



YEAR 9 & 10 HANDBOOK 2021

Rigorous Minds | Compassionate Hearts

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
PRINCIPAL

M.App.Pos.Psych., M.Ed.Man., B.Ed., Dip. Teach., MAICD

Welcome from the Head of Secondary

Our Secondary School is focused on developing young adults who are well equipped for their futures. We aim to arm our students with the knowledge, skills and mindsets required to thrive in the workplace, whilst instilling in them the values and 'hearts for service' that will enable them to make meaningful contributions to their communities.

Our outstanding team of educators is committed to delivering excellence in education. From Year 7 through to the end of Year 12, we assist our students to develop habits that enable them to become independent learners and to develop into young adults with a sense of empowerment and self-determination in their learning. We arm them with skills of critical thinking, organisation, collaboration and inquiry that enable them to be successful learners and rigorous thinkers well positioned for future success.

Whether your child's sights are set on university, an apprenticeship or the workplace, our Secondary school has a pathway for them to reach their destination. Our ATAR teachers deliver rigorous and engaging courses that have enabled our students to access the most competitive university courses and, in 2019, to achieve the highest median ATAR of any independent school in the Rockingham-Mandurah region. Our VET programme is overseen by a teacher with extensive experience in the vocational education and higher education sectors, employment and business. Our talented teachers of General courses, many of whom possess industry experience, assist our students to develop skills that will enable them to be highly competitive in the workplace.

This education is delivered within the context of a nurturing community. Our holistic wellbeing focus and supportive student-teacher relationships cultivate a sense of purpose and belonging to help our students thrive.

We look forward to partnering with you to provide your child with a school experience that enables them to fully become who they were created to be.



James Trimble

HEAD OF SECONDARY

M.Ed. Ed. Lead., B.Ed., Dip. Ed.

Welcome from the Deputy Head of Secondary (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 OF SECONDARY (CURRICULUM)

Welcome from the Deputy Head of Secondary (Wellbeing)

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 OF SECONDARY (WELLBEING)

General Information

Hours of Tuition

Each day commences at 8:30am and concludes at 3:20pm.

Timetable

Students participate in a 6 teaching sessions each day.

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.

A written or emailed parental letter of explanation for each and every absence is a legal obligation parents must fulfil. Email to be sent to: absentees@scbc.wa.edu.au. Please ensure that the College has your up-to-date contact details.

Students who have not arrived prior to the class roll being taken first thing in the morning, must report to Reception where they must 'sign in' prior to going to their classroom. Student to hand the 'ticket' to the teacher. Punctuality at the beginning of the day is important, to avoid receiving an incorrect absence notification later in the day students must attend Reception to sign in late.

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 (e.g. 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 in writing. 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 Head of Secondary.

Leaving Early

Those parents or guardians who have an unavoidable appointment for a child during school hours, (e.g. a visit to the dentist, doctor or family reasons etc.), must make this known to the College in advance, if possible. Send an email to absentees@scbc.wa.edu.au with the name, reason and collection time (if removing from the College during the school day).

The parents or guardians collecting the student must report to Reception where they will be guided to 'sign out' the student.

If the student is returning after the appointment, students 'sign in' at Reception and hand the slip directly to the teacher.

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 Student Services 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 or email studentservices@scbc.wa.edu.au.

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 co-ordinate 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 Administration 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.

Secondary students will be required to have a device from the day they commence. The device is hired through the College as part of the following Electronic Device Package:

- Chromebook or laptop.
- 3 year Warranty and Accidental Damage Insurance.
- Hardcover Tough Shell case and bag.
- Device Management Software.
- Personalized sticker for the front of the device to assist students to identify their loan device.

The cost of the package is \$250 per annum and will be added to your tuition account each year

