

Dear Parents,

Welcome to Mernda Hills Christian College, a co-educational school that provides values-based Christian education for students from Foundation to Year 12. Our college is part of a wider network of institutions connected to the Seventh-day Adventist Church, including schools, universities and hospitals across Australia and the world. We prioritise our students and their holistic development in becoming young people with the skills to fulfil their God-given potential.

Students are encouraged to see themselves as members of a community where they belong, where they can learn more about God and the world around them. Our students are supported to establish and maintain respectful relationships with each other and are equipped to demonstrate responsibility for themselves, their learning, and their role as active members of the community.

Delivered within a Christian worldview, education programs at Mernda Hills align with the Australian Curriculum and meet Victorian Curriculum And Assessment Authority (VCAA) requirements for VCE. Our teachers demonstrate an attitude of lifelong learning in their own development and model what this looks like to our students in their learning spaces. Students are encouraged to see themselves as lifelong learners, actively engaging in their academic pursuits and remaining curious when exploring new ideas and perspectives.

Whether engaging with stimulating academic content, navigating new friendships, experiencing personal growth through our Learning 4 Life program or competing honourably in our sports program, Mernda Hills Christian College promotes the development of resilience and a growth mindset. These opportunities allow our students to explore new interests and develop their character, while discovering how they can flourish and contribute meaningfully to their communities.

This prospectus provides some initial information about the program we offer to students. We look forward to speaking with you further about the opportunities Mernda Hills can offer your child.

