



# YEAR 7 & 8 HANDBOOK 2022

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 delighted 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), encouraging 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: Hope, Love, Wisdom and Grit.

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. We will always be grateful for their vision.

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 that cultivate a growth mindset and 21<sup>st</sup> century skills, including critical thinking, communication, collaboration and creativity within the framework of the Australian Curriculum.

Differentiated teaching and learning caters for an appropriate level of academic challenge to allow for extension and support opportunities and experiences, ensuring each student is appropriately challenged. Ongoing, targeted feedback enables students to progress academically and achieve their full potential.

Attributes of South Coast Baptist College Year 7 and 8 curriculum include:

- A focus on literacy and numeracy across all subjects and a school wide approach to focusing on the following key skills for academic improvement: Writing, Inquiry, Collaboration, Organisation and Reading through our **AVID** programme.
- Assisting students to develop effective learning, memory and communication skills.
- The provision of varied opportunities for excellence, including the Gifted and Talented programme, extension and co-curricular activities.
- Guiding students through the process of gradually becoming more autonomous learners by developing their metacognitive skills, critical thinking and organisation.

Students and parents with curriculum-related questions or concerns are encouraged to dialogue with the subject teacher and the relevant Head of Learning Area. We believe the more parents are involved, the greater the positive impact on academic achievement. I look forward to working with parents, students and staff in the provision of a rigorous and stimulating learning environment.



**Cheryl Thomas**  
**DEPUTY HEAD OF SECONDARY (CURRICULUM)**

## Welcome from the Deputy Head of Secondary (Wellbeing)

**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. Wellbeing 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 (students choose their choices; therefore, they choose their consequences)
- Build positive relationships with teachers and their peers
- Persevere through difficult times (develop resilience)
- 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 behaviours. House points, medals, letters of commendation 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 a 24/7 accountability for inappropriate use of social media towards another student or the College community.

All College staff share wellbeing responsibility for our students however Heads of Year focus specifically on individual and year group wellbeing needs. Our onsite counselling service 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 with a form class at 8:30am and concludes at 3:20pm.

## Timetable

Students participate in a Form class and 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](mailto:absentees@scbc.wa.edu.au). Please ensure that the College has your up-to-date contact details.

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

A medical certificate or note of explanation from parents is required when students are absent on test days. Depending on the type of assessment (including oral presentations) students will be expected to undertake the assessment on their immediate return to the College, or they will be notified of alternative arrangements.

## Extended Absence

If an extended absence is planned, parents must notify their Head of Year or 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 Learning Area in consultation with the Deputy Head of Secondary (Curriculum).

## 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](mailto: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.

### **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).

### **Wellbeing**

Wellbeing is evident in all parts of College life at SCBC. Wellbeing 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, wellbeing is an integral component of our work, permeating all activities, including teaching and learning.

### **Heads of Year**

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 7 and 8: Mr Rainer Winkler

### **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 homework, 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 and 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:

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- 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. The current device for students is a Chromebook.

### **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. For key assessment pieces, teacher feedback is recorded on SEQTA Engage on a regular basis, providing parents with an ongoing snapshot of their child's progress. Towards the end of Term 1, Interim Reports are available through **SEQTA**.

**Engage**, 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, Student Meetings 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", as well as the "Year 7 Parent Connect Night" to learn more about what is on offer through the school.

### **Subject Tuition**

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

### **Academic Extension and Support**

Gifted and Talented programme: Gifted and talented students are identified in Year 7-9 and offered a programme to develop their individual strengths and abilities. Please contact the Dean of Teaching and Learning should you require further information.

Extension: Each Learning area offers explicit extension opportunities to identified students in areas of strength. We also offer an extensive range of co-curricular activities and competitions to enrich and develop the talents of our students.

Streaming: The College's streaming policy also allows for a more targeted approach to appropriately challenging and mapping student achievement.