Library

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

Reporting

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

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 |
|---|--|
| ACC Interschool AFL | Sarah Mullane & Carly Phoebe |
| Hackathon – IT Competition | Ant Norris |
| Australian Young Physics Tournament | Felicity Barnabas |
| Interschool Debating Competition | Oliver Oeij |
| Run Club | Carly Phoebe |
| Drama Production | Heather McGavock |
| Talented Young Writers Programme | Gareth Nolan |
| Secondary Chess Club | Rainer Winkler |
| Football Academy (By Trial) | Stephen Posthuma |
| Girls Gymnastics Academy (By Trial) | Melissa Ellis |
| Surf Cadets | Ryan Galambosi |
| House Week | Carly Phoebe |
| CrossFit Games | Andy Price |
| Secondary Photography Team | Antony Norris |
| Sound Engineering Team | Antony Norris |
| South Coast PJSA Soccer Club | Paul Rodes, Carly Phoebe & College Parents |
| Vocal Group (Invite Only) | Justin Florrison |
| Australian STEM Video Fame Challenge | Antony Norris |
| Solar Car Challenge | Simon Watts |
| eSport Tournaments | Antony Norris |
| South Coast Basketball Club – Primary & Secondary | Carly Phoebe & College Parents |
| Have Sum Fun Maths Competition | James Dawes & Mikael Leo |
| ICAS Maths | Nathan Tibbits |
| Saturday Netball - Primary & Secondary | Sandra Lewis & College Parents |
| Student Leadership Groups | Rainer Winkler |
| Girls Fitness | Carly Phoebe |
| Student Leadership - House Captains | Carly Phoebe |
| Secondary Book Club | Cindy Doubell |

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 Secondary (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 courses and include written responses, written creations, essays and oral presentations.

Possible Texts – Year 9/10

The Giver by [Lois Lowry](#)

Romeo and Juliet by William Shakespeare

Animal Farm by George Orwell

Enquiries: Mrs Catherine Lambert - HOLA
lambertc@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.

Stream 1

Students in this stream will complete the Australian Curriculum with ongoing planned extension and content acceleration. In Year 10, students in stream one will complete the Year 10 Mathematics Australian Curriculum whilst also engaging in the Australian Curriculum 10A (Advanced) content. The 10A content provides enrichment and extension in preparation for Mathematical Methods or Specialist Mathematics in the senior secondary years.

Stream 2

Students in this pathway will engage in the mainstream Australian Curriculum for mathematics. This places an emphasis on the relevance of mathematics in everyday life and is designed to support students in passing the OLNA: Numeracy. This pathway will also prepare students for the General Mathematics: Essentials courses in Years 11 and 12.

Stream 3

The stream three pathway address the fundamental skills from the Australian Curriculum for both Mathematics and Numeracy across the curriculum. Students in this pathway are provided with modified programs and additional support in order to develop the competencies required to pass the OLNA: Numeracy. Students in this pathway will also be prepared for Foundation Mathematics and General Mathematics: Essentials courses in Years 11 and 12.

Year 9 Course Mainstream Content

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 for sides and angles.

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 Course Mainstream Content

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 10A (Advanced) Content:

This course is run concurrently with the mainstream year 10 Content within the stream one program and covers advanced algebra, functions, logarithms and trigonometry. Students on this pathway should be achieving to a minimum of a B grade standard in Year 9.

Enquiries: Mr Nathan Tibbits - HOLA
nathan.tibbits@scbc.wa.edu.au

Science

Rationale

Embracing the Australian Curriculum Course Content, Science at South Coast Baptist College includes areas of Inquiry Skill, Human Endeavour and Science Understanding. These three strands of curriculum are interrelated and as such at South Coast Baptist College they are delivered and taught in this manner allowing for a differentiation of teaching style with AVID principles incorporated.

Course Content - Year 9

Biology

Students consider the operation of human body systems, control and coordination of movement, with an in-depth look at nervous and endocrine systems over a range of scales. Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

Chemistry

The notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay is introduced to our students. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

Physics

Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

Earth Science

This topic allows students to expand their understanding of energy and forces to global systems such as continental movement.

General Experimental Procedure

An important basis for all students, includes training in the formal writing of experiment reports. Allowing application of the Science Inquiry skills to be applied to Various experimental procedures.

Course Content - Year 10

Year 10 is a year in which our students acquire the skills and knowledge to build upon, because of this there is a rotation of specialist teachers to enable and prepare students for the Year 11 ATAR courses.

Biology

In Year 10, is all about the transmission of heritable characteristics (DNA and genes) from one generation to the next. Connections between microscopic and macroscopic properties are uncovered to explain phenomena. The exploration and expansion of the biological, chemical, geological and physical evidence for different theories is examined.

Chemistry

Students will develop their understanding of atomic theory to understand relationships within the periodic table.

Physics

Students understand that motion and forces are related by applying physical laws.

Earth Science

Students learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

In general: The continuation to develop questions, hypotheses, 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.

