

# SUPPORTED TRANSITION EDUCATION PROGRAM



**Bayside Christian College**  
*"Unity and Maturity in Christ"*

The **Supported Transition Education Program** is designed to serve students with significant learning difficulties who are not eligible for enrolment at a Special School, yet are unable to access the curriculum effectively in mainstream classrooms.

Bayside Christian College's Vision and Mission is to partner with parents in the nurture and preparation of young people for a life of responsive discipleship.

At our core, we believe that each child is fearfully and wonderfully made and gifted in many ways. In line with this, it is our, as it is God's, desire to serve all the children that we can, including those with learning challenges.

The Supported Transition Education Program provides an alternative classroom setting and curriculum for students in Years 7-12 who are operating significantly below their year level academically (4 or more years behind their peers). The Program also:

- Provides development and strengthening of numeracy and literacy skills.
- Fosters increasing independence in their learning as students progress through their respective year levels.
- Recognises the need for students to experience learning and build relationships with peers and teachers in mainstream classrooms where possible.
- Allows students to step into mainstream classrooms when they have achieved the relevant capacity.

The amount of time spent in the STEP homeroom will vary for each student and will be determined by the STEP Teacher in conjunction with subject teachers. One student might need assistance in only one particular subject area, while the STEP room may be the primary source of another child's instruction.

The aim is to provide the student with all the individual attention they need and yet balance this with the opportunity for maximised social interaction with peers in the mainstream classroom.

## Eligibility Criteria

The following criteria must be met for a student to be eligible for the Program:

- The student is chronologically in Years 7-12 (Years 7 or 8 for the commencement of the Program in 2022, then progressing through Secondary school).
- The student's academic functioning level is more than 4 years below his/her expected year level as indicated by the specialist report requirements and classified as needing extensive support under NCCD.
- The student's need is primarily academic and does not include significant emotional or behavioural concerns or significant health-related concerns that would require individual care above and beyond what is typically provided by the College.
- The student can function independently in integrated classes, such as P.E. and other electives as determined by the student's schedule. The student may use modifications/accommodations as needed for these electives as determined by the student's Individual Learning Plan.

**"FOR I KNOW THE PLANS I HAVE FOR YOU," DECLARES THE LORD, "PLANS TO PROSPER YOU AND NOT TO HARM YOU, PLANS TO GIVE YOU HOPE AND A FUTURE."**

- JEREMIAH 29:11

The Program has limitations when it comes to being able to accommodate students with significant behavioural, mental health, hygiene or self-care needs.

Non-academic services and therapy (such as speech and occupational therapy) must be independently arranged by the parent and providers are welcome to work with students at the College where possible.



## Program Structure

The Program's structure is flexible and will be tailored to meet the students' needs. Formulating the best program structure for the student requires input from both parents and teachers.

Previous assessment data and reports from external professionals will facilitate the design of the most appropriate curriculum for students engaging in the Program.

## Specialist Report Requirements

- Report by a qualified educational psychologist about the student's academic, intellectual and adaptive behaviour functioning.
- Supporting documentation from other professionals such as Speech Pathologists, Occupational Therapists, Physiotherapists, Psychiatrists, Doctors, Optometrists and Audiologists as required. Previous school reports and Individual Learning Plans may also be required.
- Documentation provided meets the criteria for NCCD Extensive classification.
- Some students may be eligible for support through the "State Support Services" funding program administered by Independent Schools Victoria. Parents of eligible students must commit to supplying updated assessment reports when needed for reapplications for support.