



SOUTH COAST  
BAPTIST COLLEGE

2018  
SECONDARY  
PRACTICAL STUDENT  
INFORMATION

# About the College

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## Pastoral Care

Principal	Mr Des Mitchell
Head of Secondary	Mr Tim Oates
Deputy Head Curriculum (Secondary)	Ms Cheryl Thomas
Deputy Head Pastoral Care (Secondary)	Mrs Shelagh Scott
Head of Year 7	Mr Rainer Winkler
Head of Year 8	Mr Oliver Oeij
Head of Years 9 and 10	Mrs Caroline Crowther
Head of Years 11 and 12	Mrs Catherine Lambert
School Counsellor	Mrs Jackie Maunder
Chaplain	Mr Matt Birch

- ➔ Students should take this diary to every lesson and home every night. Reminders, special events and set home study commitments should be entered into the diary promptly.
- ➔ Efficient use of the diary should enable students to plan and organise their homework and study effectively, and allow teachers and parents to track students' progress.

# Homework Routine

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	Monday	Tuesday	Wednesday	Thursday	Friday
4:00 – 5:00					
5:00 – 6:00					
6:00 – 7:00					
7:00 – 8:00					
8:00 – 9:00					
9:00 – 10:00					

## Homework Policy

As a student, your primary activity is learning.

Learning is not something that simply happens after you read, write and listen long enough. Learning occurs when you follow a particular set of organised procedures. Students who follow the procedures listed below will discover that their capacity to understand and remember material covered in classes will become greatly enhanced. In addition, their ability to apply this knowledge and to place it into a larger conceptual structure will also improve. The following procedures commence with effective motivation and occur as a continuing cycle.

Homework is a very important part of education. All students are responsible for recording homework each day in their diary.

## General Objectives of Homework

- To develop good reading skills.
- To revise and consolidate work that has been taught in class lessons.
- To provide opportunities for personal research outside the school environment.
- To give further practice in areas that may require rote learning.
- To develop habits of sound personal organisational skills.
- To provide for individual needs.
- To develop a high level of self-discipline.

It is hoped that students will develop sound study habits and a love of learning that will help form the basis for success in their senior years of education.

# Homework Routine

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## Year Level Requirements

You are expected to read a novel for English for at least 15-30 minutes per night. Effective reading develops with practice and is the foundation of all homework.

## HOMework AND REVISION

Year 7	1 to 1.5 hours	Year 10	2 to 2.5 hours
Year 8	1 to 1.5 hours	Year 11	2.5 to 3 hours
Year 9	1.5 to 2 hours	Year 12	3 - 4 hours

## Study Techniques

The following key learning aspects will lead to improving your learning:

- 1. Motivation** means that you have the incentive to keep going at your work. Whenever you strike difficulties with it, you should continue trying and not give up too easily. You will only be able to do this if you have a reason to continue. The effort can be worthwhile for the sense of personal satisfaction that you gain.
- 2. A Response or reaction** means that you need to react to everything that you are given by teachers, or read in books or obtain from other sources. The key here is to get your brain working on the information you have discovered. Concentration can be improved by taking notes. Concentration is all about helping you to understand and remember.
- 3. Organisation** refers to the way you build a picture that includes all the knowledge you have gained on a subject. Unless you organise information into a meaningful structure, no amount of memorising will have any effect.
- 4. Comprehension** is an understanding of the main idea that a teacher or a writer is focusing on and seeing how that piece of information makes sense as one part of a larger body of knowledge.
- 5. Repetition** is the key to improving your memory. Material repeatedly studied for a few minutes a day will stay in your mind much longer than the same material studied for an hour at a time and never reviewed.
- 6. Transformation** involves turning information into another form. Diagrams, notes, flow charts and concepts are common forms of transforming information and will help you to remember information.

## Some Tips

- ➔ Copy down your homework tasks accurately from the board
- ➔ Do your homework at the same time each night at a desk/ table in a quiet area.

**Note:** If you are unable to complete homework, because you did not understand the work or for any other reasonable excuse, ask one of your parents to write a note in your diary, stating the reason for non-completion of work.

## SCBC File Set-Up

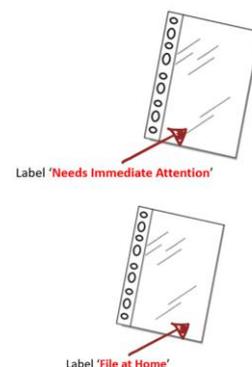
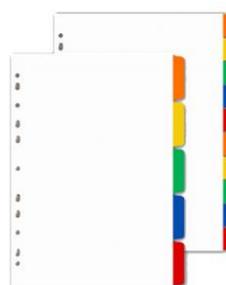
Having an organised Student file helps you to quickly and easily:

- ✓ Find your assignments, homework, and needed supplies;
- ✓ Make sure you are well prepared for all of your classes; and
- ✓ Ensure that all important assignments and homework do not get lost or damaged.