Enquiries: Mrs Felicity Barnabas - HOLA
barnabaf@scbc.wa.edu.au

Humanities & Social Sciences (HASS)

Humanities and Social Sciences consists of civics and citizenship, economics and business, geography and history. While studying these subjects' students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

In Year 9, students have an opportunity to focus more specifically on the following areas:

- Australia's political and legal system and how democracy and justice are upheld in these institutions, as well as the role of citizens in electing governments and the ways their decisions are shaped during election campaigns.
- The concepts and principles which underpin Australia's economy and its interdependence with other countries as well as the roles and responsibilities of participants in the workplace.
- Sustainability in our increasingly globalised planet and how this relates to food security, biomes and people's connection to places.
- Making the modern world from 1750 to 1918 through an in-depth exploration of the Industrial Revolution and WWI.

In Year 10, students have an opportunity to focus more specifically on the following areas:

- The values and practices that enable resilient democracies to be sustained and alongside Australia's roles and responsibilities at a global level.
- Economic performance and living standards and the methods which are used to measure and compare these across countries as well as the role of the government in managing the economy and the wellbeing of their citizens. Additionally, there is a focus on how businesses are able to manage and optimise their workforces to improve productivity.
- Environmental issues and how these can be managed in a sustainable manner, as well as the geography of human wellbeing on a range of scales from local to global.
- The modern world from 1918 to the present with an in-depth study of WWII and the Right's and Freedom's movements across the world.

Enquiries: Miss Belinda 't Hart - HOLA
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

Arts

Music

In Year 9 and 10 music is project based with students working towards performances as a group. There are three main parts to each project; preparation, process and performance. The preparation phase involves teaching music theory, aural identification, terminology, song selection and expression appropriate for the performance. In the process phase, students learn by rehearsing in a group, receiving feedback and then trying again. This phase takes the largest amount of class time. In the last phase, students perform at a school concert, lunchtime concert, assembly or via recording in class. Students are mainly assessed on their week to week progress in the process phase. In year nine and ten the assessment focus shifts from basic rhythm, pitch and form to the stylistic features of each song.

Singers are encouraged to apply for the **SCBC Vocal Academy**. The Vocal Academy provides professional contemporary vocal training by tertiary trained vocalists with the aim of developing great singers who go out and make the world a better place. The program includes singing lessons, vocal groups and extra performance opportunities. Placements and scholarships are available via audition.

Future Pathways: VET Certificate III in Music in Year 11 & 12 or Music General 11 and 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

Enquiries: Mr Justin Florisson - HOLA
justin.florisson@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 techniques from famous theatre practitioners, such as Stanislavski, Brecht and Artaud and adapt scripts using their techniques. There will be opportunities for performances in front of a variety of audiences, throughout the year, which will enable students to learn and experience aspects of stage and theatre management, costuming, sound and lighting.

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

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, Drawing, designing, 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 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.

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 Sinaed Cottrell
sinaed.cottrell@scbc.wa.edu.au

Computer Science

Computer Science in years 9 and 10 include understanding computing concepts by practical use of learned theory. The course covers computer hardware, software, networking and databasing. The course is a path to further study in years 11 and 12 for Certs, General and ATAR.

The course has short and extended projects. Some project examples are gaming PC design and build, game development, app design and development, website creation, arcade build, code competitions and database challenges.

Enquiries Mr Antony Norris
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

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 the method of cookery used. There are many assessments set which are made up of Design Brief, Practical and Theory tests. We will also focus on producing meals that can be reproduced at home within 40 minutes while using ingredients that are nutritious and budget conscious while still tasting delicious.

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 and hygiene skills. The students will have the opportunity to prepare recipes for all around the world while using different methods of cookery to produce fresh nutritious food. Students will look at the food science incorporated in producing different recipes and why some ingredients react to external influences to produce different textures and tastes.

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

Materials Design Technology - Wood or Metals

Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an essential role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Aims

Technologies aim to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Practical Workshop

Students will follow a Technologies Design Process in order to fabricate a fully functional and aesthetically pleasing project.

Pre-requisite

A good safety record when working in the wood and metals workshop.

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

Screen and Media Production

Screen and Media Production explores the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. It is a highly practical course where students manage their time to complete projects.

You learn how to use DSLR cameras for photography and film. You will also learn the basics of lighting, sound and gimbal use. We use Adobe Photoshop, Premiere Pro and After Effects to create different media projects over years 9 and 10.

The projects include short films competitions, photography competitions, documentary/news, print media (book cover and magazine creation) and online media.

