anaphylaxis*

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school-aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Parents/carers of a student at risk of anaphylaxis are responsible for informing the College of the student's allergies and of any formal diagnosis, either at enrolment or at diagnosis. A completed Emergency Procedure Plan (EPP) must be provided to the College. In the event that a student at risk of anaphylaxis has a reaction, during class or other supervised College activity (e.g. excursion or sports day), the supervising staff member will follow the student's EPP including, if relevant, administering an adrenaline auto-injector as per instructions.

In the interests of taking care of our students with anaphylaxis, the College requests parents/carers not supply any food items containing nuts or nut products.

### *Asthma Management*

Students who have asthma must have appropriate medication at all times. An Asthma Action Plan must be completed and signed by both the parent/carer and the child's doctor every year. This signed plan must be supplied to the College Office.

### *Attendance/Absences*

The College is required by law to maintain accurate attendance details. The Home Group teacher will mark the roll first thing every morning and class teachers will mark the roll throughout the day.

If your child will be absent due to illness, appointments or for other reasons, please ring the College Absence Line and leave a message:

**Absence Line: 5971 6798**

An excused absence is one pertaining to health, medical, legal or family reasons.

Students arriving late or leaving early must write arrival/departure times on the sign-in/sign-out register located at the College Office.

Please note that if you choose to holiday outside of the four holiday periods over the year, staff may not be able to make alternative arrangements for assessment items. If an extended absence is required, in addition to notifying the College Office, it is advised that students and parents communicate directly with individual teachers concerning work missed.

### *Before & After School Supervision*

Staff are rostered on morning and afternoon playground supervision duties. Morning playground supervision commences at 8:35am and afternoon playground supervision concludes at 3:35pm. Parents/carers are responsible for the supervision of their children outside designated duty times.

Please ensure you drop off/collect your children within the designated duty times. The College will make contact with parents/carers of children who are consistently dropped off or collected outside of these times.

## ***Behaviour Management***

A high standard of personal responsibility and behaviour is expected of students at Bayside Christian College to enable effective learning to take place. The College follows a Behaviour Management Policy to help students become responsible for their actions and the consequences of them. The behaviour policy of the College is restorative. This helps children to understand how they can and should make things right.

The Behaviour Management Chart is attached to the end of this Handbook. Both the chart and Behaviour Management Policy may be found on the College website.

## ***Bikes, Skateboards & Scooters***

In the interest of community safety, children are not permitted to ride bikes, scooters, skateboards, rollerblades etc. on College property unless it is part of a structured College activity.

Students must dismount at the gates when entering College property and walk their bike or carry their scooter or skateboard along a pathway to the designated storage area, where they are advised to padlock their bike or store their scooter or skateboard at their own risk.

## ***Bullying***

Bullying is considered a very serious matter at Bayside Christian College. Parents are asked to notify their child's Home Group Teacher or Co-ordinator if a concern over bullying arises. For cyberbullying, please refer to the College Cybersafety Policy, available from the College website.

## ***Bus Travel***

The College has two transit routes covering both the morning and afternoon. The Northern bus commences at Seaford Station and covers parts of Carrum Downs, Langwarrin, Botanic Ridge, Pearcedale and Baxter. The Southern bus covers parts of Mount Martha, Bittern, Moorooduc, Hastings, Tyabb and Somerville.

Annual, half and casual bus passes are available. Families that intend to use bus travel are to speak with the College Registrar, Julie Rebbeck, who will be able to assist.

## ***Camps & Excursions***

Bayside students will take part in excursions to enhance their learning. Parents/carers are often invited to attend these events. Parents/carers who attend a College camp or excursion are required to hold a valid Working with Children Check.

At the beginning of each year, parents/carers will sign an approval for their child to attend excursions. They will complete an additional form if an excursion requires further approval due to its nature. Parents/carers will be informed of all excursions via email and/or letter home prior to the event.

Annual camps are held for students in each Secondary year level. As camp activities contribute to the student's overall development and are an integral part of the school curriculum, attendance is compulsory for all students.

Parents/carers are expected to provide the College with up-to-date information on their children's health and medical requirements, including allergies/medical alerts, and particularly anaphylaxis. All reasonable steps will be taken to accommodate students with individual dietary requirements and medical conditions.

### **Canteen**

Food is available from the canteen Monday to Friday during recess and lunchtime. Secondary student lunch orders can be written on a paper bag and handed into the College Office before recess. Please ensure that all money is securely enclosed. The canteen menu is available from the College website.

### **Car Park/Traffic Safety**

The car parking area of the College is a major risk to children, parents/carers and staff, and strict guidelines are in place to minimise risk.

Parents/carers are asked to observe the following rules when dropping off and picking up their children:

- Restrict driving speed to 5km/h through the car park
- Use the crossings at all times to cross the road
- Wait for the crossing duty staff to direct you across the road (8:35-8:55am & 3:15-3:35pm only)
- Be aware of pedestrians
- Show courtesy and consideration for other drivers; be cautious and alert
- Do not allow children to play/bounce balls when near and/or crossing the road
- Wait for the crossing supervisor's safety whistle before crossing the road
- Only drop off or collect children from the kerb in the designated zones, or park in a marked space.

When waiting at the 'drop off zone', please adhere to the time restriction to allow all parents/carers to use this area. Drivers must remain in vehicles and continue moving forward as able.

Please remember that children follow our lead, so if parents/carers and staff are consistent in their road/car parking habits, then children also will develop good road habits.

The staff car park is for staff car parking only.

