



Bayside
Christian
College

"Unity and Maturity in Christ"

Prospectus 2026



WELCOME TO BAYSIDE

Welcome to Bayside Christian College!

For over 40 years, we have provided a distinctly Christian education, supporting parents as they raise their children with Christian values and vibrant faith in Jesus Christ.

Bayside Christian College was started by a group of families who dedicated their lives to establish a Christian school with a vision to support parents in their God-given task of educating their children. Thus, strong and healthy parent partnerships have been at the heart of who we are since the beginning and remain central to our identity.

Today, we are committed to pursuing excellence in both our Christian faith and education, striving to exemplify and embed a focus on Christ in every aspect of our College.

It is our deep hope that our students experience authentic faith in Jesus Christ, learn of His love for all people and develop a heart to serve. At the same time, we uphold rigorous academic standards, encouraging our students to work diligently as they flourish in their learning.

If you would like to learn more about our College community, I warmly invite you to visit and speak with our team.

Whether you are exploring our website, attending an Open Morning, or already part of our community, I hope you experience the warmth of Bayside Christian College.

Stephan Munyard, Principal



OUR LEARNING DISTINCTIVE

Bayside Christian College graduates will change the world because they are confident in their identity in Christ, aware of their gifts and talents, and prepared to meet the challenges of living and applying the Gospel to an ever-changing world.

Vision

"To nurture and prepare young people for a life of responsive discipleship."

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'.

Our 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.

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.

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 act towards others in a manner consistent with the Bible.

At Bayside, we believe that partnership between school and home is essential to the academic, spiritual, emotional and social success of each and every student. There are countless opportunities for parents to participate in College life, from helping in the classroom, through to joining the Bayside Association.

Community is an important component of what it means to be Christian. There are also real benefits for children in seeing their parents involved in their school and its community. The staff look forward to seeing you around the College as they partner with you in the education of your children.

Mission

The world belongs to God. Parents should raise and train their children to recognise, honour, respect and serve Him.

Bayside Christian College exists to support and assist parents in their God-given task of educating their children.

Our Purpose

The College is a community which exists to help parents equip their children for effective, God-glorifying lives as Christians in the world by:

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

Association for Christian Education of Frankston Inc.

Established in 1982, 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 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.



A BAYSIDE EDUCATION

We welcome you and your child to Bayside Christian College. We look forward to working in partnership with you to ensure your child's educational experience is nurturing and successful, and that God's purposes and plans for your child become clearer as they grow and mature.

At Bayside Christian College, we partner with families as children journey from Kindergarten to Year 12 and beyond. Throughout that journey, we sow the truths of God into the daily lives of our students.

We provide many opportunities and educational pathways for each child to thrive, supporting each student to discover and develop their God-given abilities.

Early Learning Centre

Our Early Learning Centre offers a unique kindergarten program for 3 and 4-year-olds. We combine a Christian program with inquiry-based learning inspired by the Reggio Emilia approach.

Both programs are informed by the five outcomes of the Victorian Early Years Learning and Development Framework: identity, community, wellbeing, learning and communication.

The centre fosters an atmosphere of play-based learning, where children are immersed in experiences and exploration to help them learn more about God and His world. We encourage values of faith, hope, love, joy, peace and service.

Primary School

Our Primary School fosters a nurturing, safe and uplifting environment designed to equip children to blossom and thrive.

Rooted in the wisdom of God's Word, guided by timeless Biblical principles, and framed within a Christian worldview, every aspect of our school—our attitudes, actions, interactions, and educational endeavours—is infused with purpose and meaning.

In our vibrant learning community, in addition to the essential literacy and numeracy lessons, students are encouraged to explore and express themselves through a diverse array of subjects.

Through Physical Education, creative and performing Art, Music, Library, Indonesian, and STEM, every child has the opportunity to discover and develop their unique talents.

Secondary School

Our Secondary School partners with families to encourage and assist in the ongoing development of their children. We provide a nurturing, safe, and engaging learning environment where our students flourish, are stretched, and aspire to be their best in Christ.

Through intentional pastoral care and a personal approach, our Secondary School supports students to grow in character and resiliency during their teenage years. The daily Homegroup system provides students with additional support, an environment for spiritual growth, and maintains a measure of accountability, ensuring students plan their work and organise their time effectively.