### **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 Years 7 to 9 students include:

Activity	Contact
ACC Interschool AFL	Sarah Mullane and Zach Cottrell
Hackathon – IT Competition	Ant Norris
Interschool Debating Competition	Nathan Tibbits
Drama Production	Heather McGavock
Secondary Chess Club	Rainer Winkler
Talented Young Writers Programme	Gareth Nolan
Football Academy (By Trial)	Stephen Posthuma
Vocal Group (Invite Only)	Justin Florisson
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, Zach Cottrell and College Parents
Solar Car Challenge	Simon Watts
eSport Tournaments	Antony Norris
Have Sum Fun Mathematics Competition	James Dawes and Mikael Leo
The Australian Mathematics Competition	Nathan Tibbits
Saturday Netball - Primary and Secondary	Debby Harvey, Zach Cottrell and College Parents
Student Leadership Groups	Rainer Winkler
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 grouped in mixed ability classes where staff begin to work with students and assess where they need extension or support. By the end of Term 1, the students are placed in streams for Mathematics and Science with streaming being reviewed on an ongoing basis.

In Years 8, 9 and 10, students are streamed in separate classes in: Mathematics, Science, English and Humanities and Social Sciences and the beginning of the Year.

### **Why do we Stream in Year 7 and beyond?**

By Year 8, Mathematics and Science students are better able to access the content of the Australian Curriculum through differentiated and appropriately challenging curriculum and assessments in a streamed environment. This enables teachers to challenge all students equally, resulting in greater student participation, engagement and success. In English and Humanities and Social Sciences, students of differing abilities are able to complete similar tasks, while still being appropriately challenged or supported to their own ability level.

### **How and when are students streamed?**

Students are placed into streamed classes based on information gathered over the previous year. Students may be placed into a higher stream (Extension and Stream 1 classes) 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 groups that students are placed in are 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.

## Year 7 & 8 Courses of Study

### Compulsory Subjects:

- English
- Mathematics
- Science
- Humanities & Social Sciences
- LOTE – Chinese
- Physical Education
- Health
- Bible & Christian Studies
- Digital Technologies

### Students choose at least one Art and one Technologies subject plus two of the following electives to study for the year \*

- STEM – Robotics & Flight
- Football Development Program (open to all students)
- Football Academy (entry by trial only)
- Dance
- Music
- Drama
- Music, Drama, Visual Art, Materials Design Technology, Food Science Technology, Esport (Year 8), Game Development (Year 8), Bike Education (Year 7), Outdoor Education (Year 8)

***\*Unless students are in specialist programs (e.g. GATE and Football Academy)***

### Curriculum Questions and Concerns

Students and parents with curriculum related concerns and questions are encouraged to approach the subject teacher as the first point of contact and the Head of Learning Area for that subject. For further assistance contact the Deputy Head of Secondary (Curriculum) and Head of Secondary.

# Compulsory Subject Descriptions

## English

### Rationale

In line with the Australian Curriculum, this course is built around the three strands of Language, Literature and Literacy. Students will work to develop their knowledge, understanding and skills in the areas of listening, reading, viewing, writing and creating. They will also be encouraged to be critical thinkers and to reflect on the values and attitudes that they, and society, hold.

### Course Content

#### Year 7:

Students will engage with a variety of texts for enjoyment. These can include: short stories, poetry, novels, feature film, persuasive texts, feature articles and still images.

Within their study of these texts, students will become familiar with text structures, language features and vocabulary and will consider how they can affect meaning and influence complexity. In addition, students will explore ideas and issues; recognise that texts reflect different viewpoints and, consequently; analyse the supporting evidence and implied meaning in such texts. Students will also develop their understanding of how texts are influenced by context, purpose and audience, ultimately developing their own response and creating their own texts.

#### Year 8:

Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students will work to interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. Finally, they will listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

### Types of Assessment

Formal assessments will comprise of tests, written pieces (short stories, articles, essays, poetry), and spoken tasks. There will be a mix of analysis and creation based assessment, as well as in-class tasks and take-home assignments.