### **Chaplain**

Kathy Scott is our College Chaplain. The College has a set of protocols and procedures in place for student counselling with the Chaplain. Parents/carers requiring more information about this should contact the College Office or Mrs Scott directly.

Parents/carers must provide their consent before their child can meet with the College Chaplain.

### **Child Safety**

Bayside Christian College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Bayside Christian College has zero tolerance for child abuse.

Bayside Christian College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Bayside Christian College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

### ***Class Photographs***

Individual and class photographs are taken on a yearly basis, and sibling photographs are an additional option. Ordering information is sent home prior to photo day. For privacy reasons, class photographs are not to be posted to social media.

### ***Communication with Teachers***

Teachers can be contacted by either telephone or email. Teachers may not be able to speak with parents immediately due to teaching commitments and scheduled meetings, however they will respond to phone messages in a timely manner. One of the most efficient and preferred ways to contact a teacher is through email. Please contact the College Office for urgent matters.

Your child's Home Group or subject teacher should be the first point of contact for clarifying information or communicating minor concerns. Should any serious concerns arise please contact your child's Co-ordinator or the Head of Secondary School.

### ***Curriculum***

The Secondary curriculum complies with the Victorian Curriculum and is designed to ensure that students are nurtured and developed academically, physically, emotionally, socially and spiritually.

The College seeks to achieve these objectives by providing curricula that:

- Stems from and upholds Biblical principles,
- Incorporates the best educational methods available, and
- Allows for individual care and attention for each student.

The College offers a wide range of subjects for students at all levels. While it matches appropriate government guidelines and requirements, the content is presented from a Biblical perspective, ensuring a distinctly Christian curriculum.

### ***Custody of Children***

The College must be made aware of any court orders that relate to the care of children. This is necessary to ensure that the child is always in the care of the parent/carer given the authority. The College treats all such cases confidentially. Please notify the College Office if court orders have expired or changed.

### ***Diary***

All Secondary students will be provided with a hard copy diary. It is expected that students will enter homework as directed by their teachers and parents will sign-off homework on a weekly basis. Students should take their diaries to every class.

### ***Emergency Procedures***

The College maintains a current Emergency Management Plan (EMP) that contains the four components of preparedness, prevention, response and recovery. Emergency arrangements are tested at least twice yearly to ensure that procedures work and that everyone learns emergency protocols.

Staff receive specific training in emergency bushfire procedures, and two bushfire drills are conducted each year. Please note that in a bushfire emergency, the gates will be closed and no person will be permitted in or out of the College, unless the decision to evacuate is made. It is important for parents/carers to trust the emergency plans that the College has in place and not drive to the College, as the road outside the College must be kept clear for emergency vehicles.

### ***Expectations***

The following behaviours are expected in the Secondary School.

In the Secondary School, teachers want the best for each student and will:

- Help them to discover and develop their God-given abilities
- Serve, care for and nurture each student as an individual
- Challenge them to work hard to reach their full potential
- Only accept appropriate behaviour and actions
- Pray for each student.

In the Secondary School, students are expected to:

- Respect all individuals within the College community
- Set a positive example to others
- Work hard with purpose and determination
- Work with their teachers, taking appropriate responsibility for their learning.
- Learn to apply their thinking constructively and proactively
- Look after the College property and environment.

### ***Fees***

Bayside Christian College is a fee-paying school. Enrolment at the College therefore carries with it the undertaking by parents/carers to take on their share of the costs of education by paying the appropriate fees. Outstanding fees are pursued as a matter of justice to other families.

The Fee Schedule for the following year's fees and charges is finalised in early Term 4 of each year and is emailed to all families at this time.

Individual fee statements will be mailed out to families in early November, along with payment options and due dates. Each family must complete and return an annual Fee Payment Arrangement Form outlining their payment plan for the following year by the end of November. Instalment payments for Term 1 start in December as Term 1 2019 fees are due in advance by Monday 21 January.

Holders of a Pensioner Concession Card or Health Care Card should inform the College Finance Office so that relevant discounts can be applied to fee accounts.

Questions regarding fees can be addressed to Parent Accounts on 5971 6711 or [accounts@baysidecc.vic.edu.au](mailto:accounts@baysidecc.vic.edu.au).

### ***First Aid/Illness***

Please keep your unwell children at home as they usually find it quite difficult to engage with their learning and illnesses can spread quickly within a school setting.

If your child is sick or injured at school, the College will administer First Aid and make a decision about contacting you or your nominated emergency contact if you are not

available. Students who are unwell should discuss this with their teacher prior to going to the sickbay. Students who require First Aid should see College Office staff.

An ambulance will be called in cases of serious accident or illness to a student while at school or on an excursion or camp.

Any knock to the head that causes lumps, bruises, cuts or more severe injuries is classified as a head injury. In accordance with the College First Aid Policy, the parent/carer or emergency contact person of a child with a head injury will be asked to collect their child and recommended to seek advice from a medical practitioner.

### ***Home Group***

The first ten minutes of the day (8:45-8:55am) will be spent in Home Groups with Home Group Teachers. The class will address any housekeeping and participate in prayer, Bible readings and discussions.

### ***Information Communication Technology***

#### **eLearning**

Online resources have become an integral element of the information base required for learning. At Bayside Christian College, we endeavour to provide the best possible information sources for our students and, as such, we have embraced the best of what the online world has to offer.

At the same time, we recognise that there are some risks for inappropriate material and actions occurring online. As part of our Christian worldview, we believe that it is important to raise up our students to be discerning digital citizens. A number of digital discipleship elements are incorporated into our eLearning. These include such practices as ICT agreements, ICT orientation sessions, eSmart sessions as part of Resiliency Days or special events, and taking classroom opportunities to speak Christian values into our technology use.

