Bayside Christian College

"Unity and Maturity in Christ"

VCAL Handbook 2017

Contact Details

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Community Development Officer	Mr Ben Williams	5971 6718	ben.williams@baysidecc.vic.edu.au

The College Day

Mondays		Tuesdays – Fridays	
School starts	8:45am	**School starts**	8:45am
Recess	10:50am – 11:10am	**Recess**	11:10am – 11:30am
Lunch	1:10pm – 1:55pm	**Lunch**	1:00pm – 1:45pm
School finishes	3:15pm	**School finishes**	3:15pm

Term Dates 2017

Term 1	Monday 30 January – Friday 31 March
Term 2	Thursday 20 April – Friday 30 June
Term 3	Thursday 20 July – Friday 22 September
Term 4	Wednesday 11 October – Wednesday 13 December

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Introduction to VCAL

All Bayside Christian College Senior Secondary School students are offered two pathways, VCAL and VCE.

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.

At the end of Year 12, VCAL students will have the following:

- Year 12 completion
- VCAL certificate (Intermediate and Senior)
- Certificate II in Business
- VET or TAFE qualification (Certificate II or III)
- Part-time work, apprenticeship, traineeship or experience from work placement
- Possible credits towards a higher level of TAFE qualification
- Certificates to add to a resume (e.g. First Aid)

Students who enter further education at TAFE will still be eligible to continue into university after completing their qualification if they so desire.

Bayside Christian College Purposes

Bayside Christian College is a welcoming and thriving ELC-Year 12 Christian school community set amongst the backdrop of beautiful natural flora. Established over 30 years ago by the Association for Christian Education of Frankston Inc., the College exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by –

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

Bayside vision

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

"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 that includes all programs and activities, consideration is given to whether it encourages growth in understanding what it means to follow Christ.

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

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

Christian Education for Christian Families

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

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

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

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

Outline of VCAL

As the name, Victorian Certificate of Applied Learning indicates, 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 3 levels:

- Year 10 – Foundation
- Year 11 – Intermediate
- Year 12 – Senior

Students participate in four compulsory learning strands plus a Certificate II in Business:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

The VCAL week (Years 11 & 12):

- Three days per week, seven periods per day (Mondays, Tuesdays and Thursdays) are spent at the College focusing on learning strands and Cetificate II in Business (as above).
- One day per week (either a Wednesday or a Friday) students are to undertake a VET (Vocational Education & Training) course at TAFE or another Registered Training Organisation.
- One day per week (either a Wednesday or a Friday) students are to find a position either in a part-time apprenticeship or traineeship, part-time work, or work placements.

It is the student's responsibility to find a placement.

Students are required to attend all devotions, assemblies and excursions, and to be punctual at all times.

Requirements of VCAL

In order to satisfactorily complete a level of VCAL, students must complete a minimum of 10 units. This must consist of at least:

1	Numeracy unit	1	Literacy unit
1	Work Related Skills unit	1	Personal Development Skills unit
2	VCAL specific units	1	Industry Specific Skills unit
1	VET unit		

At Intermediate level, students will complete:

1	Numeracy unit	2	Literacy units (Foundation English)
2	Work Related Skills units	2	Personal Development Skills units
2	Industry Specific Skills units (VET)		

Plus

Either 2 Units carried from Year 10 VCE, or 4 Units carried from Year 10 VCAL.

In addition to this students will complete a Certificate II in Business.

Assessment

Students are not assessed via tests or exams, except for their Certificate level courses (VET). For each 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, but is not restricted to:

- 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

Students will meet individually on a regular basis with the VCAL coordinator for a 'progress review', and will keep an up to date folio and journal. Students will be given feedback about what they have achieved and what they still need to demonstrate.

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.

Sample timetable:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Numeracy	Industry Elective	VET	WRS	Work
2	Numeracy	Industry Elective	VET	WRS	Work
3	PDS	Industry Elective	VET	Numeracy	Work
4	PDS	Certificate II in Business	VET	Numeracy	Work
5	PDS	WRS	VET	English	Work
6	English	WRS	VET	Certificate II in Business	Work
7	English	English	VET	Certificate II in Business	Work

The timetable above is simply an indication of how time may be allocated for each unit. As all learning is integrated, actual times for units will vary week by week.