**Pre-requisites:** Nil

**Enquiries:** Mrs Catherine Lambert - HOLA  
[lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Mathematics

## Rationale

Mathematics at SCBC aims to ensure that students:

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

## Year 7 Outline of Content

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

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

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

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

## Year 8 Outline of Content

**Number and Algebra** - Students use efficient mental and written strategies to make estimates and carry out the four operations with integers and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context.

**Measurement and Geometry** - Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms

**Statistics and Probability** - Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. Students model situations with Venn diagrams and two-way tables and explain the use of 'and', 'not', and 'or'. Students choose appropriate language to describe events and experiments.

## Assessments

Homework - Students are expected to complete all class and homework tasks and keep a well-organised Mathematics file. Students will also be assessed through tests, term assignments and semester examinations.

**Enquiries:** Mr Nathan Tibbits - HOLA  
[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

# Science

## Rationale

Year 7 & 8 Science is based on the Australian Curriculum and equips students with the scientific knowledge, skills, and attitudes and values that will further their enjoyment and understanding of everyday life. Students are given a variety of opportunities to develop both independent and collaborative working skills.

## Year 7 Outline of Content

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

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

**Earth Science** - They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

**Biology** - They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.

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

## Year 8 Outline of Content

**Working Scientifically** – The scientific method and scientific skills are incorporated into all of science topics and lessons. Students learn how to identify and construct questions and problems they can investigate scientifically.

**Chemistry** – Students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.

**Physics** – Students identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

**Earth Science** – Students compare processes of rock formation, including the time scales involved.

**Biology** – Students analyse the relationship between structure and function at cell, organ and body system levels.

## Assessments

Homework - Students are expected to complete all class and homework tasks and keep a well-organised Science notebook / file. Students will also be assessed through tests and assignments

**Enquiries:** Mrs Felicity Barnabas - HOLA  
[barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

## Humanities & Social Sciences (HASS)

### Rationale

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

### Year 7 Outline of Content

In Year 7, students have an opportunity to learn about the ancient past and how archaeologists and historians are able to learn about this period of time. In particular, students have an opportunity to engage with Ancient Egypt as a key ancient civilisation.

The geography component of this course provides students with space to investigate and learn about how nations and people interact with the natural environment and create spaces they wish to live in. Through this, students are encouraged to engage critically with ways communities can more sustainably manage their resources.

Australia's democratic system of governance is at the centre of the civics unit. Here students look at how our country operates at a national and state level, as well as how the legal system operates to achieve justice.

Finally, students develop a critical understanding of the interdependence of consumers and producers in the economy. Alongside this concept they also look at the features of successful businesses and entrepreneurs and how these businesses are shaping the future of work.

### Year 8 Outline of Content:

In Year 8, students have an opportunity to learn about Medieval society and the Black Death. Both of these case studies are used to highlight how society is shaped and changed by significant events, individuals and social and cultural values.

The geography component of this course provides students with space to investigate and learn about natural hazards such as volcanos and earthquakes as well as how the movement of people shape urban landscapes. Through this, students are encouraged to engage critically with the ways communities can respond to crisis and change.

The functioning of Australia's democratic system and how it seeks to provide security, freedom and representation is the focus of the civics unit. Students also have an opportunity to examine how laws are made through both the parliament and the court system.

Finally, students develop a critical understanding of how individuals, businesses and the government interact within the economy. Alongside these concepts they also look at modern influences on work and how businesses and individuals are adapting to this.

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

## Language – Chinese

### Rationale

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

### Outline of Content

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

The course involves school incursions for Chinese culture experiences and communicating with sister schools, which may enhance future travel, work and study options both here and overseas.

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

### Assessments:

Students will be assessed in the following four areas:

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

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

## Physical Education

### Rationale

Being physically fit and active is a key part to thriving and learning. Our vision is for all students at SCBC to be active and enjoy moving their bodies; gaining fitness, perseverance, knowledge and skills to make healthy choices and pursue lifelong physical activity.

