



SOUTH COAST
BAPTIST COLLEGE



Year 7 Handbook 2018

Rigorous Minds | Compassionate Hearts

www.scbc.wa.edu.au

Table of Contents

Welcome from the Principal	1
Welcome from the Secondary Assistant Principal	2
Pastoral Care	3
Curriculum	4
General Information	5
Absence / Late Arrival	5
Administration of Medication.....	6
Bags / Lockers.....	6
Hours of Tuition	6
Pastoral Care	6
College Counsellor	6
Homework Policy.....	7
Technology Access	7
Library	7
Timetable	7
Subject Tuition.....	7
Form Class	8
Head of Years	8
Academic Extension and Support.....	8
School Camps	9
Extra-Curricular Opportunities	9
Streaming Information.....	10
Curriculum Questions and Concerns	10
Year 7 Courses of Study	11
English	12
Mathematics	13
Science	14
Humanities & Social Sciences (HASS)	15
LOTE – Mandarin	16
Arts	17
Music.....	17
Drama	18
Hip Hop Dance	19
Visual Arts	19
MDT - Materials Design Technology	20
Wood & Metal.....	20
Food Science Technology	21
Digital Media	22
Robotics	22
Health & Physical Education	23
Health.....	23
Physical Education	23
Bike Education Rationale	24
Football Academy.....	25
Bible & Christian Studies.....	26
Helpful Information.....	27
What to do when!	27
Bell Times	28
General Enquiries.....	29
Specific Enquiries.....	29
People to Contact.....	29

Welcome from the Principal

We are glad you've chosen South Coast Baptist College for your child's education.

Children in our school community will experience God's love, feel safe, enjoy developing lifelong friendships, and take a developmental journey that will help them educationally thrive. Every staff member at SCBC loves working with children.

SCBC intentionally focuses on shaping rigorous minds and compassionate hearts. Our school motto is drawn from an essay written by Martin Luther King called 'Strength to Love'. He reflects on a verse from the Bible (Matthew 10:16) that encourages us to be both tough minded and tender hearted.

Our school mission is to shape respectful and resilient students through quality education in a Christ-centered community. SCBC values include; faithfulness to God, quality education, nurturing and development, respect and integrity, and being growth oriented.

With a 32 year history, I've had the pleasure of meeting many past graduates. With consistency, I've noticed they are distinguishably respectful, friendly, kind, and successful in their chosen vocation. Our school's founding pioneers established a work ethic that continues to permeate SCBC's culture of God-inspired excellence.

You have my assurance that our staff work diligently to use their available resources to optimise your child's school experience.

In service to your family,

Des Mitchell (M.Ed. Man., B.Ed., Dip. Teach.)

PRINCIPAL



Welcome from the Secondary Assistant Principal

As a staff, we are committed to getting to know our students and assisting them to discover and develop their gifts and talents. While there is much need for self-discipline and perseverance in the education process we believe that in the right environment all students will enjoy learning and be intrinsically motivated. At South Coast Baptist College teachers apply research based best practice to deliver a curriculum that is engaging and relevant. The classroom learning environment is friendly and encouraging where students feel confident to participate and learn.

In Years 7 to 9 it is important that students learn successful study habits. In each subject area students are taught strategies to learn, memorise and then communicate effectively. A thorough understanding of the content along with successful study skills provides a solid foundation for success in Years 10 to 12. Our teaching staff are passionate about optimising learning for each student and therefore welcome helpful feedback from parents and students.

It can be difficult for parents to keep up with their teenager who is rapidly changing in many ways. Guiding and assisting students through secondary school and providing an excellent education is a partnership between staff, students and parents. South Coast students are taught to take responsibility for their learning and their behaviour and are encouraged to be contributing to their families, school and society rather than just be consumers.

The journey through adolescence has its inevitable ups and downs for both parents and students, however; overall it is filled with many great opportunities and joys. We look forward to taking that journey with you.

Tim Oates (B.of Science, Dip. Ed)

HEAD OF SECONDARY



Pastoral Care

Mark 12:21 'Love your neighbor as yourself.'

At South Coast Baptist College we recognise that every student has inherent value and worth because they are uniquely created in the image of God. We seek to provide an environment where each student feels a sense of belonging and value, and are enabled to become the person they have been created to be. Pastoral Care at the College focuses on the whole person incorporating spiritual, physical, emotional and mental health.