#### **eSmart**

Bayside Christian College is an eSmart School and upholds the values of the eSmart Framework. eSmart is an initiative of the Alannah and Madeline Foundation. eSmart values assist students to act safely and responsibly online, and reduces the risk of exposure to inappropriate images and content as well as cyberbullying, identity theft and online predation. It is an expectation that all students will be familiar with the College eSmart values and uphold them. Our College eSmart values are to 'Care for and Respect Everyone' (C.A.R.E.).

#### **Chromebooks**

Students in Years 7-9 enter the Chromebook program under a College lease arrangement. The Chromebook provides access to the Google suite where students can store all of their student work, access class instructions and resources through Google Classroom, submit work through either Classroom or our learning management system, Edumate, and access any e-texts from their booklist. Parents are able to access a weekly digest of student learning and homework requirements through both Google Classroom and Edumate. As parent partnership in student learning is valued at Bayside Christian College, parents may join Google Classroom and gain access to class materials and homework etc.

#### **BYOD**

Bring your own device (BYOD) is compulsory for students in Years 10-11 (recommended for Year 12). The inception of this program commences at the time of rollover in the November of the preceding year. A three-tiered range of devices are available for lease for the three-year period for families to choose from. Please check if your child's subject selection has a specific device requirement. All devices in the selection allow for the continuation of student work storage through the Google suite, access to Google Classroom and our learning management system, Edumate, as well as all software available on our College portal. Alternatively, families may provide their own device if it meets College specifications.

### **Edumate**

Edumate is the College's web-based school management database. It gives students and families access to:

- The College calendar with all relevant events including sporting events, excursions, evening events etc.
- Fee account history and balance
- Student details:
  - Class/subject teachers
  - Attendance details
  - PDF copies of semester academic reports
  - Medical details.

Using Edumate, you will also be able to track the assignments your child has been set, read teachers' comments about your child's efforts and gain an overall awareness of your child's ongoing progress. Parents/carers will only be able to see their own children's details.

### **Insurance**

Bayside Christian College has an appropriate school student accident insurance policy. This covers students if injury occurs through an accident while at the College or on an excursion, including camps. This cover does not include sickness or disease.

The College also holds a separate school travel insurance policy. More information about either policy can be obtained from the College Office.

### **Interschool Sport**

Interschool sport is offered during every term throughout the year and the College is part of the South Eastern Interschool School Sport association (SEISS). Rally Day tournaments are offered in Basketball (Term 1), Futsal / Soccer (Term 2), Netball / Touch Rugby including girls AFL (Term 3) and Volleyball / Badminton (Term 4).

In addition, SEISS holds interschool competitions in Swimming (Term 1), Cross Country (Term 2) and Athletics (Term 4). All students have the opportunity to try out for the above teams, with the majority of students competing in interschool sport in some capacity throughout the year.

### **Mobile Phones**

Students are not permitted to use their mobile phones or have them switched on during the school day. They must remain in lockers during school hours. As such, students are to contact parents/carers through the College Office. Permission must first be sought

from administration staff. Students are not permitted to make or receive personal i.e. non-emergency phone calls at the College.

### ***Music Tuition***

The College facilitates private music tuition for students who wish to undertake instrumental music or voice tuition. Sessions are conducted during the College day on an individual or group basis by experienced music tuition teachers. Payment is made directly to the music/voice teacher. Enrolment forms are available from the College website or by contacting the College Office.

Parents are to notify their child's private music tuition teacher if their child is absent.

### ***NAPLAN***

Students in Years 3, 5, 7 and 9 participate in the government-mandated National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests skills in literacy and numeracy, and is made up of tests in the four areas of:

- Reading
- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy.

Teachers spend some time in preparing students for the testing to enable them to become familiar with the format, but believe that the well-rounded curriculum offered at Bayside is the best way to develop literacy and numeracy skills.

### ***Parent Etiquette***

Parents are required to sign themselves in at the College Office, should they visit the College outside of the normal drop off/collection times. This ensures we know who is on site in case of an emergency or emergency drill. In such cases, parents/carers who are on site are to follow the directions of nominated safety wardens.

The College greatly values relationships with its parents and actively encourages parental involvement in College activities. The College recognises that parents have the primary responsibility, before God, for training and nurturing their children.

Parents/carers should be mindful that certain etiquette needs to be observed for classes to operate effectively. Parents are to refrain from entering classrooms without first visiting the College Office for permission.

Parents/carers are welcome to attend assemblies at the College, usually held on a Monday morning.

### ***Pets on College Property***

In the interest of the safety and welfare of the whole College community, no pets are permitted on College property at any time, unless they are registered guide/assistance dogs under the control of their owners. Although it is lovely to see your beautiful animals, apart from the health and safety concerns, there are students who are frightened of dogs or who have allergies to them.

### ***Policies & Procedures***

The College has developed a set of policies and procedures to guide the College in its operations. Relevant policies and procedures to parents/carers can be accessed through the College website, including:

- Attendance Policy
- Behaviour Management Policy

- Cybersafety Policy
- Enrolment Policy
- Grievance Policy
- Homework Policy
- Uniform Policy
- Volunteers Safety Policy.

### ***Security of Belongings/Lost Property***

Secondary students will be issued a locker with a combination lock on the first day each year. Students are expected to keep their lockers locked when unattended. The combination is not to be shared with anyone.

Lockers are to be kept in an orderly manner. Students are not permitted at their lockers in between periods.