Kind regards,



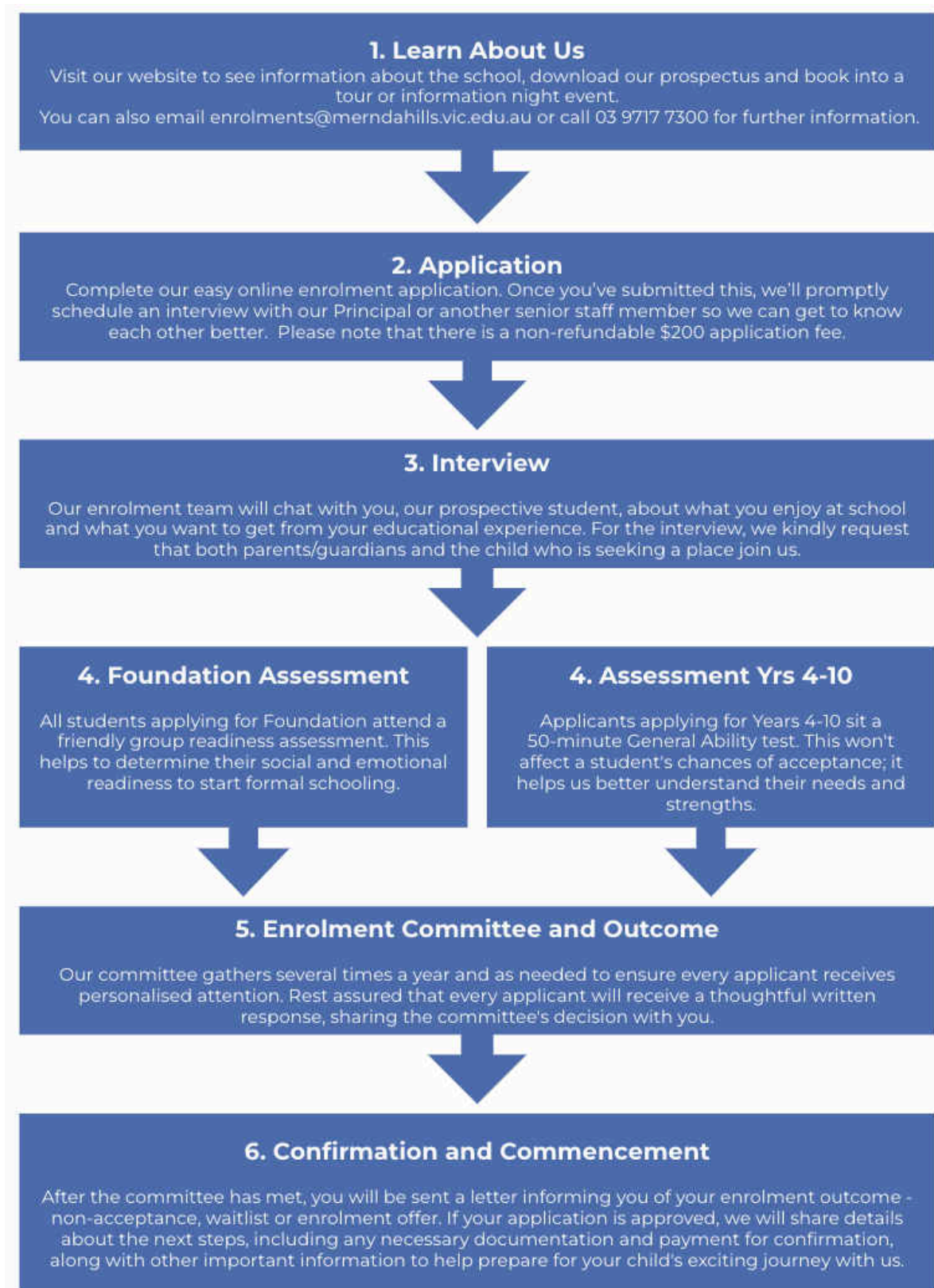
Kristin Hankins
Principal



Prospectus Pack Contents

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Appendix B - Enrolment Process Flowchart





2024 College, Levies & Bus Fee Schedule

Per Term – Per Student (single child rate)

	Tuition Fee	Consumables Levy	Building Levy	Total
Primary	\$1,549	\$220	\$25	\$1,794
Years 7 – 10	\$1,986	\$385	\$25	\$2,396
Years 11 - 12	\$2,157	\$385	\$25	\$2,567

Per Year – Per Student (single child rate)

	Tuition Fee	Consumables Levy	Building Levy	Total
Primary	\$6,196	\$880	\$100	\$7,176
Years 7 – 10	\$7,944	\$1,540	\$100	\$9,584
Years 11 - 12	\$8,628	\$1,540	\$100	\$10,268

An annual Building Levy of \$100 is applicable per student. This is not a tax deductible donation. Donations to the school building fund are encouraged and are fully tax deductible.

Family Discounts

Family Discount	Number of Children
15%	2
30%	3
40%	4
50%	5

Family discount applies to ALL children enrolled at the College and on Tuition Fee ONLY

Bus Fees Per Term

Number of Children	Fee
1 Child	\$450
2 Children	\$650
3 Children	\$700
4 Children	\$750
5 Children	\$800

*Applicable only for students registered for the daily bus run

Consumables Levy:

Primary – Contributions towards the cost of excursions, camps, stationery, swimming, bus usage for sporting events, device usage, library and general resources.

Secondary – Contributions towards the cost of excursions, camps, textbooks, subscriptions, bus usage for sporting events, library and general resources.

- Secondary students are responsible for acquiring stationery in accordance with the school book list.

- Year level devices cost may be applicable.

Payment terms:

1. Fees are payable per year or term either via BPAY, online transfer, Direct Debit, over the phone or in person.
2. A 5% prompt payment discount on the full year's fees is applicable if payment is made by the end of the first week of Term 1.
3. A 3% prompt payment discount on term fees is applicable if payment is made by the end of the first week of each term. One full term's notice **MUST** be given if withdrawing your child's enrolment, otherwise a full term's fees will be charged to your account.



Spiritual Culture and Wellbeing

Spiritual Culture

Mernda Hills Christian College is a multicultural school, catering to students of all cultural and religious backgrounds. Prospective families are not expected to share the religious beliefs of the College, but are expected to acknowledge and uphold the values of the school and participate in compulsory activities such as worships, religious studies and the chapel program.