To enable an affirming work environment for all, students are taught to:

- Treat all people with respect and dignity
- Appreciate their own worth and the worth of others
- Communicate effectively and appropriately when dealing with conflict
- Develop Christian character
- Learn from their mistakes
- Build positive relationships with teachers and their peers
- Persevere through difficult times
- Value and work with others who are different to them
- Be wise in their use of social media

As a College we are committed to focusing our attention as much as possible on students exhibiting positive behaviour. Affirmation certificates, medals, commendation letters and other smaller rewards are purposely used. This positive focus along with a clear discipline policy ensures students adhere to a high standard of behaviour and learn to take responsibility for their actions. A summary of the College discipline policy is located on the College website.

The College has a zero tolerance approach to bullying and the inappropriate use of social media.

All College staff share pastoral responsibility for our students however Year Managers focus specifically on individual and year group pastoral care needs. Throughout the year, special events such as camps and carnivals are used to foster positive relationships between staff and students which lead to better educational outcomes in the classroom. Our College counsellor is available to assist both students and parents with issues that are affecting them.

It is my pleasure to work with students, parents and staff to continue to foster a wonderful learning environment for all students.

Shelagh Scott

DEPUTY HEAD OF PASTORAL CARE – Secondary



Curriculum

Year 7 Students engage in learning experiences that incorporate each of the nationally recognised learning areas (curriculum). Lessons are designed to stimulate higher order thinking skills and challenge each individual beyond their existing levels of competency. Teachers recognise that not all students achieve the same level of understanding at the same time. Individual differences are accommodated by providing both extension and support opportunities and experiences.

Attributes of South Coast Baptist College Year 7 program include the following:

- A focus on literacy and numeracy
- Assisting students to develop effective learning, memory and communication skills
- Opportunities for excellence across a range of activities
- Guiding students through the process of gradually taking responsibility for their own learning and organisation

Students and parents with curriculum related concerns and questions are encouraged to approach the teacher involved. For further assistance contact the Head of Learning Area or myself.

Cheryl Thomas

DEPUTY HEAD OF CURRICULUM – Secondary



General Information

Absence / Late Arrival

Students are required to be punctual and present in all lessons unless ill. It is better for the health of students and other members of the College for a student to stay at home if he/she is unwell. Please be aware of the legal obligation under Section 23 of the School Education Act 1999, requiring a child to attend school on designated contact days. It is incorrect for parents to believe that they may allow a child to stay home from school without a reasonable cause such as sickness.

Please note:

College grounds are not supervised until 8:20am and students should not arrive before this time. Students should also leave the grounds as soon as possible at the end of the school day unless they have approved school commitments after hours: sporting teams, training, clubs etc.

In the case of an emergency (e.g. bereavement, accident etc.) parents must contact Reception to arrange for the removal of a student from class. **Parents are asked not to contact students directly on their mobile phone.**

Absence on Test Days

Students absent on test days should be prepared to do the assessment (including oral presentations) on their immediate return to the College.

Extended Absence

If an extended absence is planned, parents must notify the College's Assistant Principal. It is an expectation that missed work will affect semester grades. Please refer to the Assessment Policy in the Curriculum section of the College website for information regarding the effect on work and assessments.

When sickness is the cause of an extended absence, course completion requirements will need to be negotiated with the Assistant Principal.

Administration of Medication

All medication must be kept at Student Services and the relevant form filled out for short or long term use. The only exception is for Asthma sufferers who are allowed to carry their medication on school grounds.

If your child is to take medication during the school day parents are asked to:

- Go to Student Services and fill out a comprehensive *Authority to Administer Medication* form
- Hand over the medication to the staff member with a detailed explanation of how to administer the medication and the dose, and any relevant precautions etc.

If you have any questions about medical issues, please call Student Services on 9540 4411.

Bags / Lockers

Lockers are supplied and bags should not be taken to each class. There is provision for the bags to be put outside each form class, however; students are not advised to leave them outside overnight. Students must supply a sturdy combination lock for their locker (listed on their booklist).

Hours of Tuition

Each day commences with a form class at 8.30am and concludes at 3.20pm. The exception is Tuesdays when classes conclude at 2.20pm.

Pastoral Care

Pastoral care is evident in all parts of College life at SCBC. Pastoral care is the responsibility of each staff member working at South Coast Baptist College; teaching, chaplaincy, administration, music tuition, grounds, and management. As a matter of differentiating roles, there are clear distinctions in how students are assisted by staff. At SCBC, pastoral care is an integral component of our work, permeating all activities, including teaching and learning.

College Counsellor

The College has a Counsellor on staff to assist students to deal with difficult situations that inevitably occur, and to provide support to students. Contact can be made by email or seeking an appointment through the Secondary Administration Office on 9540 4433.