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

### Course Content

Each student has two lessons of Physical Education a week (excluding Football Academy students). We operate in 5 week units of sport or fitness. Additional Health and Physical Education (HPE) electives are offered throughout the year, such as Dance and Outdoor Education.

Students are involved in activities that help improve their fitness including CrossFit, stretching, HITT and circuit style workouts. They learn techniques to assist them in how to look after their bodies and maintain an appropriate level of fitness. Students participate in a range of different sporting activities with an emphasis on engagement, skill progression, understanding of movement, teamwork and fun.

### Assessment

Students are assessed in their movement and game play skills specific to each unit of sport or fitness, as well as their Interpersonal and Self-management skills.

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

# Health

## Rationale

Students develop important skills including their ability to participate in group discussions, contribute to group work and share their opinion. Students examine making choices, and the positive and negative consequences that may result. 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 curriculum.

## Outline of Course

In Year 7 and 8 Health, students focus on the physical, mental, emotional, social and spiritual dimensions of what it means to be a healthy individual. The curriculum covers a range of topics that fall under the following major categories:

### Year 7

- Positive Relationships and Bullying
- Puberty and Protective Behaviours
- Mental Health and Wellbeing
- Physical Activity

### Year 8

- Mental Health and Resilience
- Sexual Education and Identity
- Drugs and Alcohol
- Nutrition

## Assessment

Assessment in Health is made up of three components: class participation, book work and formal assessments such as tests and assignments.

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

# Bible & Christian Studies

## Rationale

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

## Course Outline

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

## Assessments

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

**Enquiries:** Mr Andy Price – HOLA  
[pricean@scbc.wa.edu.au](mailto:pricean@scbc.wa.edu.au)

# Digital Technologies

## Rationale

Digital systems are a large part of most student's lives and this will only grow as new technologies further integrate with our lives and work. The Digital Technologies course provides a foundation in technologies, digital systems, data and ethics within a local and global context.

## Course content

Computational thinking, such as decomposing problems. A range of information and networked systems. The acquisition, analysis, visualisation and evaluation of data. The design and development of algorithms and data to solve problems and the consideration of constraints such as legal and cultural.

## Pre-requisites

None.

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

# Elective Subject Descriptions

## Arts - encompassing Music, Drama, Visual Arts and Dance

### Music

#### Rationale

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative responses, critical thinking and encourages students to reach their creative potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' participation in music draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices.

#### Outline of Content

At SCBC we use contemporary vocals as a basis for study to play music as a group. Students have a choice of classroom instruments out of vocals, guitar, keyboard, drums or can bring their own. Throughout the program we rehearse three songs with the goal of recording or performing these at an event. Students learn basic music theory and develop technical skills on their chosen instrument.

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.

#### Assessments

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

#### Additional Tuition

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

**Enquiries:** Mr Justin Florisson – HOLA  
[justin.florisson@scbc.wa.edu.au](mailto:justin.florisson@scbc.wa.edu.au)

# Drama

## Rationale

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

## Outline of Content

Year 7 Elective Students will be focusing on:

- Storytelling
- Confidence on stage alone and in a group
- Improvisation techniques
- Elements of Drama
- Unscripted acting
- Melodrama (exploring symbols, stereotypes and archetypes in drama and extending character development.)
- Superheroes (exploring symbols, stereotypes and archetypes in drama and extending character development.)
- The Gift and other Short Plays (exploring the roles within the theatre and the process of putting on a show.)
- Physical Theatre and Shakespeare's *Tempest* (developing body awareness, controlled movement and interpreting scripts.)

Year 8 Elective students will be focusing on:

- Storytelling
- Confidence on stage alone and in a group
- Improvisation techniques
- Elements of Drama
- Unscripted acting
- Comedy (understanding and exploring different types of comedy, such as situation comedy, black comedy, stand-up, slapstick and improvisation.)
- Production Process (exploring the roles within the theatre and the process of putting on a show.)
- Shakespeare's *Romeo & Juliet* (staging and stage combat.)