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

Technical Graphics - Computer Aided Design

Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an essential role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Aims

Technologies aim to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students contribute to a well-designed and sustainable future.

- in the Computer-Aided Design course, students develop skills and processes for current and future industry and employment markets
- students are equipped with the knowledge and skills to understand design principles and processes
- analyse problems and possibilities
- devise innovative strategies within design contexts

Learning Platform

Fusion 360 is the primary C.A.D. [software used for delivery of the course content](#). It is the first 3D CAD, C.A.M., and C.A.E. tool of its kind, connecting the entire product development process into one cloud-based platform.

Students follow a series of C.A.D. tutorials that develop their skills. Students may engage in beginner, intermediate and advance tutorials on exciting and emerging design products.

Advance C.A.D. students have the option of entering student global competitions if they choose.

Pre-requisite

A passion for Computer Aided Design.

Enquiries

Mr Simon Watts

Wattss@scbc.wa.edu.au

Health & Physical Education

Outdoor Education

Through interaction with nature and the outdoors, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including hiking, surfing, snorkelling and rock climbing.

This course provides students with an opportunity to develop specific outdoor skills; essential life skills; physical activity skills; as well as a comprehensive understanding of the environment and a positive relationship with nature. Students will participate in overnight camps and expeditions as part of this program. Due to the nature of the water activities, students must pass a swim test before being accepted into the course.

Enquiries Miss Carly Phoebe
phoebec@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

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

Physical Recreation

Physical Recreation introduces students to a variety of outdoor and recreational pursuits. The aim of this elective is to get students active and engaged in activities that are outside the norm, in the hope that individuals will find enjoyment in different areas leading to lifelong involvement in physical activity.

Our 2021 program covers a range of activities including golf, trampolining, beach volleyball and wheelchair basketball (subject to change). Due to the travel time associated with the activities, lessons will include one recess or lunchtime per week.

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

Physical Education

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life.

The curriculum focuses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence. This supports ongoing participation across the lifespan, and positive health outcomes.

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

The Rite Journey – Year 9

The Rite Journey is a unique educational program for Year 9 students to support their development into self-aware, responsible, respectful, resilient and resourceful young men and women. This year-long program uses a Rite of Passage framework to deepen the students' experience of this important transition from childhood to adulthood.

The Rite Journey program touches on themes of Relationship with Self, Others, Spirit and World. There is an intentional sequence of important life lessons and 'rite of passage' opportunities assisted by teachers and other significant adult mentors including working on a year-long personal project of their choosing and culminating in an overnight "solo camp". 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 becoming young adults.

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 and alcohol; nutrition and health; [mental health](#) and [wellbeing](#); relationships and [sexuality](#); road safety; and stress management. Students participate in Keys for Life, a pre-driver program that helps educate young people about safer road use and allows them to sit their Learner's Permit Theory Test.

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

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 four sessions during school time and two 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

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

Helpful Information

What to do when

| | |
|--|---|
| You're late for school | Please go to Reception to sign in. DO NOT GO STRAIGHT TO CLASS. Sign in and it will print a pass which you give to your teacher. |
| You feel sick | If it is during class time, please tell your teacher and if they feel it is serious enough they will send you to Student Services. If it is at recess or lunchtime, go to Student Services. |
| You get injured at school | If it is before school, at recess, or at lunchtime, go straight to Student Services. If it occurs in class, please tell your teacher and they will send you to Student Services with another student. At Student Services, we will assess the severity of the injury and take appropriate action. |
| You need to leave school to go to an appointment | Parent/guardian to email absentees@scbc.wa.ed.au with student name, date, time and reason prior to the absenteeism. At the allocated time, student goes to Student Services to sign out. |
| You don't have the correct uniform | 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. |
| You get sent out of class | Go straight to the Secondary Administration office. |
| You have a query about bus services | Visit our website, ask at front reception or email busservice@scbc.wa.edu.au . |
| You want to purchase a bus ticket | All tickets are purchased on-line through RollCall. You must be a registered user of the bus to purchase tickets. |
| You want to change electives | If you wish to change an elective you will need to go to Secondary Administration to request a form to fill out. |
| You are injured or sick and can't do Physical Education | If you can't participate in physical activities, it is necessary to bring a note from your parent. You should present this note to your PE teacher when the class commences. You will still attend PE class, but will sit out of the activities or be given alternative activities to complete. |
| You haven't been able to purchase something on the booklist | If you haven't been able to buy an item on the booklist, please ask your parents to write a note explaining the reasons for this. This note will need to be given to the appropriate teacher in your first lesson. All items on the booklist are needed for classes so they will need to be purchased as soon as possible. |

