

# South Coast Baptist College

ANNUAL REPORT

2022



**SOUTH COAST**  
BAPTIST COLLEGE

## **Mission**

Rigorous Minds | Compassionate Hearts

## **Vision**

SCBC is a thriving Christian Community that inspires learning as a means of transforming and empowering lives.

## **Values**

Love, Hope, Wisdom, and Grit

## **Heritage**

The College held its first academic year in 1985, under the original name of Maranatha Christian College. The ambitious initiative got off the ground through the leadership and support of Rockingham Baptist Church. The original vision was to provide Christ-centered education to families in the Rockingham region, and this still forms the foundation of our vision today.

SCBC is aligned with the Baptist denomination, which believes in one true God: The Father, the Son, and the Holy Spirit. The teachings of the Scriptures of the Old and New Testaments form the doctrinal base. Families do not need to have a Christian faith to attend the College, but must be supportive of the Christian ethos of the school.

In 2012, the College was rebranded to reflect the growth of the College, and its current name launched. Steady growth has meant the College has become better resourced and positioned to help our students thrive. This includes becoming internationally competitive in Physics, our highly successful football programme, and current \$45m redevelopment plan (15-20 year project).

Graduates are encouraged to stay connected to the College and the friends they have made while studying here. We are now at an exciting stage where we are seeing our graduates send their own children through the school, trusting us to provide the same positive school experience they fondly remember.

## **Affiliations**

South Coast Baptist College is part of the Independent School Sector offering education from Kindy to Year 12. It is affiliated with the following bodies:

- Australian Independent Schools of Western Australia (AISWA)
- Baptist Schools in Western Australia (BSWA)
- Christian Schools Association (CSA)
- Association of Heads of Independent Schools of Australia (AHISA)
- Baptist Union of Western Australia (BUWA)
- Rockingham Kwinana Chamber of Commerce (RKCC)
- Kwinana Industries Council (KIC)
- Rockingham Education & Training Advisory Committee (RETAC)
- Christian Ministries Australia (CMA)
- Australian Institute of Company Directors (AICD)
- Independent Primary Heads of Western Australia (IPSHA)
- Australian Primary Principal's Association (APPA)

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# Principal's Message

**All staff** at SCBC are **creating a thriving Christian community that inspires learning, as a means of transforming and empowering lives.**

Our **mission is driven from love**; for God and humanity. SCBC's educational direction and guidance draws upon **international best practice** in both school **effectiveness** and school **improvement**. We are both guided by research and maintain an active appetite to explore **innovative ideas** that could value-add to our student's **educational success**.

You can expect from us:

**High Expectations** – for all of our students.

**Explicit teaching** – teachers design and deliver lessons that are intentionally pinpoint with both understandings and information. This includes play-based learning in early years education.

**Effective Feedback** – students and parents can expect feedback that directly relates to actual achievement.

**Data informs practice** – we draw up data to strengthen the likelihood of student success.

**Classroom Management** – students can expect teachers to major on the basics; being clear about learning objectives, clarifying what success 'looks like' for each lesson and learning experience, then attentively evaluating what students have understood.

**Wellbeing** – wellbeing is directly linked to achievement. Wellbeing is optimal health; spiritual, mental, emotional, social, and physical. We make decisions to inside the classroom and outside the classroom to help facilitate optimal health for individuals and groups of students. SCBC wants students to feel good and function well.

**Collaboration** – We are preparing children to be part of the global community. Robots are good at automation. Humans are experts in being innovative and enterprising. We are educating children to gain satisfaction from working to their strengths. Having emotional intelligence to collaborate is considered essential, and is a high priority in all activities at SCBC.

The Bible reminds us to: *'Never be lacking in zeal, but keep spiritual fervour [great warmth and earnestness], serving the Lord.'* (Romans 12:11)

We love helping students flourish at SCBC.