Year 7 Rotation students will be focusing on:

- Storytelling
- Confidence on stage alone and in a group
- Improvisation Techniques
- Elements of Drama
- Unscripted Acting
- Melodrama (exploring symbols, stereotypes and archetypes in drama and extending character development.)

Year 8 Rotation Students will be focusing on:

- Storytelling
- Confidence on stage alone and in a group
- Improvisation Techniques
- Elements of drama
- Unscripted Acting
- Crime & Character (exploring symbols, stereotypes and archetypes in drama and extending character development.)

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

## Year 7 & 8 Visual Arts

### Rationale

The Year 7 & 8 Visual Arts Courses provide students with the opportunity to explore and experience a wide range of Art works and Art practices. Students focus on developing creative ways to skillfully express themselves as well as a critical appreciation of their own art works and experiences, and those of others. Students will create a variety of artworks that explore themes from our local environment. They will build upon skills in each Art project, to build toward one final art piece.

### Course Content

During the year students will learn and develop techniques and skills in painting, drawing, designing, ceramics and printing.

### Types of Assessment

Arts Making- through inquiry, students will research, develop and design artworks that explore a variety of themes.

Arts Responding- by exploring other artists work, students will form opinions, gain perspective, ideas and new skills as they develop their own artistic expression and grow an understanding of how to communicate ideas through artworks.

### Pre-requisites

NA

**Enquiries:** Sinaed Cottrell  
[sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

## Dance

### Rationale

Dance is expressive movement with purpose and form. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

### Course Content

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

### Assessment

Dance assessment is comprised of practical dance skills, team work and choreography.

**Enquiries:** Mrs Lara Darch  
[lara.darch@scbc.wa.edu.au](mailto:lara.darch@scbc.wa.edu.au)

# Technologies - encompassing MDT, Food Science, STEM, Esport and Game Development

## Materials Design Technology

### 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.

### Outline of Course

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

- Produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a variety of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes.
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

The **focus** for learning in Year 7 & 8 Materials Design and Technology:

- How to select, measure, cut, join and finish materials.
- The students are introduced to necessary hand-tool skills and how to use machine-tools safely.
- The students use a Technologies design process.
- Complete a practical project.

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

## Food Science Technology

### Rationale

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

### Outline of Content

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

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

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

### Assessments

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

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

# STEM

## Rationale

Science, Technology, Engineering and Math are pedagogically linked and through their practical application promote genuine learning opportunities for students. The application of working scientifically through design and production skills, enables students to develop a sense of accomplishment and enhance their skills in inquiry and manipulating tools and materials to produce solutions. These skills are important in preparing students to succeed in a rapidly developing technological world.

The STEM Elective is delivered as two separate subjects. In Years 7 & 8 the students who have selected the STEM elective will complete one semester of Robotics and one semester of Aviation. An overview of each subject is provided below:

## Year 7 Robotics

### Course Content

During the course the students will learn about fundamental programming concepts like conditional statements, loops and arithmetic operations. This will develop their understanding of systems and enhance their technology skills. Students will then apply these programming skills by programming a small robot to complete a series of set challenges. The students will also learn how to perform electronics soldering and construct a practical robotics project.

## Year 7 Flight

### Course Content

During the course students will design, construct and fly water rockets. They will learn about how the principles of thrust, drag and mass impact flight performance of a rocket. They will also learn the basics of space flight using space flight simulation software. Using this software, they will learn about the fundamental components of rocketry, how they work and how they are combined into systems that can perform an intended function. The students will also learn the basics of orbital mechanics, how a spacecraft achieves an orbit and how they get to the moon.

## Year 8 Robotics

### Course Content

During the course students will complete a more advanced robotics project that will require them to solve a real world problem with the use of robotics and programming. They will also have the opportunity to design and build a solar powered robot that will encourage them to be creative and engage in a full design process. Through the project the students will learn about basic electronic circuits and sustainability.

