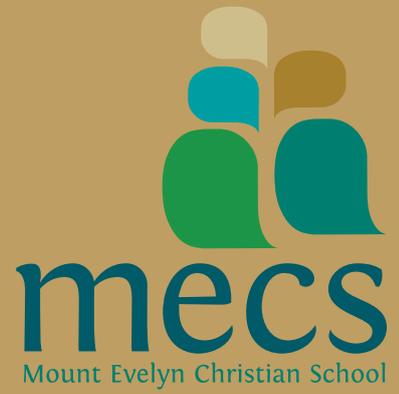


Mount Evelyn Christian School  
135 York Road  
Mount Evelyn VIC 3796  
ABN 19 775 686 269

Tel (03) 9738 6000  
Fax (03) 9738 6001  
office@mecs.vic.edu.au  
www.mecs.vic.edu.au



# Focus on Senior School: Years 10-12

## Mount Evelyn Christian School



**MECS Vision**  
Seeking the  
Kingdom of God  
in Education



### Our Mission

We provide Parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.



# Senior Secondary Education at MECS

Mount Evelyn Christian School (MECS) comprises 4 sections, all on the one campus: Kindergarten, Primary school (Prep-Year 6), Middle school (Years 7-9) and Senior school (Years 10-12). The core vision and mission of MECS remains constant throughout the entire school – you can read about that in the ‘Focus on Identity’ document, however each section also has its own vision, culture and structure to reflect the different ages of the students.

This booklet focuses solely on the Senior School, Years 10-12. This is an exciting stage of life as the students continue the transition from childhood to adulthood, and begin to consider their future beyond formal schooling. The MECS Senior school staff are committed to preparing the Year 10 students for the rigours of VCE, and then supporting the students through the demands of the VCE years.

The culture of the Senior School is more adult - students are given more responsibility for their own learning and greater freedom in certain areas. Staff guide them in their decisions, encouraging them to make good life choices. The Senior School provides students with a sense of belonging and recognises that each person is wonderfully created by God, each with individual and unique gifts that are valuable, worthy of development and specifically given by God.

MECS Senior School meets the educational demands of society from a distinctively Christian perspective, and more importantly leads students towards a deeper religious insight of their calling in God’s world.



MECS recognises that a “one size – fits all” approach to schooling in the senior secondary years does not work. The Mount Evelyn Campus (Senior School), with its focus on VCE, provides opportunities for students with academic and artistic gifts to develop and flourish. Ranges TEC (see page 30 for more information) with its focus on applied learning provides opportunities for students with strengths in manual and technical learning styles to grow and flourish. Both contexts seek to provide an educational community striving to be faithful to God in all areas.

Given the emphasis on formal qualifications in our society, the Senior School values and recognises its responsibility to ensure students – according to their gifts and vocational aspirations – attain their Victorian Certificate of Education (VCE), complying with the Victorian Curriculum and

Assessment Authority (VCAA) requirements.

The Senior School program provides a range of valuable and rewarding subjects and units of study in the humanities, arts, mathematics, performing arts, social sciences, sciences, and a wide range of vocational subjects. Our students have access to a wide range of subjects and are able to fully meet all prerequisites for entry to tertiary institutions.

We hope that as you read through this booklet you will get a sense of our attitude toward the senior school years - of our understanding of the demands of VCE, and how we recognise that there is more in life to learn than academics. We hope you get a taste of how we view each child as valuable and wonderfully created and that our goal is to assist each of them in reaching their God-given potential and preparing them for a life of discipleship and work in God’s kingdom.

## A Unique Perspective

### What is unique about the Senior School?

MECS Senior School provides curriculum, teachers and a learning environment that recognise Christ as Lord of all of life. We are committed to ensuring that all learning is related to our Christian faith, continuing the Christian educational vision that shapes the primary and middle school levels of MECS.

MECS’ distinctiveness as a Christian school is found in the perspective from which we source our teaching.

MECS is not unusual in having a religious perspective. All schools reflect, in their teaching and learning, a fundamental commitment either to God or to a god-substitute, something within creation that is elevated to a place of idolatry instead of God.

