



SOUTH COAST
BAPTIST COLLEGE
Thy Kingdom Come

Parent Handbook

YEAR 3 - YEAR 6





WELCOME

Welcome to South Coast Baptist College. We are delighted to have your children join us in our Year 3 to 6 classes. Our Primary School is comprised of a community of dedicated and professional staff who are committed to working with you to create an exciting, nurturing, and positive learning environment for your child.

The Primary School at South Coast Baptist College provides a structured and supportive academic and co-curricular program that enables students to explore and develop their unique skills, interests, and strengths. The Primary School has 25 general teaching classrooms from Kindergarten to Year 6 with the total student numbers across these year groups of 680 students. Staff in the Primary School diligently plan and implement programs that focus on character development, differentiation, and critical and creative thinking. We actively encourage academic performance from our students to meet the West Australian Curriculum requirements.

The Primary classrooms are an ideal environment for your children to learn and grow. Our College is guided by our core value statement, to develop students who show "Courage in Wisdom and Hope in Love." We strive to instil these values as character competencies in our students from Year 3 to Year 6 and beyond.

Our aim is to nurture thinkers, scholars, leaders, and team players who are not only skilled but also passionate about both their current and future pursuits. Primary School staff believe that by building a solid foundation on our College Values, our students will be equipped to reach for their purpose with confidence and determination. We are committed to fostering an environment where every child can grow into a well-rounded, capable, and compassionate person, ready to make a positive impact in the world.

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



Parent Information



Parent Help

During the year there will be opportunities for parents to participate in College activities. Please note that there are specific guidelines regarding assistance and teaching staff do not delegate 'duty of care'.

Parents should contact their child's classroom teacher if they wish to assist with special projects, excursions, supporting the College with fundraising, book covering etc. Please 'sign in' when entering the College, at the front reception and ensure that you are always wearing a *Parent Helper* badge.

Parents are not permitted to travel on College transport, be out of 'line-of-sight' of College staff or to be in charge of groups or individual children on College excursions and activities.

Each year teachers select a Class Connect Parent. This role is designed to encourage parental involvement, support the teacher and care for other families in the class.

Your presence, time, and energy with the participation of others, will enable us to advance the quality of our education programs.

Parent/Teacher Contact, Interviews and Conferences

Teacher contact may take place in any of the following forms:

- A class meeting at the beginning of the year (where individual appointments can also be made)

- Informal contact after school at a mutually convenient time for the teacher and parent.
- A mutually convenient meeting time, made by a parent, guardian, or teacher via the College office.
- Parent/teacher conferences during Term 3.
- An email, letter or note.
- A telephone conversation.

Parent/Teacher conferences outlining student academic progress, personal and social interaction and work habits are scheduled in Term 3 of each year.

Teaching staff should not be approached by parents to discuss student needs after the morning bell at 8:35am, unless a mutually convenient appointment has already been agreed upon. Teachers have a duty of care to all students in their class during school hours.

Classroom Information Meetings

Classroom meetings for Years 3 to 6 are scheduled by classroom teachers in February each year. Parents will be informed when this meeting is scheduled.

The purpose of the classroom meeting is to inform parents of general classroom management practices, learning expectations, parental responsibilities i.e., home reading, homework, conference/interview formats, specialist classes etc. Individual appointments to further discuss your child's specific needs can be arranged with your child's teacher.



Technology

Classes have access to Chromebook trolleys for use in the classroom. A purpose-built Primary Digital Technology Room is used for teaching Digital Technologies (e.g. Coding, Robotics, 3D Printing, Minecraft Education, Stop Motion Animation etc.).

Homework

Homework is a valuable part of the curriculum. It may consist of unfinished class work, home revision tasks 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.

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:

- 20 minutes per day* (3 days) for Year 3 to Year 5 students
- 30 minutes per day* (3 days) for Year 6 students

Year 3 parents are encouraged to be actively involved in their child's homework. Students in Years 4, 5 and 6 will often benefit most when they take ownership of their own work and complete as much as possible on their own under parental supervision.

Homework is not issued to Primary School Students over school holiday breaks.

**Reading is not included in homework times. Reading with and listening to your child read is encouraged on a nightly basis.*

Failure to Complete Homework

A note of explanation from a parent for incomplete homework is required. Regular completion of homework is expected from all students to revise content covered in class. Homework should not be excessive. If you feel homework is excessive for your child, please talk to your child's classroom teacher. Behaviour Notifications are not issued for homework related matters.

Library

The College Library endeavours to provide students with suitable resources that will meet the educational and personal needs and interests of students as well as providing the professional needs of the staff. Library materials are selected on relevancy to the curriculum, age appropriateness, moral and social significance. Parents are advised to review books with their child to determine the overall suitability of the text for their child.

A range of Library books are colour-coded for use in the Primary School, through the Accelerated Reader program.