**Anthony Moses**  
**Acting Principal**

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

# Enrolments

## SOUTH COAST BAPTIST COLLEGE - WAIKIKI Semester 2, 2022

FULL-TIME PRIMARY SECONDARY STUDENTS (PART A)									
Education Level	Overseas Full Fee Paying			Dependents of FFOS Commonwealth Scholarship Holder			Other Temporary Residents not on International Secondary Exchange		
	Male	Female	Other	Male	Female	Other	Male	Female	Other
Pre-Kindy									
Kindergarten							1		
Pre-Primary							1	1	
Year 1							5	3	
Year 2							3	2	
Year 3							4	4	
Year 4							7	2	
Year 5							5	5	
Year 6							6	4	
Ungraded Primary									
Primary							30	20	
Year 7							7	6	
Year 8							10	7	
Year 9							16	6	
Year 10							6	4	
Year 11							13	5	
Year 12							4	2	
Ungraded Secondary									
Secondary							56	30	
<b>Total</b>							<b>88</b>	<b>51</b>	

\*includes pre-kindergarten students

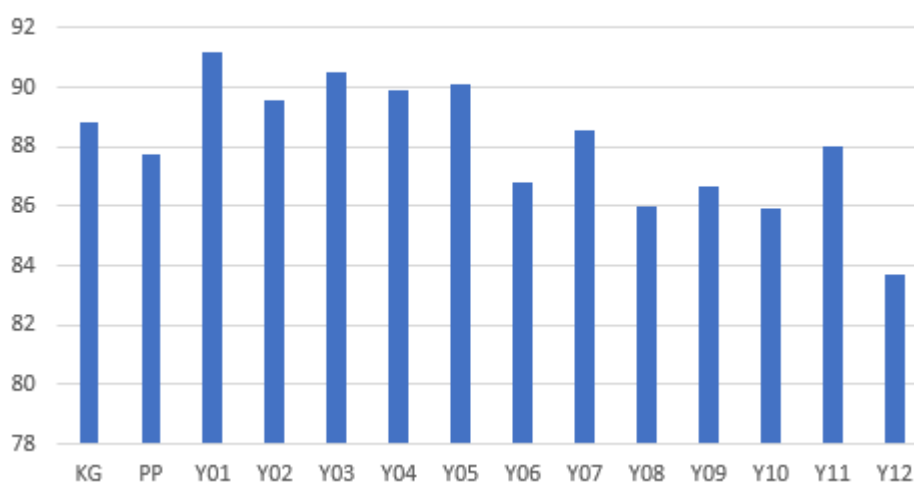
Education Level	Non-Aboriginal Students			Aboriginal Students			All Students			Total Students
	Male	Female	Other	Male	Female	Other	Male	Female	Other	
Pre-Kindy										
Kindergarten	31	39		2			33	39		72
Pre-Primary	44	26		2			46	26		72
Year 1	35	34		3			38	34		72
Year 2	38	38			2		38	40		78
Year 3	36	38		3	1		39	39		78
Year 4	48	35		1			49	35		84
Year 5	39	51					39	51		90
Year 6	47	41			2		47	43		90
Ungraded Primary										
Primary	243	237		7	5		250	242		492
Year 7	60	65			3		60	68		128
Year 8	68	59					68	59		127
Year 9	62	49		2			64	49		113
Year 10	37	35		1			38	35		73
Year 11	53	49		1			54	49		103
Year 12	31	21					31	21		52
Ungraded Secondary										
Secondary	311	278		4	3		315	281		596
<b>Total</b>	<b>629</b>	<b>580</b>		<b>15</b>	<b>8</b>		<b>644</b>	<b>588</b>		<b>1232</b>

## Students with Disability (2022)

Year Level	All Students	QDTP	Supplementary	Substantial	Extensive	Total
Pre-Primary	72	-	3	-	2	5
Year 1	72	6	-	2	2	10
Year 2	78	13	4	1	-	18
Year 3	78	6	10	3	-	19
Year 4	84	5	8	3	-	16
Year 5	90	6	4	2	-	12
Year 6	90	5	12	4	1	22
Total Primary	564	41	41	15	5	102
Year 7	128	12	17	2	1	32
Year 8	127	5	15	4	1	25
Year 9	113	7	12	3	-	22
Year 10	73	3	2	1	1	7
Year 11	103	6	10	2	-	18
Year 12	52	8	1	1	-	10
Total Secondary	596	41	57	13	3	114
PP-12	1160	82	98	28	8	216

