



SOUTH COAST
BAPTIST COLLEGE
Thy Kingdom Come

KINDY - YEAR 2

HANDBOOK





WELCOME

It is our pleasure to welcome your child into one of South Coast Baptist College's Junior Primary Classrooms. We consider it a privilege to have the opportunity to contribute to your child's education in the formative years of their education. Our College consists of a community of staff who are passionate, professional, and committed to working with you to create an exciting, nurturing, and positive learning environment for your child.

This Handbook provides you with much of the day-to-day information you will require to ensure your child experiences a smooth start in the Junior Primary Year Groups at the College. The following page outlines our philosophy statement for our Kindergarten to Year 2 classes, this describes the learning environment and beliefs that our staff have regarding learning in the early years of your child's formative education.

Throughout the year there will be several special events for Junior Primary children and their caregivers. These events contribute greatly to our collaborative family culture. We strive to develop students who demonstrate our core values of Courage, Wisdom, Hope and Love. We want to equip our students with these values and the essential knowledge that effectively prepares them for the challenges that life and schooling hold for them in the future.

The College has adjacent services for those families who require some extended before or after-school care, vacation care or long day care. The South Coast Baptist College Childcare, an award-winning centre, is a separate building located next to the Kindergarten and Pre-Primary classrooms. If you require information on Childcare services for your child, please call 9540 4444 during office hours, between 8:00am and 4:00pm on weekdays.

Further information on the Primary School years can be gained via the College website www.scbc.wa.edu.au

If you have any further queries regarding your child's education, please make an appointment to see one of our leadership staff via Primary School Administration on 9540 4422 or via email – primary@scbc.wa.edu.au

Kind Regards,

Mr Anthony Moses

Head of Primary

M.Ed. (Ed. Leadership), Grad Cert. (Ed. Leadership), B.Ed., B.A. Ed



Creating Confident Learners

Early Childhood - Philosophy Statement K-2

In our Junior Primary classrooms, we believe in research based best practice in education. For this reason, we are committed to explicit teaching of fundamental literacy and numeracy skills whilst being inspired by the philosophy of the Reggio Emilia approach.

Reggio Emilia is an educational philosophy based on the principle that all children are unique, strong, and capable of constructing and co-constructing their own knowledge and understanding. Best practice asserts that children learn through play, and our educators listen to children's ideas and plan experiences that foster learning. As our Junior Primary years are Reggio Inspired, we provide opportunities where educators can be responsive to student's ideas while linking them to the curriculum. Through inquiry-based projects, our educators offer a pathway for children to explore, hypothesise and collaborate in their learning.

Our classroom structures support the Reggio approach that sees the environment as critically important. We believe that children are created by God to be unique. Therefore, our educators provide an environment rich with creative, sensory, and intentional learning stations that engage and encourage children to become confident learners who express themselves in multiple ways.

The core belief of our early years' pedagogy is that education and care is based on meaningful and equitable relationships, which stems from our Christian belief that all people are created equal, and all are worthy of respect and love. The quality of the relationship developed between teacher and child has a direct correlation to the success of the child's learning, as well as their drive to discover new things and think for themselves. We believe that if the teacher-child relationship is based on mutual respect, active listening and the sharing of knowledge and skills, the child's capacity to learn and discover the world is enhanced.

Our goal is to capture the heart of a child through project-based inquiry, which develops a love and excitement for learning – the foundation on which social, emotional, psychological, spiritual, and creative wellbeing is developed and ultimately sustained into adulthood.

'Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning and how to learn.' Loris Malaguzzi

A group of four young children in blue and dark blue uniforms are playing on a wooden structure in a sandpit. One boy is standing on the left, looking down. Two girls are crouching on the structure, one holding a long wooden stick. Another girl stands in the background, also holding a stick. The background shows a fence, trees, and a blue car. The word "Kindergarten" is written in white on a blue banner across the middle of the image.

Kindergarten

What to Bring

At the beginning of the year

- 1 spare set of clothes in a named plastic bag to be placed in the front pocket of the school bag (this does not need to be school uniform).

Each day

- SCBC College backpack from the Uniform Shop.
- Morning Tea: Please place your child's morning fruit in a small container or zip-lock bag that is clearly labelled with their name. For morning tea, we strongly encourage healthy eating so we suggest that your child brings either a piece of fruit or vegetables (already prepared for your child to eat). Other suitable options include cheese, plain crackers, yogurt, or dried fruit *Packaged snacks are not encouraged for morning tea.
- 1 drink bottle (reusable/refillable sealed & named).
- A nutritious packed lunch.
- SCBC hybrid hat for outdoor time (name clearly written inside the hat).

On Library Day (Commencing late in Term 1 for kindergarten students)

- SCBC Library Bag & clear homework pouch (available from the Uniform Shop).

Toileting

When your child attends Kindergarten, staff will provide reminders as part of the routine throughout the day to encourage students to use the toilet/bathroom. The general expectation is that the children in these classes can take themselves there and use the toilet independently. We recognise that some children, even after they are toilet trained, may require minor assistance, and may have accidents.

If this happens, staff will deal with the child sensitively as required, and if necessary, help them to get changed. If you think your child may have any concerns regarding toileting, please do not hesitate to contact your child's classroom teacher, the Kindergarten and Pre-Primary Coordinator or the Deputy Head of Primary (K-2).

We ask that parents send in a change of underwear and clothes for their child in case of accidents (this does not need to be a school uniform). Students should keep their change of clothes in their school bag front pocket.

Settling into School

For some children, the kindergarten year will be their initial stage of independence which is a significant experience in a child's life. This step may also be their first experience of separation from the family environment.

Your assistance in preparing your child for school is invaluable, especially if this is your first child. Some parents find sending their child to school very traumatic. If you feel this way, plan some periods of separation before the beginning of the school year.

The first day may produce excitement or some possible anxiety. To help the transition into the school, parents can assist by developing positive routines when preparing for school. Explain the time frame of the day and make it clear that the day will be enjoyable and that you will be back at the close of the session. Kindergarten classes finish at 12:00pm during the first week at school. The second week is optional half or full days. A staggered start gives children the opportunity to slowly build up their readiness for a full day of school. If your child is experiencing difficulties in this area, please speak to their classroom teacher.

*Please refer to the kindergarten days of attendance timetable on the College Website.