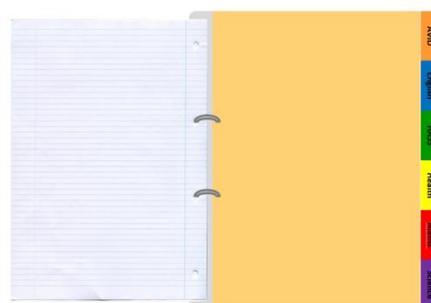
### STEP ONE: TIMETABLE, DIVIDERS and SLEEVES

- ✓ Place a plastic sleeve at the front of your file. This is where your timetable will be stored.
- ✓ Place another two plastic sleeves immediately behind the timetable sleeve. With a permanent pen, label one 'Needs immediate attention' and the other 'File at home'.
- ✓ Set up your subject dividers, with a section for each subject's work and notebook.



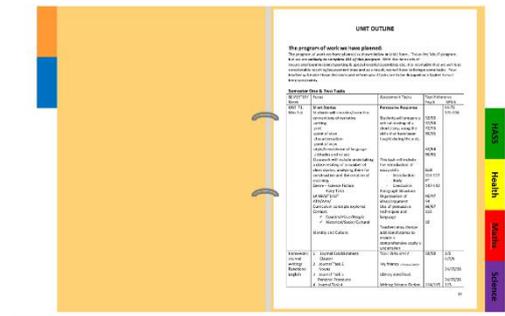
### STEP TWO: SUBJECT NAMES AND FILE PAPER

- ✓ In a permanent pen, label the tabbed subject dividers with the names of each course
- ✓ Place 100 Sheets of Loose Leafed Lined Paper at the back of your file, ready to be used when needed.



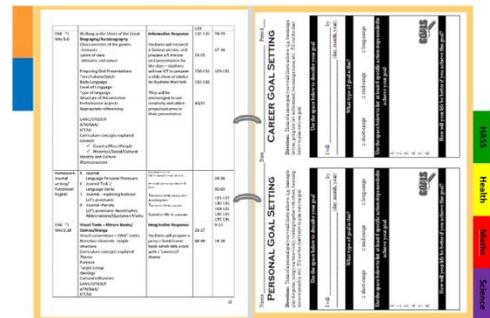
### STEP THREE: COURSE OUTLINES

- ✓ Once you have received them from your teachers, place the Course Outline for each course immediately after the divider page for that course.



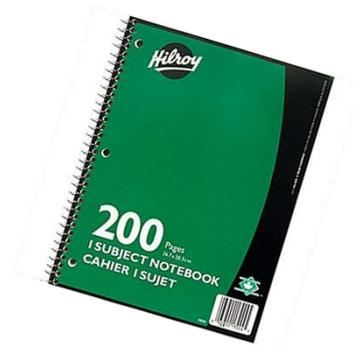
### STEP FOUR: WORKSHEETS AND HANDOUTS

- ✓ File all worksheets and handouts in the appropriate section of your SCBC Student File.
- ✓ Make sure everything is dated and filed in order.



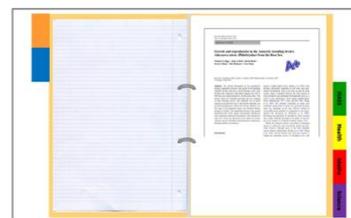
### STEP FIVE: INTERACTIVE NOTEBOOKS

- ✓ Place your Interactive Notebook (subject workbook) for each core course (Maths, English, Science & Humanities) in the appropriate section



### STEP SIX: HOME FILES

- ✓ To stop your Student File from getting too heavy, you will need to set up files at home for each of your core subjects.
- ✓ You will need to keep on top of this throughout the year. At the end of each topic or unit of work, you should remove the loose handouts and worksheets in your SCBC file and put them into the clearly labelled file set up for each course.
- ✓ File away marked quizzes, assignments and tests at home.
- ✓ File notes which have been used for a test.



**STEP SEVEN: PREPARE FOR 'FILE CHECK FRIDAY'**

- ✓ Keep your Student File neat and organised. File checks will be held in Form each Friday.
- ✓ Poorly organised / messy files will result in a negative consequence.