Literacy

Literacy is an essential skill that builds a strong foundation for success in all learning areas. As they engage with the Western Australian Curriculum, “students become literate by developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating” (School Curriculum and Standards Authority, 2014). Literacy in Years 3 to 6 involves students listening to, reading, viewing, speaking, writing, and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Suggested strategies for developing literacy skills

- Allow for a special and regular time to read to/with your child as well as encouraging them to spend time reading independently. Make reading time an enjoyable activity, in a safe and secure environment.
- Encourage your child to borrow books from the College Library as well as the local Public Library.
- Talk about the different purposes for reading books like picture books, novels, newspapers, recipe books, online books etc.
- Encourage your child to talk about characters and events in the book, before and after reading.
- Ask your child to think of possible alternative beginnings and endings for stories read and heard.
- Encourage family members to be involved in conversations, possibly around the dinner table. Try to ensure this is dedicated talking and listening time.
- Help your child to think through and discuss ideas in order to develop their thought process.
- Ask your child for their opinion. Encourage them to explain their ideas in detail.

- Ask other family members to give their ideas, opinions, and reasons why. Show that it is acceptable to have different views or opinions.
- Encourage thinking about exciting and ambitious vocabulary that your child might like to use to make their writing more interesting and descriptive.

Physical Education & Sports Specialisation

Physical education plays an integral role in our curriculum as we recognise its significant impact on the physical and mental well-being of our students. South Coast Baptist College provides opportunities for students to engage in sports activities both within our school and at an interschool level. For students who excel in Years 3 - 6, we offer the chance to represent the college in various events organised by the Catholic Primary Schools Sports Association (CPSSA) against local private schools. Throughout the year, students are fully immersed in skill-based development across a diverse range of sports, including specialised sports such as gymnastics, athletics, basketball, and football (soccer).

To ensure a safe and effective physical education program, we expect all students to wear the correct sports uniform for every physical education lesson. In addition, students can only be excused from weekly physical education and sports specialisation lessons with a note from their parents or guardians for genuine physical concerns. It is important to note that if students do not have a hat for physical education lessons, they will receive a uniform notification and miss a portion of the lesson.



Care of College Property

Students are expected to exercise responsible care in the use of College property (including other students' uniform items); this also includes textbooks, desks, chairs, equipment, College grounds, and College buildings. A student's parents will be held financially responsible for the overt destruction of student uniforms and/or College property. Students are expected to place all litter in the bins provided. Classrooms should be left in a neat and orderly condition at break times and at the conclusion of the day.

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, activity days, assemblies, excursions, via our College Behaviour Management 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 (Student Wellbeing), the Head of the Primary School, Psychologists, Councillors, Chaplains, and other support services.

Chaplains

The Primary School Chaplains 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 special assemblies, sports carnivals, school camps and often catch up with students during break times across the year.

Textbooks & Stationery

In Primary, all textbooks and student stationery supplies are ordered during the fourth term of the preceding year by the College, and then distributed to students during the first week of school by their classroom teacher. Stationery for Primary students is included in College fees.

This method of bulk buying of classroom equipment represents a saving for parents, both financially and in the time that it takes to organise the purchase of these items through external providers.



Primary Choirs & Musical

Choir is compulsory for all Year 4 students at the College and takes place once a week during the school day. The Year 4 Choir performs at the Primary School Musical.

Years 5 & 6 students interested in character roles in the Primary School Musical are chosen via auditions. Rehearsals occur once a week during school hours, and will require some additional out-of-school hours commitment.

Individual Music Tuition

Private Music Tuition is offered to students throughout the College in the form of weekly group and individual lessons for a duration of 30 minutes. Instruments offered for tuition include guitar, piano, vocals, ukulele, and drums. Ukulele tuition is offered as group tuition to students in Years 4 to 6. Information regarding the College's Music Tuition Program is available on the College website (Parents Area) or by emailing music@scbc.wa.edu.au.

Canteen

The College canteen is open 5 days a week. Lunch orders can be ordered online by downloading the 'Spriggy App.' www.spriggyshschools.com.au , or at the canteen window first thing each morning. Our canteen has EFTPOS facilities.

Daily Crunch & Sip

Each class has a set afternoon break 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.

Drinks in the Classroom

In order to stay hydrated Primary students are encouraged to bring a named water bottle to class to have a drink whenever necessary, as permitted by the classroom teacher.

Birthdays

Birthdays in our Primary School are viewed as being special events. If you choose to send a birthday treat to your child's classroom, please provide enough for each child in the class. If birthday treats are being sent to class, please discuss choices with the classroom teacher regarding suitability and possible student allergies.

Please refrain from handing out 'party bags' to students in your child's class due to the risk of potential allergens. These should be handed to the classroom teacher or directly to parents.

Snacks & Lunches

It is recommended that all food items sent to school for recess and lunch are both balanced and nutritious.



Toys

Toys brought to school can cause negative peer pressure, inappropriate play and can be accidentally damaged. Therefore, please do not allow your child to bring toys to school. An exception to this is for 'news' items. They should be brought to the attention of the classroom teacher for the routine specific to the class. No responsibility will be taken for toys that are lost or broken at school.