In preparing students for further education we seek to prepare and equip our students for learning and living in secular (educational) environments. We strive to enable our students to become aware of, and expose, the idolatry of the different perspectives with which they will be confronted in tertiary institutions or in the workforce. Such an approach provides students with an in-depth understanding and insight into the way in which their studies fit together, and provides an excellent preparation for them in their tertiary education and work life choices.



## About the Senior School

Each Senior School subject is developed from a biblical perspective and encourages the students to answer the question of how God calls us to respond to the subject matter. Teachers work on developing perspectival, biblically informed insights into their subject area. Whilst stretching students academically and facilitating educational approaches that maximise VCE results is an important goal, Christian senior school education needs a broader outlook that guides students to discern, critique and think about the world from a biblical understanding of life.

The most important question is ultimately, 'Are our students being equipped for a life of service as disciples in God's kingdom - as employees or tertiary students, as parents or as active citizens in the broader community?'

Graduates from our Senior School have entered many different tertiary institutions, undertaking a wide range of courses including accounting, agriculture, architecture, the arts, business and commerce, computing, engineering, horticulture, the humanities, medicine, nursing, science, social work and teaching.

These students have found that our Senior School has provided excellent preparation in terms of both the academic standard of tertiary study and the degree of personal responsibility and motivation expected of students. A significant number have gained and are working towards doctorate degrees. Other students have left either at the end of Year 11 or 12 to train and serve as nurses, ministers, mechanics, retail managers, carpenters, builders and journalists, amongst many other vocations. A number have gone on to become 'Apprentice of the Year'.

All of these successes reflect the quality and excellence of the education these students have received at Mount Evelyn Christian School. Yet they also reflect the prayerful support of the families these students come from, their faithful service, and the rich and wonderful blessings of God who makes all this possible.

## Careers Services

Mount Evelyn Christian School offers a wide range of career support services for students in Years 10-12. Some of these services include:

- Individual career counselling for all Senior School students. This may include consultations with parents both during and outside school hours.
- The opportunity to explore and clarify questions surrounding appropriate subject choices, study skills and achievable long and short term goals, so that they can make informed career development decisions.
- Year 10 career education classes and 'Transition Week': students learn how to prepare resumes, develop interview skills, research the current job market, find out about pathways and qualifications needed for various occupations, hear from guest speakers employed in a range of professions and visit tertiary institutions.
- Individual personality and career profiling, including assessment and a half hour counselling session for all Year 10 students.
- Work experience program for Year 10 and 11 students. MECS encourages all students to undertake two work experience placements before commencing Year 12.

- Individual counselling and information sessions for all Year 12 students in post-school options such as tertiary study, employment and assistance with applications.
- A fortnightly Careers Newsletter that includes tips and strategies for achieving study and job related goals, Open Day dates for all Victorian tertiary providers, updates from tertiary institutions and notices regarding career development activities and seminars.

Students are able to access a wide range of resources from the Careers resource area, including University and TAFE course guides, pamphlets on a wide range of careers, useful websites, the *Job Guide*, VTAC publications, Gap Year options, scholarship information and more.

## Compulsory Perspective Subjects

### Why Compulsory Subjects?

The range of subjects offered for Year 11 and Year 12 is designed to facilitate several outcomes. MECS aims to provide a Senior School program which will not only result in success at the end of the VCE but will also enable students to serve God faithfully in the whole of their lives. To this end, there are **compulsory** subjects (apart from VCE English or VCE Literature) that students are called to undertake in their VCE years.

### Biblically Based Tradition

MECS has a strong tradition of guiding the development of a biblically informed and 'worldview framed' understanding of life and learning. This is significantly developed with our students through the compulsory perspectival subjects.

These subjects offer rich opportunities to explore Christian perspectives. This is not to suggest that our other subjects are perspectively neutral, since we seek to teach all parts of the curriculum from a Christian perspective.

These subjects also prepare students for the many challenges of post-schooling life.

### Years 11 and 12 – Compulsory Perspective Subjects

The compulsory studies for Year 11 students are Texts and Traditions Unit 2 or Religion and Society Unit 2.

The compulsory studies for all Year 12 students is Philosophy of Ideas (POI) which is a less rigorous, non-VCE subject.



# Year 10

Year 10 at MECS is seen as a transitional year as students move from Middle School to Senior School education. The students experience a change of location and social environment by moving into the Senior School. They have interaction with other students and staff in the Senior School through devotion groups, sport, study and social activities which is a different structure from the Middle School.