As our crest suggests, spiritual development is the underlying focus of everything that we do at Mernda Hills. Biblical values influence policy and practise and a holistic view of personal growth, including the spiritual component, directs our educational processes. In addition to this we strive to support the physical and emotional components of an individual's life to ensure their overall wellbeing and development.

Our Values

We believe that these four values are essential in becoming excellent learners that demonstrate integrity and Christian character:

1. **Being Respectful “We think about others”** - Treating others the way we wish to be treated and caring for others in the community, and our environment.
Romans 12:10
2. **Being Responsible “We own our actions”** - Being responsible for our actions, learning from all decisions and making great choices.
Ecclesiastes 9:10
3. **Being Resilient “We bounce back”** - Developing a growth mindset with a never give up attitude.
Joshua 1:9
4. **Being a Learner “We learn and grow”** - Being a lifelong learner is an important aspect of all educational journeys. Developing an attitude of learning in all subject areas is vital to developing students of excellence.
Romans 15:4



Chaplains

Chaplains are employed at the College primarily to provide for the spiritual nurture of staff and students, but are also heavily invested in the emotional well-being of all associated with the College. As such, they are available to discuss issues with members of the College community. Where needed, they are able to refer issues to more appropriate agencies.

While at school the chaplains are involved in organising chapels, visiting classes, conducting Bible studies, counselling staff or students and contacting families. We encourage chaplain involvement in classes and welcome their input into the educational program to further the spiritual goals of the College.

Wellbeing Department

The Wellbeing team is committed to ensuring that all individual students cognitive, emotional, social, physical and spiritual wellbeing are met. The team work collaboratively with students, teachers and families to address the wellbeing of students, by implementing proactive strategies to achieve positive outcomes and academic success.

The counsellor works with students from Foundation to Year 12, who are experiencing challenges at home and at school. The purpose of the counsellor is to work with students through difficult times to help them develop a strong level of personal and social wellbeing. Please note that the counselling support provided does not replace allied health support from outside school; it is designed for short term intervention and check-in support.



Transport and Care Services



School Bus

The College runs a small bus service for drop off and pick up in nearby suburbs, catering for before and after school pick up every day. Casual or short term usage of this service is not currently available.

Due to high demand, placement on the bus is not guaranteed with enrolment and is subject to current seating and route. New applicants for the bus may be placed on a waiting list. Please note the costs for this service:

2024 Costing (per term, per family)

1 child	\$450
2 children	\$650
3 children	\$700

Public Transport

A public bus line runs past the school between the Craigieburn and Mernda train stations. The school is a short walk from the nearest bus stop.

Route: 390

Nearest Bus Stop: Heddle Pde/Sackville St

Distance from Bus Stop to School: Approx. 350 metres

OSHC

Outside School Hours Care (OSHC) is the program established to provide care for children of parents whose work commitments prevent them from regular drop off and pick up arrangements. OSHC operates from 7-8:45am and 3:30-6pm during school terms.

The OSHC program is mainly, but not exclusively, for primary-aged students. OSHC staff are trained and qualified and ensure that healthy activities, food and entertainment are provided when appropriate. OSHC payments are not included in College fees and separate arrangements must be made.

Study Club

The Study Club was established to ensure that secondary students have a place where learning can be supervised after school. The Study Club is housed in the Library, supervised by teaching staff and operates from the end of school to 4:30pm on Monday to Thursday.

Students are supervised in Study Club while they are waiting to be picked up by their parents, or they may be sent to the Study Club by teachers when they have not completed their homework or assignments. Study Club is not a place for afternoon social gatherings and students who are not there to work will be asked to focus or make their way home.