Diaries

Students purchase a school diary from the booklist and use this throughout the year to record when tests, assignments and assessments are due, as well as other important information.

Homework Policy

Students who complete regular homework and study discover that their capacity to understand and remember material covered in classes is greatly enhanced. All students are responsible for recording homework each day in their diary. The homework expectations increase each year. In Year 7 students are expected to complete approximately 1.5 hours of homework each night consisting of 20 minutes for Mathematics, English, Science and Humanities & Social Sciences (HASS).

Technology Access

Recognising the ever-increasing importance of digital technology in the lives of students worldwide, the College aspires to equip our students with the necessary skills, technology, values and self-discipline to succeed. Students in Secondary are currently required to purchase their own iPad and bring it to school each day. This program is under review until Term 2, 2017 and so we ask parents *not* to purchase a device until the review process has been completed. Parents will be notified accordingly which device the college will be moving forward with in 2018.

Library

The Library Resource Centre is open from 8:00am to 4:30pm, Monday to Friday and is open during recess and lunch breaks. The Library houses an extensive collection of books as well as videos, DVDs, ebooks, magazines, newspapers and CD ROMS to support and enrich the school curriculum. An online catalogue enables students and staff to search for resources. This is done via the student iPad app SCBC V Library or via the link <http://elibrary/vlibrary/>

Reporting

We hold seriously the necessity of sharing information regarding student learning. Throughout the year teachers will notify parents of poor academic performance by email. Towards the end of Term 1 Interim Reports are sent home indicating a student's initial progress in each subject. A semester report is provided at the end of Terms 2 and 4 with more detailed information regarding student progress and academic attainment. Parent/Teacher interviews are held at the end of Term 1 and the start of Term 3. Parents also have the opportunity at the beginning of the year to attend the Meet the Teachers Afternoon Tea.

Timetable

Students participate in a Form class and 6 teaching sessions each day, except Tuesdays when there are 5 teaching sessions.

Subject Tuition

Many teaching staff offer tuition out of class time either at lunch, before or after school. This provides an opportunity for students to receive assistance in an individual or small group setting.

Form Class

At the start of each day students meet in their Form class. This is an opportunity for students to receive pastoral care, uniform check and participate in class devotions.

Head of Years

Years 7/8, 9/10 and 11/12 all have a Head of Year to coordinate pastoral care activities. They assist students in resolving problems that occur in their daily school life. Students should ensure they know where their Head of Year's office is located, as this is the person who will be able to help them.

Academic Extension and Support

The College's streaming policy naturally assists teachers as they seek to appropriately challenge all students.

Throughout the year various extension opportunities are given by teachers in each subject area, such as the option to complete extension work and enter competitions. Formal individual education plans are constructed for gifted and talented students seeking extension activities across multiple learning areas.

School Camps

Camps provide a great opportunity for students to build and foster relationships with their peers and teachers. They also provide an opportunity for students to push themselves by participating in activities they may not normally encounter. These activities provide students with new learning opportunities to develop leadership, teamwork, problem solving skills and a sense of pride. Camps allow students to create new friends and interact with each other in a unique setting.

South Coast Baptist College offers camps in the following years:

Year 7 – Dwellingup

Year 9 – Bridgetown

Year 11 – Rottnest Island

Various other camps take place on a rotating basis, including Service Trips, International Study Tours/Tournaments, Year 6-7 Canberra trip, Year 10-12 Outdoor Education camps.

Extra-Curricular Opportunities

There is a wide variety of extra-curricular opportunities students can get involved in to broaden their learning experiences. Extra-curricular activities available to Years 7 to 9 students include:

Activity	Contact
Weekly after school interschool sport competitions	Carly Phoebe phoebec@scbc.wa.edu.au
Weekly Chess Club and interschool chess competitions	Rainer Winkler winklerr@scbc.wa.edu.au
Weekly instrumental lessons with specialist teachers eg. piano, singing	Pamela Dale - dalep@scbc.wa.edu.au
Various Music groups eg. Chapel Band, Jazz Ensemble	Wayne Strong strongw@scbc.wa.edu.au
Various Science, Mathematics, English and Humanities Competitions	Contact – Class Teacher
Leadership opportunities Secondary Student Council, Prefects, organising the 40 Hour Famine etc.	Contact – Head of Year
Participation in the Solar Car Challenge	Simon Watts wattss@scbc.wa.edu.au

Streaming Information

Streaming involves placing students into different classes depending on their academic achievement and ability. There are certainly benefits and disadvantages to streaming, thus students are not streamed in all year levels and subjects. In Year 7 students are in mixed ability classes where Stream 1 and 2 students are identified and then given differing and appropriately challenging curriculum and assessments. In Year 8 students are streamed into separate Maths and Science classes. In Years 9 and 10 students are streamed in separate classes in Maths, Science, English and Humanities & Social Sciences.