A more adult atmosphere exists in the Senior School. Students work with a team of teachers in an increasingly subject oriented learning environment. The importance of leading and supporting students to live out their faith in response to issues and life choices is consistently maintained.



The Senior School has different expectations of students. There is an increased emphasis on independent and home study and an increasing focus on analytical and theoretical discussion. In the transition, there is a need to lead students to a fuller awareness of the varied assessment modes employed in senior secondary work.

Being in Senior School means many adjustments and new ideas to work with. It means taking on new subjects and coming to terms with some new ideas. The cultural studies class is an example: students explore the different ways in which people see the world. They are encouraged to identify their own worldview and also to challenge it. This key course endeavours to help students understand the perspective or outlook (which has a religious foundation) that all people have when they view their world. The Year 10 curriculum is developed around life choices and a consideration of the challenges that Year 10s face at this stage of their life.

Year 10 students are gradually exposed to the use of 'study periods' where they are encouraged to complete school work in the Study Centre. This further prepares them for the challenge of VCE study.

To better prepare our Year 10 students for the Victorian Certificate of Education (VCE), students may choose one VCE unit from a selection of VCE and Vocational Education Training (VET) courses. Participation in these units allows Year 10 students a real opportunity to experience the demands of VCE. The VET courses on offer are listed in the VET section.

In Year 10 there are three pivotal 'out of school' experiences:

- the Centre Trip (explained below)
- Transition Education Week, and
- two weeks of Work Experience.

Year 10 is a time when many students are asking important questions about who they are; who they want to be; and what they want to do. The features of this stage of development must be recognised in the curriculum. It seems that one of the most significant outcomes of the Centre Trip and of Work Experience is a new self-awareness and responsibility for one's own actions. The Year 10 Transition Week in June serves as a week of information about pathways and options which may be followed after completing Year 10.

## Year 10 Subject Information

Year 10 subject selection at MECS is designed to give students a well-rounded final year of their compulsory education. However, since Year 10 is also the final year of schooling before the VCE, students are given the opportunity to complete a subject that results in credit towards their VCE certificate.

Ranges TEC (see pages 30-31) provides Year 10 students with a vocationally directed program that prepared them for VCAL, an alternative to VCE.

## Centre Trip Camp

A highlight of the MECS integrated camps program is the annual Year 10 trip to the Yuendumu aboriginal settlement in Central Australia, where students experience in a practical way the culture and language of Australia's original inhabitants, alongside the wonders of creation in the Red Centre. Living together as a community for 16 days and being confronted by the 'third world' living conditions means that the trip is invariably a growing experience for all students.

Each year we spend several days in Yuendumu sharing and forming relationships with the people in the town, largely through making friends with the children and entering into the activities that they are involved in. MECS has been involved with Yuendumu for more than 30 years and has built a strong relationship with the school at Yuendumu.



## VCE Vocational Education Training in Schools (VETiS) - Available for students to commence in Years 10 and 11

### What is VETiS?

Vocational Education and Training in Schools refers to enhanced senior school studies, which enables a secondary student to combine their senior school studies with vocational training.

#### Features of VETiS

- It is a two year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further vocational training TAFE study
- Focuses on students developing industry specific and workplace skills
- It is a vocationally oriented school program designed to meet the needs of industry



#### How does VETiS work?

A VET in Schools program is usually made up of:

- VET units of competency: Delivered by a registered training organisation (RTO) (e.g. TAFE), student's school or another school close by.
- Structured workplace learning: This involves an employer accepting a student on a one day a week basis or one week block (usually the latter). Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

#### Contribution to the VCE

With the exception of English there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as VCE VET or Block Credit Programs.

#### VCE VET Programs:

- Are fully recognised within the Units 1-4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)

- Which are scored, contribute directly to the ATAR, either as one of the best four studies (the primary four) or as a fifth or sixth study.
- Which are unscored and offer a Units 3 and 4 sequence, provide an increment towards the ATAR (10% of the average of the primary four scaled studies).