Our Years 7 to 10 Secondary students develop their knowledge, understanding and skills through a rich and inclusive core curriculum that includes: English, Mathematics, Science, Humanities, Physical Education, Indonesian, Biblical Studies and Pastoral Care.

The choice-based elective program across these year levels provides students with the opportunity to further develop their individual gifts, talents and interests.

Senior Secondary Pathways

Beginning in Year 10, students have the choice to commence the Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

Students are also able to include a Vocational Education and Training (VET) course or subject in the Trades Skills Centre (Certificate II in Agriculture or Cookery) or via external TAFE provider as part of their VCE, VCE VM or VPC studies.

Experienced teachers within the Secondary leadership team provide resources and advice during the selection period to assist families to make decisions about the educational pathway that best prepares the student for life after school.

Whichever pathway is chosen, our Secondary students benefit from a wide selection of subjects and learning opportunities, small class sizes and dedicated study spaces.



EARLY LEARNING CENTRE

Our Early Learning Centre (ELC) offers a unique kindergarten program for 3 and 4-Year-Olds presenting a Christian program through inquiry-based learning and development.

Our programs foster an atmosphere of play-based learning, where children are immersed in experiences and exploration to help them learn more about God and His world. We believe every child is a capable and competent learner who comes to our classroom with a unique set of experiences and knowledge.

We foster and encourage values which nurture and prepare young people for a life of responsive discipleship. Inspired by the Reggio Emilia approach, our ELC educators combine a Christian program with inquiry-based teachings as they plan educational activities and learning moments.

In line with the Victorian Early Years Learning and Development Framework, our educators observe children at play and reflect on these moments to plan experiences so that children can:

- ➔ develop a strong sense of identity and agency,
- ➔ become connected with and contribute to their world,
- ➔ develop a strong sense of wellbeing,
- ➔ become confident and involved learners,
- ➔ become effective communicators.

We provide full-day programs for both 3 and 4-year-olds:

- ➔ 3-Year-Old: 9:00am-3:00pm Monday-Tuesday
- ➔ 4-Year Old: 9:00am-3:00pm Wednesday-Friday

Fees and Charges

ELC fees are set annually by the College Board and are published in the 'Vision and Tuition' flyer. Fees are payable for all days of enrolment regardless of attendance.

A kindergarten fee subsidy may be available to families with a Concession Card. The appropriate forms are available from the College Office. Children enrolled in our kindergarten program cannot be enrolled in another government-funded kindergarten program.

Eligibility for Enrolment

Victorian state legislation requires that all children enrolled in early childhood education and care services be up-to-date with their vaccinations or have an approved medical exemption by a registered general or paediatric doctor. A copy of your child's up-to-date Immunisation Record is required at the time of enrolment to:

- ➔ participate in orientation sessions, and
- ➔ commence Kindergarten in the year of enrolment.

Enrolment

Preference of place in the 3-Year-Old Kindergarten program will be given to children who are 3 years-of-age on or before 1 February of the year in which they will attend the Early Learning Centre.

If your child's birth date is later, they can be placed on a waiting list. This arrangement is made in reflection of Government regulations and ratios and supports the positive experience of all children within the program.

Children who turn 4 years-of-age on or before 30 April in the year they attend the Early Learning Centre, and those children assessed as eligible for a second funded year of kindergarten, are able to enrol in the 4-Year-Old Kindergarten program.

Children may only access a second funded year of the 4-Year-Old Kindergarten program after an assessment. Children must have observed and documented developmental delays in at least two areas of a child's development to qualify for a second year of Kindergarten. Families should discuss any concerns they may have about their child's readiness for school with the ELC Director.

Application Deadline

Parents may submit an application for enrolment in the Early Learning Centre any time after their child's birth. Due to limited availability of places, applications close 30 June the year prior to commencement.

ELC enrolment interviews are conducted in Term 3 of the year prior to commencement. Please bring your child you wish to enrol along to this interview. Late applications may be considered after all on-time applications, and subject to the availability of remaining places.

Orientation

An orientation session is held in Term 4 of the year prior to commencement in order to build familiarity with the ELC for both children and parents. At the start of Term 1 there is an orientation process for both the 3 and 4-Year-Old groups catering to their specific needs.

Transition

The centre provides a transition period for children starting in both ELC programs at the start of each year.

The 3-Year-Old program consists of half day sessions during the first two weeks of the program leading into two full days for the third week. The 4-Year-Old orientation consists of one week of half days and a second week of two and a half days with a half day rest.