Why do we Stream in Year 9 and beyond?

By Year 8 Maths and Science students are better able to learn the differences inherent in the curriculum required for students of different abilities when they are placed in a streamed environment. This enables teachers to challenge all students equally, resulting in greater student participation, engagement and success. In English and Humanities & Social Sciences students of differing abilities are able to complete similar tasks to their own ability level.

How and when students are streamed?

Students are placed into streamed classes based on information gathered over the previous year. Students may be placed into a higher stream (Stream 1) for one curriculum area and mainstream (Stream 2) for another. Where classes in different Curriculum Areas need to be cross-set on the timetable, there might be some effect in the placement of students in streams. The main factor for decision-making is student performance with some consideration given to ability and individual student circumstances. The class students are placed in is reviewed periodically and students may change classes and streams at the start of Terms 2 and 3 if their academic performance changes significantly.

Does the stream for a Curriculum Area have implications for Years 11 and 12?

The short answer to this question is yes. In Year 10 students in Stream 1 classes are being prepared for courses of greater difficulty in Years 11 and 12. These courses in turn facilitate selection from a wide variety of university degrees. Students in Stream 2 classes in Year 10 are being prepared for courses in Years 11 and 12 which lead to TAFE entrance. In summary students wanting to choose subjects in Year 11 and 12 that lead to university should aim to be in the Stream 1 class by the time they are in Year 10.

Curriculum Questions and Concerns

Students and parents with curriculum related concerns and questions are encouraged to approach the teacher involved. For further assistance contact the Head of Learning Area, Deputy Head of Curriculum and Head of Secondary.

Year 7 Courses of Study

Compulsory Subjects:

English

Mathematics

Science

Humanities & Social Sciences

LOTE – Mandarin

Music, Visual Art, Drama and Information Technology (10 weeks each per year)

Food Science Technology, Materials Design Technology, Bike Education and Information Technology (10 weeks each per year)

Physical Education

Health

Bible and Christian Studies

Students Choose one of the following electives for the year:

- Digital Media & Robotics
- Football Development Program (open to all students)
- Football Academy (entry by trial only)
- Hip Hop Dance
- Music
- Drama

English

Rationale

As per the Australian Curriculum, this course is built around the three strands of Language, Literature and Literacy. The focus is on developing students' knowledge, understanding and skills in the areas of listening, reading, viewing, writing and creating.

Biblical Focus

Language also plays a central role in the Christian's life. It is through language, or the Word, that God has revealed himself to humans; through language humans also come to an understanding of themselves and the world in which they live.

Outline of Content

Students engage with a variety of texts for enjoyment. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

By the end of Year 7, students will be able to understand how text structures can influence the complexity of a text; and how the choice of language features, images and vocabulary affect meaning. Students can explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Types of Assessment:

Assessments at Year 7 level include written responses, written creations, essays and oral presentations.

Texts: *Spilled Water* by Sally Grindley

The Lion, the Witch and the Wardrobe by C.S. Lewis

The Silver Sword by Ian Serraillier

Homework and Study expectations

A self-managed study program of at least 1.5 hours per week, to include writing revision notes, preparatory reading and undertaking research into various related topics. Reading a wide variety of novels is highly recommended.

Enquiries: Mr James Trimble - HOLA
trimblej@scbc.wa.edu.au

Mathematics

Rationale

Mathematics at SCBC aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Outline of Content

Understanding includes describing patterns in uses of indices and repeating decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules of relations and functions and their graphs, explaining the function of statistical measures, and contrasting measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including repeating decimals, factorising and simplifying basic algebraic expressions, evaluating perimeters, areas and volumes of common shapes, and calculating the mean and median of small sets of data.

Problem Solving includes formulating and modelling, with comparisons of ratios, profit and loss, authentic situations involving areas and perimeters of common shapes and analysing and interpreting data using two way tables.

Reasoning includes justifying the result of a calculation or estimation as reasonable, explaining formal and intuitive use of ratios for comparing rates and prices, deriving one probability from its complement, using congruence to deduce properties of triangles, and making inferences about data.

Assessments

Homework - Students are expected to complete all class and homework tasks and keep a well-organised Mathematics file.

Tests - Tests will incorporate a number of different topics and will require adequate revision and preparation.