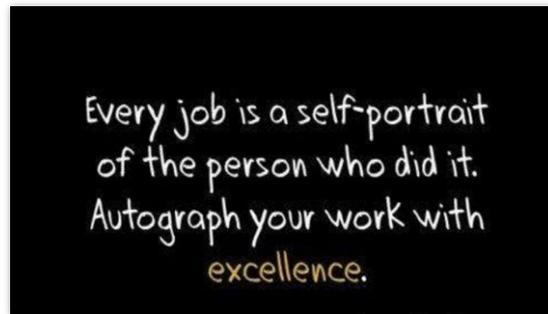
Form 2: AVID Binder Rubric

	Advanced	Satisfactory	Developing	Unsatisfactory
<b>Binder/Contents</b> <ul style="list-style-type: none"> <li>- 3 ring binder</li> <li>- Tabbed subject dividers</li> <li>- Zipper pouch</li> <li>- Pens and pencils</li> <li>- Notebook paper</li> <li>- Agenda/daily planner/calendar</li> <li>- Tutorial Request Forms</li> <li>- Learning logs</li> </ul>				
<b>Binder Organization</b> <ul style="list-style-type: none"> <li>- Zipper pouch</li> <li>- Agenda/daily planner/calendar</li> <li>- Notebook paper</li> <li>- Academic sections</li> </ul>				
<b>Academic Sections</b> <ul style="list-style-type: none"> <li>- Divider</li> <li>- Cornell notes for each class</li> <li>- Handouts/worksheets/classwork</li> <li>- Tests/quizzes</li> <li>- Returned assignments</li> </ul>				

**Advanced:** All supplies, notes and student work are included and well-organized.  
**Satisfactory:** Most supplies, notes and student work are included and organized.  
**Developing:** Some supplies, notes and student work are included.  
**Unsatisfactory:** Few supplies, notes and student work are included.

**TAKE PRIDE IN YOUR WORK**

Setting your file up at the beginning of the year is important, but it is only the first step. The most vital challenge is to ensure you take pride in your work throughout the year. The more organised you are and the more effort you put into your work, the more you will learn and achieve.



Make this your best year yet!

# College Support Services

## 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 to resolve problems that occur in their daily school life. Students should ensure that they know where their Head of Year's office is located, as this is the person who will be able to help them.

## Curriculum Questions and Concerns

Students and parents with curriculum related concerns and question are encouraged to approach the teacher involved. For further assistance, The Head of Learning Area, Deputy Head Curriculum (Secondary) and Head of Secondary are all keen to assist. For questions relating to VET or careers, students are advised to see Mr Scott.

## 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 Primary and Secondary Administration Office

## College Chaplain

The College Chaplain is available to provide support to students. Students may access the Chaplain by contacting the Secondary Administration Office

## 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 can carry their medication on school grounds.

Before any staff member accepts responsibility for administering prescribed medications to a student in their care, the principal/s must:

- ➔ ensure a comprehensive written authority is obtained from the student's parent/carer(s) for a member of staff to administer the prescribed medication.
- ➔ seek from the student's parent/carer(s) a written statement from the student's doctor authorising a member of staff to administer the prescribed medication. The statement should also set out the necessary directions and specify any special precautions that exist.
- ➔ give written approval for a member of staff to administer the prescribed medication.

If you have any questions about medical issues, please visit Student Services or ask your parents to ring them on 9540 44 00 Ext. 111.

## Library

The library resource Centre is open from 8:00am to 4:00pm Monday to Friday and 4:00pm including morning recess and lunch breaks. The Library houses an extensive collection of books, magazines etc to support and enrich the school curriculum.

# What to do when...

You're late for school	Please go to Student Services to sign in. <b>DO NOT GO STRAIGHT TO CLASS.</b> You will sign in using KIOSQ which will issue you a late to class 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. <b>Students must not call their parents first.</b>
You get injured at school	If it is before school, at recess, or at lunchtime, come 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 you will be signed out and then given a sign out card which you hand to Front Reception.
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. You will be presented with a uniform pass. Ongoing incorrect uniform without a valid excuse will result in a step.
You get sent out	Go straight to the Deputy Head Pastoral Care (Secondary) in the Secondary office. If the office is unattended go back to your class and tell your teacher.
You have a query about bus services	Visit our website or ask at 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 collect a form from the Secondary Office and fill it out appropriately before the Deputy Head Curriculum (Secondary) will approve the change.
You are injured or sick and can't do Physical Education	If you can't participate in physical activities, it is necessary that you 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 direct to your teacher. Excursion forms with accompanying money need to be handed in to front reception.

## Absences

Any absence from school must be covered by a reason from the student's parent/guardian. This may be in the form of:

- A signed and dated note
- An email to [studentservices@scbc.wa.edu.au](mailto:studentservices@scbc.wa.edu.au)
- Calling our Absentee Hotline on 9540 4411
- A response to a College generated SMS Attendance Alert

## Leaving the College Grounds

No student is permitted to leave the college grounds without being signed out by their parent/guardian.

## Punctuality

Students are expected to be punctual to school and all their classes. Lateness to class causes disruptions to teaching and learning.

