



SOUTH COAST  
BAPTIST COLLEGE



# Year 9 & 10 Handbook 2020

Rigorous Minds | Compassionate Hearts

[www.scbc.wa.edu.au](http://www.scbc.wa.edu.au)

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## 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 over 30 years of 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 Head of Secondary

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 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 Head of Years focus specifically on individual and year group pastoral care needs. 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: Wellbeing



## Curriculum

Year 7 and 8 students engage in learning experiences which incorporate each of the nationally recognised learning areas in the Australian 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 9 and 10 curricula include the following:

- A focus on literacy and numeracy and a school wide approach to: Writing, Inquiry, Collaboration, Organisation and Reading to learn. (AVID strategies)
- 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: CURRICULUM



## General Information

### 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.

### Timetable

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

### 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 Student Services or Secondary Administration 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 either their Head of Year or the Head of Secondary. 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 can carry their medication on them.

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).

### **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.

### **Head of Years**

Every year group at the College has a Head of Year to coordinate pastoral care activities and 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.

Head of Year 9 & 10: Mrs Caroline Crowther (English/HASS office)

### **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.

### **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 Student Services on 9540 4411.

## **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.

## **Mobile Phones**

Phones are not to be used during the day and should be kept in your locker. If for some reason you need to use your phone, take it to Secondary Admin to ask permission. Music is not to be played through mobile phones in any class including study sessions.

## **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 & 8 students are expected to complete approximately 1 – 1½ hours of homework and revision each night.

## **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.

From 2018 onwards, students in Years 8-12 will have the choice between the following 2 personal IT devices:

- iPad Air with a minimum storage space of 32GB enclosed in a rugged case including a keyboard
- Acer C738T Chromebook (purchased through the college only)

## **Library**

The Library Resource Centre is open from 8:00am to 4pm, 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.

## **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.

### **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.

### **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 – Bullsbrook

Year 9 – Waroona

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.

## Co-Curricular Opportunities

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

Activity	Contact
Write a Book in a Day Competition (English)	Danielle Canas
Hackathon – IT Competition	Ant Norris
Australian Young Physics Tournament	Gideon Choo
Interschool Debating Competition	James Trimble
Run Club Mon/Friday before school	Carly Phoebe
Drama and Musical Production: 2018 Sheerluck Holmes	Heather McGavock & Wayne Strong
Zumba (after school)	Emily Chandler
Talented Young Writers Programme	Danielle Canas
Titration Stakes Competition (Chemistry)	Peter Van der Kwast
Jazz ensemble	Wayne Strong
Weight Training for Boys	Ryan Galambosi
Surf Cadets	Ryan Galambosi
House Week	Carly Phoebe
CrossFit Games	Andy Price
Secondary Photography Team	Ant Norris
Sound Engineering Team	Ant Norris
PJSA Saturday Football Teams	Ant Norris
Just Start IT program (WACE)	Ant Norris
Australian STEM Video Fame Challenge	Ant Norris
Solar Car Challenge	Simon Watts
Australian Geography Competition	Oliver Oeij
iWOMEN, iMEN, iSCIENCE, iDIVERSITY and Bright Sparx	John Scott
Have Sum Fun Maths Competition	James Dawes & Ebony Thompson
ICAS Maths	Tony Lee
Secondary Saturday Netball	Sandra Lewis
Student Leadership Groups	Rainer and Catherine Lambert
SCBC Gospel Choir	Caroline Crowther & Emily Frick
Girls Fitness Wednesdays before school	Carly Phoebe
Student Leadership - House Captains	Carly Phoebe
Secondary Book Club	Danielle Canas

## 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 8 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 9 & 10 Courses of Study

## Compulsory Subjects:

- English
- Mathematics
- Science
- Humanities & Social Sciences
- Physical Education
- The Rite Journey (Year 9)
- Health (Year 10)
- Bible and Christian Studies

Students will also choose from the Electives below:

### Year 9

1. Outdoor Ed, Engineering, Screen Media, MDT Wood, Chinese or Football Development
2. Drama, Food Science Technology, MDT Metal, Physical Recreation or MDT Wood
3. Music, Football Development, Computer Science, Hip Hop Dance, Technical CAD or Football Academy (trial only)
4. Visual Art, Food Science Technology, MDT Wood or CrossFit

### Year 10

1. Outdoor Education, Engineering, Screen Media or MDT Wood
2. Drama, Food Science Technology, MDT Metals or MDT Wood
3. Music, Computer Science, Hip Hop Dance, Physical Recreation or Football Academy (trial only)
4. Visual Art, Food Science Technology, MDT Wood or Football Development Program

\*Electives may be subject to change due to class numbers.