Food

The Food Policy

The Food Policy of Mernda Hills Christian College is based upon Biblical principles of health and the specifics of the Seventh-day Adventist health message. This involves not only the use of healthy foods but also the avoidance of unhealthy foods. As such all food provided by, and associated with the College will be wholly vegetarian and is intended to provide a healthy alternative to students.

This includes all food provided by the canteen, food arranged for camps or excursions, food prepared during educational activities, and any food that is associated with College events or fundraising. The Primary school also has a “fruit and veg only” rule for recess time. This is to encourage students to develop better health habits.

Although encouraging healthy eating at home and at school, the Food Policy does not prevent students from bringing foods of their choice to school for their own consumption.



The Canteen

Developing healthy eating habits is an important part of a child's education. The purpose of the College canteen is to provide healthy meals and snacks to staff and students. In keeping with scientific research and the Adventist church's own health focus our canteen is wholly vegetarian, avoids excessive sugar and salt and offers wholesome food at a reasonable cost.

Ordering of lunches is done via the Spriggy Schools app before school commences each day. Students may purchase snack and drink items from the canteen during recess and lunch times. The canteen operates on Tuesday, Thursday and Friday during school terms.



Uniform Requirements - PRIMARY

	GIRLS	BOYS
Summer	<ul style="list-style-type: none"> - Uniform dress that covers the knees - Uniform soft shell jacket - Plain white socks that cover the ankle - Black polishable leather lace-up shoes - Uniform hat when outside 	<ul style="list-style-type: none"> - Plain blue short-sleeved uniform shirt - Grey dress trousers or shorts - Uniform soft shell jacket - Plain grey socks that cover the ankle - Black polishable leather lace-up shoes - Uniform hat when outside
Winter	<ul style="list-style-type: none"> - Uniform pinafore - Plain white blouse or shirt - Uniform tie - Zip-up uniform jacket - Plain navy socks or tights that cover the ankle - Black polishable leather lace-up shoes 	<ul style="list-style-type: none"> - Plain blue long-sleeved uniform shirt - Grey dress trousers - Uniform tie - Zip-up uniform jacket - Plain grey socks that cover the ankle - Black polishable leather lace-up shoes
Sport	<ul style="list-style-type: none"> - Uniform soft shell jacket - Uniform tracksuit pants, shorts or skirt - Uniform polo shirt - Plain white socks that cover the ankle - Runners with cushioned soles - For swimming - a one-piece bathing suit 	<ul style="list-style-type: none"> - Uniform soft shell jacket - Uniform tracksuit pants or shorts - Uniform polo shirt - Plain white socks that cover the ankle - Runners with cushioned soles - For swimming - board shorts
*Optional	<ul style="list-style-type: none"> - Uniform parka - Woollen uniform jumper (to be worn only under jacket or parka) - Uniform scarf, gloves and/or beanie 	<ul style="list-style-type: none"> - Uniform parka - Woollen uniform jumper (to be worn only under jacket or parka) - Uniform scarf, gloves and/or beanie

General Notes:

- Velcro or buckle black leather shoes are permitted for Foundation students only
- It is recommended that girls wear black or navy bike shorts under dresses and skirts
- All shirts and blouses must be tucked into skirts or trousers, not folded or rolled
- Only plain white singlets or t-shirts are to be worn beneath shirts/blouses and should not show
- Students should maintain good personal hygiene
- Uniforms should be clean and well maintained (not torn, stained or missing buttons/zips)

Hair:

- Hair must be neat with natural colours. Hair below the collar must be tied or pinned away from the face
- All hair accessories must be plain navy, black or white

Jewellery and Adornment:

- Make-up should appear natural with no extremes of colour or shade
- Nails must be clean and short without nail polish
- One plain gold or silver stud in each earlobe is permitted
- No other jewellery or adornment is permitted unless an exemption applies (see student handbook)

Bags:

- All students are expected to carry their academic items in the College backpack and their sports items in the College sports bag