Only locks provided by the College are to be used on lockers. Locks remain the property of the College and must be returned at the end of the year. Students will be charged for any damage to lockers or for the loss and replacement of a lock.

Bags are not permitted in classrooms and must be placed in pigeonholes provided.

### ***Snakes***

Bayside is located in a bush setting where snakes are likely to inhabit. Snakes are most prevalent in the warmer months (September to April) but could be encountered on a sunny day at any time of the year.

Unprovoked, snakes rarely attack humans and are generally shy and timid animals that will avoid conflict if given the opportunity. It is recommended that particular care be taken in warm weather, near long grass, hollow logs, water or rocks in sunny positions.

Snakes are protected under the *Wildlife Act 1975*, and should not be harmed or killed. Bites can occur if people try to kill snakes.

The College has a snake policy, which, among other things, includes teaching students to practise snake bite prevention behaviours while at the College.

### ***Textbooks & Stationery***

Textbooks and stationery needs are ordered through Champion Education. The College distributes booklists to families in October/November for the following year. Orders can be completed online or returned to Champion or the College. Orders can be delivered to your home address or collected from a central site as listed on the booklist. Champion Education can be contacted at [www.champion.com.au](http://www.champion.com.au) and 1300 433 982.

As teachers plan carefully the requirements for each class, it is expected that all booklist requirements will be met to enable consistency and effective implementation of the planned program.

### ***Timetable***

- A 10-day cycle is followed
- Each period is 45 minutes in duration except Monday is 40 minutes per period
- Assembly is held on Monday mornings – students must wear blazers
- Recess is 20 minutes and lunch is 45 minutes
- Students begin each day in Home Group at 8:45am

- Students are to arrive punctually to all classes and bring all necessary books, personal computing device and equipment.

### **Uniform**

Students are required to wear College uniform. If they come to school out of uniform then they must produce a note from home as to the reason for this. The Out of Uniform Guidelines in the College Uniform Policy will apply to students who come to school out of uniform and without a note from home.

Students will need a summer uniform, a winter uniform and a PE uniform. All uniform items can be purchased through the College uniform supplier, Dobsons, which has a uniform shop at the College (room A2, 5971 4202). The shop is open at select times during school term and extended hours during peak periods. Online ordering, home delivery and click & collect facilities are also available.

Where non-logoed items are purchased from other suppliers, please ensure that all colour and design requirements are met. Complete uniform details can be found in the College Uniform Policy, available from the College website.

Parents/carers of Secondary students are asked to be particularly mindful of the requirements regarding socks, jackets, hair and makeup.

On all formal occasions such as photo day, Secondary excursions and assemblies, and/or as designated by the Head of School, students are required to wear the formal College uniform consisting of compulsory uniform items, including the College blazer.

When the formal uniform is not required, Secondary students have the option of wearing the blazer with or without the College jumper. The spray jacket/soft shell jacket may be worn in place of the blazer at all times other than formal occasions. The fleece hoodie is only to be worn with the PE uniform.

Students are required to wear a College hat for all outside activities during Terms 1 & 4. If appropriate hats are not worn, then students must remain in a designated shaded area.

Families wishing to purchase, sell or swap items of second hand uniform are welcome to use the official College Second Hand Uniform Facebook Group:  
[www.facebook.com/groups/272552643332267/](http://www.facebook.com/groups/272552643332267/).

### **Uniform – PE**

Prep-Year 10 students are to wear the PE uniform all day on the day of their PE lessons or on all-day sport excursions/events e.g. Cross Country.

Secondary students undertaking Outdoor and Environmental Studies and/or Agriculture:

- Before recess – are to wear their PE uniform to school and change into the formal uniform during recess
- Between recess and lunch – are to wear the formal uniform to and from school, changing into the PE uniform at recess and out of it at lunch
- After lunch – are required to travel to the College in their formal uniform and change into their PE uniform during lunch.

## Year 9 Information

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### Curriculum

All Year 9 students undertake a core curriculum program in the following subjects:

- English
- Mathematics
- Science
- Humanities (Civics & Citizenship, Geography, History)
- Physical Education / Health
- Biblical Studies
- Pastoral Care (Careers).

Year 9 students will also choose **four electives** from the following subjects:

- Agriculture
- Art
- Design Technology
- Food Technology (Food for Life)
- Indonesian
- Media
- Music
- Outdoor & Environmental Studies
- Performing Arts
- Robotics
- Textiles
- Visual Communication Design.

### Camp

In 2019, the Year 9 camp will be held at Mill Valley Ranch, from Wednesday 6 – Friday 8 February. As the camping program is a vital part of the personal development curriculum, all students are expected to attend.

### Careers Education & Advice

The Careers Program in Year 9 helps students begin to explore various career/study options available at the College. The Careers Co-ordinator, Claire Dawson, is available to meet with students who are looking to explore subject choices or education pathways (e.g. VCE, VCAL) or who would like general advice regarding planning for post-school options.

Our Life Skills Week program has a strong focus on career options available for our students.

### Homework

There will be approximately one hour of homework each day (Monday to Thursday). This is to develop sound homework habits in preparation for further years. Students are welcome to attend the Thrive homework club after school each Monday to receive support and assistance with homework and assessment tasks.

Every student is expected to use their diary to record homework as soon as it is given to them, so that it is available for easy reference at home. Parents are encouraged to use the student diary, Google Classroom and Edumate weekly digest sent to parents with

assessment tasks, excursions etc. to keep informed of homework and assignments. If students do not complete the required homework or assessment tasks, they will be required to attend homework catch up sessions held during lunchtimes each week. These supervised sessions must be attended if directed by their class teacher. Failure to attend a catch up session will result in a lunchtime detention being issued. This program helps students to keep up with their schoolwork.