Kindy to Pre-Primary Transition

As your child moves from Kindergarten to Pre-Primary, you will notice that there are some differences between the two-year levels. Kindergarten classes have a maximum size of 18 students; Pre-Primary classes have a maximum size of 24 students. It is expected that all classes will be full across the year. Class size is dependent on enrolments and is always at the discretion of the College Principal.

In Term 4 the Deputy Head of Primary (K-2) will organise a meeting with all Kindergarten families to discuss the transition process to Pre-Primary for the following academic year.

A photograph of two young children sitting on red folding chairs outdoors, engaged in a string-and-button activity. The child on the left is a blonde girl with pigtails, wearing an orange polo shirt and white sneakers. The child on the right is a girl with brown hair, wearing a green polo shirt with a school crest that reads 'Yaakhi SOUTH COAST MARIST COLLEGE' and dark shorts. They are both focused on threading colorful buttons onto a string. A wicker basket sits between them. In the foreground, a blue cloth on the grass holds several large, smooth, light-colored stones and a small white toy fish. The background shows a green tent and a forest-like setting.

Pre-Primary

What to Bring

Each day:

- SCBC College backpack, to be purchased from the Uniform Shop.
- SCBC hat for outdoor time (name clearly written inside the hat).
- Morning Tea: Please place your child's morning tea in a small container or zip-lock bag separate from lunch, that is clearly labelled with their name. For morning tea, we strongly encourage healthy eating so we would suggest that your child brings either a piece of fruit or vegetables (already prepared for your child to eat). Other suitable options include cheese, plain crackers or dried fruit. *Packaged snacks are not encouraged for morning recess
- 1 drink bottle (reusable/refillable sealed & named).
- A nutritious packed lunch.
- Crunch and sip (in a separate container)
- 1 spare set of clothes in a named plastic bag (this does not need to be uniform clothing).

On Library Day:

- SCBC Library Bag & clear homework pouch (available from the Uniform Shop).

Homework

We understand that all families are different and therefore decisions on homework are always left to parent discretion. Students will be given a Reading Eggs login and password in case you would like to continue with this at home. Once your child demonstrates a readiness to read, a home reader and tricky words will be offered for homework. One short oral presentation task will be given each Term.

*Please note that homework is not compulsory in Pre-Primary.



A photograph of two young boys, likely of Asian descent, sitting at a light-colored wooden table in a playroom. They are both wearing blue polo shirts with dark collars and dark blue shorts. The boy on the left is holding a red toy car, while the boy on the right is holding a wooden block. On the table, there are various toys including colorful stacking blocks, wooden blocks, and a small wooden structure. The background shows a play area with more toys and a wooden cabinet. The image has a decorative wavy line pattern in the top left and bottom right corners.

Kindy & Pre-Primary



Reading: Pre-Primary

At South Coast Baptist College, we teach reading as a part of the Western Australian Curriculum – English. Reading is a complex process and there are many skills, understandings, and developmental milestones that children need to progress through before they are 'ready to read'. As with any type of development, some children may be 'ready to read' before others within the normal spectrum of development, just as some children learn to walk earlier. The pre-reading milestones include aspects of physical development such as balance and fine and gross motor development which have been shown to have a significant impact on a child's readiness to read. It is important that children are allowed to develop in all areas before they are expected to formally read, to give them the best chance of success. We always encourage you to read to your child across a wide variety of interests.

Reading: Kindy & Pre-Primary

Through the Kindergarten and Pre-Primary years, we develop children's phonological awareness (i.e. their awareness of the sounds of language). This involves recognising and producing rhymes, syllables, and an introduction to letter sounds of the alphabet. In Pre-Primary students consolidate the initial letter sounds as well as digraphs and tricky words. It is necessary for the students to learn to listen to and identify the sounds of language before being expected to do more formal work.

All skills that students learn in Kindergarten and Pre-Primary are then built upon when they enter Year 1, as part of a continuum from Kindergarten through to Year 6.

The Pre-Primary children will also participate in an online phonics-based reading program called Reading Eggs. This program helps children to learn to read. The program provides one-on-one lessons that help children to develop at their own rate. Students will be given their login and password by their classroom teacher so that they can continue with Reading Eggs at home.

If you feel your child is demonstrating a keen interest in reading and is showing signs of readiness to read or if you have any further enquiries about pre-reading, please contact either your child's classroom teacher or the Deputy Head of Primary (K-2).

As educators, we are often asked by parents how best they can help their child learn to read. One of the best things that you can do is to read to them every day. On the following pages are some suggestions of how you can help your child with their reading at home.



Read With Your Child Every Day

Some other ideas to encourage your child to develop an enjoyment of reading are:

Create a “Reading Area” for your child.

- Store your child’s books in a special place that is easy for them to access.
- Place a small rug or pillow in the area to create a cosy and comfortable place for reading.
- Talk to your child about how to care for books, including how to return books to their storage place.

Give your child a variety of reading materials.

- Provide a wide variety of books for your child, including Nursery Rhymes and Fairy Tales.
- Get a library card for your child and visit the local library.
- Let your child read age-appropriate magazines/newspapers.
- Provide non-fiction (factual) books as well as storybooks for your child to read.
- Point out print in the environment (signs, cereal boxes, restaurants).

Set aside a special time each day to read with your child.

- Read your child’s favourite stories repeatedly.
- Read with your child in a special place away from distractions.
- Hold your child close to you when you read to help develop a positive attitude towards reading.
- Accept your child’s “pretend reading”.
- Allow your child to select the story that he/she would like to hear.

Let your child participate in book reading.

- Show your child how to read a book (from left to right, from front to back and how to turn pages).
- While reading a book with your child talk about the story.
- Ask your child to look at the pictures and predict what the book will be about.
- Ask your child to retell the story in his/her own words.
- Read stories with lots of rhyme and rhythm (books by Dr Seuss, Mem Fox and the Hairy Maclary stories by Lynley Dodd are good for this).

Leaving & collecting your child

In Kindergarten and Pre-Primary, the teacher will establish a morning routine which may vary slightly between classes, this usually includes a signal to students to put away their morning activities and say goodbye to their parents. It is important that parents let their child know they are leaving and that they will return at the end of the day. A goodbye allows children to become secure that you will always let them know when you are leaving.