Lost & Found

The best way to ensure the return of your child's belongings is to name all items of clothing, books, stationery etc. Unclaimed items of uniform are located at the College Uniform Shop.

Pets

The College is not a place to bring pets, including dogs and cats. Pets are not to be brought onto the College Campus.

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 Deputy Head of Primary.
- Thirdly, 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 fourth 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 complaint-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.



Year 5 Activity Day

All Year 5 students attend a two day activity experience as part of their yearly activities at a cost which is included in school fees. This event takes place on the dates indicated on the events calendar on our website. The location of this event is always within a two-hour drive from Perth.

Year 6 Activity Day

All Year 6 students attend a two day activity experience as part of their yearly activities at a cost which is included in school fees. This event takes place on the dates indicated on the events calendar on our website. The location of this event is always within a two-hour drive from Perth.

Incursions & Excursions

Every effort is made to enrich classroom learning and one way the College achieves this is through the scheduling of incursions and excursions periodically throughout the year (payment for these activities is included in the school fees). Notices of these activities will be sent home in advance by the classroom teacher, together with relevant parent information via email through the 'Compass' App. or website.

**Please Note: During excursions students in Years 3 to 6 are required to wear full formal school uniform unless otherwise specified by a staff member. Parents need to make their own way to and from excursions and are not able to travel on school buses or hired buses. Parents are also not allowed to be 'in-charge' of groups of students on excursions.*

Year 6 Primary Prefects

A student leadership group for the Primary school is selected from the Year 6 students at the College, through a student vote. A 'Head Boy' and 'Head Girl' are selected from the prefect body to represent the College at official events. Handover of prefect roles occurs in Term 4 of the preceding year. Year 5 & 6 students select the Primary School prefect body on an annual basis. Primary Staff may veto a selection if a student's behavioural standing or attitude does not warrant this role in Year 6, even if voted in by the students. Students who are placed on Level 3 or higher, on the Primary School Behaviour Management process in Years 4 to 6 are ineligible for student leadership roles.

Year 6 House Captains

Twelve Year 6 House Captains are chosen to represent each of our six Houses in the Primary School. These students assist with Primary School House-related events and activities. Students in these leadership roles are elected by their peers in Year 5 & 6 and their merit in selection is alike to the Primary Prefects.

A group of students in school uniforms are gathered around a table, with their hands placed flat on the surface. The students are wearing light blue short-sleeved shirts. Some are also wearing dark blue or black skirts or trousers with thin vertical stripes. The background is a plain, light-colored wall. The overall scene suggests a collaborative activity or a group discussion.

Uniform



Year 3 - 6

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. Year 3 to Year 6 students wear the SCBC College Formal Uniform three days per week and the SCBC College Sports Uniform, two days. Please refer to the College Uniform Booklet for a full list of uniform items (available online and in hardcopy) or contact the College Uniform Shop if you have any queries.

Required Additional Items

- SCBC Library Bag
- Clear Zip Folio
- SCBC College Backpack
- SCBC Duffle Bag

Footwear

It is expected that students will wear their shoes at all times unless otherwise directed by the teacher.

Formal

On formal uniform days, students are required to wear Black Lace-Up Leather Shoes.

Sports

When wearing the College Sports Uniform, students are to wear predominantly white, black or a combination of black and white sports shoes. Skate shoes, Dunlop volleys, gym boots and retro basketball shoes are not permitted.

Please refer to the College Uniform Booklet and Uniform Policy for further details and examples.

Hats

The College always encourages students to be sun-smart while outdoors. A 'Wear a hat to play' Policy is implemented across the year in the Primary School. The South Coast Baptist College hat is compulsory all year round.

In Years 3 - 6, students have the choice of wearing a College sports cap or continuing to wear the wide-brimmed Hybrid hat. Students who are not wearing a College hat during recess and lunchtime will be required to remain on the verandas or in the library.



Hair

Hair styles of all students should be clean and neatly groomed. 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. Hair dyes, tints and rinses where used, must be of one natural colour.

Girls' Dress Length

Girls' summer and winter dresses should be mid-knee length. Parents are asked to check their daughter's uniform and adjust the hemline when necessary.

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.*
- No other kinds of body piercings are permitted.
- Students are permitted to wear a wristwatch.
- A Medic Alert bracelet or Medic Alert necklace can be worn if applicable.
- Primary Students are permitted to wear Smart Watches only when there is no connectivity for calls or internet during school hours. On many devices this can be set by parents. Students are not permitted at any stage to communicate to parents or any other individual via their watch within school hours.
- No other jewellery of any description is permitted.

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.



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.



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



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.



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



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.



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.

Behaviour





Behaviour Management

South Coast Baptist College has set behavioural standards that are easy to understand and enforced both fairly and consistently. Our Behaviour Management Program endeavours to address causes, instil personal responsibility for improper behaviour and restore relationships. It is of utmost importance that parents support the teachers in matters of behaviour management, and it is equally important for teachers to keep parents informed of any problems.