## Year 8 Flight

### Course Content

During this course, students will learn how the principles of lift, thrust, drag, centre of lift, centre of gravity, dihedral and other factors impact the performance of an aircraft in flight. They will then use this knowledge to design, construct and fly a small model aircraft of their own. Students will also have the opportunity to apply their knowledge of the principles of flight by learning how to fly a fixed wing aeroplane using flight simulator software. At the conclusion of the flight simulator portion of the course the students will be able to take-off, fly an accurate circuit and successfully land a simulated aeroplane.

### Pre-requisites

A keen interest in flight and robotics.

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

## Esport – Year 8 Only

### Rationale

Esports is a growing phenomenon throughout the world rivalling that of some traditional sports in both player numbers and finances. This course provides an introduction to esports and builds upon content from the existing Digital Technologies course - specifically data analysis and team aspects.

### Course content

A 50/50 practical and theory course. It covers the genres of games, ethics, community interaction, health (including mental health), data analysis, and the technical, environmental, economic and social aspects of online systems.

### Pre-requisites

None.

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

## Game Development – Year 8 Only

### Rationale

Game development covers many different areas of Computer Science such as data structures, code development and system design. This course provides a dive into the many different skills that go into the development of a computer game. The final project is entered into a national video game competition. The course builds upon content from the existing Digital Technologies course.

### Course content

The course follows a game design and development process. Students develop their skills in computational thinking, consider data in digital systems and the complexities of storing and transmitting that data in digital systems. They will design and construct a user interface for their game, focusing on accessibility and usability. They will work in a team, collaborating online.

### Pre-requisites

Interest in coding or graphics (or both).

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

# Physical Education - encompassing Bike Education and Outdoor Education

## **Bike Education – Year 7**

### **Rationale**

Bike Education is our entry level Outdoor Education program. This course inspires children to develop their bicycle riding skills and their physical capability. Other benefits include enhanced health, fitness and wellbeing, confidence and independence and learning and social development.

### **Outline of the Course**

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

### **Assessment**

Bike Education is assessed on a variety of practical skills and theory work relevant to the course.

**Enquiries:** Mr Rainer Winkler  
[winklerr@scbc.wa.edu.au](mailto:winklerr@scbc.wa.edu.au)

## **Outdoor Education – Year 8**

### **Rationale**

Outdoor education provides opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.

### **Outline of Course**

In Year 8 the program is focused on skills and knowledge in the context of bushwalking and enjoying the outdoors. Students learn introductory aspects of survival, mapping, compass, knots, first aid and general bushwalking skills. We also introduce the students to using our Trangia stoves for camp cooking. The course culminates in a day hike from Shoalwater to Palm Beach via Cape Peron. Participation in the hike is voluntary, however it is strongly recommended for those wishing to do Outdoor Education in Year 9.

### **Assessment**

Outdoor Education is assessed on a variety of practical skills and theory work relevant to the course.

**Enquiries:** Mr Rainer Winkler  
[winklerr@scbc.wa.edu.au](mailto:winklerr@scbc.wa.edu.au)

# South Coast Baptist College Football Academy

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

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

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

To grow	<b>BETTER</b> people
Playing	<b>BETTER</b> football
Making the World a	<b>BETTER</b> Place

We expect to see our students living out the following values on the field, personally and in the community.

We show	<b>RESPECT</b>
We do our	<b>BEST</b>
We succeed	<b>TOGETHER</b>

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

## **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 Football Academy rules and guidelines. As participation is a privilege, students misbehaving in classes at SCBC, may see their place in the Academy concluded.