If there are special circumstances that have prevented a student from completing their homework, then parents and students should email explaining the situation to the subject teacher concerned.

Remember there are 3 steps to homework success:

1. **Recording** the task . . . enter it in the diary!
2. **Completing** the task . . . do it!
3. **Submitting** the task . . . hand it in on time!

### **Reports & Conferences**

Throughout the year, there will be occasions for both formal and informal meetings with staff members. The dates of Parent-Student-Teacher Conferences for 2019 are 13-14 March and 28-29 August. Should you wish to see a staff member at any other time, please telephone or email the teacher to arrange an appointment.

### **Reports**

College reports are available online through Edumate at the end of each semester. Throughout the term, students are provided with written feedback from the class teacher on assessment items.

#### **1. Assessment**

Each teacher will place between two and six assessment tasks on Edumate, allowing students and parents to view beforehand the major assessment tasks (and due dates) for the semester. When a student has completed a task, the teacher will mark the work using a feedback cycle.

This cycle:

1. Identifies what the student is doing well.
2. Notes one/two key areas where the student can make improvements.
3. Provides some specific advice on how to make these improvements.
4. Students will then respond to the questions/prompts posed by the teacher, evaluating their own work and work habits. At this stage, the student's grade is released.
5. Regular feedback comments will be posted on Edumate in the student's portal. Parents have complete access to this information through their parent login details. It might be a beneficial activity to do this at home with your child. Other feedback is given to students in class through assessment rubrics, checklists and other forms of teacher comments.

#### **2. Reporting**

At the end of each semester, students receive a report which indicates their progress for the semester. The Years 9/10 Co-ordinator may reflect upon personal learning, characteristics or strategies employed, activities undertaken, and provide encouragement and suggestions for future learning. Reports also include a page for each subject,

indicating student outcomes, assessment tasks, skills and attitudes to learning and a teacher comment.

**Rationale:** This is a highly effective way of improving student understanding. It increases ownership of work, allowing students to identify strategies used in areas of strength and apply these to areas of improvement. It also provides feedback throughout the entire course to allow for continual improvement, rather than at the end of semester. Parents and students have far more information available to them than through traditional assessment/reporting methods.

### **3. Parent-Student-Teacher Conferences**

All Secondary students are expected to attend Parent-Student-Teacher Conferences with their parents/carers. There will be opportunities to discuss specific feedback, review and set goals, and most importantly, celebrate student learning and effort.

**Rationale:** Parental involvement in student education helps shape the child's self-concept as a learner. Conferencing and communicating in this manner enables students and parents to take their place alongside educators in the schooling process, allowing students to set authentic and realistic learning goals in agreement with the teacher and supported by their parents.

## Year 10 Information

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Year 10 students have the following subject allocations:

<b>Core subjects</b>	English Mathematics Science History (VCE pathway only) Physical Education / Health Bible (VCE pathway only) Pastoral Care (Careers)
<b>Foundation VCAL students</b>	Industry Electives Personal Development Skills Work Related Skills Certificate I Employment Pathways
<b>Accelerated VCE students</b> (choose one of the following):	Health & Human Development Units 1/2 Outdoor & Environmental Studies Units 1/2 Psychology Units 1/2
<b>Elective subjects</b> (may include):	Agriculture Art Design Technology Food Technology (Food for Life) Indonesian Media Music Outdoor & Environmental Studies Performing Arts Robotics Textiles Visual Communication Design
<b>Other programs</b>	Work Experience Week (held in June) Life Skills Week Thailand Mission Trip Careers Education Individual pastoral care Camps Interschool sporting competitions Plus Club

## Victorian Certificate of Applied Learning (VCAL)

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The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' approach to learning. VCAL provides students with practical work-related experiences, as well as developing skills in literacy and numeracy.

VCAL is offered at three levels:

- Year 10 – Foundation\*
- Year 11 – Intermediate
- Year 12 – Senior.

\*Note: Only students who complete ten units of VCAL will be eligible for a full Foundation level certificate. Other students will gain units to contribute to VCAL the following year.

Students participate in four compulsory learning strands in Years 11 and 12:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills (VET modules, Certificate II Business)
- Personal Development Skills.

### **VCAL in Year 10**

VCAL is available to Year 10 students as an accelerated program. VCAL students develop their employability skills while working on developing community projects in teams, completing certificates, and learning about workplace safety.

Year 10 VCAL students participate in a program that incorporates units towards a VCAL certificate, as well as subjects with Year 10 students working towards VCE. Upon completion of Year 10, these students will have the option to enter either VCE or VCAL in Year 11.

Year 10 VCAL students will engage in the following subjects:

- Units 1 & 2 of Foundation Personal Development Skills (community projects, event planning etc.)
- Units 1 & 2 of Foundation Work Related Skills
- Certificate I Employment Pathways
- Science
- English
- Mathematics
- Electives program
- Physical Education / Health
- Industry Electives.

At the end of Year 10, VCAL students have multiple qualifications including:

- Eight-ten units towards the Victorian Certificate of Applied Learning
- Certificates such as First Aid, Food Handlers
- Certificate I Employment Pathways.

Year 10 VCAL students attend school Monday to Friday.

## **Assessment**

Students are not assessed via tests or exams for their VCAL subjects but are expected to sit exams in their mainstream Year 10 subjects. For each VCAL unit, students are required to provide evidence of their work on each learning outcome. Students are given multiple opportunities to show that they have achieved the learning outcomes.