Preventative

The College takes appropriate steps to encourage positive behaviour and limit behaviour concerns. This includes but isn't limited to:

- Promotion of school values through lessons, informal conversations, modelling and Student Focus Assemblies.
- Rewards and incentives for positive behaviour e.g. – house tickets.
- Teachers 'knowing' the students and identifying potential triggers.
- Making rules and expectations clear before an incident occurs.
- Providing an environment that encourages successful developmentally appropriate behaviour - builds resilience, supports self-regulation and social involvement.

Positive and Affirming

The College seeks to address issues and focus on positive solutions. Students are supported to manage their own behaviour and build self-regulation. They are encouraged to dwell on how they should behave rather than how they shouldn't behave. This is evident:

- Students are given an opportunity to reflect on more appropriate courses of action.

- Students are encouraged to develop pro-social choices and behaviour.
- Students are acknowledged for displaying attributes which lead to building resilience, peacemaking and social involvement.

Corrective

When an incident or problem occurs, the College seeks to identify the triggers and antecedents in order to help 'correct' and guide behaviour. The College also enforces developmentally appropriate consequences in this process. This is evident when:

- Students reflect on what went wrong and take personal responsibility for their part.
- Teachers assist students to identify an error in thinking or response.
- Teachers reiterate rules and provide an appropriate consequence to reinforce expectations according to the child's developmental ability.
- Students may be issued a Formal Behaviour Notification (BN). This must be signed by a Deputy or Head of Primary. Parents will be notified via Compass of the BN.

Restorative

When conflicts occur, the College seeks to restore relationships. While consequences may still be necessary, future health, safety and peace can depend on perpetrators acknowledging the impact of their actions and apologising. Victims are also encouraged to forgive. Through discussion, students agree to how they will relate to each other into the future. SCBC staff do not degrade students or use corporal punishment.



Growing together in Courage, Wisdom, Hope & Love

At South Coast Baptist College, we believe every child is special and created in God's image. We want our students to feel safe, respected, and supported as they learn, play, and grow together. Our Primary School Code of Conduct helps us understand how we can be our best self at school and beyond.

COURAGE

Being brave, standing up for others, and trying our best

- We are kind and include others, especially those who need a friend.
- We tell a teacher if someone is feeling unsafe or being treated unkindly.
- We are honest and truthful in both our words and actions.
- We try our best in learning, even when things are tricky.
- We take responsibility for our choices and learn from mistakes.
- We wear the College uniform correctly with pride and respect.

WISDOM

Making good choices and learning every day

- We arrive at school on time and are ready to learn.
- We ask questions and think carefully before we act.
- We listen and follow the teacher's instructions.
- We show respect to our teachers.
- We use devices and technology the right way at school.
- We stay in the right areas at school and follow playground rules.
- We respect the feelings of others and work together peacefully.

HOPE

Believing in ourselves and a bright future

- We believe God has a good plan for our lives.
- We work as a team and help each other.
- We are resilient even when things are difficult.
- We encourage and support our classmates.
- We make our school a happy and welcoming place where everyone feels that they belong.
- We do kind things for others to make the world better.

LOVE

Caring for others and our school community

- We are kind and respectful to everyone.
- We take care of our school, our belongings, and other people's things.
- We use gentle hands and kind words.
- We help other students and set a good example.
- We ask permission to use other people's belongings.
- We follow school rules in class, the playground, and online.
- We are proud to be part of South Coast Baptist College and represent our college well.