Bell Times

Secondary School

8:30am – 3:20pm

Secondary School 2021

| Monday, Tuesday, Wednesday & Friday | | Thursday – 7 Sessions | |
|-------------------------------------|---------|-----------------------|---------|
| Period | Times | Period | Times |
| Warning Bell | 8:25am | Warning Bell | 8:25am |
| 1 | 8:30am | 1 | 8:30am |
| 2 | 9:25am | 2 | 9:20am |
| Form | 10:20am | Recess | 10:10am |
| Recess | 10:40am | Warning Bell | 10:25am |
| Warning Bell | 10:55am | 3 | 10:30am |
| 3 | 11:00am | 4 | 11:20am |
| 4 | 11:55am | Lunch | 12:10pm |
| Lunch | 12:50pm | Warning Bell | 12:45pm |
| Warning Bell | 1:25pm | 5 | 12:50pm |
| 5 | 1:30pm | 6 | 1:40pm |
| 6 | 2:25pm | Assembly | 2:30pm |
| Close | 3:20pm | Close | 3:20pm |

General Enquiries

Phone: (08)9540 4400

Email: reception@scbc.wa.edu.au

Street Address:

30 Gnangara Drive

Waikiki WA 6169

Specific Enquiries

| | | |
|--------------------------|---|--------------|
| Absentees | E: absentees@scbc.wa.edu.au | P: 9540 4111 |
| Accounts | E: fees@scbc.wa.edu.au | P: 9540 4407 |
| Canteen | E: canteen@scbc.wa.edu.au | P: 9540 4431 |
| Enrolments | E: enrolments@scbc.wa.edu.au | P: 9540 4401 |
| Football Academy | E: football@scbc.wa.edu.au | P: 9450 4471 |
| Main Reception | E: reception@scbc.wa.edu.au | P: 9540 4400 |
| Primary Administration | E: primary@scbc.wa.edu.au | P: 9540 5122 |
| Secondary Administration | E: secondary@scbc.wa.edu.au | P: 9540 4433 |
| Student Services | E: studentservices@scbc.wa.edu.au | P: 9540 4411 |
| Uniform Shop | E: uniformshop@scbc.wa.edu.au | P: 9540 4430 |

People to Contact

| | | |
|--|-----------------------|---|
| Principal | Mr Des Mitchell | principal@scbc.wa.edu.au |
| Head of Secondary | Mr James Trimble | secondary@scbc.wa.edu.au |
| General Year 9 | Mr Simon Bint | simon.bint@scbc.wa.edu.au |
| General Year 10 | Mrs Caroline Crowther | crowtherc@scbc.wa.edu.au |
| Deputy Head: Curriculum | Ms Cheryl Thomas | thomasc@scbc.wa.edu.au |
| Deputy Head: Wellbeing – Mrs Shelagh Scott | | scottsc@scbc.wa.edu.au |
| College Counsellor – Mrs Amanda Robinson | | amanda.robinson@scbc.wa.edu.au |
| Specific Matters - Subject Teacher Class | | Request email address from: secondary@scbc.wa.edu.au |

College Administration

The College Administration Office hours are 8:00am to 4:00pm (From 20th January 2021)

College Website www.scbc.wa.edu.au

Our website is kept up to date. You can view:

- College Life – Secondary, Primary, Childcare, Extra-Curricular Activities
- Parent & Community – Before/After School Bus, Handbooks & Booklists, Parent's Area (Term Dates, Uniform Shop, College Bell Times, Canteen incl on-line ordering, School Calendars, Music Registration)
- News – Newsletters, Open Day/Community Fete
- Enrolments & Fees – Fees, Registration, College Tours, Testimonials & Scholarships
- Specialty Programs – Gifted & Talented, Vocal Academy, Football Academy, Gymnastics Academy, Debating, etc.

College Facebook



South Coast Baptist College

News, Events, Contact Details, Employment Opportunities, etc.

College App



SCBC School App 17+
South Coast Baptist College

Absentee Notification, Canteen incl. on-line ordering, Uniforms, Calendars, Contact emails for all staff, Newsletter, Update your details, etc.



SOUTH COAST
BAPTIST COLLEGE

Rigorous Minds | Compassionate Hearts

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