Initially, some children may experience separation anxiety and become distressed at their parents leaving them. However, sometimes the best (and hardest) way is to simply leave your child with the teachers, wave goodbye and leave. We will not let your child continue to cry and will phone you if your child does not settle.

If you arrive early and the door is shut, please be aware that staff are preparing for the day and appreciate that you wait with your child until the door is open. Once the door is open, please bring your child into the classroom rather than letting them come in by themselves. If you need to leave straight away, please advise staff as they can help settle your child if necessary.

At the end of each school day the children will be seated on the mat ready to go home. When the door opens, we will dismiss each child when we see you. This allows for a safe handover to you. If someone different is to pick up your child from the College, we ask that you notify us by informing the teaching and administration staff. Children will not be allowed to leave with an adult or sibling other than the parent or carer nominated on the parent release form, unless parents have notified the College. Siblings in Year 3 or above may collect Kindy or Pre-Primary children and may be added to the parent release form. We have this policy in place to protect you and your child and feel that any inconvenience caused is worthwhile to ensure your child's safety. Please communicate with your child's teacher any changes to your child's collection arrangements. Introducing the person to the teachers or photo I.D. is always helpful in such situations. Students using SCBC Childcare services (before and after school care will be directly signed over from/to the SCBC Childcare Centre Staff Member. Please remember it is the parents' responsibility to inform the Childcare Centre directly should there be a change in before or after school arrangements.

Please make every effort to be punctual when picking up your child. Children can become distressed when their parents or caregivers are late to collect them. Please note that children may be escorted to Primary Admin if a parent or caregiver is late, and the teacher has duties after school that require them to leave the classroom.

Before & after school

A staff member will be on duty inside the Kindergarten & Pre-Primary area before school from 8:20am to 8:35am each day, and from 8.10am to 8.35am in the Year 1 and Year 2 area. Please note that all play grounds are clearly marked 'out of bounds' and are not to be used by any person either before or after school.

Lunch Box Tips

Children are to bring lunches (including drinks) in well-sealed and clearly marked containers. In Kindergarten and Pre-Primary, we aim to encourage healthy eating. When your child eats their lunch, staff will encourage them to eat their 'healthy food' before snacks. It is very important that children get the proper nutrients during the day to help sustain high levels of concentration and energy. For health reasons, 'mist' water bottles are discouraged.

It is important to provide a healthy lunch box that offers a balance of foods from the different food groups. Pre-packaged snacks can often be high in preservatives, salt, sugars, and fats – we ask that you please keep to a minimum the number of 'treats' in your child's lunch box, as consumption of these type of snacks can often have an adverse effect on children's behaviour.

The College actively encourages 'allergen minimisation.' We encourage students to eat a healthy and well-balanced diet. Staff actively encourage parents to have their children keep consumable products that are known allergens for consumption at home.

Daily Crunch & Sip

Each class has a set break in the morning or afternoon where students consume only fruit or vegetables and drink only water. Parents are asked to supply a piece of fruit or vegetable in a separate container for their child to eat daily, for this purpose.

A child wearing a blue short-sleeved shirt and a dark cap is seen from the side, working on a project. The child is standing at a table covered with a blue cloth, which is filled with many small, colorful blocks. A green mat is also visible on the table. In the background, another child in a yellow shirt and dark cap is working on a similar project. A yellow container is also visible in the background. The text "Year 1 - 2" is overlaid on the image in a blue box.

Year 1 - 2



Year 1 Orientation - Term 4

In Term 4 of the academic year, a meeting will be held for all Pre-Primary parents to discuss the transition of Pre-Primary students to Year 1. The meeting will be with the Head of Primary, Deputy Head of Primary (K-2), Year 1 & 2 Coordinator, and relevant teaching staff. In the weeks following the meeting, transition activities will occur where students have exposure and orientation to a Year 1 learning environment and Junior Primary settings.

Daily Crunch & Sip

Each Primary class has a set break in the morning or afternoon where students consume only fruit or vegetables and drink only water. Parents are asked to supply a piece of fruit or vegetable for their child to eat daily, for this purpose.

Before & After School

A staff member will be on duty outside the Year 1 and 2 area from 8.10am to 8.35am. Please note that all playgrounds are clearly marked 'out of bounds' and are not to be used by any person either before or after school.

Homework

Homework is an integral and valuable part of the curriculum. It may consist of unfinished classwork, home reading, projects that reinforce teaching, preparation for tests, or assignments that need to be completed at home. Homework is a tool that also allows parents to observe and help their child to develop study habits and the discipline needed for learning. Homework is primarily used for revision purposes.

All Primary School Students are given homework on a regular basis, set to be three nights a week only, and this activity should take approximately 10 minutes per day (3 days) for Year 1 and Year 2 students.

Years 1 and 2 parents are encouraged to be actively involved in their child's homework.

**Home reading time is not included in homework times. Reading with and listening to your child read is encouraged on a nightly basis. Homework is not issued to Primary School Students over school holiday breaks.*



Parent Information



Parent/Teacher Contact, Interviews and Conferences

Parents are encouraged to assist in their child's classroom via the parent help roster located in each classroom. Teacher contact may take place in any of the following forms:

- Classroom Information Meetings – Early Term 1
- For an Information discussion regarding your child, please make an appointment with the classroom teacher.
- Informal contact after school.
- Formal Parent/Teacher interviews – Mid Term 3.
- A formal interview made by a parent, guardian, or teacher via Primary Administration - 9540 4422.
- An email, letter, note or a telephone conversation with the classroom teacher.

Staff recognise the importance of predictable daily routines in helping children establish a sense of security and to develop their understanding of time. We also recognise the importance of being flexible within this routine so that we remain mindful of the children's needs, and we can take advantage of the spontaneous 'teachable' moments that occur throughout the day. Periods of time will be planned for whole group teaching and instruction, as well as times for children to work in smaller groups or to engage in individual inquiry-based learning experiences.

The daily timetable flows smoothly, with thought being given to the way in which transitions between different types of activities and experiences are handled. The most significant transition that will occur each day is that of the child from home to school. The arrival routine that we follow is one that provides a gentle transition for the child and the opportunity for the development of positive relationships between the school and home.

Breakdown of the day

Kindergarten, Pre-Primary, and Primary classes commence at 8:35am.

In Kindergarten and Pre-Primary, teachers greet parents and children on arrival – settling in period – parents are welcome to stay until the teacher rings the bell or signals for parents to leave.