## Arrival and Departure

Students should be punctual to form at 8:30am but should not arrive before 8:00am, unless they are attending specially organised classes or training. Likewise, students are requested to leave the College grounds promptly at the end of the day, unless in a College organised excursion/activity.

# Uniform Policy

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## Introduction

The school uniform has been designed to develop a school identity and to foster school spirit. Students are expected to wear the uniform with a sense of pride and belonging. Students are required to wear the uniform correctly and within the prescribed limits always including travelling to and from the College.

## The Wearing of School Uniform

Presentation and grooming are important in the school as this is a portrayal about the school and its values and can also give an indication of how students see themselves personally and how they perceive their school. The policing of dress standards is a shared responsibility among the staff, students and parents.

All uniforms are to be kept clean, pressed and in good condition. Shoes are to be well polished. Sports shoes are to be clean and unmarked. **Parents must ensure that all uniforms are marked with the student's name.**

## Hemlines

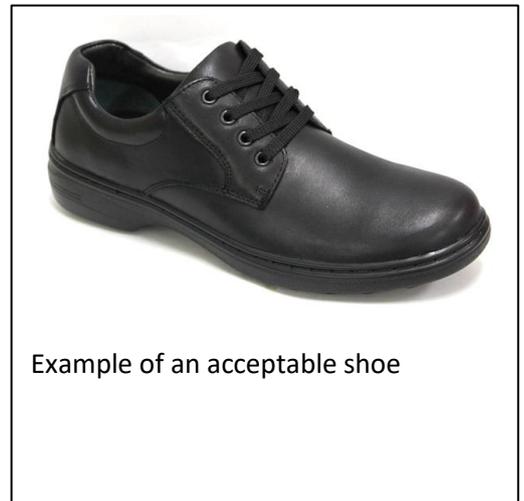
Hemlines on girl's dresses and skirts are to be modest and in keeping with the formal nature of the uniform. **The skirt and dress hem length is to be on the knee.**

## Footwear

Black, lace-up, polished leather school shoes are compulsory for students at the College. Shoes must be 'heeled' but with heels not higher than 20mm, measured from the inside of the heel.

Unacceptable shoes styles include:

- Brougues - ie. Shoes that have a punched pattern.
- Non-lace up dress shoes.
- Chunky type shoes.
- Shoes with coloured stitching or coloured shoe laces.
- Black sports type leather shoes.
- Black canvas shoes.
- Black Vans shoes.



## Hats

Students are required to wear their school hat when outdoors at school in Terms 1 & 4. The hat is to be worn when participating in outdoors activities and is compulsory for all sport classes. **No other hat or cap is permitted to be worn.**

## School Bag

The only school bag that is permitted is the SCBC School Backpack.

The purchase of a School duffle bag is compulsory to carry their sports items to and from school. General sports bags are not permitted.

## Jewellery

The only jewellery that students can wear is:

- ➔ Girls-one pair of plain earrings or earrings with a stone no bigger than 3mm in the lower lobe of the ear. Girls with nose rings, earrings in the upper ear or on the part of the ear known as the 'Tragus' will be asked to wear a clear plastic stud or a covering over the ring so that it cannot be seen.
- ➔ Boys-one plain earring or an earring with a stone no bigger than 3 mm.
- ➔ A watch or exercise tracker. Smart watches are not to be worn during exam periods.
- ➔ A medic alert bracelet or necklace. Rings bracelets/bangles and necklaces are not permitted to be worn.

Students who choose to wear other jewellery risk its confiscation with the item being returned only to a parent or at the end of term to the student.

## Hair

Hair is to be clean and neatly groomed whenever in school uniform

Fashionable extremes (some examples are, but are not limited to, Mohawk, dreadlocks, rat tails, top knot, shaved heads, multiple or unsuitable colours, and any others as determined by the College), are not permitted.

Girls: Beyond shoulder length, the hair is to be entirely tied and/or clipped back off the face with the College navy hair tie and/or scrunchies. Black or navy plain hair slides and knitted black fabric headbands only.

Boys: Are required to have their hair either cut or neatly tied back with a black hair tie so that their hair does not sweep across the face or come down across the face when they lean forward. Students are not permitted to have beards, moustaches or long sideburns.

In matters of hairstyle, the College remains the final arbiter.

## Make-up and Nails

Girls can wear CC cream or BB cream to cover blemishes on the face but are not permitted to wear mascara, foundation, eye liner, eye shadow or coloured lip moisturisers. Girls will be asked to remove make-up that is noticeable. Nail polish/ varnish, French manicure and artificial/ acrylic nails are not permitted to be worn at School. Girls are required to attend School without artificial beauty treatments and enhancements.