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

## **YEAR 7-10**

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

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

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

## Helpful Information

### What to do when

<b>You're late for school</b>	Please go to Reception to sign in. DO NOT GO STRAIGHT TO CLASS. Use the iPad to sign in and print pass which you are to give to your teacher.
<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>	Parent/guardian to email <a href="mailto:absentees@scbc.wa.ed.au">absentees@scbc.wa.ed.au</a> with student name, date, time and reason prior to the absenteeism. At the allocated time, student goes to Student Services to sign 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, ask at the front reception or email <a href="mailto:busservice@scbc.wa.edu.au">busservice@scbc.wa.edu.au</a> .
<b>You want to purchase a bus ticket</b>	All tickets are purchased on-line through RollCall. You must be a registered user of the bus to purchase tickets.
<b>You want to change courses</b>	If you wish to change a course 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.
<b>You have a grievance/complaint</b>	If you have a grievance/complaint, please refer to our website ( <a href="http://www.scbc.wa.edu.au/contact">www.scbc.wa.edu.au/contact</a> ) for our Policy ( <a href="#">11.1 SCBC Disputes and Complaints Policy for Parents</a> ) for guidance.

## Grievances/Complaints

In keeping with the Biblical procedure outlined in Matthew 18:15-17, where a disagreement between arises between a parent and an employee of the College, the following process should be followed.

Any concerns from a parent should firstly be discussed with the staff member in question.

Secondly, if the grievance remains unresolved, after meeting the classroom teacher, the parent should make an appointment with the relevant head of Learning Area or the Deputy Head of Secondary (Curriculum).

If the grievance is unresolved, the matter should be referred to the Deputy Head of Secondary (Wellbeing).

If the grievance is still not resolved, an appointment can be made to see the Head of the Secondary to discuss concerns still requiring resolution.

The fifth step in the process is an opportunity to discuss the concern with the College Principal.

Finally, if no resolution is reached, the matter should be directed to the College Board in writing.

Our Parent/Guardian Complaint Policy is located on the College's website: [www.scbc.wa.edu.au/contact/](http://www.scbc.wa.edu.au/contact/).

We understand the importance of fairness in the handling of complaints. The College's system is consistent with the National Principles for Child Safe Organisations.

Secondly, the process for complaints/concerns are child focussed and implementation of the National Principles for Child Safe Organisations is regularly reviewed and improved.

The Director General of the Department of Education is responsible for ensuring that the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the [Department of Education website](#). While the Director General may consider whether the school has breached the registration standards, she does not have power to intervene in a complaint or override the school's decision.

## 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](mailto:reception@scbc.wa.edu.au)

**Street Address:**  
30 Gnangara Drive  
Waikiki WA 6169

## Specific Enquiries

Secondary School  
**Phone:** (08) 9540 4433  
**Email:** [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)

Absentees  
**Phone:** 9540 4408  
**Email:** [absentees@scbc.wa.edu.au](mailto:absentees@scbc.wa.edu.au)

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

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

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

For more information you can go to our website: <https://www.scbc.wa.edu.au/>

## People to Contact

Principal - Mr Des Mitchell  
Head of Secondary – Mr James Trimble  
General Year 7 - Mr Rainer Winkler  
General Year 8 – Mr Oliver Oeij  
Deputy Head: Curriculum - Ms Cheryl Thomas  
Deputy Head: Wellbeing – Mrs Shelagh Scott  
College Counsellor – Mrs Amanda Robinson  
Specific Matters - Subject Teacher

[principal@scbc.wa.edu.au](mailto:principal@scbc.wa.edu.au)  
[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)  
[winklerr@scbc.wa.edu.au](mailto:winklerr@scbc.wa.edu.au)  
[oeijo@scbc.wa.edu.au](mailto:oeijo@scbc.wa.edu.au)  
[thomasc@scbc.wa.edu.au](mailto:thomasc@scbc.wa.edu.au)  
[scotts@scbc.wa.edu.au](mailto:scotts@scbc.wa.edu.au)  
[amanda.robinson@scbc.wa.edu.au](mailto:amanda.robinson@scbc.wa.edu.au)  
Request Email address from:  
[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)

## College Website, Facebook & App

**College Website** [www.scbc.wa.edu.au](http://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   
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

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