- Morning session (including morning tea break)
- Lunch, quiet time
- Afternoon session
- Crunch and Sip
- Handover of children to parent or caregiver/Childcare - Classes officially conclude at 3:10pm.

In Years 1 - 2, students are to be dropped off at the designated areas between 8:10am and 8:35am each weekday. If you choose to walk your children to the classroom, please park in the designated parking areas. Parents are requested to escort their children across the driveway or parking area.

Year 1 -2 Students are required to line-up each time that they enter a classroom to commence the day.

- Start of Day
- Recess
- Lunch
- Crunch and Sip
- Handover of children to parent or caregiver/Childcare - Classes officially conclude at 3:10pm.

**Different outdoor activity times have been designated for the students in Kindergarten and Pre-Primary to make the best use of the resources and to ensure that the outdoor areas and activities are not too crowded and overwhelming for the children.*



Canteen

The College canteen is open 5 days a week. Lunch orders can be ordered online through the 'Spriggys Schools App.', www.spriggyschools.com.au or at the canteen window first thing each morning. The canteen has EFTPOS facilities. Please note that morning recess items are not available to be ordered by Kindergarten and Pre-Primary students. Ice creams and icy poles are not available for purchase by Kindergarten or Pre-Primary students.

Library

The College Library provides students with appropriate resources that will meet the educational and personal needs, and interests of students as well as providing for the professional needs of the staff. Materials are selected as relevant to the curriculum, age appropriateness and moral and social significance of the students accessing the material. Kindergarten children use the College Library from mid Term 1, whilst Pre-Primary to Year 2 classes utilise the College Library once a week starting in Term 1.

Stationary

An annual levy for stationery is included in school fees. This fee is used to purchase all student stationery items including scrapbooks, pencils, felt pens, crayons, glue sticks, etc. on your behalf in our bulk order. You will not be required to supply any further stationery and this method of bulk purchasing represents a substantial saving to parents and ensures each child has the same standard of materials required for the year.

Excursions

Each class will undertake some incursions/excursions per year. During this time, students are required to wear their school uniform, unless otherwise specified by a staff member. Students on excursions will always remain under the direct supervision of a college staff member in a small group. Parental assistance may be requested for some students due to safety reasons at a classroom teacher's request. Students may be precluded from attending an excursion if it is felt that attendance at the excursion is a risk to themselves or others or if students have reached Level 3 of the school's Behaviour Management Policy. Our prime concern with outings and young children is that of safety of all students whilst off campus.

Birthdays

All of our students are considered special, and we love to celebrate with your children. If you choose to send a birthday treat to your child's classroom, please provide enough for each child in the class.

** Cupcakes/Chocolate Crackles are child-friendly options.*

Any parent-arranged lolly bags must be given directly to parents or the teacher/after-school care provider. These should never be handed directly to students to minimise potential allergic reactions.

Please see your child's main classroom teacher if you have any further queries in this regard.



Toys

Toys brought to school can cause negative peer pressure and inappropriate play, therefore, please do not allow your child to bring toys to school. An exception to this is 'News' items, which are usually kept in a safe place in the classroom. Please check with your child's teacher for the routine specific to the class. No responsibility will be taken for lost or broken toys.

**Kindergarten and Pre-primary are war-toy free zones.*

Safety Drills

Fire and lockdown drills are conducted at the College. When it becomes necessary to evacuate or lock down buildings at the time of a drill or emergency, a continuously ringing siren will be sounded.

During Fire Drills, under the supervision of a staff member, students are required to proceed quickly and quietly out of the building in an orderly fashion as directed.

In a lockdown situation, students will remain in their classrooms and all external doors will be locked until staff have been advised that the College is once again secure. Further instructions will be given if required during safety drills.

Classroom teachers will debrief students after a drill.

Pets

The College is not a place to bring pets, including dogs and cats, unless under consultation with the classroom teachers to add to the class learning program. Pets need to remain at home unless prior arrangements have taken place.

School Gate Open Times & Access

The College front gate will be opened at 7.45am each morning, and then be closed from 9:00 am until 3:00pm each day. The front gate is set to close automatically at 4.30pm. To exit after 4.30pm please see your team/program manager, coach, or a staff member.

Outside of these times, all parents/visitors must enter the College via Reception and sign-in before proceeding to classrooms. It is a parent's responsibility to:

- 'Sign-in' late students at Front Reception – with slips being given to the Teacher
- 'Sign-out' students leaving early at Front Reception. Sign-out slips are required to be handed to College Reception on departure.

Wellbeing

Wellbeing at South Coast Baptist College seeks to promote a general atmosphere of care and safety within the school community. We aim to develop empathetic relationships so that students are nurtured into wholesome maturity. The way we care for students is an expression of our values and beliefs. We provide proactive and preventative care for all students through lessons, camps, assemblies, and excursions, via our college discipline system and by providing an orderly and supportive school environment. Through these means, we seek to promote a sense of belonging and self-worth.

Additional care is provided for individual students as the need arises. Classroom teachers are the first line of support and work in conjunction with the Deputy Head of Primary (Wellbeing), the Head of the Primary School, Psychologists, Councillors, Chaplains, and other support services.

Chaplains

The Primary School Chaplains' roles are to promote spiritual, social, and emotional wellbeing along with caring for students with specific needs. These issues may include family/home relationships, grief, low self-esteem, dealing with feelings and questions about God. The Chaplain serves as both informal counsellor and mediator, listens in times of need, and provides support during times of crisis and hardship. Our chaplains have the gift of time and the privilege of listening. Primary School Chaplains attend student focus assemblies, sports carnivals, school camps and often catch up with students during break times across the year.

Grievances

At the College we aim to create a warm supportive environment between home and school. Therefore, it is important for the home not to undermine the authority of the College by openly questioning the actions of staff, nor for the teacher to undermine the values of the home by openly questioning a parent.

- Firstly, any concerns from a parent should 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 Coordinator or the Deputy Head of Primary (K-2).
- Thirdly, if the grievance is unresolved after meeting with the Deputy Head of Primary (K-2), please contact Primary Administration, to arrange an appointment with the Deputy Head of Primary (Wellbeing) who will advise you on the next point of contact.
- Fourthly, if the grievance is still not resolved an appointment can be made to see the Head of the Primary School 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.