Being brave, standing up for others, and trying our best

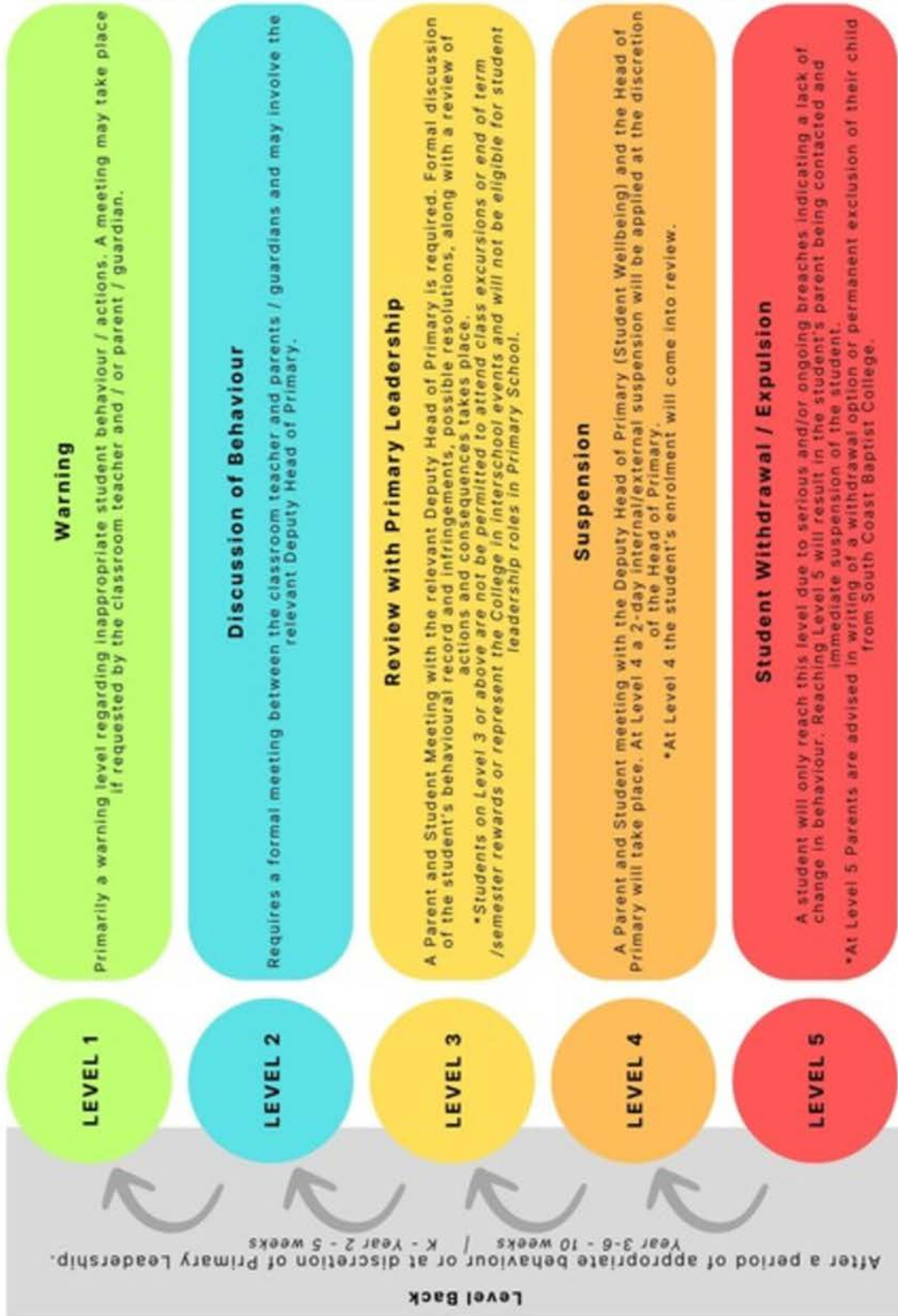
At South Coast Baptist, we uphold a Student Code of Conduct that prioritises safety, respect, and accountability. Breaches of this Code will be addressed in accordance with our Behaviour Management Policy. We are committed to restorative practices that support the well-being of our students and staff. It is essential for students to report any breaches to a teacher or senior staff member. In alignment with our Child Protection Policy, we have mandatory reporting obligations when there are reasonable grounds to suspect a child is at risk of harm. Our aim is to foster a safe and supportive learning environment for all.



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Primary School Behaviour Management System Level Progression Diagram

Generally, 3 Behaviour Notifications on Compass will precede student placement on a level, though serious matters may see student progression through several levels. Students may progress through more than one 'Level' if an offence is deemed serious according to the actions or outcomes of a behaviour displayed by a student.



Please note that this system is at the discretion of the College Principal, Head of Primary, and Deputy Heads of Primary and is based on the impact, willfulness, and warnings regarding the student's actions.

Bullying

Bullying may be physical or verbal and may involve indirect actions such as manipulating friendships or purposely excluding others from activities. It is important to note that it is not bullying when two students of roughly equal strength have a disagreement, fight or argument. According to a well-known researcher, one of the most important distinctions between bullying and normal childhood behaviour has to do with duration, power, and intent to harm.

Bullying can include any of the following constant actions:

- Being called names
- Being teased
- Being repeatedly targeted, pushed or pulled about
- Being hit or attacked
- Having a school bag or other possessions taken and thrown around
- Having rude gestures made at a student or group
- Having rumours spread about a student or group
- Being constantly ignored and left out
- Being forced to hand over money or possessions
- Being attacked because of one's physical appearance, beliefs, race, cultural background
- Ongoing personal attack via email, messaging, or social media

We do not condone bullying behaviour as being 'just part of children growing up' or have the attitude that 'children will be children' because this form of anti-social behaviour can have a profound and long-range effect on a child's life. Bullying will not be tolerated, and immediate consequences will be enacted upon students involved in such anti-social behaviour.

Please note that effective anti-bullying intervention at The College requires the participation and commitment of students, parents, and staff.

Responsibilities of Staff

- Dedicate regular staff meeting time and professional development opportunities aimed at improving staff awareness, including the most recent initiatives and research.
- Ensure year group social skills training in which the skills of helping, communication and empathy for others are covered.

- Opportunities for students to learn conflict resolution skills and ways to act assertively rather than aggressively.
- Express strong disapproval of bullying when it occurs or comes up in conversations with students.
- Arrange counselling and systematic aggression interventions for students who exhibit bullying behaviour.
- Provide support and encouragement to victims.
- Give bystanders a structure within which to offer help in bullying situations.
- Help vulnerable students to make friends.
- Keep a record of bullying incidents on the school database.