# English

## Rationale

As per the Australian Curriculum, this course is built around the three strands of Language, Literature and Literacy. Through these strands, the focus is on developing students' knowledge, understanding and skills in the areas of listening, reading, viewing, writing and creating. The skills and knowledge established at this level are vital for success in Year 11 and 12 WACE courses.

## Course Content

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and complex issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts. By the end of Year 10, students can evaluate how text structures can be used in innovative ways by different authors. They also learn to explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

## Types of Assessment

Assessments at Year 9 & 10 levels are aligned with expectations of the WACE exam and include written responses, written creations, essays and oral presentations.

## Possible Texts – Year 9

*Only the Heart* by David Chiem

*The Giver* by Lois Lowry

*Peak* by Roland Smith

*Tomorrow When the War Began* by John Marsden

## Possible Texts – Year 10

Stream 1: *Romeo and Juliet* by William Shakespeare

*Bad Blood* by C Lever

Stream 2: *Bad Blood* by C Lever

*Saving Francesca* or *Looking for Alibrandi* by M Machetta

**Enquiries:** Mr James Trimble - HOLA  
[trimblej@scbc.wa.edu.au](mailto:trimblej@scbc.wa.edu.au)

# Mathematics

## Rationale

Mathematics at SCBC aims to ensure that students are confident, creative users and communicators of mathematics. They develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and can pose and solve problems and reason. Students recognise connections between the areas of mathematics and other disciplines.

## Course Content

### Year 9 Stream 1 Mathematics

*Number and Algebra:* Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems, and check the order of magnitude of calculations. Students draw linear and non-linear relations and solve simple related equations.

*Measurement and Geometry:* Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders. Students explain similarity of triangles and apply Pythagoras's theorem and trigonometry to solve.

*Statistics and Probability:* Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. Students calculate relative frequencies to estimate probabilities.

### Year 10 Stream 1 Mathematics

*Number and Algebra:* Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students substitute into formulas and manipulate linear algebraic expressions.

*Measurement and Geometry:* Students solve and explain surface area and volume problems. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems. They use digital technology to construct and manipulate geometric shapes and objects.

*Statistics and Probability:* Students compare univariate data sets. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.

### Year 9 & 10 Stream 2 Mathematics

This course is designed for students not bound for university entrance mathematics subjects in upper school. These classes follow a two-year course designed for students bound for the Essentials Mathematics courses in Years 11 and 12. The course contains material relevant to everyday life using the text titled 'Living Maths'. This course will also help students reach the numeracy standard required in OLNA testing. Topics covered include Time, Number, Measurement, Money, Statistics, Fractions, Averages, Length, Mass, Angles, Direction, Percentages, Area, Volume, Chance, Rates, Scale Drawing and Formulae. The same topics are covered in Year 9 and Year 10 with old concepts being revised and new concepts being introduced in Year 10.

## Types of Assessment

Homework: Students are expected to complete all class and homework tasks.

Tests: incorporate many different topics

Assignments: Investigations and Problem-Solving tasks to demonstrate understanding of a concept.

Semester examinations: 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](mailto:leet@scbc.wa.edu.au)

# Science

## Rationale

Science at South Coast Baptist College embraces the Australian Curriculum. Course content will have the dimensions covering Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. Digital technology resources will be highlighted in programs.

## Course Content

### Year 9

*Chemistry:* Students are introduced to acid-base Chemistry, the formation of ions, word equations, balancing chemical equations

*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.