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. The process for complaints/concerns is 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, they do not have power to intervene in a complaint or override the school's decision.

A Code of Conduct for Parents, Guardians and Visitors of the College can also be found on the College Website.

Behaviour





Behaviour & Dysregulation in Kindergarten to Year 2

The K-2 Policy is aligned with the mandated documents; the Early Year Learning Framework (EYLF) and the National Quality Standards (NQS) and is supportive of the goals outlined in the Alice Springs (Mparntwe) Education Declaration. Links to the EYLF and NQS are shown below.

EYLF Principle	EYLF Practices
Secure respectful and reciprocal relationships	Responsiveness to children Holistic Approach
NQS Quality Area 5	Relationship with children
5.1 Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.2 Relationships between children	Each child is supported to build and maintain positive relationships

In the Kindergarten to Year 2 classes, we recognise that we are dealing with young children who are only just beginning to develop the social skills and self-regulation necessary to be part of a larger group. Therefore, we aim to help children develop self-regulation; the ability to take responsibility for their own behaviour and respect for others. Each classroom teacher aims to have clear expectations of the children's behaviour and to communicate these to the children at their level. We recognise that the children are still young, and do not yet have the skills to be aware of the implications of their behaviour, so as adults it is often necessary for us to help the children to become aware of these and to support them through co-regulation. In the Kindergarten to Year 2 classrooms behaviour management is primarily the responsibility of the classroom teacher, however, there are times when it may be necessary for the Education Assistant to be involved in the behaviour management of the child. Junior Primary Coordinators, Deputy Heads of Primary and the Head of Primary may also be called upon depending on the level of behaviour exhibited. If at any time you are concerned with something that has happened at school, please make sure to discuss this with your child's classroom teacher.



Classroom Management Strategies & Discipline Options

Each Teacher will implement their own classroom management strategies and techniques. Some of the behaviour management options that may be used in Kindergarten to Year 2 are as follows.

Preventative strategies:

- Take time to build relationships.
- Consider each child's individual needs.
- Allow choices: Students will be given sufficient time to acknowledge instructions and act appropriately. Students are allowed the opportunity to choose the right action and self-correct.
- Provide opportunities for child agency.

Redirection

Staff will seek to divert a student's attention to positive behaviour or other activities as a strategy to support good choices and assist social interactions and remind students of the agreed classroom rules and expectations.

De-escalation & Re-engagement Strategies

“Time In”

When a child has made a poor choice or needs time to calm down, they may be directed to or self-select to spend a few minutes in a 'Calm down spot' in a designated area of the classroom. A calm down area may consist of sensory items, books, emotion cards, soft toys, or other items. At this time, staff will assist children in thinking through the situation, teach alternative solutions and assist students to re-engage with learning and restore relationships.

“Time Away”

When a child has made consistently poor choices Time Away may be used (no longer than 5 minutes). This allows a reset and implementation of coregulation discussions and strategies. Time Away may include use of the “calm down” area in the Year Level Co-ordinators classroom.

If a child has significant behaviour problems that continue to persist, such as hurting, damaging property or others, or cause disruption to the class in a significant manner, it may be necessary for them to be referred to the Year Level Co-ordinator, the relevant Deputy Head Primary or the Head of Primary. Parents will receive a formal behaviour notification at this time.



Formal Levels of Discipline

Level 1

If a member of Primary Leadership decides to place a student on Level 1 a 'Compass' online behaviour notification will be sent to inform the parents/guardians of student placement on this level.

- *Level 1 is primarily a warning level indicating inappropriate student behaviour/action.*

Level 2

If a member of Primary Leadership decides to place a student on Level 2, a 'Compass' online behaviour notification will be sent to inform the parents/guardians of student placement on this level.

- *At Level 2, a meeting is called by the classroom teacher and parents to formally discuss the student's behavioural record and infringements, along with possible resolutions and actions of assistance.*

Level 3

If a member of Primary Leadership decides to place a student on Level 3 a 'Compass' online behaviour notification will be sent to inform the parents/guardians of student placement on this level.

- *At Level 3 a meeting is organised with the parents and the relevant Deputy Head of Primary to formally discuss the student's behavioural record and infringements, possible resolutions, along with an outline of consequences for further inappropriate actions.*
- *Students who reach Level 3 will not be permitted to attend class excursions.*

Level 4

If a Primary student reaches Level 4 of the Behaviour Management Policy, the Deputy Head of Primary (Wellbeing) or the Head of Primary will arrange for parents to be contacted to arrange a mutually convenient meeting.

- *A 2-day internal/external suspension will be decided on in discussion with the student's parents, and at the discretion of the Head of Primary. At this stage the student's enrolment will come into question.*

Level 5

Level 5 is a position of last resort for the Primary section of the College. A student at Level 5 has reached this stage of the Primary School behaviour management system, due to not modifying their behavioural standards. Ongoing negative behaviour patterns have serious consequences.

- *At Level 5, the Head of Primary and Principal will discuss the student's behavioural record and the student's enrolment at the College. Reaching Level 5 will result in parents being contacted and immediate suspension of the student. At this point, a meeting with the College Principal is recommended.*
- *At Level 5, Parents are advised in writing of a withdrawal option for the student or permanent exclusion from South Coast Baptist College.*

After 5 weeks of appropriate behaviour and standards demonstrated by a K-2 student following a Level, it will be withdrawn in consultation with the student's classroom teacher, the relevant Deputy Head of Primary and/or the Head of Primary.

A young boy with light brown hair, wearing a light blue polo shirt and dark blue shorts, is leaning over a metal water fountain. He is smiling and looking towards the camera. A stream of water is flowing from the fountain's spout. In the background, another child with blonde hair is visible, and the setting appears to be an outdoor school playground with trees and a building in the distance. A blue banner with white text is overlaid on the image.

Curriculum and Reporting



The Early Years Learning Framework - Kindergarten Classroom Curriculum.

The Federal Government has mandated the Early Years Learning Framework (EYLF) to ensure your child receives quality education programs in their early childhood setting. Early Childhood is a vital time for children to learn and develop. The Framework's vision is for all children to experience play-based learning that is both engaging and builds success for life. Kindergarten Curriculum Guidelines of Western Australia is a guide for Kindergarten Staff at the College. The framework will be implemented in partnership with families to develop learning programs that are responsive to children's ideas, interests, strengths, and abilities, through a Reggio Emilia inspired approach.