## Students Attendance

Student Attendance percentage present for 2022



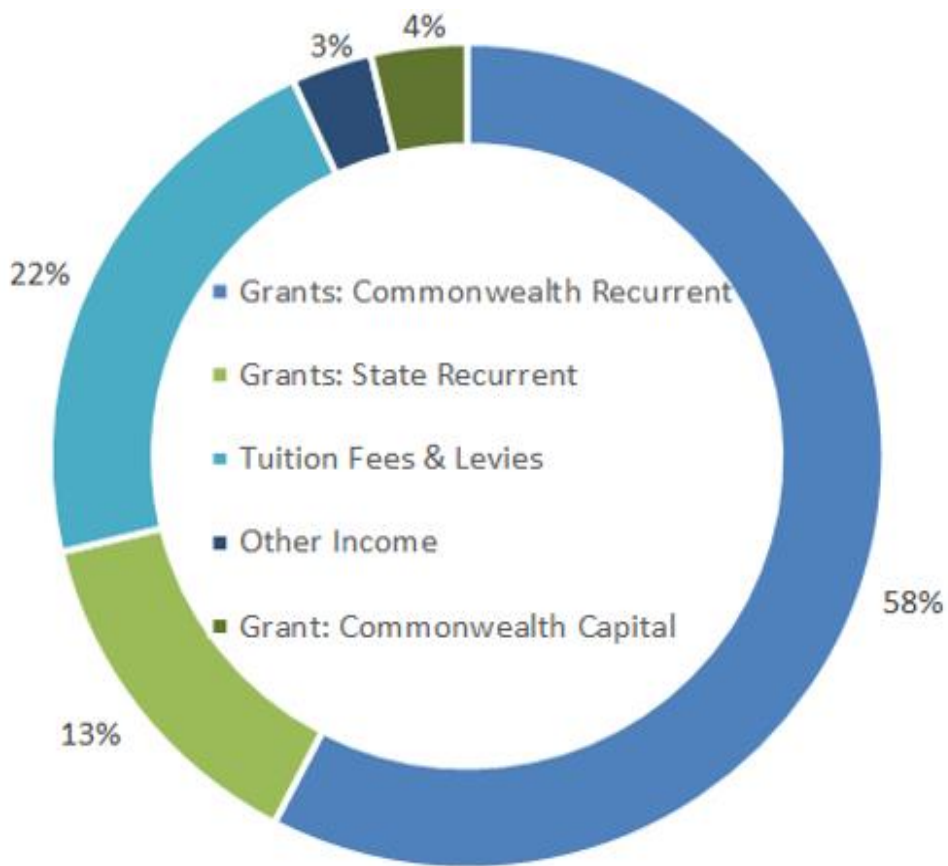
## Student Non-Attendance

If a student is absent from a teaching instruction day and there has been no reasonable explanation provided by a parent or guardian, a mobile text message is sent to the parent or guardian before morning recess (10:10am for Primary and 10:40am for Secondary) on the day of the absence, asking them to provide a reason. If a response to the mobile text message has not been received by 11:00am.

If no response is received, an email is sent to the parent/guardian via SEQTA, advising of the student's absence from the College requesting an explanation. If an email response has not been received regarding the unresolved absence, a letter is posted home asking for an explanation (See Daily SMS Procedure & Weekly Absentee Follow-up Procedure).