#### Block Credit VET programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR (subject to VTAC policy).

For further information, go to: [http://www.vtac.edu.au/pdf/publications/gazette/Gazette\\_issue1\\_feb2014.pdf](http://www.vtac.edu.au/pdf/publications/gazette/Gazette_issue1_feb2014.pdf)

#### VETiS increases students' learning potential

- Broadens VCE/VCAL options
- Develops student's capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Fosters positive feedback by enabling students to demonstrate specific skills and competency
- Matches student interests and career directions through the provision of strong pathways.
- VET gives national qualifications and skills
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate or Statement of Attainment
- VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

#### VETiS prepares students for the workforce

- Multiplies post-school opportunities
- Provides the opportunity to trial a career
- Helps students explore possible areas of interest which promote further study and work choices
- Allows a student to develop strong links with industry and local community employers, i.e. students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions
- Develops their capacity for co-operation, teamwork and leadership skill development
- Assists in transition from school to work.

#### Where and when are VETiS Courses held?

MECS is part of a group of schools called the Yarra Valley VET Cluster. The Cluster is committed to keeping costs as low as possible for schools and families. Ranges TEC is considered an RTO for the purposes of VETiS rather than a "Cluster"



school. We encourage our students to consider Ranges TEC as a first choice where appropriate as they will continue to receive teaching from Christian role models in a high quality learning environment. Most students in these programs are away from MECS for a half day per week, usually Wednesdays, between 11.00 am and 5.00 pm. There are always a few exceptions to this so please refer to the course brochures for clarification and/or speak to the VETiS Coordinator.

### **The process for choosing a VETiS course**

Around the end of Term 2, Year 9 students will be given information about the VETiS courses offered. They will be given time to research and consider their preferences. Following the Year 10 Information Evening in early August, students register their preferences on an 'Expression of Interest' form. Once the Yarra Valley VET Cluster Coordinators have determined which VETiS courses can be formally offered (based on numbers and resources), a confirmation of these courses and places are given to students and the final selection is confirmed in mid-late October (occasionally later if there are issues). Not all students will receive confirmation at the same time.

Upon confirmation, students will receive a package including a Yarra Valley VET Cluster Enrolment Form. RTO's will also require their own enrolment forms to be completed. These should be returned within two weeks.

Students wishing to undertake VETiS at a TAFE provider (such as Box Hill Institute) should contact the VETiS Coordinator before completing the "Expression of Interest" form.

Students will be required to attend an orientation session in early December.

### **Where can I go to find more information about the VETiS courses?**

Brochures with detailed information about each VETiS course offered will be made available to students in hard copy from the Main Office around the end of Term 2, at the Year 10 Information Evening and electronically via the MECS website. Occasionally last minute changes occur in VETiS courses that are out of our control. If so, you will be contacted by the VETiS Coordinator if your child has expressed an interest in a course that has changed in any way.

Further information about any of the VETiS Certificates can be found on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Where to get help about choosing a VETiS Course**

Help with subject selection can be obtained from the VET Coordinator/Careers Coordinator, Amelia Koole (email [akoole@mecs.vic.edu.au](mailto:akoole@mecs.vic.edu.au) or call via the school to make an appointment).

It can also help to talk to students who are currently doing the course and read any information given carefully.

### **What costs are involved in the VET courses?**

All VETiS courses attract extra costs. Course costs include Tuition fees, material fees and uniform. Tuition fees will vary according to the purchase of training hours, the materials required by students to complete the program, trade materials, transport, books and equipment required. Information about Tuition fees from RTOs will be contained in their information brochures. MECS will contribute \$1,000 towards tuition fees and \$1,500 towards tuition fees at Ranges TEC.

All VETiS courses also charge a materials fee in addition to the Tuition fee. This fee varies in price and must be paid by the parents.

Some courses require students to wear a uniform. This will be indicated on the course brochure. This is not covered by the Materials fee or the Tuition fee and will be the family's responsibility to purchase.

### **What if my child changes their mind?**

If a student decides to withdraw from the course before the end of the year prior to commencement of the course (eg. after the orientation session), a full refund will be given for any fees paid.

If a student withdraws after the commencement of the course up until the end of February, any monies paid will be refunded minus \$50 (admin fee).

If a student withdraws after the last day of February there will be no refund on monies paid and any outstanding fees will still need to be paid. After the last day of February, the host schools will bill us for the Materials and Tuition fees and we will be asked to pay the full amount regardless of whether the student is still currently enrolled. We will also require parents to contribute towards these costs due to the poor use of school resources.