*Biology:* 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:* Students are shown 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 Experimental Procedure:* Students will be trained in the formal writing of experiment reports. They will then apply their science inquiry skills to varied examples of scientific experiment procedure.

### Year 10

*Chemistry:* By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce products and are introduced to chemical calculations.

*Physics:* They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

*Earth Science:* Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.

*Human Biology:* They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

*General:* Students will continue to develop questions and hypotheses and design and improve appropriate methods of investigation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

## Achievement Standard

Stream 1: Students in this pathway will be given a higher level of content to Chemistry, Physics, Biology/Human Biology and Earth Sciences.

Stream 2: Students will be given a reduced exposure to the content. The course will be a more general coverage of the key concepts.

**Enquiries:** Mr Peter van der Kwast - HOLA  
[vanderkwastp@scbc.wa.edu.au](mailto:vanderkwastp@scbc.wa.edu.au)

## Humanities & Social Sciences (HASS)

### Rationale

History is the study and practice of interpreting the past and evaluating its impact on the present. History is largely a search to understand others and ourselves. Through exploring the past, a society can obtain insights into its current practices, problems and values, providing an informed basis for determining its future.

### Course Content

HASS at Year 9 level subdivides into term units of History, Geography and Civics (Politics & Law), with a term allocated to revision and extension in specific fields such as Economics and Mapping.

- History covers Industrial Revolution, Making a Nation and World War I.
- Geography covers biomes and food security and our place in the world.
- Civics covers Australian government and law.

The course units are designed to provide foundational skills and knowledge for higher level pursuit of these subjects. Students wishing to keep options open in Humanities subjects at Year 11 and 12 need to work diligently in HASS to develop the necessary bases for further study.

HASS at Year 10 level is a preparatory and practical course in the History, Geography and Civics (Politics & Law) Learning Areas. Some extra studies are also undertaken in Economics and Cartography (specific map work).

- History covers the World War Two, Migration and Human Rights.
- Geography covers ecology and environmental management.
- Civics covers levels and branches of government and democratic foundations.

Successful completion of these studies and the achievement of a 'B' standard in Stream 1 course units is the usual prerequisite for admission to ATAR History, Geography and Politics & Law in Year 11 and 12.

**Enquiries:** Miss Belinda 't Hart - HOLA  
[thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

## LOTE – Chinese

### Rationale

The benefits of learning languages enable students to communicate within and across cultures. Understanding and respecting diversity and differences between cultures enhances appreciation for other cultures. Learning another language develops cognitive skills which benefits students in other areas of learning.

Mandarin Chinese is one of the five official languages of the United Nations and has been recognised as one of the languages of significant economic, political and social importance to Australia. In the current economic climate, the study of Chinese enhances job prospects and demonstrates Australian cultural diversity to a global world.

Learning Chinese in Year 9 and 10 provides the opportunity for students to further develop language skills established in Years 7 and 8. Building on the basic Chinese skills that they have learned, Year 9 students will be taught aspects of Chinese language and culture which will prepare them for practical interactions with Chinese people using simple conversation in a variety of circumstances.

### Outline of Content

Year 9 Chinese is based on the Australian Curriculum which includes the following aspects:

The Individual

- My daily routine
- Sport and leisure

The Chinese-speaking Communities

- Living in a Chinese house
- Shopping around town

The Changing World

- The contemporary Chinese lifestyle

Each unit defines a focus and prescribes learning contexts with a set of specific topics that promote communication and enable students to extend their understanding of the Chinese language and culture. Homework for practices is an essential part of the course.

### Assessment

Students will be assessed in the following four areas:

1. Listening and responding
2. Spoken interaction
3. Viewing, reading and responding
4. Writing

**Enquiries:** Ms Cherry Lin  
[cherry.lin@scbc.wa.edu.au](mailto:cherry.lin@scbc.wa.edu.au)

# Arts

## Music

South Coast Baptist College has a vibrant music program that offers students a wide range of opportunities to further develop their musical skills. Students will develop a deepened understanding and use of music concepts, technologies and techniques.