The EYLF describes childhood as a time of belonging, being and becoming.

- Belonging is the basis for living a fulfilling life. Children feel they belong because of their relationships with their family, community, culture, and place.
- Being is about living here and now. Childhood is a special time in life and children need time to just 'Be', a time to play, try new things and have fun.
- Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Play is essential for children. When children play, they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the EYLF. Using this Framework staff will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

It is well known that children learn best when they have secure relationships with caring adults. When children develop trusting relationships from a very early age, they feel more confident and able to explore and learn.

The EYLF focuses on your child's learning. Kindergarten staff will work with you to get to know your child well. They will observe your child's understanding and thinking by listening, watching, and talking to your child. The information that they gather from these observations will be used to create a learning program that builds on your child's interests and abilities. Staff will keep in touch with you regularly to discuss your child's progress. They will use Seesaw to show what your child is learning and interests that they display in class.

Through the Framework's five learning goals, Kindergarten teachers will assist your child in developing:

- a strong sense of their identity.
- connections with their world.
- a strong sense of wellbeing.
- confidence and involvement in their learning; and
- effective communication skills.

By working together parents and educators can enhance a child's learning and wellbeing. As the most important person in your child's life, you can make a difference by talking regularly with your child's teacher and asking about their learning. Information you provide allows Kindergarten staff to link your child's experiences at home with the time they spend together in the classroom setting.

The Western Australia Curriculum

(Pre-Primary to Year 2)

The Western Australian Curriculum covers the core knowledge, understanding, skills and general capabilities set out for all Australian students by SCSSA. It clearly and explicitly explains what all Australian children should be learning and achieving as they progress through their schooling.

In the early years of schooling, children have a natural curiosity about their world. Their desire to learn and make sense of it provides a platform to construct and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond. This platform helps branch into a world that is outside their direct experience, as they connect new knowledge with what they already know, believe, and have experienced.

The Western Australian Curriculum builds on the national Early Years Learning Framework. The Western Australian Curriculum is designed to accommodate the varied learning experiences and diverse backgrounds children bring to school.

The Western Australian Curriculum for Pre-Primary emphasises the importance of essential skills in literacy and numeracy as well as core capabilities. It gives priority to foundational knowledge, understanding and skills that all children are expected to develop in order to enhance opportunities for continued learning.

Students in Pre-Primary to Year 2 also participate in the other core subjects, including Health, Physical Education, Sport Specialisation, Art, HASS, Music, Science, Digital Technology and Design Technology, Bible.

**Reggio Emilia Inspired Philosophy: Children learn best when they discover the world through asking questions and exploring these questions. Please refer to our philosophy for more information.*

Standardised Testing

(Pre-Primary to Year 6)

With a high level of competence in the areas of Literacy and Numeracy being sought in the Primary School, and in order to successfully document student progression over time, standardised testing will occur in Primary classrooms in the following manner, in a given year:

Pre-Primary

- On entry testing, PLD Phonics Screen

Year 1

- Across the year - On Entry Testing, Reading Benchmarks, PLD Phonics screen.

Years 2, 3, 4, 5 & 6

- Terms 1 & 2 - NAPLAN - (Years 3 & 5 only), PAT Maths, PAT Reading, Mathematics National Curriculum Test A.
- Terms 4: PAT Maths, PAT Reading, Mathematics National Curriculum B (Years 2 to 6).
- Across the year - Reading Benchmarks, PLD Phonics.

Reporting

The purpose of reporting a student's performance is to provide both parents and student with specific and targeted information about their academic progress. This process also allows teachers to notify parents about a student's achievements, effort, attitude, and classroom behaviour.

Formal reports for Kindergarten to Year 2 are provided to parents at the conclusion of Semester 1 (end of Term 2) and the conclusion of Semester 2 (end of Term 4). Pre-Primary and Primary school reports are based upon the Achievement Standards of the Western Australian Curriculum in all learning areas. An electronic journal (photo) documentation of your child will be provided through the Seesaw platform.

The Value of Play

The Kindergarten and Pre-Primary teachers recognise that play is the primary way in which young children learn. Through play children are presented with the opportunity to learn and practice skills in a safe, non-threatening and enjoyable way.

What do children learn from each of the play areas in the Kindergarten & Pre-Primary?

Some of the areas that are available for children to actively participate in on a regular basis:





Handwriting

South Coast Baptist College Primary Students use the New South Wales Font for handwriting lessons and purposes. Many children begin school believing that they know a lot about writing, and some are familiar with many alphabetical letters. If your child is trying to write, please encourage the following letter formations.