Students are given an 'S' (Satisfactory) or 'NYC' (Not Yet Competent) for a set of learning outcomes.

As students' work is not 'assessed' through specific tests, evidence of successful performance of learning outcomes can include:

- a portfolio of accumulated evidence (photos, timelines, logbooks, peer evaluation)
- teacher observation/checklists
- evidence accumulated through program participation
- awards from recognised programs
- self-assessment inventories
- oral or written reports
- evidence of information and communications technology, including internet, usage.

Integrated learning is a key part of VCAL. Learning outcomes are not limited to only one subject. For example, students will meet Numeracy learning outcomes through a project in Personal Development (and vice versa), or even in an activity at work.

## **Student Expectations**

As well as following College policies, students enrolling in VCAL will be expected to demonstrate:

- a positive, 'can do' attitude!
- teamwork skills
- initiative in developing community projects
- a willingness to serve the wider community
- a creative, 'hands on' approach to learning
- a willingness to think about and plan for the future
- a mature approach to a flexible and less structured learning environment
- the ability to manage time wisely.

As VCAL students will be working closely with their classmates and teacher in a relatively unstructured environment, it is essential that all students show respect for those around them in all that they say and do.

## **Industry Specific Skills Strand**

The purpose of this strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The requirements of this strand are met through a VET Certificate or a combination of eligible VET modules to a minimum of 90 hours. In Year 10, this is met by Certificate I Employment Pathways.

### **Work Related Skills Strand (WRS)**

**Rationale:** Work Related Skills units have been developed to recognise learning that is valued in the community and work environments as preparation for employment which may not normally be recognised within other qualifications. Students will learn to recognise their responsibilities towards others in creating a safe workplace.

**Unit 1:** This unit provides a focus for the development of work related and pre-vocational skills in the context of practical work related experiences. Students will learn about their chosen industry settings, understand features of OH&S, plan, organise and deliver work related activities, identify OHS problems and work in teams to ensure a safe workplace.

**Unit 2:** In this unit, students will build on the skills and knowledge gained in Unit 1. They will prepare for work activities, communicate workplace ideas and information, problem solve, work in teams and use information technology to communicate ideas.

Students will do this within the context of practical projects, including Industry Electives.

Work experience, work placement and part-time work may also contribute to this strand, provided it links to the VCAL learning program. VET units also meet the requirements of this strand.

### **Personal Development Skills Strand (PDS)**

**Rationale:** In Personal Development Skills, it is acknowledged that we are all parts of one body, each with a significant role to play. We recognise that all skills have value and are to be used to honour God and create a difference in the world in which we live. The unit develops individual and group responsibility, values of integrity, enterprise and excellence, empowerment for active citizenship and social responsibility.

**Unit 1:** This unit has a focus on developing organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students plan, organise and deliver events, demonstrate knowledge and skills specific to activities and goals, solve problems and work in teams. This will be based on the theme for the year. Students also choose an Industry Elective, which allows them to work in their chosen field while at school each week.

**Unit 2:** This unit builds on skills in Unit 1 and students focus on the community. Students examine the rights and responsibilities of individuals in the community, plan and organise events, communicate information about social issues, work on resolving social issues and continue to demonstrate teamwork skills. Students also continue in their Industry Elective. The purpose of this strand is to develop skills, knowledge and attitudes that lead toward:

- Social responsibility
- Building community
- Civic responsibility, for example, through volunteering and working for the benefit of others
- Improved self-confidence and self esteem
- Valuing civic participation in a democratic society.

The skills, knowledge and understanding gained in this strand underpin the development of skills in the three other VCAL curriculum strands.

Projects will be organised and run in groups (generally as a class), rather than individually, making the ability to work in a team an essential skill.

### ***Certificate I Employment Pathways***

A Certificate I in Employment Pathways allows students to explore a variety of work options and potential pathways to further specific vocational education and training. The purpose of this course is to enable learners to develop skills and knowledge to improve their employability and work readiness. This course is designed to provide training for students to enhance their continued education and employment prospects in the future.

Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:

- OHS / WHS procedures and signs
- Sources of information on a range of industries
- Sources of information for employment opportunities
- Strategies for setting work related goals
- Education/training requirements for specific jobs.

Graduates at this level will have foundational cognitive, technical and communication skills to:

- Follow and apply OHS/WHs and emergency procedures in specific industries
- Identify own self development needs and strategies to improve personal effectiveness
- Identify own skills and match to job opportunities
- Identify processes and stages to develop basic career action plan.

### **Course structure and assessment**

To successfully complete the 22280VIC Certificate I in Employment Pathways, students need to complete seven units and be deemed competent by their teacher in each unit.

Four core units:

- VU21663 – Develop personal effectiveness
- VU21664 – Prepare for employment
- VU21665 – Develop an action plan for career planning
- BSBWHS201A – Contribute to health and safety of self and others.

Three elective units:

- BSBWOR202A – Organise and complete daily work activities
- BSBCMM201A – Communicate in the workplace
- FSKWTG09 – Write routine workplace texts.

### ***Industry Electives***

Students will be offered a choice of electives that will provide them with 'real life' experience in their chosen industry. These will be determined by student interests and include areas such as:

- Early Learning Centre
- Landscaping and maintenance tasks
- Assisting in PE classes.

### ***VCAL Application Process***

Students will be selected for VCAL based on their ability to demonstrate:

- Clear career direction not requiring an ATAR or VCE
- Maturity and ability to work in a team.