Students who wish to change from a VETiS course to another VETiS course will need to consult with the VETiS Coordinator as to the availability of places. Students wishing to change from a VETiS course to VCE subject will need to consult the VCE Coordinator or the VETiS/Careers Coordinator who will discuss the proposal with the relevant subject teacher.

Student's wishing to change from a VETiS course to an alternative arrangement will need to consult the VETiS/ Careers Coordinator.

Students withdrawing from a VETiS course will need to fill out a "Change of Subject Form" available from the VASS Coordinator in the Senior School Office. This form requires signatures from parents, teachers and Coordinators.

### **How will my child get to their VETiS course?**

Travel arrangements to and from the VETiS courses are the responsibility of the parents. Many families arrange for their children to catch public transport beginning with a bus from York Road at the bus stop nearest to MECS. Parents may choose to car pool. In the last few years, MECS has provided a bus to take students to Ranges TEC. While this is likely to continue, confirmation will be given towards the end of 2016.

Contact: VETiS Coordinator/Careers Coordinator, MECS  
Phone: 97386000.

# VCE - Years 11 & 12

## Introduction to the VCE Program

The VCE program for Years 11 and 12 recognises the need for students to obtain qualifications to pursue their life choices, and is structured to help achieve this. Students are counselled about the subjects they should study, and assisted in making choices consistent with their abilities and career goals. Students are given non-timetabled blocks of time (study blocks) to carry out research and private study. This leads to well-disciplined students who are better equipped to cope with the less structured atmosphere of a tertiary institution. MECS is pleased with the results obtained by its students in the VCE, and is also happy to see these students perform well at the tertiary level.

In Victoria, VCE results are a big deal for schools. Private schools, in particular, can gain or lose students depending on their results. Figures that measure the average Australian Tertiary Admissions Rank (ATAR) and the percentage of students with ATARs above 90 are considered crucial. These figures appear on the websites of many prestigious schools and parents appear to be convinced that a school that produces excellent academic results must be a “good” school. Like any form of reductionism, ATAR results do not tell us everything about a school nor do they tell us everything about the student who gains a high ATAR.

While at MECS we consider good ATAR results important, they are not the only measure of schooling success. We are equally concerned about how well our young people fit into their community, how well they would perform in a work place, how they engage in healthy relationships, and a host of other roles. In short, how they are prepared for a holistic life in worship of God. Our other concern about VCE results is that they only seem to reward those who are academically gifted. When the VCE was first mooted back in 1985 in the “Blackburn Report”, we were pleased because the certificate was put forward as one that could be achieved by all students (not just the academically gifted) if they were prepared to work hard. However, our tertiary institutes have hijacked this noble vision so that today, rather than the gaining of the VCE certificate being seen as a success, it is the value of the ATAR that determines the success of a person’s VCE.

For some time now, we have worked towards - and gained - a really strong learning culture in the VCE years. This culture is nurtured right throughout the Senior School but is boosted by a wonderfully organised Year 12 Camp, excellent attendance at VCE practice exams and the strong leadership shown by our Senior School Coordinator. Good VCE results have their genesis in the home and are nurtured by every single member of a school’s staff. The gaining of “good” results is not simply the domain of the Senior School staff but rather they belong to the whole school community.

We continue to maintain our ‘open’ enrolment policy for those who would seek to study for their VCE irrespective of their academic ability. Given this policy, MECS will continue to carry the “cost” of lower average ATAR results if we are serious about a radical Christian education where each child is given the opportunity to undertake VCE. The VCE has been designed for all students not just for those who are seeking tertiary entry. Thus, students who are simply seeking

the VCE certificate often don’t worry about the ATAR because their vocational path does not require this.

We as Senior School staff continue to work at building an environment that promotes a rigorous approach to the VCE which is seen as being part of a student’s whole hearted worship of God. We also pursue an approach to education which seeks to help each student to do his or her best by developing self-directed learners. Thus, continued success at tertiary level tends to be the norm for MECS students.



## Victorian Certificate of Education (VCE)

### Satisfactory completion of the VCE

The Victorian Curriculum and Assessment Authority (VCAA) have provided the following guidelines for the satisfactory completion of the VCE.

Students need to satisfactorily complete a minimum of 16 VCE units or eight studies.