Tours

We welcome you to visit the Early Learning Centre at our annual College Open Days, or by contacting the College Registrar on (03) 5971 6700 for a group tour with the Director of the Early Learning Centre.



PRIMARY SCHOOL

Our Primary School provides a nurturing and positive environment for children to develop their personalities and expand their learning shaped by a Christian worldview.

Our curriculum and educational programs support our children to develop their mental, physical, spiritual, emotional, intellectual and social wellbeing.

In addition to daily literacy and numeracy lessons, students participate in specialist subjects throughout the week including Physical Education, Art, Music, Information Technology, Indonesian and Library classes.

The Primary School partners with parents and carers to help students discover and develop their God-given gifts and talents. Teachers differentiate their programs to accommodate the different learning rates, abilities and styles in each of their classrooms.

Assessment

Accurate and comprehensive assessment of student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

At the beginning of each school year, students will be involved in benchmark testing to guide the teacher in the curriculum and teaching practices for the year. This testing may occur one-on-one or within the class group.

Assessment is both an on-going daily, informal part of teaching, and also something done from time-to-time as a 'spot check' to gain formal evidence of learning.

NAPLAN

Primary students in Years 3 and 5 participate in the government-mandated National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests skills in the four areas of Reading, Writing, Language (spelling, grammar and punctuation) and Numeracy.

Teachers prepare students for the testing to enable them to become familiar with the format, and believe Bayside's well-rounded curriculum is the best way to develop literacy and numeracy skills.

Reading and Writing

Primary teachers support students to read using a number of strategies and programs. Students in Prep-Year 2 are provided with levelled readers and decodable books. Students move onto the Accelerated Reader program in Years 3-6 as they are deemed ready for this progression.

Students will regularly bring home 'take home books' that are at the level of each student's reading ability. Parents are encouraged to involve themselves with the reading of these books and discuss the stories with their children to foster the love of reading. Students will also be expected to record their reading habits in a reader log or student diary.

Homework

Homework is given to students to train them in purposeful study habits, to consolidate learning taught in everyday lessons, and to communicate with parents/carers the types of work undertaken in the classroom.

Physical Education

Primary students have weekly Physical Education lessons. Students also have opportunities to be involved and compete in a variety of College sporting events, including swimming, cross country and athletics carnivals, and may go on to compete at higher levels. Years 5/6 students also participate in interschool sporting events.

Communication Bag/Student Diary

Students in Prep-Year 2 use a 'communication bag' to communicate between home and school. Teachers get students to place notices and other information in the bags to be checked by parents and carers each day.

Wordlists (Prep), and take home reading folders, diaries and reading books (Prep-Year 2) will also be brought to and from school in the communication bag. Students in Years 3-6 have a student diary, which is used to record reading habits, homework, parent/teacher notes, activities and notices for upcoming events.

Learning Support

The College engages specialised learning support staff to assist students who need support.

Extra-curricular Activities

The College offers students a variety of extra-curricular activities including a weekly jogging club, music tuition, intensive swimming program and bike education. There are other interest groups that meet during lunch time.

Primary Camp Program

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.

A pre-camp program runs in Prep-Year 2. Prep students attend the Prep Student Dinner. The Year 1 students participate in an Activity Day and Dinner. Year 2 students participate in an Activity Day, Dinner and Sleepover.

Camps are held for students in Years 3-6 providing children with an opportunity to further develop their friendships and learning outside of the classroom.

Incursions & Excursions

Bayside students take part in incursions and excursions to enhance their learning throughout the year. Parents and carers will be informed of all excursions via email and/or letter home prior to the event.

Parent Participation

Parent participation is encouraged. There are a variety of ways to become involved, and many of the programs offered across the College require parental support. Training induction programs are held early in the year for parents and carers, grandparents, and other family members who wish to help in the classroom.

Community

The Primary community engages with families through events including an annual New Parents Dinner, sporting carnivals, musical showcase evening, Grandparents' Day, open classrooms for family members to visit and Book Week events including Reading Hour in the library and costume parade.



SUPPORTED TRANSITION EDUCATION PROGRAM

The Supported Transition Education Program (STEP) is designed to serve students who are having difficulty accessing the curriculum effectively in mainstream classrooms.

The STEP program is for Secondary students who are operating significantly below their year level academically. The aim is to provide students with the individual attention they require to support their academic growth, balanced with the opportunity for maximised social interaction with their peers in the general mainstream classroom.