Uniform Requirements - SECONDARY

	GIRLS	BOYS
Summer	<ul style="list-style-type: none"> - Uniform dress that covers the knees - Uniform blazer - Plain white socks that cover the ankle - Black polishable leather lace-up shoes - Uniform hat when outside 	<ul style="list-style-type: none"> - Plain white short-sleeved uniform shirt - Grey dress trousers or shorts - Uniform Tie - Uniform blazer - Plain grey socks that cover the ankle - Black polishable leather lace-up shoes - Uniform hat when outside
Winter	<ul style="list-style-type: none"> - White uniform blouse or shirt - Uniform skirt that covers the knees - Uniform tie - Uniform blazer - Plain navy socks or tights that cover the ankle - Black polishable leather lace-up shoes 	<ul style="list-style-type: none"> - Plain blue long-sleeved uniform shirt - Grey dress trousers - Uniform tie - Uniform blazer - Plain grey socks that cover the ankle - Black polishable leather lace-up shoes
Sport	<ul style="list-style-type: none"> - Uniform soft shell jacket - Uniform tracksuit pants, shorts or skirt - Uniform polo shirt - Plain white socks that cover the ankle - Runners with cushioned soles - For swimming - a one-piece bathing suit 	<ul style="list-style-type: none"> - Uniform soft shell jacket - Uniform tracksuit pants or shorts - Uniform polo shirt - Plain white socks that cover the ankle - Runners with cushioned soles - For swimming - board shorts
*Optional	<ul style="list-style-type: none"> - Uniform parka - Woollen uniform jumper (to be worn only under jacket or parka) - Uniform scarf 	<ul style="list-style-type: none"> - Uniform parka - Woollen uniform jumper (to be worn only under jacket or parka) - Uniform scarf

General Notes:

- It is recommended that girls wear black or navy bike shorts under dresses and skirts
- All shirts and blouses must be tucked into skirts or trousers, not folded or rolled
- Only plain white singlets or t-shirts are to be worn beneath shirts/blouses and should not show
- Students should maintain good personal hygiene, including deodorant if needed
- Uniforms should be clean and well maintained (not torn, stained or missing buttons/zips)
- Students in Years 11 and 12 should wear the VCE uniform tie rather than the general one

Hair:

- Hair must be neat with natural colours. Hair below the collar must be tied or pinned away from the face
- All hair accessories must be plain navy, black or white
- Facial hair is not permitted

Jewellery and Adornment:

- Make-up should appear natural with no extremes of colour or shade
- Nails must be clean and short without nail polish
- One plain gold or silver stud in each earlobe is permitted
- No other jewellery or adornment is permitted unless an exemption applies (see student handbook)

Bags:

- All students are expected to carry their academic items in the College backpack and their sports items in the College sports bag

What is school readiness?

School readiness refers to whether a child is ready to make an easy and successful transition into school. While many people think of academics (eg. writing their name or counting to 10) as the important school readiness skills, school readiness actually refers to a much broader range of skills including self care (eg. independent toileting), attention and concentration, physical skills, emotional regulation, language skills and play and social skills.

Why are school readiness skills important?

The development of school readiness skills allows school teachers to further develop a child's skills. Without these basic skills already established upon entry to school, children can very quickly find themselves playing 'catch up' compared to their peers that are advancing more quickly. Students that begin school with the building block skills in place advance quickly compared to those that don't.



What are the building blocks necessary to develop school readiness?

- **Self Regulation:** The ability to obtain, maintain and change emotion, behaviour, attention and activity level appropriate for a task or situation (eg. not throwing a tantrum when they are unhappy).
- **Sensory processing:** Accurate processing of sensory stimulation that influences attention and learning. This affects how you sit, hold a pencil and listen to the teacher.
- **Receptive language (understanding):** Comprehension of spoken language (eg. the teachers instructions).
- **Expressive language (using language):** Producing speech or language that can be understood by others.
- **Executive functioning:** Higher order reasoning and thinking skills (eg. What do I need to pack to take to school?).
- **Social skills:** The ability to engage in interaction with others (either verbally or non-verbally), to compromise with others and to be able to recognise and follow social norms.
- **Planning and sequencing:** The ability to perform sequential multi-step tasks (eg. completing a cut-and-paste task or following a set of instructions).