### Outline of Content

#### Year 9

Students will develop a deepened understanding and use of music concepts, technologies and techniques. As composers and performers, they will create, shape, and refine musical ideas in a range of forms and styles. Students in Year 9 can participate in a range of different performance opportunities such as Modern Jazz Ensemble, Chapel Ensemble, Choir, Rock Bands.

#### Year 10 - Certificate II in Creative Industries (Music)

Students will study 4 units of this course and can continue studying the Certificate II in Creative Industries in Year 11.

Students may enter the qualification with limited or no experience and without a relevant lower level qualification. They will develop music industry knowledge and are required to work independently to gather evidence and maintain a portfolio of work samples and relevant information.

This qualification is recommended for students with little experience and beginners who wish to work in the music industry. By the end of a year students should be able to confidently play chords, scales, riffs and perform simple songs on various instruments, play in a group and learn elementary rhythm section instruments.

Students are also given experience in using musical equipment and working safely whilst playing music.

**Facilities:** South Coast Baptist has a new Music Room, opened in our purpose-built STEAM building in 2018. We also have 3 rehearsal studios, and a Recording Studio that uses Pro Tools software.

**Future Pathways:** Can lead to VET Certificate II & III in Music in Year 11 & 12.

**Additional Options:** Private tuition is available (optional) for most instruments at school. Please direct enquires to the Music Administrator, Mrs Pamela Dale - email [dalep@scbc.wa.edu.au](mailto:dalep@scbc.wa.edu.au)

**Enquiries:** Mr Wayne Strong - HOLA  
[strongw@scbc.wa.edu.au](mailto:strongw@scbc.wa.edu.au)

# Drama

## Acting and Performances

Students learn to think quickly and act spontaneously, adapting to new situations and roles as well as developing character. They learn how to solve problems and the dynamics of supporting each other on stage. Students use a variety of voice, character, facial and physical techniques. They use focus, tension, space and time to enhance drama. Students will learn and use Laban and Stanislavsky for acting purposes

Students will learn:

- Techniques for speaking in role
- Techniques for the use of body in role
- Techniques for interacting in role in any given situation
- Strategies for developing trust, cooperation, group building and decision making
- Strategies for developing dialogue
- Play Building

## Course Content

The course will be made up of a variety of scripted and improvised Drama, where students will build on their acting skills and incorporate more Drama techniques and genres into their work. There will be opportunities for students to extend their understanding of theatre and acting styles, with theatre sports and improvisation. The students will be able to perform in a variety of settings, working together to produce exciting Drama, using props and costumes to make their work more exciting.

**Enquiries:** Ms Heather McGavock  
[mcgavockh@scbc.wa.edu.au](mailto:mcgavockh@scbc.wa.edu.au)

## Visual Art

The Year 9 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. Course work and assessments are directed by the four Arts Learning Area Outcomes. Students are given the opportunity to achieve the outcomes in the Visual Arts through the process of visual inquiry, studio practice, reflection and evaluation.

During the year students will learn and develop techniques and skills in Painting, Printmaking and Ceramics which will give them a good foundation for further study in the Visual Arts. Creative play is encouraged and the focus is on expression rather than perfectionism. Each activity is followed by a written reflection which will help students to learn and grow as the course develops.

Visual Art in Year 10 covers both practical and theoretical aspects of the art curriculum. Students will research elements of art history, in particular Modern and Post-Modern art. In addition, students will focus on visual analysis and develop an understanding of composition and the Elements and Principles of Art and Design.

Practical production is based on a multimedia curriculum, students will be exposed to several different artists and art movements and a selection of production media including: Ceramics, Acrylic Painting, Printmaking, Collage, Mixed Media, Recycled and Found Object Art and basic drawing and design skills.

Students are given broad areas of research such as “The World around me” which allows students to develop a portfolio of work, including visual research, critical analysis, design drawings and final work exhibition standard.

The course includes incursions from practicing artists and an annual excursion to Sculptures by the Sea in Cottesloe, Perspectives Exhibition at the State Gallery in Perth and optional excursions to other exhibitions of note when they become available.

### Course Expectations

Students will need to have a mature approach to classwork and they will need to have an interest in Visual Arts and current affairs as this will inform their art practice. Studying Visual Arts will help students to think outside the square, to be more confident, creative and active members of their community.