## Uniform

### Girls

Summer	Winter
Summer dress (the hem must sit on the knee)	Winter skirt (the hem must sit on the knee)
College ankle socks	Blue winter blouse (with logo)
Black leather lace-up shoes (see above)	College Jumper
College jumper to be worn completely not tied around the waist	Black tights (min 70 denier- available from the uniform shop)
College hat (Compulsory)	Black leather lace-up shoes (see above)
	College blazer (compulsory)
	College jumper (Optional)

### Boys

Summer	Winter
Grey College shorts (no longer than the top of the knee)	Long grey College pants
Short sleeve blue College shirt (with logo)	Black belt with a simple gold or silver buckle
Grey College ankle socks	Short sleeve blue College shirt (with logo)
Black leather lace-up shoes (see above)	College tie
College hat (Compulsory)	Grey College ankle socks
College jumper to be worn completely not tied around the waist	Black leather lace-up shoes (see above)
Black leather lace-up shoes	College blazer (Compulsory)
	College Jumper (Optional)

### Sports

College Sports Polo shirt
College Sport shorts
White College Sport ankle socks
Sports cross trainer shoes that provide ankle support and allows for rapid changes in movement
College tracksuit pants and jacket (winter) <b>Non-College sports jackets are not permitted</b>

# Student Behaviour & Discipline Policy

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At South Coast Baptist College, we work together to ensure we have a safe, positive environment for students and staff to learn and enjoy. The College expects students to contribute to the good order of the school by maintaining a high standard of behaviour always. The College uses a range of positive consequences to reinforce wise choices.

## These include:

- ➔ Positive feedback in class
- ➔ House Points
- ➔ Level Backs
- ➔ Letters of affirmation
- ➔ Certificates of Excellence
- ➔ Outstanding Achievement and Outstanding Application Awards for each subject

## Sanctions used by the College include:

- ➔ Warnings and pastoral conversations
- ➔ Natural consequences such as finishing work during part of recess or lunch, picking up litter etc.
- ➔ Steps
- ➔ Levels
- ➔ Suspensions
- ➔ Exclusion

## How this works in class?

Teachers use the following system to reinforce appropriate behaviour in the classroom:

- ➔ Warnings and pastoral conversations
- ➔ First Disruption: student's name is written on the board
- ➔ Second Disruption: a 'tick' is placed next to the student's name
- ➔ Third Disruption: student will be 'sent out' to see the Deputy Head Pastoral Care (Secondary)
- ➔ A 'send out' will result in a level being allocated.

## Mobile Phones:

Mobile phones are not to be used during the hours of 8.25 am to 3.20 pm and should be kept in your locker. If for some reason, you need to use your phone, take it to Secondary Administration, room G7, where you will be allowed to call or text without any consequence. Using a phone in class or to contact a parent/guardian without permission will attract a consequence. Music is not to be played through mobile phones in any classes including study sessions (The exception being students studying a SIDE subject in the Library).

# Student Behaviour & Discipline Policy continued...

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## Steps

Steps are usually allocated for behaviour related to personal management issues including but not limited to:

- ➔ Inappropriate uniform or personal presentation
- ➔ Late arrival to School and/or class
- ➔ Arrival to class without the necessary equipment for the lesson
- ➔ Failing to complete set homework tasks
- ➔ Chewing gum
- ➔ Inappropriate use of iPad e.g. playing games in class

## Levels

Levels are the result of being sent out of class for disrupting learning or for serious zero tolerance incidents that occur in the schoolyard. Accruing too many steps and or levels will result in suspension or permanent exclusion from the College.

## Level Backs

Students have the opportunity to earn back one level per semester by completing a level back program attained from your Head of Year.

## No Tolerance

Suspension or permanent exclusion may result from students inciting or participating in any of the following:

- ➔ Fighting
- ➔ Possession, supply and / or sale of dangerous illegal, unlawful substances or materials
- ➔ Vandalism or graffiti
- ➔ Harassment/Bullying including cyberbullying outside of school hours
- ➔ Theft including outside of school hours
- ➔ Unsafe driving
- ➔ Sexting, including outside of school hours

Further information relating to the Discipline system can be found on the College website

# How to Treat People

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## Resolving relational conflict and difficulties

All members of the South Coast Baptist Community including, students, parents and staff are encouraged to follow the biblical model of resolving relational conflict. In summary this involves:

- Speaking first directly to the person involved.
- Sharing your concerns in a non-accusatory manner
- Giving others opportunities to explain their actions and apologise
- Seeking the assistance of others if the matter is unresolved.
- Students that cannot resolve their interpersonal relationship issues are encouraged to speak to their Head of Year, the counsellor, chaplain or other teachers they relate too.

South Coast Baptist College does not tolerate bullying or harassment in any form. Harassment is unwanted, unwelcome and unjustified.