Literacy & Numeracy Strands

For these strands, students will study VCE Foundation English in Year 11, and Senior Literacy in Year 12.

Foundation English is designed for students who require a vocationally orientated approach to English and are aiming to enter the workforce after year 12. Students study:

- Essentials of English
- Communication and the workplace
- Information Literacy

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time, travel, and the underpinning skills and knowledge for further study.

Students will meet all learning outcomes through 'hands on' approaches, usually as part of an overall project being completed as part of Personal Development.

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.

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Work Related Skills Strand

The purpose of this strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. Students are given four periods per week for this subject.

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

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.

Students will undertake community projects that enable them to demonstrate the ability to plan, organise and carry out a project. These may include activities such as camps, fundraising for charities, developing community programs, sustainability programs etc. Students are given a key role in deciding on the nature of these projects and are responsible for directing them.

Wherever possible, students will be given the opportunity to participate in formally recognised programs in order to enable them to gain formal certificates. This may incur extra costs.

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 II in Business

The Certificate II in Business offers students the opportunity to gain both theoretical knowledge and practical skills, preparing them for work within various industry settings.

The course focuses on communication skills, effective management, business organisation and working effectively with others.

At Bayside, students demonstrate competency by initiating their own businesses, which they operate for a year.

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
- Building
- IT department
- Primary PE

VET in VCAL

VCAL students complete a VET certificate I and/or II at Intermediate level, and certificate II and/or III at Senior level. Higher level certificates can also be undertaken.

At this time we expect that the following VET programs will be available in 2017 in the Frankston/Peninsula region:

Acting	Hair and Beauty
Agriculture	Health Support Services
Animal Studies	Horticulture
Automotive Studies	Hospitality
Building and Construction	Individual Support
Catering Operations	Integrated Technologies (Electronics)
Christian Ministry	IT (Games Creation)
CISCO Networking	Kitchen Operations
Community Services	Laboratory Skills (Holmesglen TAFE)
Computer Assembly & Repair	Media
Conservation & Land Management	Music – Performance
Dance	Music – Technical Production
Design Fundamentals	Musical Theatre
Early Childhood Development & Care	Outdoor Recreation
Electrical	Parks and Gardens
Engineering	Plumbing
Equine	Scuba Diving
Fashion Design	Sport and Recreation
Fitness	Tourism
Furniture Making	Visual Arts
Game Design	

Generally, students attend TAFE or a Registered Training Organisation one day per week, and gain this qualification as part of their VCAL. This may vary in some cases.

As VET courses are external, they do incur an extra cost of approximately $2,000. Some government funding is usually received and passed on to parents.

For more information about VET courses, see the Careers Co-ordinator, Mrs Claire Dawson.

School Based Apprenticeships and Work Experience

VCAL has a strong focus preparing students for the workforce. Students are encouraged to enter into a part-time apprenticeship or traineeship wherever possible. Students can be linked to a Group Training Organisation that will manage the apprenticeship/traineeship. However, it may not always be possible for placements to be found. Students are encouraged to utilise their contacts to find a placement. Group Training Organisations can then look after the arrangements.

It is the student's responsibility to find a work placement.

The benefit of work a placement is:

- Employers receive monetary incentives for taking on school-based apprentices, making them more open to 'trying someone out'.
- Students are able to work toward Year 12 completion while beginning on their long-term career path. Statistics show that students who stay longer in school have lower long-term unemployment rates.
- Students who do not want to, or are not able to do a part-time apprenticeship are able to enter into part-time work or complete a work placement. Students who take this option are required to complete log books about the activities they complete so that an assessment can be made about their learning outcomes.

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 an expression of interest to the VCAL Co-ordinator.

An interview will be conducted with the student by the VCAL Co-ordinator and Careers Co-ordinator to determine suitability for the VCAL stream.

Students must complete a VCAL Application Form and return it to the College Office.

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