How can I tell if my child has problems with school readiness?

If a child has difficulties with school readiness they might:

- Get easily frustrated when expectations are placed upon them.
- Struggle to follow instructions in daily activities.
- Rely on parents to do self care tasks, such as dressing, eating or toileting.
- Struggle to pay attention to tasks as long as their peers.
- Be socially immature (eg. unable to share, uncontrolled behaviour when unhappy).
- Have difficulty understanding consequences of their behaviours.
- Not interact well with their peers (either in or out of the classroom).
- Be resistant to new activities and/or being guided about how to develop new skills.

What can be done to improve school readiness skills?

In the lead up to school start, the following activities can be helpful:

- **Parenting expectations:** Increase expectations of the child around self care tasks such as dressing, toileting, eating, and getting ready to leave the house. Provide only verbal rather than physical 'help' to complete the tasks where possible.
- **Social skills:** Encourage the child to develop relationships with other (unfamiliar) children of a similar age, and arrange suitable 'play dates' for social interaction practice where the adults actively facilitate this play practice.
- **Books:** Expose the child to books to prepare them for literacy so they learn to enjoy and sit through the entirety of a book.
- **Early preparation:** Start preparing the child for school by talking about expectations at school, appropriate behaviour, and regularly engaging in 'sit down' activities.
- **Collaboration:** Work with the child's preschool teacher to identify any areas of slow development so that these areas can be targeted *before* the child starts school.
- **Visual strategies:** Use visuals (such as picture schedules) to help the child understand the routine of their day both at home and at kindergarten.
- **Fine motor skill development:** This is an area that will be a large part of the activities undertaken at school, so developing these skills will enable the child to participate in activities much more easily and willingly. This means they should practice cutting, colouring, drawing, and writing their name.





Bush School

“For the first eight or ten years of a child’s life, the field or garden is the best schoolroom... nature the best lesson book.” Ellen G White - Child Guidance

Foundation students engage in Bush School once a week starting in Term 2. Here they are given the opportunity to engage in open-ended, diverse and meaningful learning that is connected to the curriculum and gives them a greater appreciation of God’s creation.

Bush School gives children the opportunity to discover nature for themselves, finding insects in trees or under rocks, observing birds and animals, splashing in puddles, and building shelters. Students are encouraged to explore, cooperate, build and learn together.



Some of the benefits to learning in an outdoor environment include:

Authentic learning and independent thinking

Hands-on experiences and open ended communication fosters rich and meaningful learning. This allows for more complex and self-directed lines of inquiry and observation from the students.

Social skills and relationships

Children gravitate towards common interests and as a result may interact with peers who they might not normally in the classroom. It encourages the development of curiosity, cooperation and negotiation, problem solving, courage and supportiveness. They develop a stronger sense of belonging within their school community in this environment.

Confidence

Being at Bush School isn’t just for the physically capable students. In this environment, every child can find a sense of mastery at a level they are confident with, and explore things they may not encounter in everyday life.

Literacy and Numeracy Skills

The rich interactions students have at Bush School encourage development of oral language and vocabulary. This environment also allows students to experience and explore concepts of numbers, patterns measurement, spatial awareness, data, reasoning, counting and mathematical thinking.

Physical Development and Wellbeing

Fine and gross motor skills, core-strength, coordination, balance and physical endurance are all enhanced when the students engage in the diversity of experiences in an outdoor learning environment such as Bush School.

Decreased Anxiety and Negative Behaviours

Evidence shows that time spent outside enjoying nature can reduce stress, lessen aggression, and boost energy and attention.