## Bullying and Harassment Includes:

- Physical actions eg; pushing, hitting, spitting, damaging the property of others.
- Verbal actions eg; repeated put-downs, name calling, ridiculing and threatening.
- Non-verbal behaviour eg; reference to physical appearance, making rude or threatening signs or faces.
- Extortion eg; demanding money, food or other belongings.
- Exclusion eg; hurting others by ignoring or isolating them or spreading rumours about them.
- Racial, cultural, religious or disability discrimination.
- Electronic communication eg; via email, MSN, SMS or social media e.g. snapchat, Instagram etc.
- Sexual harassment eg; sexual behaviour which is deliberate, uninvited and unwelcome that causes embarrassment or is offensive or demanding.

## What Can I Do to Prevent Bullying and Harassment?

If you are a bystander or witness to harassment it is YOUR responsibility to help protect the victim by:

- Standing up to the bully and letting them know their bullying behaviour is unwelcome.
- Reporting the harassment to your form teacher or any other trusted adult so the bully and victim can receive help.
- If you are involved in bullying another person it is your responsibility to stop now!
- If you are aware that you are bullying you can seek support to stop this behaviour by speaking to the Counsellor or Chaplain, your form teacher, Head of Year or Deputy Head Pastoral Care (Secondary).

## What Can You Do If You Are Being Bullied?

If you are a victim of harassment you can take action such as:

- You can choose to do nothing; however, the harassment could continue.
- Approach the person who is harassing you and request that the offending behaviour stops.
- Share the problem and discuss the situation with a friend, parent, sibling, teacher, counsellor, Chaplain, Head of Year or Deputy Head Pastoral Care (Secondary).

# Assessment Policy

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## Submission of Work

Work should be submitted to the class teacher during the lesson on the due date. If students are aware that they will be absent on the due date they should arrange with the teacher to submit their work earlier. Students must ensure that the work is submitted to the correct teacher or to the relevant Head of Learning Area (do not leave an assessment on a teacher's desk). Some assessments may be required to be submitted electronically.

## Late Submission of Work

If a student has not completed the task on the day it is due, they are expected to hand in a copy of what has been completed to date. Computer or printing problems associated with the completion of assignments will not be accepted as valid reasons for lateness.

Penalties will apply for late submission of out of class assessments:

1 day late	Minus 10%
2 days late	Minus 20%
3 days late	Will receive a mark of 0%

**Any assessment not completed will impact on Semester grades; in some cases, failure to hand in an assessment may result in non-completion of the course.**

## Unplanned absence on a due date

Where possible, students should try to have their work delivered to the College on their behalf. At the latest, work must be submitted on their next day back at the College.

**The reason for absence is to be written on a note signed by a parent/guardian and must be presented to the subject teacher.**

## Extensions

Difficulties in completing work on time **should be discussed with the teacher well before the due date** and any necessary extension of time should be sought at least two days before the due date.

**A note from a parent/guardian is required when applying for an extension.**

## Absence on Test Days

- ➔ Students absent on test days should be prepared to do the assessment (including orals) on their immediate return to the college.
- ➔ Year 11 or Year 12 students are required to obtain a medical certificate and present it to the Deputy Head Curriculum (Secondary) for exams. This may also be requested for tests.

# Assessment Policy continued...

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## Extended Absence

- ➔ If an extended absence is planned, a parent/ guardian must email the Head of Secondary two weeks prior. It is expected that missed class time will adversely affect semester grades.
- ➔ When sickness is the cause of extended absence, course completion requirements will need to be negotiated with the Deputy Head Curriculum (Secondary).

## Practical Activities

Department Policies covering practical assessment activities also exist.

# Harvard Referencing – Guidelines for Assessments

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## Why do we reference?

Referencing is a valuable tool which is used across many industries and educational institutions to acknowledge the work and ideas of other people. Each time you start a DVD you will be reminded of movie piracy and how this action is considered stealing. In academic writing it is also important not to steal (plagiarise). According to the Oxford dictionary plagiarism is defined as ‘the practice of taking someone else’s work or ideas and passing them off as one’s own.’ Students are therefore required to reference as this is a legitimate way to acknowledge the influence of other writers’ ideas and words in their assignments.

The college takes plagiarism in student’s work very seriously. Students who are caught copying and pasting information from websites or retyping written documents will **not** be marked on this work.

## Points to remember:

**There are two important aspects to referencing in assessment tasks:**

1. Creating a suitable reference list which incorporates all the required details.
2. Using the appropriate in-text referencing format to reference any information which has been taken from another source.

## Reference list requirements:

It is very important to follow the format for punctuation such as full stops, colons, commas, brackets and capital letters.

### ➔ Reference list entry for a book:

Author Year of Publication, *Title*, edition. Publisher, Place of Publication.

Aldous, J, Lapsanas, K, Blackston, V & Shaw, G 2013, *Making and Breaking the Law*, 10<sup>th</sup> edn. Macmillian Education Au, Malaysia.