Term Assignments - Investigations and Problem Solving tasks are given to develop knowledge and understanding of a particular concept.

Semester examinations - Semester examinations are based on the whole semester's work and will typically include a variety of exercises based from class exercises, assignments and homework.

Enquiries: Mr Tony Lee - HOLA
leet@scbc.wa.edu.au

Science

Outline of Content

Chemistry - Students describe techniques to separate pure substances from mixtures. They investigate matter at an atomic level and begin to learn chemical symbols. They begin to identify physical and chemical reactions.

Earth Science - They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

Biology - They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Physics - How systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

General Experiment Procedure - Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on different groups in society. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Assessments

Students will have a general Science course delivered to them in the learning environment. Assessment items will have a range of questions at various levels to determine student ability. Students will be identified as Stream 1 or Stream 2, and assessment items will be altered accordingly to ensure students have a chance to achieve success in the subject.

Students will receive initial instruction on 'General Experimental Procedure' before having the rest of the academic year equally assigned to the four main Science fields.

Enquiries: Mr Peter Van der Kwast - HOLA
vanderkwastp@scbc.wa.edu.au

Humanities & Social Sciences (HASS)

Rationale

As per the Australian Curriculum, this course is built around the four areas History, Geography, Economics and Civics. Through these areas, the focus is on developing students' knowledge and understanding of our society using a variety of skills such as research and interpretation.

Outline of Content

In Year 7, students have an opportunity to interact with a variety of societies and cultures to gain an understanding of continuity and change over time.

Students are given the opportunity to engage with the ancient world. In this area, students pay particular attention to historical skills, Ancient Egypt and Ancient China. They utilise key research skills and interpret information from this period of history to gain an understanding of past civilisations and cultures.

Through Geography students are also given an opportunity to examine the importance of water. Students look at where water is located on earth, its importance to all life forms, how it can be used, as well as investigating the ways in which nations and peoples can better utilise this resource for a sustainable future.

Finally students are given a foundational experience of global mapping. In particular they look at identifying and describing countries, capital cities and landforms.

Assessments

Assessments at a Year 7 level include mini tests, reports, oral presentations and investigations.

Enquires: Miss Belinda 't Hart - HOLA
thartb@scbc.wa.edu.au

LOTE – Mandarin

Rationale

Mandarin Chinese is one of the five official languages of the United Nations and has been recognised as one of the languages of greatest economic, political and social significance to Australia. It is widely spoken in the Chinese communities in Australia and in the world. The study of Mandarin will enhance job prospects, the positive features of our culturally diverse society, and provide access to an important cultural and linguistic heritage. This also provides the foundation for life-long language learning.

Outline of Content

As well as enabling communication, developing an understanding of the Chinese language and culture also enhances literacy skills and awareness of one's own language and culture.

The course involves school excursions to Chinese communities and communicating with sister schools. Exchange opportunities exist between sister schools in China and our school, which may enhance future travel, work and study options both here and overseas.

The content of the course is based on the Australian Curriculum which is the foundation of WACE. Each term students study one to two units. Each unit is defined with a particular focus, prescribed learning contexts and a set of prescribed topics that promote meaningful communication and enables students to extend their understanding of the Chinese language and culture. Homework is an essential part of the course.

Assessments:

Students will be assessed in the following four areas:

- Listening and responding
- Spoken interaction
- Viewing, reading and responding
- Writing

Enquiries: Ms Kar-Lei Chow
leichowk@scbc.wa.edu.au

Arts

Music

Rationale

Music is an international language; it can portray many different emotions through its different styles. At this level students will explore researching artists, basic theory, sequencing on Garage Band, participate in performance/recording related activities, and use the IT Music Lab and Sebelius program to learn notation and composition.

Outline of Content

- Arts Ideas – Creating original ideas
- Arts Skills and Processes – Performance using voice, keyboards, bass, guitar, drums, tuned percussion instruments etc.
- Arts Responses – Composition
- Arts in Society – Researching Artists, Composers, and Musical styles
- Working through basic theory worksheets, learning to play basic notes, chords, and triads on modern and traditional instruments
- Listening to different styles of music, learning to read and write basic notation/ablature and our main focus will be playing music in a class band with other students
- Objectives – 1-3 songs per term

Assessments

Students will be assessed by ongoing observation and practical participation by way of Oral tutorial and research, and performance practice, live playing and recording.