Students may be nominated by staff for consideration in the VCAL stream, or may submit a VCAL Application Form to the Careers Co-ordinator. An interview will be conducted with the student by the Years 9/10 Co-ordinator and Careers Co-ordinator to determine suitability for the VCAL stream.

### **Year 10 Work Experience**

Work Experience is an important part of the Year 10 Careers program. Students are encouraged to find a placement in an area of career interest where they will spend the week observing, learning and contributing as they are able. Students often find that five days in the workforce provides them with invaluable insights into a range of roles and career opportunities. This then assists them as they consider their pathway options for Years 11 and 12. While one week is set aside for work experience during Term 2, students are also able to complete a second placement in their school holidays if they wish. As placements are becoming increasingly hard to secure in some industries, students are encouraged to start planning early and to make the most of opportunities through existing connections and networks.

## Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a two-year qualification which is typically taken over the two final years of secondary education. Students can get a 'head start' by completing a VCE Unit 1 and 2 subject during Year 10; however, most VCE subjects are undertaken in Years 11 and 12. Successful completion of the VCE is based on satisfactory completion of work requirements and outcomes.

To graduate with a VCE, students must satisfactorily complete at least sixteen (16) of the units for which they have studied, including English or Literature. Up to eight (8) of the units of study may be VCE VET Units obtained across a maximum of two VET programs.

The usual program at Bayside Christian College looks like this:

- Year 10 – 2 units (1 study/subject)
- Year 11 – 12 units (6 studies/subjects)
- Year 12 – 10 units (5 studies/subjects).

A sample program which illustrates this could be:

Subject	Year 10	Year 11	Year 12
	Semester 1 & 2	Semester 1 & 2	Semester 1 & 2
English or Literature (compulsory)		Unit 1 & Unit 2	Unit 3 & Unit 4
Health & Human Development	Unit 1 & Unit 2	Unit 3 & Unit 4	
Business Management		Unit 1 & Unit 2	Unit 3 & Unit 4
Mathematics General/Further		Unit 1 & Unit 2 (General)	Unit 3 & Unit 4 (Further)
Legal Studies		Unit 1 & Unit 2	Unit 3 & Unit 4
VCE VET Dance (Distance Education)		Unit 1 & Unit 2	Unit 3 & Unit 4

Students at Year 10 choose one VCE subject (2 Units).

Students at Year 11 undertake six VCE subjects (2 Units of each). They commence five subjects and are encouraged to complete their Year 10 Unit 1/2 subject at Unit 3/4 level.

Students at Year 12 must complete at least five consecutive Unit 3/4 subjects. Although one of these subjects can include a Unit 3/4 undertaken at Year 11, students are encouraged to complete six Year 12 subjects to increase the likelihood of a higher ATAR.

### VCE Glossary

The following list defines the most common terminology used in the VCE:

#### Assessment

Units 1 and 2: Students will complete school-based assessment tasks, which will be graded, made available on Edumate and reported to parents on a school report. Satisfactory completion of outcomes will also be included.

## **Australian Tertiary Admission Rank (ATAR)**

Students who complete the VCE will receive an ATAR, which is the overall ranking given to a student based on the study scores achieved. It is on a scale of 0-100 and is used by universities and TAFE institutes to select students for their courses.

## **Outcomes**

Each VCE unit includes a set of two to four outcomes which explains what a student must know or be able to do to satisfactorily complete a unit. Achievement of outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the College in accordance with VCAA requirements.

## **Satisfactory Completion**

To gain credit for a unit, a student must satisfactorily meet all of the criteria for set outcomes. Outcomes and associated tasks are the sole basis for determining whether or not a student has satisfactorily completed a unit.

## **School Assessed Coursework (SAC)**

School Assessed Coursework is made up of a number of assessment tasks to assess the unit's learning outcomes as specified in the study design.

School Assessed Coursework is completed within a limited time frame and is a part of the regular teaching and learning program. If a student is absent for a SAC for any reason (illness, holidays, or other personal business) they will be required to provide documentary evidence for their absence (e.g. medical certificate, police or pastoral statement) and complete a similar task during the designated Wednesday after school session.

Information on SACs including due dates, results and feedback can be found on Edumate. Parents and students are encouraged to make continuous use of teacher feedback to further their understanding and development.

Staff will provide feedback to students of their scores in each study. However, total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority.

## **Study Designs**

Study Designs are the documents produced by the Victorian Curriculum and Assessment Authority (VCAA) that outline the areas of study and explain the key knowledge and skills students need to acquire to achieve the learning outcomes for the current accreditation period of each VCE Study.

Each study design is available online from the VCAA website:  
[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)

## **Study**

A study is a subject available in the VCE and is made up of a sequence of four semester Units.

**Field of Study** A field of study is a specific content area (e.g. English, Mathematics, Science)

**Title of Study** The name given to the particular focus within a field of study (e.g. Chemistry)

**Area of Study** The specific topics for study within each unit (e.g. 'Periodic Table')

### **Study Score**

A study score is a score from 0-50, which shows how a student has performed in a study, relative to all other students in the state doing that same study. It is based on the results for school assessments and external exams.

### **Unit**

A unit consists of a semester's (half year's) work and involves 100 hours of study of which 50-60 hours will be class time, whilst the remainder includes individual student homework, research and study time.

Units 1 and 2 are designed to be 'self-contained' and students may take independent units at this level. Units 3 and 4 are to be taken as a complete sequence; that is, enrolling in Unit 3 means also enrolling in Unit 4.