Students need to satisfactorily complete a minimum of three units of a VCE English, two of which must be a 3-4 sequence (from 2018).

Students need to satisfactorily complete a minimum of three sequences of Units 3 and 4 studies in addition to English or Literature Units 3 and 4. Thus the minimum number of Year 12 or Units 3 and 4 studies that need to be undertaken is four. These sequences may be VCE and/or VCE VET studies.

However, entrance to some tertiary courses may be determined by the number of VCE courses undertaken. Year 10 and 11 students are able to access VCE studies a year above their traditional position. These are only to be selected with consultation and careful consideration. This means that Year 10 students can complete VCE Units 1 and 2 subjects; and Year 11 students can complete a subject at VCE Unit 3 and 4 level.

Most students undertake five or six studies to maximise their potential outcomes.

## VCE - Years 11 & 12

### The Australian Tertiary Admission Rank (ATAR)

Students wishing to pursue tertiary studies will need to maximise their ATAR score.

The Australian Tertiary Admission Rank (ATAR) is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. VTAC forwards the ATAR along with application information to selection authorities at institutions.

The ATAR is not a score, it is a rank which shows a student's achievement in relation to other students.

The ATAR is determined by students' scores in English or Literature and their best three subject scores, plus 10% of their fifth and sixth subject scores.

### Choosing VCE Subjects

The VCE subject selection process at MECS will involve two stages:

**Stage 1: Indicate Preferences – Via an online process,** students indicate their preferences from a list of subjects provided. Students will need to submit their preferences by a set date. The preferences will be used by the staff to determine which subjects will be given priority to run and which subjects will run at the same time as other subjects (these are called “subject blockings”). Eg. In one “blocking” Biology, Legal Studies and Text and Traditions may run at the same time. This means that students can only choose one of these subjects.

**Stage 2: Select Subjects** - The subject blockings are released and students will be able to select, from the options available to them, the subjects they would like to undertake. This will be via an online process also.

\*Please note that even after this stage, there may be some subjects for which it is unviable to run a class due to very low numbers. Having said that, MECS is committed to running any subject that is a “must have” prerequisite for any tertiary course regardless of the number of students enrolled.

What happens if your choice is not available?

MECS recognises the challenges of not being a large senior secondary college. Even so, through the Yarra Valley VET cluster, Ranges TEC, Distance Education Centre Victoria and the Victorian School of Languages, our subject choice is not dissimilar to that of much larger secondary schools. Our commitment is to maximise the range and choice students have.



### What happens if the choice clashes?

1. Reconsider the subject choice. Many students have the impression that they *have* to do a particular subject for a job or future study choice. On reading VTAC's 'Prerequisites for 2018/2019' ([www.vtac.edu.au/publications.html#year10and11](http://www.vtac.edu.au/publications.html#year10and11)) it is often found that no such prerequisite exists.
2. Make an appointment to meet with the Careers Coordinator or the Timetable Coordinator. They will listen to any concerns a student and their parents might have and check if there are any alternative possibilities.
3. If the student feels that they must do a particular subject that is not offered at MECS then there might be an option to do this through Distance Education.

The option of Distance Education must be discussed with the VCE Coordinator, as it is the school that applies on behalf of the student. Distance Education courses that are the choice of the student incur extra costs, as opposed to course prerequisites.

### Units 1 and 2 Subject Selections

Year 11 students are advised to select five or six subjects (including an English option *and either* Texts and Traditions Unit 2 or Religion and Society Unit 2) to maximise their VCE options. Year 11 students may, subject to staff approval, be able to select a VCE Unit 3 and 4 subject if there are no timetable clashes with the rest of their subject selections. Students will have to demonstrate that they have a good academic record (no detentions for non-submission of work or late work), have demonstrated excellent learning behaviour and have achieved a minimum 'B' average in their other subjects.

### Units 3 and 4 Subject Selections

Year 12 students are advised to **select five or six subjects** including at least one English option.



## VCE - Years 11 & 12

### Introduction to Year 11

Year 11 is for many students the real beginning to VCE and as such is a significant step up in their educational journey. There has been a large amount of work put in by many teachers right through the school to help each student to this stage. The fact that the students have been in the Senior School for the whole of Year 10 means they have adapted to the campus and have got to know the teachers they will see in their VCE classes. This helps to create a smooth transition into the VCE years.