Class Structure

The class size is generally around 5-8 students. The small class is designed to maximise the amount of attention and support available to students by the STEP teacher.

Where difficulty learning in the comparable mainstream classroom is identified, students take part in a STEP subject tailored to their needs through a personalised Individual Learning Program (ILP) for core subjects. For example, a student may take part in STEP Literacy, STEP Prac Maths, STEP Science, and STEP Humanities as an alternative to the standard core subjects for their year level.

Students in the STEP program are part of a general year level homeroom. Students participate in mainstream subjects including PE, Science Pracs, and Biblical Studies with their general class as well as elective subjects including Agriculture, Food Technology, Performing Arts, Music, Outdoor and Environmental Studies, and Art. Year 10 students also participate in VCE Vocational Major (VCE VM) industry electives.

External Consultation

Your child may have a support team outside of school that includes professionals such as psychologists, occupational therapists, and speech pathologists. Industry professionals can provide a wealth of insight into your child's strengths and needs.

The College will endeavour to use recommendations from the student's professional care network in developing support plans for your child. Professionals are welcome to participate in support group meetings for your child.

Reporting

Students receive Semester reports in all subjects as STEP students which reflect their participation and progress rather than academic outcomes. Literacy and Numeracy outcomes are reported and Individual Learning Plan reports are also provided every Semester.

Eligibility Criteria

The student is chronologically in Year 7-10 in 2025 (expanding to Year 7-11 in 2026). The student is academically working three or more years below their expected year level as indicated through previous school reports and/or specialised testing such as from an educational psychologist. A recent educational psychologist report is recommended.

Senior Secondary

If students in STEP have the capability to participate in the VCE or VCE VM program, they are able to do so. If they do not have the capability, the College offers the Victorian Pathways Certificate (VPC). This inclusive and flexible certificate offers additional support for students to develop work-related skills and capabilities.

STEP Fees

STEP tuition fees are the same as the College fees outlined in the College's annual Schedule of Fees and Charges.



YEARS 7-8

While our curriculum matches government guidelines and requirements, the content is presented from a Biblical perspective, ensuring a distinctly Christian curriculum.

Through the Secondary School years, adolescents undergo a myriad of changes. Identity begins to form as young people journey toward adulthood, and it is essential through this time that a nurturing learning environment is provided for students to flourish and achieve their best.

Our staff are committed to every student, and it is the sincere desire and prayer of each teacher for all students to reach their highest possible potential.

Teachers help students to identify their God-given gifts and abilities, encouraging and assisting them in their development. Students develop their knowledge, understanding, skills and character through a rich and engaging core curriculum.

Curriculum

Bayside Christian College complies with the Australian 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:

- Stem from and uphold Biblical principles,
- Incorporate the best educational methods available
- Allow for individual care and attention for each student.

The College offers a wide range of subjects for students at all levels. Students develop their knowledge, understanding, skills and character through a rich and engaging core curriculum.

All Years 7 and 8 students undertake a core curriculum program in the following subjects:

- English
- Mathematics
- Science
- Humanities (Civics & Citizenship, Geography, History)
- Physical Education

- Biblical Studies
- Language: Indonesian or English Language

Our choice-based elective program provides students with the opportunity to further develop their individual gifts and interests. Students will also choose a total of six electives (three per semester) from the following:

- Agriculture
- Art
- Design Technology
- Food Technology
- Information Communication Technology
- Music
- Outdoor and Environmental Studies
- Performing Arts
- Visual Communication Design
- Athletic Development (Y7)

Diary

Years 7-8 students utilise Google Calendar as their electronic diary. This can be synced with the Learning Management System, Canvas, which can pull across due dates and assessment information as well as maintain up-to-date records of their homework and meetings.

Timetable

A 10-day timetable cycle is followed across the College. Each period is 50 minutes in duration. The first 20-minutes of the day is spent in Home Groups to address any housekeeping and where students participate in prayer, Bible readings and discussions.

Homework

There will be approximately one hour of homework allocated each week day. This is important to develop sound homework habits early in Secondary School in preparation for future years. Parents are given their own login to Canvas, enabling them to access due dates, curriculum, grades and feedback.

Resiliency Days

Students participate in an annual Resiliency Day. These days focus on the social, emotional and physical wellbeing of students. Students are educated on topics including friendship, identity, body image and relationships, substance abuse, addiction, pornography, and cyber safety.