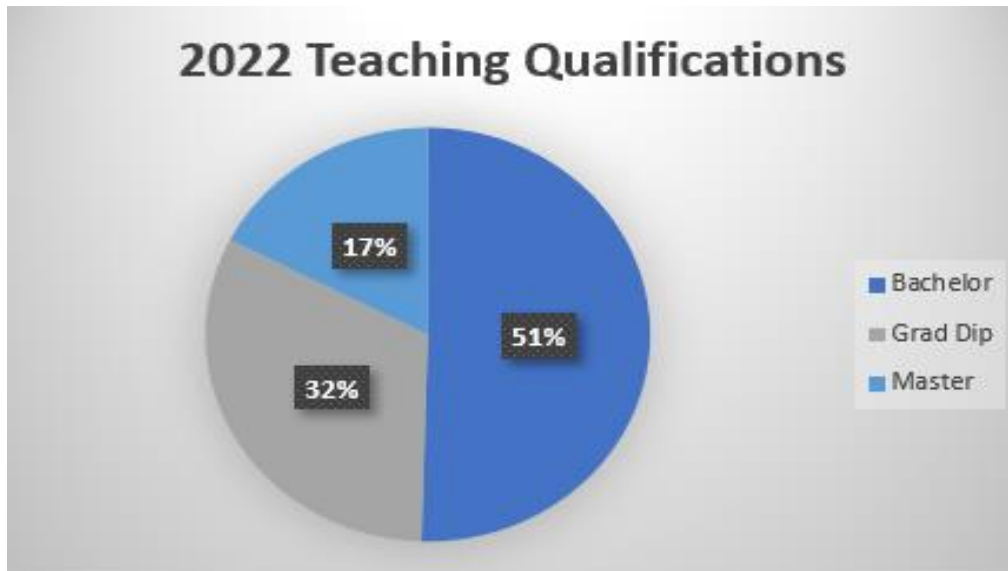
If a student is absent for a significant amount of school with no reasonable explanation, Student Services will notify the Deputy Head of Primary (Wellbeing) and Head of Primary or the Deputy Head of Secondary (Wellbeing), Year Manager (Secondary) and the Head of Secondary.

## SCBC Income 2022



## Staff

Qualification	No. of Teaching Staff	Percentage
Bachelor	55	51%
Grad Dip	35	32%
Master	19	17%
Total	109	100%

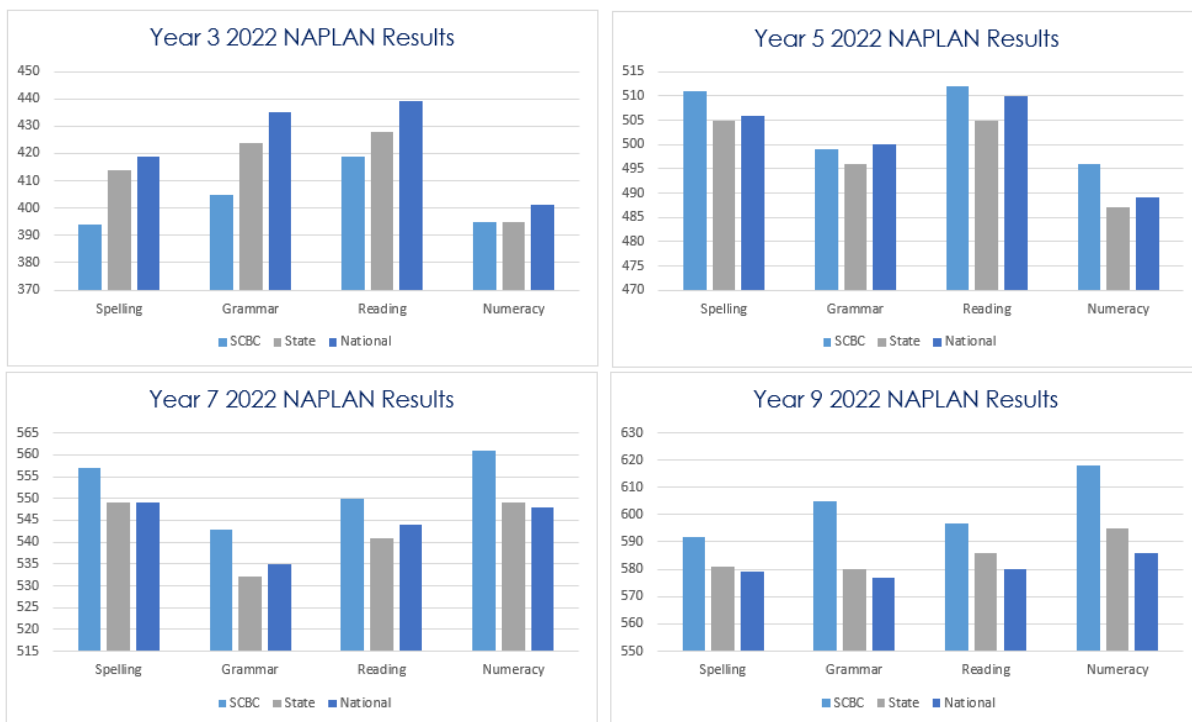


## Workforce Composition

Workforce Composition 2022				
Sector	Male		Female	
	Part-Time	Full-Time	Part-Time	Full-Time
Principal		1		
Education Enterprise Team		4		1
Business Enterprise Team		7		1
Deputies		2		3
Coordinators/HoLAs		7		9
Teachers	0	29	21	35
Non-Teaching	3	9	35	18
Aboriginal/T.S. Islanders	0	0	0	0
	3	59	56	67



# NAPLAN Results



## Year 12 Results

### Summary of Results

In 2022, 49 out of 52 Year 12 students achieved a WACE Certificate.