One method used to help the incoming Year 11 students is to have what is known as an 'Orientation to Year 11' week at the end of their Year 10 classes. During the first week of December the prospective Year 11 students come for a week to start the classes they have chosen for the next year. This allows students to have a good idea of the nature of the subjects they have chosen. The teacher is also able to guide students as to what would be good to complete before returning in the following year. This means that in the new year the classes can be up and running very quickly with a sense of purpose that has already been set.



One of the real pleasures in Year 11 is the Formal. This takes place towards the end of the year and is now a fixture on our calendar. The students prepare for this through the third term with weekly dance lessons. The result is a night where these skills go on display at Karralyka theatre when parents and friends gather together for an evening over a meal. Each student prepares a short speech for the night and this for many has been the highlight of the night as we have seen the maturing process evolve over the years for these students.

### Introduction to Year 12

Year 12 students have reached the last year of their secondary education. They are the leaders of the school and as such are aware of the need to model the right behavior and dedication for younger students. Ultimately the most important question is: are our students being equipped for a life of service as disciples in God's kingdom, not just as employees or tertiary students, but also as parents and active citizens in the broader community?

At MECS we strive to help our students in the learning endeavour. The Year 12 students undergo a two week orientation program at the end of the previous year. The first two weeks in December sees the students who have completed Year 11 return to start their Year 12 studies. This actually means that the students are well on the way with each unit they are studying long before the year starts. Both students and teachers are able to clear up the introductory nature of the units and start the process of delving into the work that needs to be completed. This is a huge help to students as they are aware of work needing to be done over the holidays and the need for a quick start in the following year.

Another source of assistance for the Year 12 student has been the Year 12 camp. This takes place in late January or early February before the other students start school. This is a two day camp that looks at ways to assist the students in their studies. Sessions on topics such as problem solving, study skills, time management, VCE requirements, exam techniques, stress management and careers are all part of the camp along with a lot of fun and simply being a great way to start the year.



# Ranges TEC

Ranges TEC is a campus of Mount Evelyn Christian School. It offers a unique, hands on learning environment underpinned by the trades: Building and Construction, Hospitality, Horticulture, Engineering and Furniture Making. Students at Ranges TEC undertake trade focussed schooling in Years 10 to 12. If students are considering employment as a tradesperson after leaving school, Ranges TEC is a great place to be. Our apprenticeship placement rates hover around 90% so the chances of finishing school with an apprenticeship are very high.

Ranges TEC understands and honours applied learners. We acknowledge their learning style is often different to many in academic learning environments. A Ranges TEC Year 10 is a rich, explorative, hands on environment in which students are supported to discover their potential. Our Year 10 is designed to launch students into the challenges of Year 11 and 12 trade based programs. In Year 11 students undertake VCAL and pre-apprenticeship training in one of our five trade environments, spending the vast majority of their time learning in a context they are passionate about. Students in Year 12 work with teachers to develop an Individual Learning Plan suited to their individual needs, talents and aspirations.

## How is Ranges TEC distinct from other VET providers?

Ranges TEC is distinct from other Vocational Education and Training providers in that it is, a Christian learning community, dedicated to providing students with a quality vocational education in which they discover and develop their God-given gifts together with a biblical understanding of the world in which they live and work. Teaching staff at Ranges TEC are passionate, highly experienced Christian educators and trade professionals committed to sharing their vocation with young people within a biblical framework. At Ranges TEC students will acquire 'more than skills'.

More information about the courses conducted at Ranges TEC can be found at the website [www.rangestec.vic.edu.au](http://www.rangestec.vic.edu.au)

## What programs are on offer?

Ranges TEC offers the following full-time education programs to students in Year 10 and the VCAL years.

### Year 10

- A year 10 program dedicated to preparing students for an applied learning environment in which practical skills are honoured.
- A year that enhances communication skills, student independence and responsibility.
- A year to ignite a passion for learning.
- A year to investigate life as a tradesperson and prepare for further study (year 11/12) in VCAL (Victorian Certificate of Applied Learning).
- A year to ask questions about learning, yourself and the world.