Additional Tuition

Private instrument/vocal tuition is available (optional) for most instruments at school. Further details including costs are available from Mrs Pam Dale dalep@scbc.wa.edu.au

Enquires: Mr Wayne Strong - HOLA
strongw@scbc.wa.edu.au

Drama

Rationale

Students will learn about the importance of self-control and developing effective group skills when improvising and devising their own pieces of drama. They will develop their understanding of using their bodies and voices harmoniously to create believable characters, roles and relationships within drama. The students will learn how to sustain their characters throughout a performance and also how to constructively evaluate their own work and the work of others. The students will experiment with dramatic techniques, using tension, time, space, symbols and status to enhance their drama, in a safe and supportive environment.

Outline of Content

Students will be focusing on:

- Mime and Commedia Dell' Arte (understanding the history of mime, physicality, gestures, tension, timing, facial expression.)
- Comedy (understanding and exploring different types of comedy, such as situation comedy, black comedy, stand-up, slapstick and improvisation.)
- Superheroes (exploring symbols, stereotypes and archetypes in drama and extending character development.)
- Physical Theatre and Alice in Wonderland (developing body awareness, controlled movement and interpreting scripts.)

Assessments

Students will be assessed with ongoing observations, peer assessment and a filmed performance assessment piece each term.

Students are assessed on two key areas:

- Making (creating and presenting Drama)
- Responding (reflecting on and responding to Drama)

Enquires: Ms Heather McGavock
mcgavockh@scbc.wa.edu.au

Hip Hop Dance

The Hip Hop classes are primarily focused on teaching students a piece of choreography during the class to a specific piece of music. These classes are focused on assisting students with rhythm, and teaching students basic moves/steps, which they can then 'make their own'. A huge focus in these classes is also to build life skills such as teamwork, self-confidence, listening and respect. Most importantly it's a fun way for students to express themselves.

Enquiries: Miss Carly Phoebe - HOLA
phoebec@scbc.wa.edu.au

Visual Arts

Rationale

The Year 7 Visual Arts Course provides students with the opportunity to explore and experience a wide range of Art works and Art practises. Students focus on developing creative ways of expressing themselves as well as a critical appreciation of their own art works and experiences, and those of others. The focus of the Year 7 Art program at SCBC is 'Collaboration'.

Outline of Content

Students will work in groups and as individuals to create group themed work, which will be displayed to the wider community. This will include working with Rockingham City Council on the Castaways Recycled Sculpture competition and the annual Banner Competition.

Students are given the opportunity to achieve the outcomes in the Visual Arts through the process of visual inquiry, studio practice, reflection and evaluation. They will be able to showcase their art work in the community and will work with external art specialists to create their unique art works. Students are encouraged to engage with each other and the wider community and to grow their understanding of Art in Society.

Enquires: Mr Simon Miskin
miskins@scbc.wa.edu.au

MDT - Materials Design Technology

Wood & Metal

Rationale

The Materials Design and Technology learning area relates to the processes of applying knowledge, skills and resources to satisfy human needs and wants, extending capabilities and realising opportunities. The students follow a design process in order to complete a practical project.

Students are introduced to God's creative nature and his plan and purpose for their life. The students are encouraged to explore a personal relationship with their creator, Jesus Christ, through teacher guided class discussion on biblical topics.

Outline of Course

The focus for learning in Year 7 Materials Design and Technology is the introduction of basic hand and machine tools. The students are required to use the design process in order to complete a practical project. The Year 7 course includes:

School Occupational Health and Safety in the Workshop

- The properties and use of materials and how people use and select particular materials
- The importance of materials in modern life
- A technology process that encourages students to learn about, use, create and assess products using a variety of materials
- Skill development for the creation of products for intended uses whilst avoiding risks and inefficient use of resources
- Use technology (iPad) in the production of an electronic folio

Enquiries: Mr Simon Watts - HOLA
wattss@scbc.wa.edu.au

Food Science Technology

Rationale

Food Technology helps students establish lifelong healthy food habits. This is done by giving them experiences with food which may be out of their usual routines. This subject helps students develop basic food preparation skills.

Biblical Focus

The biblical focus is weaved into the classes during the recipe demonstrations when the students are challenged to consider biblical truths about our eating habits. The prepared foods are brought to the centre table and we give thanks for the food communally before eating.

Outline of Content

Students make a simple recipe each week with the focus being:

- healthy breakfasts and lunches
- an introduction to the benefits and uses of herbs and spices.

The main aim is to encourage healthy food choices based on understanding the healthy food pyramid.

Assessments

Students are assessed via teacher observation of skill development with a running checklist and practical assessments. They are to complete a design brief through the Technology and Enterprise Process.