Lower Case Letters

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Upper Case Letters

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Upper Case Letters

For left-handers

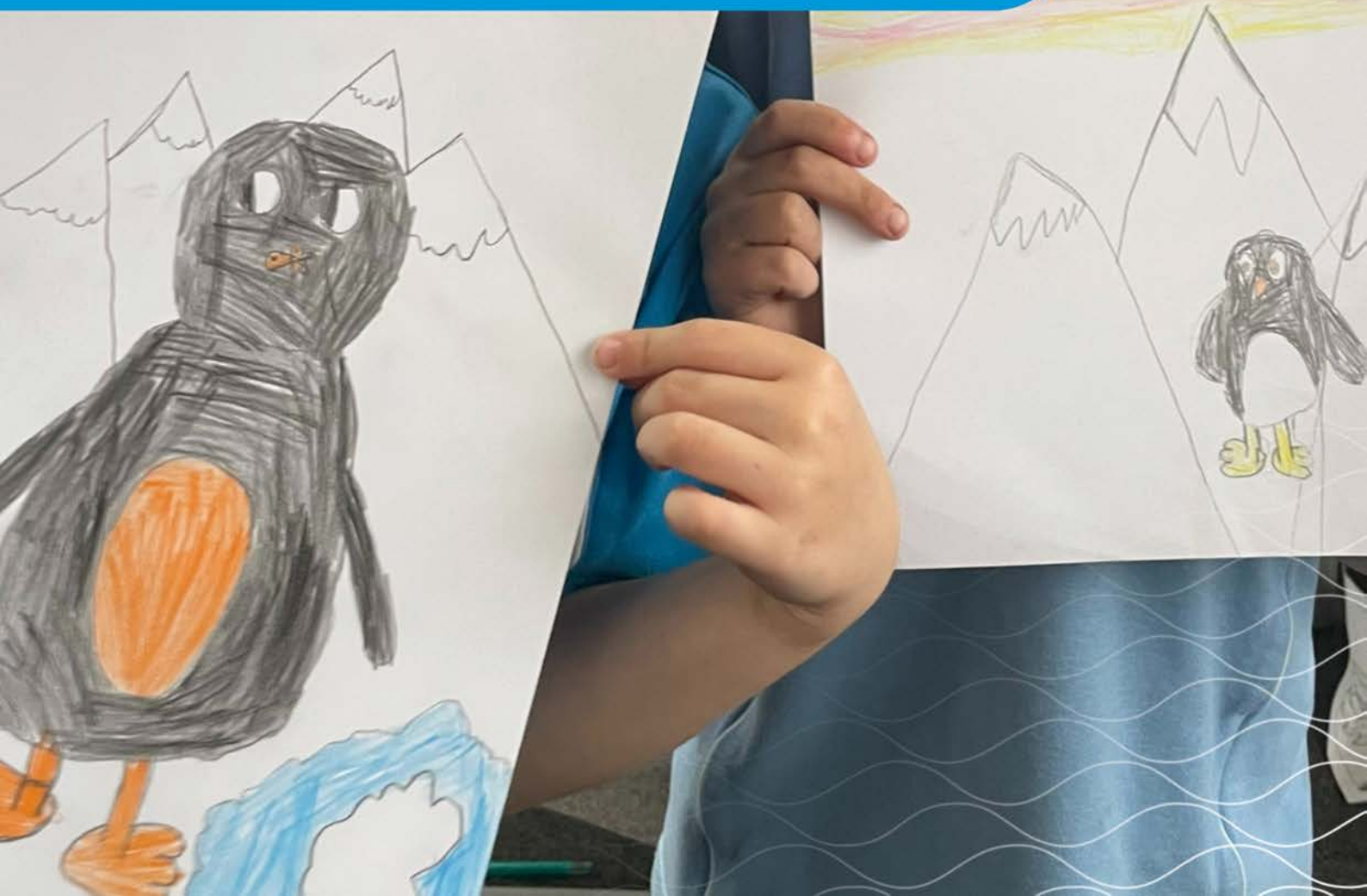
A E F H T

Numerals

0 1 2 3 4 5 6 7 8 9



Safety Information





Pedestrian Safety Tips to Revise with Your Child

Be alert. Everything else on the road is bigger and moving faster than you are - from skateboards to bicycles to cars.

Don't assume drivers have seen you! Make eye contact - especially at intersections and driveways. Obey adult crossing guards or the traffic police.

Be predictable. Do not jump off the curb for a fast start or make other sudden moves that place you in the path of oncoming traffic. Wait your turn at traffic lights.

Cross at Stop signs, traffic lights or pedestrian crossings. Although you generally have the right of way at intersections, use caution and look both ways. If you cross between intersections or outside designated crosswalks, you must yield to motorists. Cross at the manned designated area when leaving the school.

When a red pedestrian traffic signal appears, DO NOT start to cross an intersection. Wait for the next green light before walking.

Traffic Flow

Please help to keep SCBC a safe place for all students and their families by adhering to the College's car park safety regulations. Drivers in the College car park must always:

- Drive carefully and slowly.
- Obey the directions of the crossing attendant.
- Park in the designated areas if they are walking children to or from the College grounds.
- Be courteous to other drivers and pedestrians.

A photograph of three young children, two girls and one boy, sitting on the ground and stacking smooth, rounded stones. They are wearing school uniforms consisting of blue and dark blue tracksuits. The child in the center is a girl with dark, curly hair, looking down at the stones. The girl on the left has light brown hair in pigtails and is looking towards the center. The boy on the right has blonde hair and is also looking down. They are in an outdoor setting with dry grass and a log in the background. A blue banner with white text is overlaid on the middle of the image.

Student Services & Illness



Illness & Preventative Medication

Please remember that if your child is sent to School when they are unwell, this directly impacts other families and teaching staff. The following illnesses require exclusion from school:

Chicken Pox, Head Lice, Conjunctivitis, Vomiting, Diarrhoea, Influenza, Impetigo, Ringworm, Slap Cheek, Measles and Mumps, Hand, Foot & Mouth, or Fever.

Parents of children who are on any other regular preventative medicine need to discuss the management of their child's needs with the class teacher and Student Services.

Parents can pre-consent to medication by going into Student Services and completing a long-term or short-term consent form.

Management plans are drawn up in Student Services for students with serious allergies or illnesses, in consultation with parents and guardians. If you feel this is necessary in your child's case, please contact Student Services regarding requirements for an Action Plan to be drawn up.

In accordance with College Policy, teaching staff are not able to administer medication. Medicine should only be administered at the College via Student Services (Room G8).

All Kindergarten and Pre-Primary emergency medication are given to Student Services, then packaged with all the required information and then kept in the student's classroom.

Asthma

Parents of children who suffer from asthma will be given an 'Asthma Management' form at the beginning of each year. It is required that this form be signed by the child's Doctor and returned to Student Services (Room G8).

Parents are requested to sign a long-term medication form when providing the school with Ventolin. Students are not permitted to carry any medication including Ventolin on them.

Head Lice Screening

Periodic checks of students for head lice in the Primary School may occur when an outbreak is detected. All students in the class affected will be screened to prevent re-infestation. Consent for such checks is given by parents at enrolment.

If your child has head lice, they are asked to stay at home until they are cleared from all live lice. Please visit healthywa.wa.gov.au to find more information on effective ways to treat head lice.



Absences



All students are expected to attend school regularly and punctually. Excessive absence affects learning progress, relationships with peers and general attitude towards schooling. Rates of attendance and punctuality are noted in Semester Reports.

Students are discouraged from missing school for reasons other than illness or emergencies. It is important to understand that there is a strong relationship between attendance and learning and that missed classroom teaching and learning activities can never be entirely replaced. Attitudes regarding the value of education and the importance of study, are shaped by parental decisions and priorities regarding school attendance.

To comply with College Policy, all absences should be logged through the 'Compass' App or logging into SCBC-Compass website. The College is regularly audited in relation to student attendance.