Secondary Subjects 2024

Year 7 and 8	Year 9 and 10
Biblical Studies	Biblical Studies
English	English
Mathematics	Mathematics
Science	Science
Humanities <ul style="list-style-type: none"> • Geography • History • Economics & Business • Civics & Citizenship 	Humanities <ul style="list-style-type: none"> • Geography • History • Economics & Business • Civics & Citizenship
Health & Physical Education	Health & Physical Education
	<i>Learning 4 Life - YEAR 9s ONLY</i>
Technologies <ul style="list-style-type: none"> • Food * • Textiles * • Wood & Plastic * • Digital * 	Electives (Choose 2) <ul style="list-style-type: none"> • Visual and Media Art • Design Tech - Food Tech • Design Tech - Wood & Plastic • Digital Technologies • Languages - French • Music • VCE Fast Track Psychology (10 only)
The Arts <ul style="list-style-type: none"> • Visual Art * • Media Art * • Music * • Drama * 	
Languages - French	
Invictus	
Sport	Sport

* Semester subject

Year 11	Subject options	Year 12	Subject options
Block A	Religion and Society Units 1&2	Block A	English Units 3&4
Block B	English Units 1&2	Block B	Religion and Society Units 3&4
Block C	Health and Human Development Units 1&2 Mathematical Methods Units 1&2	Block C	General Mathematics Units 3&4 Maths Methods Units 3&4
Block D	General Maths Units 1&2 Art Making and Exhibiting Units 1&2 Business Management Units 1&2 *French Units 1&2(VSL)	Block D	Art Making and Exhibiting Units 3&4 Chemistry Units 3&4 *Environmental Science Units 3&4
Block E	Foundation Maths Units 1&2 Chemistry Units 1&2 *Specialist Maths Units 1&2 (VSV) *Computing Units 1&2 (VSV)	Block E	Foundation Maths Units 3&4 Health and Human Development Units 3&4 *Computing Units 3&4 (VSV)
Block F	Biology Units 1&2 Physical Education Units 1&2 *History Units 1&2 (VSV)	Block F	Biology Units 3&4 Psychology Units 3&4
Block G	Physics Units 1&2 Psychology Units 1&2	Block G	Physics Units 3&4 Physical Education Units 3&4
Comments	<i>Block A and B are compulsory subjects. Some students are doing a VSV subject.</i>	Comments	<i>Block A and B are compulsory subjects. Some students may be doing a VSV subject in their allocated lines.</i>



Devices

Mernda Hills uses the G-Suite for Education as the digital collaboration platform. From Foundation - Year 4, devices are provided by the school for use as a tool for learning in the classroom. From Year 5, students will require a school-approved laptop to participate in the school curriculum.

The following arrangements are currently in place to facilitate appropriate, reliable and cost effective digital access for all students.

- Year 5-8 students- Specific Chromebook and bag are required and are purchased via [this link](#).
- Year 9-12 students - Macbook Air - Students/families pay a deposit to the College and receive a Macbook Air device for use. At the end of Year 12, students/families may pay an additional fee to buy out the device, or alternatively can return the device to the College.
- Any student breach of the Acceptable Use Agreement may lead to the loss of device use privileges at the College.

Charged battery is the responsibility of the student to have their device charged before each school day starts; chargers and extension cords are not permitted in the classroom as they become tripping hazards. They are also not practical when moving between rooms for each lesson.

Laptop bags including the cross-body strap must be used to prevent damage or dropping when moving between classrooms. Year 5-8 laptop cases are prescribed in the purchasing portal and have been chosen based on durability, functionality and cost-efficiency.

Devices are not to be used outside of the classroom unless instructed to do so by a teacher, including during break times.

Network settings are in place to promote learning and protect students. The internet at Mernda Hills is filtered through our onsite firewall. Students must always use the Mernda Hills network while on campus and must never use a hotspot unless directed by a teacher. Mernda Hills network settings will only apply to devices while they are on the school network or during school times.