### ➔ Reference list entry for a Website:

Author Year of Publication, *Title of the Website*, Website Company. Available from: <URL>. [Date of Access].

UNHCR n/d, *The Refugee Convention*, The UN Refugee Agency. Available from: <[http://unhcr.org.au/unhcr/index.php?option=com\\_content&view=article&id=48&Itemid=58](http://unhcr.org.au/unhcr/index.php?option=com_content&view=article&id=48&Itemid=58)>. [15 May 2014].  
(n/d stands for no date)

### ➔ Reference list entry for an online video:

Author Year of Posting, ‘Title of the Video’ (video file). Available from: <URL>. [Date of Access]

CrashCourse 2012, ‘Archdukes, Cynicism, and World War 1: Crash Course World History #36’ (video file). Available from: <[https://www.youtube.com/watch?v=\\_XPZQ0LAIR4](https://www.youtube.com/watch?v=_XPZQ0LAIR4)>. [28 April 2014].

➔ **Reference list entry for a visual source:**

*Title of the Visual Source* Year of Production, motion picture/ video file/ DVD, Production Company, Place of Recording.

*Mulan* 1998, DVD, Disney, Walt Disney Animation Studio USA.

➔ **Reference list entries for newspaper articles:**

**Print**

Author Year of Publication, 'Title of the Article', *Newspaper* Date of Publication, Page Number.

Butterly, N 2014, 'Shark cull helped us: Greens', *The West Australian* 7 April, p.5.

**Electronic**

Author Year of Publication, 'Title of the Article', *Newspaper* Date of Publication. Available from: <URL>. [Date of Access].

Griffiths, E 2014, 'Budget 2014: Opposition Leader Bill Shorten says Labor will oppose around \$13 billion worth of cuts', *ABC News* 15 May. Available from: <<http://www.abc.net.au/news/2014-05-15/bill-shorten-delivers-budget-reply-opposes-13-billion-in-cuts/5455886>>. [15 May 2014].

## In-text referencing requirements:

➔ **Book**

(Author Year of Publication) or Author (Year of Publication) says/ indicates that.....

(Aldous et al. 2013) or Aldous et al. (2013) indicates that.....

➔ **Website**

(Author, Year of Publication) or Author (Year of Publication) says/ indicates that.....

(UNHCR, n.d.) or UNHCR (n.d.) says/ indicates that.....

➔ **Video**

(Title Year of Production) or Title (Year of Production)

(*Mulan* 1998) or *Mulan* (1998)

➔ **Newspaper**

(Author Year of Publication) or Author (Year of Publication)

(Butterly 2014) or Butterly (2014)

## Presenting a reference list

Many research assessments require you to create a reference list of the sources you used (referenced) to create your research project. This list needs to be sorted alphabetically according to Author.

# Start to Read and Enjoy the Bible:

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Did you know that the Bible is the all-time best seller and most widely read book in the world? The Bible is quoted more often than any other piece of literature and has had more influence on our language, customs and the laws than any other book ever published.

## Finding God's Answers to Personal Problems

Why has the Bible been so popular for so long? Because in it God speaks to our needs and gives us answers. Jesus said, "Come to me, all you who are weary and burdened and I will give you rest" (Matthew 11:28). The Apostle Peter wrote, "Cast your anxiety on Him (God) because He cares for you" (1 Peter 5:7). Even though the Bible is an ancient book its message is very important and relevant.

In fact, that's one of the main reasons for its continued, consistent popularity. The following table lists some of life's most common troubles and where to find answers from the pages of the Bible:

### Where to find help when you are:

Afraid .....	Psalm 34:4, Matthew 10:28, 2 Timothy 1:7, Hebrews 13:5,6
Anxious .....	Matthew 10:16-39, Philippians 4:6, 1 Peter 5:6,7
Backsliding .....	Psalm 51, 1 John 1:4-9
Bereaved .....	Matthew 5:4, 2 Corinthians 1:3,4
Bitter or Critical .....	1 Corinthians 13
Defeated .....	Romans 8:31-39
Depressed .....	Psalm 91, Psalm 118:5-6, Luke 8:22-25
Discouraged.....	Psalm 23, Psalm 42:6-11, Psalm 55:22, Matthew 5:11,12, 2 Corinthians 4:8-18, Philippians 4:4-7
Doubting .....	Matthew 8:26, Hebrews 11
Facing a Crisis .....	Psalm 121, Matthew 6:25-34, Hebrews 4:16
Faith Fails .....	Psalm 41:9-13, Luke 17:3,4, Romans 12:14,17,19,21, 2 Timothy 4:16-18
Friends Fail .....	Psalm 41:9-13, Luke 17:3,4, Romans 12:14, 17,19,21, 2 Timothy 4:16-18
Lonely .....	Psalm 23, Hebrews 13:5,6
Needing God'sProtection .....	Psalm 32:8, Psalm 91, Philippians 4:19
Needing Guidance .....	Psalm 32:8, Proverbs 3:5,6
Needing Peace .....	John 14:1-4, John 16:33, Romans 5:1-5, Philippians 4:6,7
Needing Rules for Living ...	Romans 12
Overcome .....	Psalm 6, Romans 8:31-39, 1 John 1:4-9
Prayerful .....	Psalm 4, Psalm 42, Luke 11:1-13, John 17, 1 John 5:14,15
Protected .....	Psalm 18:1-3, Psalm 34:7
Sick or in Pain .....	Psalm 38, Matthew 26:39, Romans 5:3-5, 2 Corinthians 12:9,10, 1 Peter 4:12, 13,19
Sorrowful .....	Psalm 51, Matthew 5:4, John 14, 2 Cor. 1:3,4, 1 Thessalonians 4:13-18