**Enquiries:** Mrs Saffron Maclou  
[saffron.maclou@scbc.wa.edu.au](mailto:saffron.maclou@scbc.wa.edu.au)

# Technology & Enterprise

## Materials Design Technology - Wood or Metals

### 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 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.

**Prerequisite:** Nil

### Course Content

The focus for learning in Year 9 Materials Design and Technology is the development of practical skills in the workshop and the design of new products to meet needs and solve practical problems.

- School Occupational Health and Safety in the Workshop
- The properties and use of materials and how people use and select 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

### Projects

Year 9

Wood – Stepping Stool, Bandsaw Jewellery Box, project of choice

Metals – Candle Holder, Pot Plant Holder, Small Engines

Year 10

Wood – Picture Frame, Pen Holder, project of choice

Metals – Aluminium Tool Box, Metal Safe

**Enquiries:** Mr Simon Watts - HOLA  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

## Food Science Technology

Cooking is a life skill and healthy dietary habits last a lifetime. We live in a society of fast food options and high processed diets. Students need to be challenged to think past unhealthy misconceptions about food and be encouraged to build healthy food habits. The goal is to allow the students to gain the confidence to make quick, easy and nutritious meals.

### Course Content

#### Year 9

The focus is to encourage competent food preparation from breakfast through to main meals and desserts. Throughout the year the students will gain a deeper understanding of the foods used in the recipes, how to store them, what nutritional benefits they have and how to present them. There are many assessments set which are made up of Mystery Boxes, Design Briefs, Healthy Snack Food Challenges, Practical and Theory tests. We will also focus on label reading and have a vegetable challenge to encourage a higher dietary intake of vegetables.

#### Year 10

This course will provide students with the opportunity to learn skills that will assist them in making healthy food choices by examining the different nutritional models. Students will prepare a range of different types of food which will improve their food preparation skills. The students will have the opportunity to select, plan and prepare recipes of their own choice, cooking and serving a variety of foods from different sections of a formal menu. All students will investigate, plan and participate in many catering functions throughout the year.

All students will investigate, plan and participate in many catering functions throughout the year.

**Enquiries:** Mr Craig Hywood  
[hywoodc@sbc.wa.edu.au](mailto:hywoodc@sbc.wa.edu.au)

## Screen Media

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.

The focus for learning in Year 9 & 10 Digital Media is social media and how it impacts the students, and how video can be used to effectively communicate to target audiences. The students are required to use the design process in order to complete practical projects. The course includes:

- 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 technology
- 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](mailto:norrisa@scbc.wa.edu.au)

## Engineering

Engineering Studies provides a focus on design through creative, practical and relevant opportunities for students to investigate, research and present information, design and make products and undertake project development. Engineering Studies is essentially a practical course focusing on real life contexts

Students will develop skills in CAD (Computer Aided Design), microcontroller programming, circuit board fabrication and mechanical assembly techniques. Students will also have opportunities to use a 3D printer, CNC milling machine and Laser cutter in the production of their projects. Some projects undertaken by the students may include development of radio controlled vehicles, robots and other interactive electronic devices.

**Enquiries:** Mr David Burgess  
[burgessd@scbc.wa.edu.au](mailto:burgessd@scbc.wa.edu.au)

## Computer Science

AIT focuses on the fundamental principles, concepts and skills within the field of computing. The underpinning knowledge and skills in computing are practically applied to the development of practical projects.

Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems while understanding the building blocks of computing.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Student projects may include:

- Game development
- HTML coding and Website development
- Mobile app development
- Robotics
- Computer coding
- 3D modelling

**Enquiries:** Mr David Burgess  
[burgessd@scbc.wa.edu.au](mailto:burgessd@scbc.wa.edu.au)

## Technical Graphics

Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) is a new Elective aimed at preparing our students for the 21<sup>st</sup> Century. Students will use conventions of technical drawing and computer aided designs that deal with mainly 3D subjects, usually of an industrial design nature. They will be introduced to Autodesk Fusion 360 and Mach3 computer software to design and realise their products, using a Technologies iterative design process.