Enquiries: Mr Craig Hywood
hywoodc@scbc.wa.edu.au

Digital Media

Rationale

Students will explore the role digital media plays in communicating ideas and information in society. They will be introduced to a range of media production technologies such as video, audio, print and online. Individually, and in collaboration with their peers, they will produce creative works utilising the techniques, skills and processes learned. The course has a high practical element whilst learning the theory.

Course outline

The focus for learning in Year 7 Digital Media is the introduction and effects of computer games in society. The students are required to use the design process in order to complete a practical project.

- Safety online and digital citizenship
- The properties and use of systems and how people use and select particular systems
- The importance of digital systems in modern life
- A technology process that encourages students to learn about, use, create and assess software products using a variety of technologies
- Skill development for the creation of products for intended uses whilst avoiding inefficient use of resources
- Use multiple technologies to test their product

Enquiries: Mr Antony Norris
norrisa@scbc.wa.edu.au

Robotics

Within the context of robotics and game design this unit will give students the opportunity to develop their problem solving and technology skills. Students will complete two projects. The first will require them to use a graphical programming language to create their own interactive computer game. The second will involve programming a sophisticated robot to interact with people and complete various tasks.

Enquiries: Mr David Burgess
burgessd@scbc.wa.edu.au

Health & Physical Education

Health

In Year 7 Health students focus on the physical, mental, emotional, social and spiritual dimensions of what it means to be a healthy individual. Students study a range of topics including:

- Basic nutrition
- Smoking
- Active Lifestyle
- Personal hygiene
- How my body works
- First Aid
- Cyber bullying
- Relationships, risk and sexual behaviors
- Resilience

Within the above context students can develop important skills including their ability to participate in group discussions, contribute to group work and share and justify their own opinion. Fundamental understandings of the Christian faith, such as the value of human life and the need to treat others as we seek to be treated, are frequently affirmed throughout the Health curriculum.

Physical Education

Students are involved in activities that help improve their fitness including cross fit, boot camp, stretching and Pilates. They learn techniques to assist them in how to look after their bodies and maintain an appropriate level of fitness. Students participate in several different sporting activities with an emphasis on fun and participation.

Enquiries: Miss Carly Phoebe - HOLA
phoebec@scbc.wa.edu.au

Bike Education

Rationale

Through interaction with the natural world, Bike Education aims to develop an understanding of our relationships with the environment, others and ourselves. The goal of this course is to contribute towards a sustainable world.

Outline of Content

Outdoor Education is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan to participate in outdoor experiences, physically participate in these experiences and review and reflect on them afterwards.

In Year 7 the program is focused on skills and knowledge in the context of cycling. Students learn aspects of safety, trip planning and maintenance skills. The course culminates in a day trip around Warnbro Sound and Shoalwater cycle paths.

Enquiries: Mr Rainer Winkler
winklerr@scbc.wa.edu.au

Football Academy

South Coast Baptist College launched the SCBC Football Academy in 2014. Participants receive quality coaching from a team of professionals including qualified coaches and experienced College staff.

The SCBC Football Academy provides students with the skills they will need to succeed in the sport as well as the outlook they will need to succeed in life.

We are not just interested in equipping young people to excel in Football. We are committed to shaping the whole player so they display exceptional character and integrity on and off the field. Our aim is to develop selfless players who have a desire to contribute to a team and ultimately their community. Our players are encouraged to value the opportunities they are given and to use their God-given abilities to contribute to the world around them. Our students are encouraged to honour God in the way they live their lives.

Gaining a place in the Academy:

Students will be given an opportunity to trial for the Football Academy. If they meet the skill requirements they will be offered a place and are expected to follow Academy rules. As participation is a privilege, students misbehaving in other classes may see their place in the Academy concluded.

Enquiries: Stephen Posthuma - Director
posthumas@scbc.wa.edu.au

Bible & Christian Studies

Rationale

Christian faith is the core of our College beliefs and values and is the foundation for everything we do here at South Coast Baptist College. All our subjects taught here have Christian beliefs and values embedded into them. Every student across every year level also participates in a weekly Bible and Christian Studies lesson dedicated to exploring the Christian faith more deeply.

Course Outline

Students are taught about the key understandings and values of the Christian faith. Students also reflect on the beliefs, understandings and values of others in society including themselves and compare them to what is taught in the Bible. Teachers encourage students to reflect and articulate what their own beliefs are and what underpins them. Discussing effectively including listening and respecting other peoples' opinions is an important aspect of this course.

Assessments

Assessment in Bible and Christian Studies is made up of three components; class participation, weekly journaling and formal assessments such as tests and assignments.

Enquiries: Mr Andy Price – Coordinator
pricean@scbc.wa.edu.au

Helpful Information

What to do when!