Late Arrival

Primary Students who are not outside their classroom by 8:35 am on set learning days must report to College front reception where they must 'sign in' prior to going to their classroom. Students then hand the 'ticket' to the teacher. It is the parent/guardian's responsibility to ensure this takes place. If a child is not 'signed in' it may cause the child to be incorrectly marked as absent for the day.

Absences other than Illness or Unavoidable Absences

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. All absences should be logged through the Compass App. or SCBC Compass website.

Due to duty of care, parents or guardians are responsible for collecting primary aged students from the classroom. The parents or guardians collecting the student must report to College front reception, where they will be guided to 'sign out' the student, and 'sign in' when arriving back at the College (if appropriate). The slip must be shown to the classroom teacher, then handed in to the front reception upon departure.

Extended student absence during school terms

From time to time, an extended leave of absence from school is sought by parents for their child/children. If you are intending to take a leave of absence of three or more school days, we ask that you log an attendance note on the 'Compass' App and select vacation as the reason for absence. All notifications of planned vacation leave should be submitted/logged at least two weeks in advance, where possible.

Please note: If a student is absent from school on vacation leave, the classroom teacher may require the student to catch up on work missed.



Uniform

Kindy to Year 2

South Coast Baptist College has an established Uniform Policy that states that all students who attend the College are required to wear the College uniform. A uniform contributes to:

- The fostering and enhancement of the public image of the College.
- Improving morale and pride in the College.
- Ensuring students are safely dressed for all College activities.
- Encouraging equity among students, reducing rivalry.
- Identifying non-College children on campus.

All children are required to wear College uniform in a manner that is a credit to the student and the College. Kindergarten to Year 2 students wear the SCBC College Sports uniform each day. Please refer to the College Uniform Booklet (available online and in hardcopy) or contact the College Uniform Shop if you have any queries.

Non Uniform Items

- SCBC Library Bag
- Clear Zip Folio
- SCBC College Backpack - Small
- Gum Boots/Raincoat - Term 2 & 3
- SCBC Duffle Bag

Hair

The general rule is that all students' hair should be neat and tidy. No extremes of hairstyle are permitted. No 'Mohawks', tracks or cut lines are allowed. Girls and boys' hair that is shoulder length or longer, must be tied up at the back of the head with black hair ties or navy 'Alice' bands, ribbons or scrunchies. Hairclips, slides or combs must be black or brown. Small silver clips are permitted (hair must be kept out of the student's eyes at the front). Extreme variations in hair colour and style are not permitted.

Jewellery

- Students are permitted to wear one pair of plain studs or sleepers in their ears (one in each ear lobe). **Studs may be gold or silver or have a small, coloured stone.*
- Students are permitted to wear a wristwatch. A Medic Alert bracelet or Medic Alert necklace can be worn if applicable. Smart watches must be turned off.
- No other jewellery of any description is permitted.

Footwear

Students are to wear predominantly white, black or a combination of black and white sports shoes. In Pre-Primary and Kindergarten, Velcro sport shoes are recommended with College sport socks (Skate shoes, Dunlop volleys, gym boots and retro basketball shoes are not permitted.) Kindergarten and Pre-Primary may sometimes play without shoes at outdoor activity sessions, weather permitting. If parents prefer their child to wear shoes for general play, verbally informing the classroom teacher will allow the child to wear shoes for this activity. Shoes will be worn on extremely hot or cold and/or on wet days.

Footwear will also be worn when moving around the College. The classroom teacher will decide whether footwear is worn in the classroom based on the activity/ learning time which is taking place.

Hats

A 'Wear a hat to play' policy is implemented throughout the years in the Primary School, including the Kindergarten and Pre-Primary areas. Students who are not wearing a hat during break times will be required to remain on the veranda or shaded areas. Students in Kindergarten to Year 2 must wear the SCBC Hybrid Hat. SCBC Caps are not permitted for Kindergarten to Year 2 Students.

Uniform Shop

All items of the College Uniform are available from the College Uniform Shop, except for raincoats and footwear. Please check the College website for opening days and times. You can contact the Uniform Shop on 9540 4430 or uniformshop@scbc.wa.edu.au



Houses/Factions

Students are divided into six Houses. Each of our six Houses has two Year 6 House Captains, one boy and one girl.

Pre-Primary to Year 6 Students wear their College House coloured polo shirt on a designated day each term (once a week). This day may change across the academic year. The House polo shirt is also to be worn at College House Swimming Carnivals, House Cross Country Carnivals and House Athletics Carnivals.

Our six houses acknowledge the pioneering vision of six founding families who wanted a Christ-centred education for their children and who financially established the College.



Bassett
Boodalang

Reverend Gordon Bassett was the senior Pastor of Rockingham Baptist Church. He supported the vision and led the Feasibility Committee for the establishment of the College.



Ridley
Djidi-Djidi

Keith Ridley was an elder of the church when the College was first established and later became the College Principal.



Clow
Widi

The Clow family voted for the initial decision to proceed with the College and Peter Clow was heavily involved in the fundraising to secure the land on which the College now stands. Peter Clow also freely gave his labour to maintain the College property.



Robinson
Koolbardi

Clynton Robinson was a key member of the College Feasibility Committee, and his brother Ashbee Robinson was the inaugural Chairman of the School Board.



Creelman
Yaakin

Andrew Creelman was the foundation Principal. He donated financially to the College to ensure staff would be paid for a short period of time before government funding and fees commenced.



Trimble
Kwilena

Dennis Trimble was a Church elder, key member of the Feasibility Committee and served as a College Chairman for many years. Penelope Trimble, who donated a year's income for the establishment of the College, was Administrator/Bursar from 1986 until 2004.

CONTACT

Primary Administration

 9540 4422  primary@scbc.wa.edu.au

Accounts

 9540 4407  fees@scbc.wa.edu.au

Canteen

 9540 4431  canteen@scbc.wa.edu.au


College Reception

 9540 4400  reception@scbc.wa.edu.au

Primary Enrolments

 9540 4401  enrolmentsprimary@scbc.wa.edu.au

SCBC Childcare Centre

 9540 4444  childcare@scbc.wa.edu.au

Uniform Shop

 9540 4430  uniformshop@scbc.wa.edu.au



**SOUTH COAST
BAPTIST COLLEGE**

Thy Kingdom Come