**Enquiries:** Mr Antony Norris  
[norrisa@scbc.wa.edu.au](mailto:norrisa@scbc.wa.edu.au)

# Health & Physical Education

## Outdoor Education

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

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 after.

In Year 9 the program is focused on skills and knowledge in the context of Hiking and Camping. Students learn aspects of safety, trip planning and hiking and camping skills. The course culminates in an overnight expedition to Yalgorup National Park (Year 9) and a hiking expedition to a section of the Cape to Cape track (Year 10) where they complete activities such as camp cooking, hiking and teamwork. The course also provides opportunities for the students to learn snorkelling (Year 9) or surfing (Year 10), orienteering, and other practical outdoor skills.

**Enquiries:** Mr Ryan Galambosi  
[galambosir@scbc.wa.edu.au](mailto:galambosir@scbc.wa.edu.au)

## CrossFit

CrossFit is for anyone who wants to get fitter, learn new skills, see progression and develop perseverance. It is perfect for beginners and learning correct technique will be a major emphasis.

CrossFit incorporates parts of several sports and exercises and is a high-intensity fitness program. This fun and challenging class will be coached by an accredited teacher in our specialised CrossFit gym as we aim to improve our cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy.

**Enquiries:** Mr Andy Price  
[pricean@scbc.wa.edu.au](mailto:pricean@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 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 Lara Thompson  
[thompsonl@scbc.wa.edu.au](mailto:thompsonl@scbc.wa.edu.au)

## Physical Recreation

Physical Recreation will introduce students to a variety of outdoor and recreational pursuits. Our 2018 Sport and Recreation program covers a range of activities including mixed martial arts, speedball, badminton, beach volleyball, water polo and sports nutrition. Due to the travel time associated with the activities, one of the lessons will include a lunchtime. A prerequisite of this course is the students MUST be able to swim at least 50m in the pool and ocean.

**Enquiries:** Miss Carly Phoebe - HOLA  
[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

## Physical Education

Students will be involved in activities that help improve their fitness. They will learn techniques that will assist them in learning how to look after their bodies and maintain an appropriate level of fitness. Students will also be involved in many different sporting activities such as basketball, soccer, athletics, flag football and coaching, with an emphasis on fun and participation.

**Enquiries:** Miss Carly Phoebe - HOLA  
[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

## The Rite Journey – Year 9

The Rite Journey is a unique educational program for Year 9 students to greatly assist their transition further children into healthy, respectful, and responsible young men and women. It touches on themes of Relationship with Self, Others, Spirit and World. There is also an intentional sequence of important life lessons and 'rite of passage' opportunities assisted by teachers and other significant adult mentors culminating in The Abyss Experience (part of Year 9 Camp) where each student will spend 12-16 hours alone, camping. Through the love and support of their teachers and mentors, it is hoped that the boys and girls will embrace the principles of the program as they progress towards young adulthood.

## Health – Year 10

In Year 10 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: drugs in sport and drug testing, nutrition and health, mental health and wellbeing, relationships and sexuality, road safety, body systems and energy and stress management.

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.

**Enquiries:** Miss Carly Phoebe - HOLA  
[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

## **Football Development Program (open to all students)**

At SCBC our goal is to shape the whole player so that 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 use their God-given abilities to contribute to the world around them.

The Football Development Program is designed for students who are looking to improve their fundamental soccer skills. Students will be given a broad exposure to the game of football and develop the necessary building blocks for skill development, with an emphasis on 4v4 games.

The fundamental skills taught include:

- 1v1
- Striking the ball
- First touch
- Running with the ball

## **Football Academy (entry by trial only)**

South Coast Baptist College launched the SCBC Football Academy in 2014. Participants receive quality coaching from a team of professionals including qualified coaches supplied by HPC Football Australasia and experienced College staff. As opposed to other elective subjects, Football Academy students have the opportunity to be coached for 4 sessions during school time and 2 outside school time sessions per week.

Students receive highly specialised training in football skills as well as having access to a sports psychologist, and education in nutrition and biomechanics. Students will be exposed to video analysis to improve their individual performance.