The IT Helpdesk has a limited number of Chromebooks that can be borrowed for a small fee for a lesson in the event of a student's own device being temporarily unavailable. These devices cannot be borrowed overnight or during school holidays. This service is for short term use only and students needing to borrow for more than one day will need to show evidence of their device being logged for repair.

Chromebook repairs for devices purchased through the portal need to be logged with LWT: service@lwt.com.au ph 1300 556 788 and may be covered under warranty/insurance, depending on what the family paid for at the time of purchase.

Replacement laptops for Yr 5-8 must be purchased through the order portal.



FAQ

1. Are you a private school?

Yes, we are a private Christian school run by Adventist Schools Victoria.

2. What are the school fees and are there discounts?

Please refer to the fees page of our website.

3. How do I go about enrolling my child?

Visit the enrolments page of our website to find out more about the enrolment process and apply online. Once we have received your online application and all supporting documentation, we will contact you for an interview.

4. Is the enrolment fee refundable?

No. There is a \$200 processing fee per application. There are no discounts or refunds available on this fee.

5. Do you have any places available for my child's year level?

That depends on the year level - some have waiting lists. Please contact the college for information on a specific year level.

6. How many students are in a class?

Class sizes are variable according to the individual needs of the students in that class.

7. Is the College zoned?

No. Students from any suburb may enrol.

8. Is there a uniform?

Yes. All students are expected to conform to the uniform standards of the school. Exemptions or modifications may apply on religious or medical grounds in consultation with the principal.

9. When should I apply?

Generally you should apply in the year before you wish your child to commence at the College. Applications made two or more years in advance are accepted and will be recorded, but are not assessed by the committee until the year before commencement.

Additional information may be required before assessment if a long period of time has elapsed since application.

10. Is there a cut off date for applications?

There is no cut off date for applications. However, in order to maximise your chances of success, we suggest you apply early. Waiting lists may apply if year levels are already full.

11. Can I apply to start mid-year?

Yes, but you will still need to go through the normal enrolment process. Even if accepted, your child may not be able to start immediately.



12. How soon will I hear the outcome of my application?

The enrolment committee makes the final decision on all applications. Applications go to committee after all documentation has been received, the child and parent have had an interview with the principal or delegate, and the child has completed any necessary testing and assessment. The enrolment committee meets at scheduled times throughout the year to consider applications and positions available. Once the committee has assessed your application, you will be sent a letter notifying you of the outcome.

13. Do you have a bus for my area?

Buses currently service the Mernda, Doreen and Wollert areas. Please note that demand is high for this service and placement cannot be guaranteed to all applicants.

14. Does my child have to do Religion as a subject?

Yes, Religion (or Biblical Studies) is a compulsory subject from Foundation to Year 12.

15. What is the school's approach to bullying?

Bullying (including cyberbullying) is considered severe misconduct and is not tolerated. The school staff work together with students and parents to address any issues that arise and build positive relationships in accordance with our Behaviour Policy and disciplinary framework. For further information please refer to the Student Behaviour Policy on our website.

16. Do you run school tours?

Yes. Please refer to the tours page of our website.

17. Do you offer any scholarships?

Yes. Please refer to the scholarships page of our website.

18. Do you take international students?

Mernda Hills Christian College is not registered with CRICOS and cannot enrol students that are covered by a Student Visa or Tourist/Visitors Visa.

Most other visa types are eligible for enrolment. If you are unsure of the conditions of your visa, please contact us with your visa subclass number and we will check for you.

19. Do you offer before/after school care?

Yes. Please refer to the services page of our website. Separate registration and fees apply for this service.

20. How can I find out more?

Please refer to our website merndahills.vic.edu.au for further information.

For specific enquiries regarding enrolment, please email enrolments@merndahills.vic.edu.au or call 9717 7300 and ask for the Enrolments Officer.

For all other enquiries, please call 9717 7300 or email admin@merndahills.vic.edu.au.