Ranges TEC understands and honours applied learners. We acknowledge their learning style is often different to many in academic learning environments. A Ranges TEC year 10 is a rich, explorative, hands on environment in which students are supported by committed staff to discover their potential. Our year 10 is designed to launch students into the challenges of the Victorian Certificate of Applied Learning in years 11 and 12, (an important gateway to maturity and further study), small business management and work as a tradesperson.

Year 10 at Ranges TEC is framed by four important Readiness themes.

**Ready to Learn:** Literacy, Numeracy Employability skills, The Rite Journey

**Ready to Work:** Taster Program, Work Related skills, Work Placement, The Rite Journey

**Ready to Serve:** Service Project, The Rite Journey, Duke of Edinburgh

**Ready to Challenge:** Duke of Edinburgh, Camps, Sports Program, Service Project, Taster Program

## VCAL Years (Years 11/12)

### What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for senior students and has over 20,000 enrolments in Victoria annually. Like the VCE, the VCAL is a recognised senior qualification that is issued by the Victorian Curriculum and Assessment Authority. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on training students for vocational pathways. Students who do the VCAL are more likely to be interested in further TAFE training, undertaking an apprenticeship, or entering the workforce after completing Year 12.

### How is VCAL structured?

VCAL comprises three levels: Foundation, Intermediate and Senior. These levels are not related to students' ages or school year; rather their abilities to work at different levels of independence and capacity.

VCAL is made up of four core strands, Literacy, Numeracy, Personal Development Skills, and Work Related Skills, with each strand having prescribed learning outcomes.

The personal attributes that are highlighted and developed in VCAL are: good listening skills, commitment, leadership, teamwork, willingness to work hard, initiative, ability to ask questions and follow instructions, motivation to achieve their personal best, focus on the end goal.

## Are other options possible?

There are a number of options available within each of these programs and Ranges TEC is committed to making every effort to provide flexible, personalised learning pathways to meet student needs. Pathways are made up of individualised project work, School Based Apprenticeships or Traineeships (SBAT), On the Job Assessment, Certificate studies, a variety of VCAL options and more. Please contact us to discuss personalised options.

# Ranges TEC

## VET (Vocational Education and Training) Certificate Courses

Ranges TEC offers specific training in a range of vocational areas and provides students with the opportunity to complete a nationally recognised Certificate II qualification.

Some MECS students already undertake VET programs offered by Ranges TEC within the Yarra Valley VET cluster on Wednesdays, as an 'add-on' to their MECS senior secondary program. Whereas, for fulltime Ranges TEC students, VET courses are integrated with the rest of their weekly program.

## Structured Work Placement

A key feature of all Ranges TEC programs is that training goes 'hand in glove' with 'real work'. Work is found either through industry partnerships, or by students, and is central to learning and training at Ranges TEC. Work placements provide excellent opportunities to put into practice the technical and employability skills developed during training.

Participating in regular work placement is very beneficial as it:

- Links education to the workplace.
- Improves knowledge of training and career opportunities.
- Increases vocational skills and provides 'on the job' experience.
- Develops employability skills.
- Provides opportunities to meet potential employers.

## Fees and Materials

The tuition fee at Ranges TEC includes all excursions and incursions. Fees generally increase with EPI (Education Price Index) approximately 5% p.a.

Tuition Fees (2016) – \$10,100 Materials Fee – \$850 pa (contact office for discounts that apply to current MECS campus students). Additional costs may include the purchase of a student chromebook and trade appropriate clothing.

## Clothing

Year 10 Students will be required to wear appropriate work clothing to Ranges TEC each day, eg. Leather boots (steel cap), Sturdy workpants, Ranges TEC top.

Year 11 & 12 Students will have additional workwear requirements based on their chosen trade e.g. Apron/ Chef pants (Hospitality), long sleeve non-flammable shirt (Engineering).

More information on uniform requirements for VET can be found on the Ranges TEC website. Further information on clothing requirements will be provided at enrolment.

Estimate Cost: \$200 – \$400



## Location

Our main campus is a purpose built, trade training and education facility located in Hightech Place, Lilydale. Situated within Lilydale's industrial development it provides an authentic setting for vocational education and training and is only a short walk from rail and bus services. Ranges TEC also has a community farm in Monbulk which supports the delivery of our learning programs.

For more information, please contact Ranges TEC (03) 9738 7100 or visit our website [www.rangestec.vic.edu.au](http://www.rangestec.vic.edu.au)