We are not just interested in equipping young people to excel in football. We are committed to shaping the whole player so that 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 ended.

**Enquiries:** Mr Stephen Posthuma – Director of Football  
[posthumas@scbc.wa.edu.au](mailto: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 Content**

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 – HOLA  
[pricean@scbc.wa.edu.au](mailto:pricean@scbc.wa.edu.au)

# Helpful Information

## What to do when

<b>You're late for school</b>	Please go to Student Services to sign in. <b>DO NOT GO STRAIGHT TO CLASS.</b> Use the iPad to sign in and print pass which you are to give to your teacher.
<b>You feel sick</b>	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>You get injured at school</b>	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.
<b>You need to leave school to go to an appointment</b>	Go to Student Services where your parent/guardian will be required to sign you out.
<b>You don't have the correct uniform</b>	If you do not have the full, correct uniform, please ensure your parents write a note/email 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.
<b>You get sent out of class</b>	Go straight to the Secondary Administration office.
<b>You have a query about bus services</b>	Visit our website or ask at the front reception.
<b>You want to purchase a bus ticket</b>	Go to the front reception before school or at lunchtime to purchase a ticket.
<b>You want to change electives</b>	If you wish to change an elective you will need to go to Secondary Administration to request a form to fill out.
<b>You are injured or sick and can't do Physical Education</b>	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.
<b>You haven't been able to purchase something on the booklist</b>	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.

## Bell Times

Secondary School  
Tuesday

8:30am - 3.20pm  
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:** [office@scbc.wa.edu.au](mailto:office@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](mailto:hamiltonl@scbc.wa.edu.au)

### *Secondary School*

**Phone:** (08) 9540 4433  
**Absentees:** [secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)

### *Accounts (Fees) Office*

**Phone:** (08) 9540 4407  
**Email:** [fees@scbc.wa.edu.au](mailto:fees@scbc.wa.edu.au)

### *Enrolments*

**Phone:** (08) 9540 4401  
**Email:** [registrar@scbc.wa.edu.au](mailto:registrar@scbc.wa.edu.au)

### *Uniform Shop*

**Phone:** (08) 9540 4430  
**Email:** [uniforms@scbc.wa.edu.au](mailto:uniforms@scbc.wa.edu.au)

### *Football Academy*

**Phone:** (08) 9540 4471  
**Email:** [football@scbc.wa.edu.au](mailto:football@scbc.wa.edu.au)

### *Student Services*

**Phone:** (08) 9540 4411  
**Email:** [studentservices@scbc.wa.edu.au](mailto:studentservices@scbc.wa.edu.au)

### *Primary School*

**Phone:** (08) 9540 4422  
**Absentees:** [hamiltonl@scbc.wa.edu.au](mailto:hamiltonl@scbc.wa.edu.au)

### *Secondary School*

**Phone:** (08) 9540 4433  
**Absentees:** [secondary@scbc.wa.edu.au](mailto:secondary@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 - Office/Reception  
Principal - Mr Des Mitchell  
Head of Secondary – Mr Tim Oates  
General Year 9 and 10 – Mrs Caroline Crowther  
Specific Matters - Subject Teacher Class

Deputy Head: Curriculum - Ms Cheryl Thomas  
Deputy Head: Pastoral Care – Mrs Shelagh Scott  
School Counsellor - Mrs Jackie Maunder

[reception@scbc.wa.edu.au](mailto:reception@scbc.wa.edu.au)  
[currinj@scbc.wa.edu.au](mailto:currinj@scbc.wa.edu.au)  
[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)  
[crowtherc@scbc.wa.edu.au](mailto:crowtherc@scbc.wa.edu.au)

Please request email address from:  
[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)  
[thomasc@scbc.wa.edu.au](mailto:thomasc@scbc.wa.edu.au)  
[scottss@scbc.wa.edu.au](mailto:scottss@scbc.wa.edu.au)  
[maunderj@scbc.wa.edu.au](mailto:maunderj@scbc.wa.edu.au)









SOUTH COAST  
BAPTIST COLLEGE

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