Chromebooks

Students in Years 7-8 enter the Chromebook program under a College lease arrangement in which students are allocated their own device. The Chromebook provides access to our learning management system, Canvas, where students submit their work and can access lessons and content.

Interschool Sport

Interschool sport is offered through Southern Independent Schools (SIS). Tournaments involve a variety of seasonal sports, as well as interschool competitions in swimming, cross country and athletics. 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.

Camps & Excursions

Bayside students take part in camps and excursions to enhance their learning. 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.



YEAR 9

The Year 9 program seeks to provide exceptional education, enhance the vibrant community within the College and foster authentic discipleship in our students.

Through the Secondary School years, adolescents undergo a myriad of changes. Identity begins to form as young people journey toward adulthood, and it is essential through this time that a nurturing learning environment is provided for students to flourish and achieve their best.

Our staff are committed to every student, and it is the sincere desire and prayer of each teacher for all students to reach their highest possible potential. Teachers help students to identify their God-given gifts and abilities, encouraging and assisting them in their development.

Educational Philosophy

In Year 9, students increasingly challenge and question the world around them. This leads to a deeper grappling with issues of faith and identity and students start to display increasing independence in thinking and behaviour. As a learner and adolescent, students seek to find purpose and reason for their journey. The opportunity to build deep relationships, develop empathy, teamwork, leadership, humility, and resilience are integral to the learning program.

The aim of the Year 9 program is for students to develop a strong personal faith that informs their thinking and actions which will allow them to influence and lead their peers, family, and the broader community. Learning activities must be authentic, relevant, and challenging, and allow students to take risks and embrace challenges as part of their growth.

Curriculum

The College offers a wide range of subjects for students at all levels. Students develop their knowledge, understanding, skills and character through a rich and engaging core curriculum. Our choice-based elective program provides students with the opportunity to further develop their individual gifts and interests.

The Secondary curriculum complies with the Australian 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:

- Stem from and uphold Biblical principles,
- Incorporate the best educational methods available, and
- Allow for individual care and attention for each student.

Students develop their knowledge, understanding, skills and character through a rich and engaging core curriculum consisting of the following subjects:

- English
- Mathematics
- Science
- Humanities (Civics & Citizenship, Geography, History)
- Physical Education
- Biblical Studies

Students will also choose a total of four electives (two per semester) from the following:

- Agriculture
- Art
- Athletic Development
- Design Technology
- Food for Life
- Indonesian
- Media
- Music
- Outdoor and Environmental Studies
- Performing Arts
- Robotics
- Textiles
- Visual Communication Design

Diary

Year 9 students utilise Google Calendar as their electronic diary. This can be synced with the Learning Management System, Canvas, which can pull across due dates and assessment information as well as maintain up-to-date records of their homework and meetings.

Timetable

A 10-day timetable cycle is followed across the College. Each period is 50-minutes in duration. The first 20-minutes of the day is spent in Home Groups to address any housekeeping and where students participate in prayer, Bible readings and discussions.

Homework

There will be approximately one hour of homework allocated each week day. This is important to develop sound homework habits early in Secondary School in preparation for future years. Parents are given their own login to Canvas, enabling them to access due dates, curriculum, grades and feedback.

Camps & Excursions

Bayside students take part in camps and excursions to enhance their learning. 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.

NAPLAN

Students in Year 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 and Numeracy.)

Chromebooks

Students in Year 9 enter the Chromebook program under a College lease arrangement in which students are allocated their own device. The Chromebook provides access to our learning management system, Canvas, where students submit their work and can access lessons and content.

Interschool Sport

Interschool sport is offered through Southern Independent Schools (SIS). Tournaments involve a variety of seasonal sports, as well as interschool competitions in swimming, cross country and athletics. 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.



VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is a two-year qualification that is typically taken over the two final years of secondary education.

The VCE offers a diverse range of subjects across various disciplines, providing flexibility and opportunities for students to pursue their interests and strengths.

Students receive study scores for each subject, which then contributes to their overall VCE ATAR (Australian Tertiary Admission Rank). The VCE certificate is designed to prepare students for further tertiary study.