### **VCAA - Victorian Curriculum and Assessment Authority**

The Victorian State Government is the authority responsible for conducting the VCE and VCAL.

### **VET - Vocational Education and Training**

A range of nationally recognised vocational certificates now integrated within the VCE.

### **VTAC - Victorian Tertiary Admissions Centre**

VTAC is the organisation which administers a selection system for undergraduate courses on behalf of Victorian universities and TAFE colleges. It is responsible for producing the ATAR scores.

### **Assessment & Reporting**

Each unit of VCE study has between two and four outcomes of key knowledge and skills that must be achieved in order to satisfactorily complete that unit.

- Satisfactory completion is reported as an 'S'.
- Not meeting the requirements for satisfactory completion is reported as an 'N'.

Students will receive school-based reports for Units 1 and 2, outlining satisfactory completion of outcomes and detailing levels of performance in the school assessment tasks.

## **VCE Subjects Offered to Year 10 Students in 2019**

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The following subjects are on offer at the College in 2019, subject to student numbers:

- Health & Human Development
- Outdoor & Environmental Studies
- Psychology

## Health & Human Development Units 1 & 2

<p><b>Rationale:</b> In Health and Human Development, we acknowledge we are created in the image of God and have been designed to fulfil His purposes. We discuss, investigate and attempt to practise God’s directions in all aspects of health: spiritual, emotional, physical, social and intellectual. In recognising that we are all part of God’s creation, we study the causes of ill health on individual, community, national and global scales. In response to the love God has poured out for us and to Jesus’ directive to love one another, we recognise our responsibility to facilitate a striving toward good health and wellbeing for all of mankind.</p>	
<p><b>Unit 1: Understanding health and wellbeing</b></p> <p><b>Area of Study:</b></p> <ol style="list-style-type: none"> <li>1. This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts.</li> <li>2. This area of study explores food and nutrition as foundations for good health and wellbeing</li> <li>3. In this area of study students focus on the health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest.</li> </ol>	
<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.</li> <li>2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.</li> <li>3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.</li> </ol>	<p><b>Assessment:</b> Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li> <li>• oral presentation, such as a debate or a podcast</li> <li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li> <li>• structured questions, including data analysis.</li> </ul>
<p><b>Unit 2: Individual human development and health issues</b></p> <p><b>Area of Study:</b></p> <ol style="list-style-type: none"> <li>1. This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.</li> <li>2. This area of study investigates the health system in Australia.</li> </ol>	
<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept</li> <li>2. Describe how to access Australia’s health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.</li> </ol>	<p><b>Assessment:</b> Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>• a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis</li> <li>• oral presentation, such as a debate or a podcast</li> <li>• a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation</li> <li>• structured questions, including data analysis.</li> </ul>

## Outdoor & Environmental Studies Units 1 & 2

<p><b>Rationale:</b> The Outdoor &amp; Environmental Studies course gives students the opportunity to grow &amp; develop their skills in outdoor environments. Students are encouraged to investigate God’s creation and the variety of ways in which we interact with creation. Stewardship of the gift that God has given us is a strong theme throughout the course and minimal impact practices are followed in all of our practical activities.</p>	
<p><b>Unit 1: Exploring outdoor experiences</b></p> <p><b>Area of Study:</b></p> <p><b>1. Motivations for outdoor experiences</b> Students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.</p> <p><b>2. Influences on outdoor experiences</b> Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.</p>	
<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>Analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.</li> <li>Explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.</li> </ol>	<p><b>Assessment:</b> Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>journal response (compulsory)</li> <li>a case study</li> <li>an oral presentation</li> <li>data analysis</li> <li>structured questions</li> <li>written responses</li> </ul>
<p><b>Unit 2: Discovering outdoor environments</b></p> <p><b>Area of Study:</b></p> <p><b>1. Investigating outdoor environments</b> Introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments.</p> <p><b>2. Impacts on outdoor environments</b> Students focus on human activities undertaken in outdoor environments and their impacts on those environments. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments.</p>	
<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.</li> <li>Evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.</li> </ol>	<p><b>Assessment:</b> Assessment tasks are selected from the following:</p> <ul style="list-style-type: none"> <li>Journal response (compulsory)</li> <li>a case study</li> <li>an oral presentation</li> <li>data analysis</li> <li>structured questions</li> <li>written responses</li> </ul>

## Psychology Units 1 & 2

### Unit 1: How are behaviour and mental processes shaped?

#### Area of Study:

#### 1. How does the brain function?

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

#### 2. What influences psychological development?

Students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

#### 3. Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

#### Outcomes:

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

#### Assessment:

Assessment tasks are selected from the following:

- research investigation
  - evaluation of research
  - media response
  - report of a practical activity
  - annotated folio of practical activities
  - brain structure modelling activity
  - test
  - data analysis
  - reflective learning journal
  - problem solving
- For Outcome 3  
a report of an investigation into brain function and/or development

### Unit 2: How do external factors influence behaviour and mental processes?

#### Area of Study:

#### 1. What influences a person's perception of the world?

Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore perceptual distortions of vision and taste that may occur.

#### 2. How are people influenced to behave in particular ways?

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

#### 3. Student-directed practical investigation

Students develop a question related to external influences on behaviour, plan a course of action to answer the question, collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

#### Outcomes:

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

#### Assessment:

Assessment tasks are selected from the following:

- research investigation
  - evaluation of research
  - test
  - annotated folio of practical activities
  - media response
  - report of a practical activity
- For Outcome 3  
a report of an investigation into internal and/or external influences on behaviour

## Behaviour Management Chart