# Start to Read and Enjoy the Bible:

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Tempted .....	Psalm 1, Psalm 139:23,24, Matthew 26:41, 1 Corinthians 10:12-14, Philippians 4:8, James 4:7, 2, Peter 2:9, 2 Peter 3:17
Thankful .....	Psalm 100, 1 Thessalonians 5:18, Hebrews 13:15
Travelling.....	Psalm 121
Trouble, In .....	Psalm 16, Psalm 31, John 14:1-4, Hebrews 7:25
Worried .....	Matthew 6:19-34, 1 Peter 5:6,7

## Teachings about some of life's problems:

Adultery .....	Matthew 5:27-32
Adversity.....	Matthew 10:16-39
Anger .....	Matthew 5:22-24
Anxiety .....	Matthew 6:19-34
Conceit.....	Luke 18:9-14
Confidence, False .....	Matthew 7:24-27
Covetousness .....	Mark 7:21-23
Crime .....	Matthew 15:17-20
Death .....	John 11:25,26
Divorce .....	Mark 10:2-12
Doubt .....	Matthew 14:28-31
Drunkenness .....	Luke 21:34-36
Enemies .....	Matthew 5:43-48
Excuses .....	Luke 14:15-24
Extravagance .....	1 Timothy 6:7-12
Faultfinding.....	Matthew 7:1-5
Fear .....	Luke 12:5
Greed .....	Luke 12:15-31
Hatred .....	Matt. 5:43-48
Judging.....	Matthew 7:1
Lust .....	Mark 4:18, 19
Pride .....	1 John 2:15-17
Revenge .....	Matt. 5:43 -48
Self-righteousness .....	Luke 14:11
Sin .....	John 8:34-36

# Ways to Handle Stress

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## **1. Take Your Worries To God**

Talk to God about your stresses. Ask Him to take over and help you. Thank Him in advance for helping and then start thinking about good positive things. Philippians 4 vs 3-8, 1Peter 5 vs 7. Take time to be quiet and still.

## **2. Take It Step By Step**

If you ever get daunted by a big project or study load, break it into a small list of steps that you can work through. This way you will feel a positive sense of accomplishment after completing just a few steps each day, rather than feeling stressful that you can't do anything. Take the pressure off yourself by actually planning time to spend on it instead of leaving it to the last minute.

## **3. Keep It Clean And Organised**

Before you sit down to work, clear your desk of unnecessary clutter and possible distractions. Having a clear and organised work top will help you to have a clear and organised head for the tasks at hand.

## **4. Avoid Do-or-die Situations**

Try not to think in extreme ways eg. "I have to pass this test otherwise it proves that I am dumb", "I have to get the top score or I'll hate myself forever." This kind of thought pattern is very destructive because there are only two ways to go: you will either pass or fail.

Instead, have a wider range of possibilities to feel good eg. "If I get an above average score I will feel great, if I get an average score I'm almost where I want to be, if I get a below average score then I'm going to be filled with motivation to find out where I went wrong and do better next time." Try and take a step back from the situation and analyse it logically. You will soon realise that it doesn't mean "life and death" after all.

## **5. Have A Good Sleep Pattern**

Go to bed at sensible times so that you get approximately 8 hours sleep each night. If you have problems sleeping at night, try not to study, read or watch TV on the bed. This is because you might have learnt to associate working and school with the bed instead of relaxation and this makes it harder for you to fall asleep. The less sleep you have the more stressed out you're going to become.

## **6. Exercise**

It has been proven that 30 minutes of exercise 3 to 5 times a week actually increases energy levels and decreases stress. So try to get yourself involved in some physical activity during the week. A good time to exercise is when you 'hit the wall' studying. Take a break and go for a walk. You'll come back invigorated with a fresh, clear head.

## **7. Eat Well**

Eat nutritional meals (not junk food, lollies etc). This will help you feel more able to cope.