VCE Structure

- The VCE certificate, requires students to satisfactorily complete at least sixteen (16) of the units which they have studied.
- At least three (3) of these units must be either English or Literature, including a Unit 3-4 sequence and at least three (3) additional Unit 3-4 sequences.
- VCE VET Units may be included in the VCE Certificate providing the student has met the minimum of sixteen (16) units.
- Students may apply to undertake one (1) VCE subject in Year 10. This is subject to the student demonstrating the required maturity and academic rigour across their studies in Year 9.
- Units 3 and 4 of all studies must be undertaken as a sequence in the academic year. A student may not enrol in Unit 4 only.
- All students doing a Unit 3-4 sequence are required to sit the GAT (General Achievement Test).
- VCE students may also have the option of completing a VET course as part of their VCE Certificate.

Selecting a VCE Program

Students are advised to select studies that they:

- enjoy, as these are generally the areas where the most success is met.
- achieve well in, as success is generally a positive motivating factor.
- require, as prerequisites for entry into future study.
- maintain and develop their special skills and talents.

Many Universities and TAFEs require students to complete specific VCE subjects as a prerequisite, so the decisions regarding subject selection are made in consultation with the Careers Coordinator.

Students at Year 11 undertake six (6) VCE subjects (Units 1 and 2). Alternatively they commence five (5) subjects and continue to complete their Year 10 Unit 1/2 subject at Unit 3/4 level if they choose to accelerate in Year 10.

Year 12 students then complete five (5) 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 a sixth subject in Year 12 to increase the likelihood of a higher ATAR. This is not compulsory though.

VCE subject list offered:

- Art Making and Exhibiting
- Biology
- Business Management
- Chemistry
- English
- Health and Human Development
- History
- Legal Studies
- Literature
- Mathematics: Maths Methods
- Mathematics: Specialist Maths
- Mathematics: General Maths
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design Technology
- Psychology
- Visual Communication Design
- VET - Agriculture Year
- VET - Kitchen Operations

Although Bayside Christian College offers a diverse range of subjects, there may be occasions when a subject is not available. Students may apply to study alternate VCE Subjects via Distance Education.

Curriculum

All subjects are taught from a Biblical perspective, which helps students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture.

Bayside utilises internal and external support programs for academic, emotional and spiritual development including:

- Daily Home Group
- Community Group
- Lunchtime homework club
- The THRIVE program each Monday after school
- Elevate Education with guest speakers
- Edrolo, an online tutoring and exam practice program
- External exam lecture programs
- Internal subject study days during Term 3 holidays
- Formal practice exams during Term 3 holidays
- Mentoring program between staff and Year 11-12 students

Academic ability and aptitude are not the sole keys to success in Secondary studies. Success will be gained through commitment to complete all set outcomes aided by application to home study.

Students are encouraged to consider their extra-curricular activities during Secondary school, such as work and sport, to ensure this is well balanced with study time.



VOCATIONAL MAJOR

The Victorian Certificate of Education – Vocational Major (VM) is an applied learning approach to school providing practical work-related experiences and skill development.

The Victorian Certificate of Education – Vocational Major (VCE VM) provides students with practical work-related learning experiences, as well as developing skills in literacy and numeracy. VM is offered at three levels:

- Year 10 – Introduction to VM
- Year 11 – Units 1&2 VM
- Year 12 – Units 3&4 VM

Bayside Christian College won the prestigious “Best practice award” for our applied learning program in the FMPLLEN (Frankston and Mornington Peninsula Local Learning and Employment Network). This achievement places us as providing best practice programs out of 40 schools in the Frankston and Mornington Peninsula districts.

Curriculum

All VCE and VM subjects taught at Bayside Christian College conform to the requirements of the Victorian Curriculum Assessment Authority (VCAA). Year 10 students participate in an Introduction to VM program that incorporates VM subjects. Years 11 and 12 VM students participate in five compulsory learning strands:

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

VM studies for Years 11 and 12 students consists of:

- Three days per week, six periods per day (Mondays, Tuesdays and Thursdays) are spent at the College focusing on learning strands and Certificate II in Active Volunteering.
- Two days per week (Wednesdays and Fridays) students undertake one of the following options:
 - Undertake a Vocational Education and Training (VET) course with an approved Registered Training Organisation (or TAFE) as well as an approved work placement in the field of VET training.
 - Undertake an approved SBAT (School Based Apprenticeship or Traineeship) with a registered Apprentice Network Provider.