Responsibilities of Parents

- Listen to your child when they talk about bullying.
- Initiate conversations with your child about bullying.
- Become familiar with and support the College's Intervention Program.
- If you suspect your child is being bullied inform the classroom teacher, the Head of the Primary School, a Deputy Head of Primary or other relevant staff member who can help with the situation.
- Reinforce your child's positive behaviour patterns and model appropriate interpersonal interactions that do not include bullying or aggression.
- Provide positive feedback to your child for appropriate social behaviours.
- Encourage your child to tell their teacher if they feel they are being bullied.

Responsibilities of Students

- Tell if you are being bullied or if you know of another student who is being bullied.
- Learn how you can help in a bullying situation.
- Use positive intervention in situations where bullying is occurring.
- Speak out against bullying actions.



Curriculum and Reporting



The Western Australian Curriculum

The Western Australian Curriculum is a learning entitlement for each Australian student. It provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs, abilities, backgrounds, and interests of students will vary, and that schools and teachers will plan teaching and learning experiences using the curriculum in ways that respond to the needs and interests of students. The Western Australian Curriculum acknowledges the changing ways in which young people learn, and the challenges that will shape their learning in the future.

The Western Australian Curriculum includes a focus on the general capabilities of Literacy, Numeracy, Information and Communication Technologies (ICT), Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding. It also emphasises three cross-curriculum priorities. These priorities provide dimensions that will enrich the curriculum through the development of considered and focused content that fits naturally within the learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Island histories and cultures, Australia's engagement with Asia and sustainability. The Western Australian Curriculum sets out what all young people should be taught through descriptors of set content and the learning levels

expected through year-level achievement standards. Parents can view the Pre-Primary to Year 10 Western Australian Curriculum outline at <http://k10outline.scsa.wa.edu.au>.

Students in Years 1 to 6 engage in the following curriculum areas; English, Mathematics, Digital and Design Technologies, Science, Health, History, Geography, Civics & Citizenship (Years 3 to 6), Economics and Business (Years 5 & 6), LOTE, Art, Music, Health and Physical Education, and Bible and Christian Studies.

Assessment & Reporting

Assessment is a continually ongoing process in the Primary School. Teachers ensure that all assessment tasks are explicit, comprehensive, fair, and student-oriented. Every effort is also made to ensure that assessments contribute to the teacher's planning and the student's learning. Teachers may draw from any of the following assessment methods or tools:

- Teacher observation
- Oral reports
- Written reports
- Annotated work samples
- Tests and quizzes
- Anecdotal notes & checklists
- Homework
- Self & peer evaluation
- Conversations or interview with a student
- Rubrics
- Photographs/video
- Standardised tests
- National Testing (NAPLAN – Years 3 & 5)

Standardised Testing

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:

Years 3, 4, 5 & 6

- NAPLAN - (Years 3 & 5 only)
- PAT Maths
- PAT Reading
- PAT Spelling (4 to 6)
- Dibles Reading Fluency
- STAR Reading test
- PAT eWrite (5 & 6).

NAPLAN

Online National Testing is undertaken by students in Years 3, 5, 7 and 9 in schools across Australia with the tests taken on set dates in March (Term 1). Students have their skills assessed online in Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar), and Numeracy.

Parents and guardians can best assist their children by making them feel comfortable about the nature and purpose of the tests. Assessments will provide students with an opportunity to show what they have learned in class.

Test results also provide useful information for teachers and parents. Results help inform teachers in their ongoing efforts to address the literacy and numeracy needs of our students.

Previous year's school results are available on the ACARA 'My School' website and are also available via the College's Annual Report.

Reporting

The purpose of reporting a student's performance is to provide both parents and students with specific and targeted information about their academic progress. This process also provides teachers with the opportunity to notify parents about a student's achievements, effort, attitude, and classroom behaviour. Formal reports are provided to parents at Mid-Year (end of Term 2) and at the end of year. Primary school reports are based upon the Achievement Standards of the Western Australian Curriculum across all learning areas.

Academic Achievement & Excellence Awards

Mid Term 4 Academic Achievement Awards and Academic Excellence Awards are presented at an Academic Assembly to students who have achieved high results in the core learning areas of Mathematics and English, and who are setting examples for their peer group to strive to achieve. The criteria for a student in Years 4, 5 and 6 to receive one of these awards are:

Academic Achievement Award: Maintaining a B grade or higher in both Mathematics and English across Semester 2 report of the previous year and continuing this level of grades for the Semester 1 report for the current academic year.

Academic Excellence Award: Maintaining an A grade in both Mathematics and English across Semester 2 reports of the previous year and continuing this level of grades for the Semester 1 report for the current academic year.

Other awards presented at the Academic Assembly include Year 6 Citizenship, School Spirit, Christian Character, Sports, and Leadership Awards.



Learning Support

In the Primary School a strong emphasis is placed on the development of both Literacy and Numeracy skills within broad and stimulating classroom programs that provide a wide range of learning opportunities for all students. We believe all students can achieve their potential in a positive, challenging educational environment that targets their interests, channels their energies, develops their abilities, and allows learning to take place at a student's own developmental rate.