You're late for school	Please go to Student Services to sign in. DO NOT GO STRAIGHT TO CLASS. Use the iPad to sign in and print pass which you are to give to your teacher.
You feel sick	If it is during class time, please tell your teacher and if they feel it is serious enough they will send you to Student Services. If it is at recess or lunchtime, go to Student Services.
You get injured at school	If it is before school, at recess, or at lunchtime, go straight to Student Services. If it occurs in class, please tell your teacher and they will send you to Student Services with another student. At Student Services, we will assess the severity of the injury and take appropriate action.
You need to leave school to go to an appointment	Go to Student Services where your parent/guardian will be required to sign you out.
You don't have the correct uniform	If you do not have the full, correct uniform, please ensure that your parents write a note explaining the reason for this. Please present yourself along with the note to your Form Teacher in Form class or your Head of Year before school. You will be presented with a Uniform Pass. Ongoing incorrect uniform without a valid excuse will result in a Step.
You get sent out of class	Go straight to the Secondary Administration office.
You have a query about bus services	Visit our website or ask at the front reception.
You want to purchase a bus ticket	Go to the front reception before school or at lunchtime to purchase a ticket.
You want to change courses	If you wish to change a course you will need to go to Secondary Administration to request a form to fill out.
You are injured or sick and can't do Physical Education	If you can't participate in physical activities, it is necessary to bring a note from your parent. You should present this note to your PE teacher when the class commences. You will still attend PE class, but will sit out of the activities or be given alternative activities to complete.
You haven't been able to purchase something on the booklist	If you haven't been able to buy an item on the booklist, please ask your parents to write a note explaining the reasons for this. This note will need to be given to the appropriate teacher in your first lesson. All items on the booklist are needed for classes so they will need to be purchased as soon as possible.
You have an excursion form and money to hand in	Excursion forms without money can be handed directly to your teacher. Excursion forms, with accompanying money, needs to be handed in to front reception.

Bell Times

Secondary School 8.30am - 3.20pm
Tuesday 8.30am - 2.20pm

Secondary School	Times	Tuesday Early Finish	Times
5 min warning bell	8.25	5 min warning bell	8.25
Form	8.30	Form	8.30
Period 1	8.50	Period 1	8.50
Period 2	9.45	Period 2	9.45
Recess	10.40	Recess	10.40
5 min warning bell	10.55	5 min warning bell	10.55
Period 3	11.00	Period 3	11.00
Period 4	11.55	Period 4	11.55
Lunch	12.50	Lunch	12.50
5 min warning bell	1.25	5 min warning bell	1.20
Period 5	1.30	Period 5	1.25
Period 6	2.25	Close	2.20
Close	3.20		

General Enquiries

Phone: (08) 9540 4400

Email: reception@scbc.wa.edu.au

Street address:

30 Gnangara Drive

Waikiki WA 6169

Specific Enquiries

Primary School

Phone: (08) 9540 4422

Absentees: hamiltonl@scbc.wa.edu.au

Secondary School

Phone: (08) 9540 4433

Absentees: secondary@scbc.wa.edu.au

Accounts (Fees) Office

Phone: (08) 9540 4407

Email: fees@scbc.wa.edu.au

Enrolments

Phone: (08) 9540 4401

Email: registrar@scbc.wa.edu.au

Uniform Shop

Phone: (08) 9540 4430

Email: uniforms@scbc.wa.edu.au

Football Academy

Phone: (08) 9540 4471

Email: posthumas@scbc.wa.edu.au

Student Services

Phone: (08) 9540 4411

Email: studentservices@scbc.wa.edu.au

For more relevant information you can go to your web

<http://www.scbc.wa.edu.au/parent-area/secondary>

People to Contact

General Enquiries/Reception

Principal - Mr Des Mitchell

Head of Secondary – Mr Tim Oates

General Year 7 and 8 - Mr Rainer Winkler

Specific Matters - Subject Teacher

Deputy Head of Curriculum - Ms Cheryl Thomas

Deputy Head of Pastoral Care – Mrs Shelagh Scott

School Counsellor - Mrs Jackie Maunder

reception@scbc.wa.edu.au

wrightm@scbc.wa.edu.au

secondary@scbc.wa.edu.au

winklerr@scbc.wa.edu.au

[\(surnameinitial\)@scbc.wa.edu.au](mailto:(surnameinitial)@scbc.wa.edu.au)

thomasc@scbc.wa.edu.au

scotts@scbc.wa.edu.au

maunderj@scbc.wa.edu.au