VCE VM students must include at least 2 units of VET (usually 180 nominal hours of units of competency) to be eligible to receive the VCE-VM Certificate. Please note, it is the student’s responsibility to source an appropriate work placement.

Along with the five compulsory learning strands, Units 1&2 students will also complete Certificate II in Active Volunteering which includes a First Aid Certificate. All students also complete the Hygienic Handling of Food Certificate.

All VM subjects are taught from a Biblical perspective, which helps students to discern, evaluate and confront issues within each study using God-given principles derived from Scripture. Bayside utilises internal and external support programs for academic, emotional and spiritual development including:

- Daily Home Group
- Community Group
- Lunchtime Homework Club
- The THRIVE program each Monday after school
- Mentoring program between staff and Year 11-12 students

Academic ability and aptitude are not the sole keys to success in Secondary studies. Success will be gained through commitment to complete all set outcomes aided by application to home study.

Students are encouraged to consider their extra-curricular activities during Secondary school, such as work and sport, to ensure this is well balanced with study time. appropriate VET course, employee workplace contract and training plan.

School Based Apprenticeships & Work Placement

VCE VM has a strong focus on preparing students for the workforce. Students are encouraged to enter into a part-time apprenticeship or traineeship wherever possible.

Students can be linked to an Apprenticeship Network Provider that will manage preparation of the apprenticeship/traineeship. Students are encouraged to utilise their contacts to find a suitable employer.

Assessment

VCE VM students complete Part A of the General Achievement Test. For each unit, students are also required to provide evidence of their work on each learning outcome through:

- A digital 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; and
- evidence of information and communications technology, including internet usage.

Application Process

Students will be selected for VM based on their ability to demonstrate clear career direction not requiring an ATAR, maturity and ability to work in a team. Students may be nominated by staff for consideration in the VM stream, or may submit an expression of interest.



TRADES SKILLS CENTRE

Ideally located at the gateway to the Mornington Peninsula, our Trades Skills Centre will equip young people for the future jobs of our region in identified skills shortage areas.

Food is so much more than what we eat. Not only do our very lives depend on it, but food is at the heart of our community and culture. Sharing a meal is one of the most important ways that we connect and communicate with others.

Increasingly, the security of our food supply, and the sustainability of its propagation and transportation, are in the spotlight as we consider the impact that our consumption choices have on our environment and the wellbeing of others.

Bayside Christian College Trades Skills Centre seeks to equip a new generation of stewards with a faithful disposition to engage their heads, hearts and hands in the production, preparation and presentation of food.

Offering Certificate II programs in Agriculture and Kitchen Operations from our purpose-built facility, students will develop a wide range of transferable vocational and life skills and knowledge in such areas as communication, workplace safety and sustainability.

Certificate Courses

Our two-year VET courses run every Wednesday during school term. Both the Agriculture and Hospitality courses are suitable for VCE and VCE VM students. Speak with your school's VET Coordinator about how a VET course contributes to your overall award.

Applicants should be mindful that as a Christian school, certificate courses at Bayside Christian College will be delivered in ways which are consistent with our worldview. It is an expectation that student behaviour will be consistent with our College Purposes.

Agriculture (AHC20116)

Certificate II in Agriculture is an introductory course that prepares students for work in the agriculture industry. The course aims to provide students with knowledge and skills in a range of basic agricultural practices, including aspects of plant production.

Students undertaking our Agriculture course will have access to dedicated specialist learning spaces including contemporary classrooms, a potting shed, greenhouse and gardens.

On completion of the course, students may transition into further courses such as Certificate III in Agriculture, Diploma in Agriculture and Bachelor of Agricultural Science, or seek employment in related fields.

Kitchen Operations (SIT20416)

Certificate II in Kitchen Operations is an introductory course that teaches students to perform a range of tasks in hospitality establishments, particularly cooking and cheffing. Students will enjoy learning and working in our fully-equipped commercial kitchen featuring specialised cookery and bakery equipment.

On completion of the course, students may transition into further courses such as Certificate III in Hospitality, Certificate IV in Hospitality and Diploma of Hospitality Management, or seek employment in related fields.

How to Apply

Speak with our school's VET Coordinator about the application and enrollment process. All prospective students are to complete and sign a Bayside Christian College Trade Skills Centre Application Form for the relevant course, which can be obtained through your school VET Coordinator.





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baysidecc.vic.edu.au/new-families



**Bayside
Christian
College**

"Unity and Maturity in Christ"