Students' academic needs vary widely and teachers at South Coast Baptist College are committed to meeting the needs of all students, including those who may be 'at risk' academically, by providing differentiation within the classrooms.

The teacher may need to adjust the student's program, adapt classroom procedures, and decide whether to seek further advice.

South Coast Baptist College aims to provide programs and services that encourage students with disabilities, or specific learning needs, to participate in curriculum activities to their full potential. Where possible we also aim to provide professional development for teachers to gain the skills necessary for teaching students with special needs. Curriculum Adjustment Plans (CAPs) for 'at risk' students and those with a disability, are written by the classroom teacher in consultation with parents and relevant specialists.

To help support our students and families at South Coast Baptist College we have Speech Pathologists, Occupational Therapists, and a Psychologist available on school grounds. The cost of accessing these services is discussed by the relevant professional with the parent. Parents are also able to access the services of external providers if they prefer.

Please contact your child's classroom teachers or
3-6 Primary Handbook

Primary School Deputies (Room G6) should further information be required or if you have any concerns for your child.

Academic Extension and Enrichment

The Primary School Extension and Enrichment Program is designed to provide targeted learning opportunities beyond the standard classroom curriculum for students in Years 4 to 6. The program has two distinct but complementary components: Extension and Enrichment.

Extension focuses on advancing students' skills in core academic areas by providing greater depth and challenge. Currently, this includes small-group programs in Mathematics, Reading and Writing, where students work at a level beyond their year group, developing higher-order thinking and problem-solving skills.

Enrichment, on the other hand, broadens students' learning by engaging them in creative, inquiry-based experiences across subjects such as Science, History, Financial Literacy, Public Speaking and Bible. These sessions aim to spark curiosity, encourage exploration, and build real-world connections.

Selected students are collected from their classrooms and meet together in a designated classroom on-site to participate in these specialised sessions, which are conducted in small groups by the school's Extension and Enrichment Coordinator.

The program is designed to support and extend students' unique gifts and talents while fostering confidence, leadership, and a love for learning.

Curriculum and Reporting



Handwriting

South Coast Baptist College Primary Students use the New South Wales Font for any written work. Please encourage your child to use 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

A photograph of two young boys in school uniforms. The boy on the left is standing and smiling, looking down at the other boy. The boy on the right is seen from the side, looking up at the first boy. They are outdoors, with a wooden structure and trees in the background. A blue banner with white text is overlaid on the image.

Student Services & Illness



Illness & Medication

For the welfare of your child and others in the school, all students who are running a fever, or are too ill to participate fully in classroom activities should be kept at home. The following illnesses require exclusion from school:

Chicken Pox, Head Lice, Conjunctivitis, Vomiting, Diarrhoea, Influenza, Impetigo, Ringworm, Slap Cheek, Measles, 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.

Action Plans for anaphylaxis, allergies, and asthma can be obtained in Student Services for a doctor to complete annually. If your child has a chronic condition requiring a school-managed plan, please speak with Student Services.

When a child in Primary becomes ill and is unable to stay in the classroom during a school day, they will be allowed to rest comfortably in Student Services until a parent is contacted and arrangements made for the student to be collected from the College.

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).

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

Please remember in consideration of your child, other children, and staff that the best place for children who are unwell is at home.

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 reinfestation. 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.

Allergies

The Primary School advocates an approach of allergen minimisation to optimise the care of all students. We would ask that all parents minimise potential allergens by avoiding including items in their child's lunchbox or bag that may cause other children to have an allergic reaction.

A group of four children, three boys and one girl, are smiling and posing outdoors. They are wearing school uniforms consisting of light blue checkered shirts and dark blue hats. The girl in the foreground is wearing a solid blue polo shirt. The background is a blurred green and yellow foliage, suggesting a park or schoolyard setting. A blue banner with the word "Attendance" is overlaid on the left side of the image.

Attendance



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 must be logged through Compass. The College is regularly audited in relation to student attendance.

Late Arrival

Primary Students who are not outside their classroom by 8:35am 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. All absences must be logged through Compass.

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.

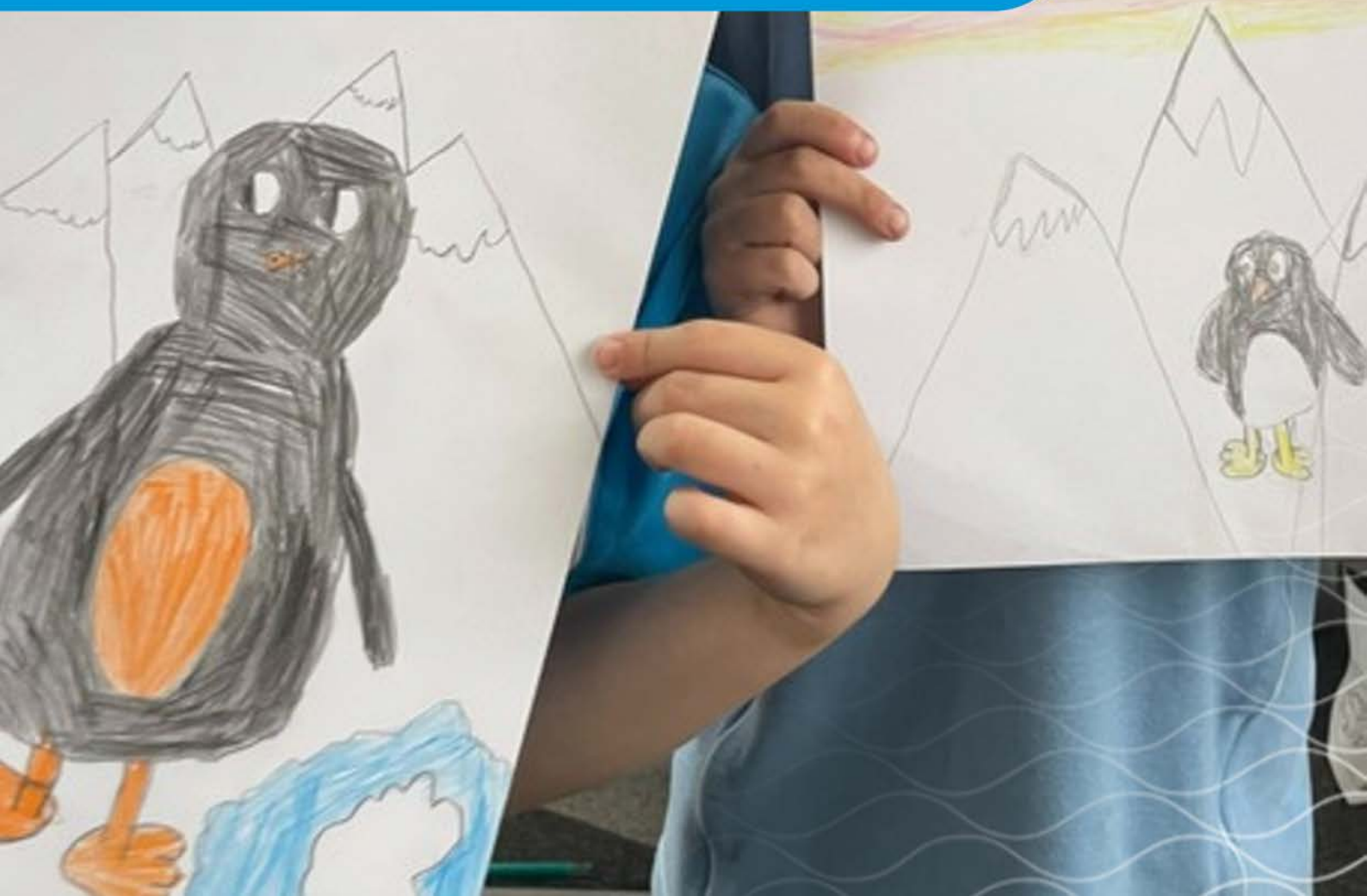
Extended student absence during school terms

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 Compass 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.



Safety Information





Bicycle/ Scooter Safety

Cyclists on public streets have the same rights and responsibilities as motorcar drivers and are subject to the same rules and regulations as any other vehicle on the road.

All students who ride a bicycle/scooter to school must:

- secure the bicycle/scooter in the racks located between Rooms Z4 and Z5. During school days, the bike gate is open from 7.20am – 9am and 3.00pm – 5.30pm.
- wear a helmet and buckle it every time it is worn.
- ride with the traffic flow.
- ride in a straight line and single file.
- stop at stop signs and red lights.
- use a light, reflectors, and reflective clothing during darkness.
- ride to the left if moving more slowly than other traffic, unless turning right, passing another bicycle or vehicle, or avoiding hazards.
- keep a safe distance from parked cars and watch for car doors that may open.
- use proper hand signals when turning, stopping or changing lanes.
- use extra caution when it is raining and allow extra time to stop.
- dismount and walk their bike/scooter when using a pedestrian crossing.
- dismount and walk their bicycle/scooter through the College car park and on the College premises.
- not wear headphones whilst riding.
- keep their bike/scooter properly maintained so it is safe.
- be alert for road hazards.
- watch for cars at crossroads and driveways.
- obey all traffic signals.
- give pedestrians the right of way.
- ride on a bike path when possible.

Pedestrian Safety

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 on coming 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.

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

Please use the assigned crossing area on Gngara Drive under the direction of the crossing guard.

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.

THE LORD'S PRAYER

Our Father in heaven,
Hallowed be your name,

Your kingdom come,
Your will be done,
On earth as it is in heaven.

Give us today our daily bread.
And forgive us our sins,
As we forgive those who sin against us.
Lead us not into temptation,
But deliver us from evil.

For the kingdom, the power
And the glory are yours,
Now and forever

Amen.

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

Uniform Shop



9540 4430



uniformshop@scbc.wa.edu.au



**SOUTH COAST
BAPTIST COLLEGE**

Thy Kingdom Come