The ATAR achievement of students was consistent with previous years, with the top student achieving a commendable ATAR of 92.55.

Whilst this was a small cohort in terms of student numbers, our ATAR students achieved well, with 50% of the cohort achieving in the top 30% of their peer group nationally, and two students achieving in the top 10%.

The 2022 Year 12 results are summarised below:

- **WACE Achievement:** 49 out of 52 (94.23%) students eligible to achieve WACE in 2022 did so.
- **ATAR Cohort Size:** there were 16 ATAR students in 2022.
- **Highest SCBC ATAR score:** the highest achieving ATAR student for 2022 achieved a pleasing ATAR ranking of 92.55.

This may be compared to the historical data for Year 12 performance as follows:

Overview of WACE achievement	2020	2021	2022
	OLNA, ATAR, General and VET courses		
Number of Year 12 students	51	59	52
% University-bound students	23.53% (12)	25.42% (15)	26.92% (14)
% TAFE-bound students	74.51% (39)	72.88% (43)	
Top ATAR score	<b>98.65</b>	<b>98.75</b>	<b>92.55</b>
ATAR scores above 90	2	4	2
% WACE certificate achieved	<b>92.16</b>	<b>98.31</b>	<b>94.23</b>

Results Overview

South Coast Baptist College WACE Results						
	2022		2021		2020	
	No.	%	No.	%	No.	%
Full-time WACE-eligible Year 12 students	52		59		51	
Full-time WACE-eligible Year 12 students who achieved the WACE	49	94.23	58	98.31	47	92.16
Demonstrated the OLNA by the end of Year 12	50	96.2	59	100	49	96.08
Full-time WACE-eligible Year 12 students who completed four or more year 12 ATAR courses	16	30.8	15	25.42	12	23.53
Number of full-time eligible students with grades in 5+ Year 12 General courses or appropriate combination of other courses/equivalents	16	30.8	18	30.5	0	0.0
Number of full-time students who did not complete four or more Year 12 ATAR courses, or 5+ Year 12 General courses/combination (i.e. VET pathway)	20	38.5	25	42.4	39	76.5
Number of Certificate II completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. (Percentage refers to the total number of certificates issued)	29	76.3	49	74.24	51	78.46
Number of Certificate III or higher completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. (Percentage refers to the total number of certificates issued).	14	36.8	17	25.76	14	21.54
Number of full-time eligible students who achieved 1+ qualification at Cert. II or higher. Percentage refers to the total number of WACE-eligible students.	39	75	44	74.57627119	44	86.27451
Number of students earning 1 or more unit equivalents as endorsed programs. Percentage refers to the total number of students	3	5.80%	7	11.86440678	4	7.8431373

## WORKPLACE LEARNING AND 2022 VET ACHIEVEMENT

### VET delivered in Schools program

Qualification	Year 11	Year 12	Total
Cert I	0	1	1
Cert II	6	30	36
Cert III	8	6	14
Cert IV	8	8	16
<b>Total</b>	<b>22</b>	<b>44</b>	<b>66</b>

### University Enabling Courses

One SCBC student completed the Murdoch TLC course in 2022. 7 students have enrolled in the program for 2023.

In 2022, 17 students qualified for university entry through alternative pathways.

### Alternative Pathways to University

A total of 26 students (a mix of Years 11 and 12) undertook courses which enabled them to apply for university upon completion:

- Cert IV Business (12)
- Cert IV Education Assistant (3)
- Cert IV Nursing (6)
- Diploma Business (3)
- Murdoch (TLC) Enabling Course (2)

### Workplace Learning Program Overview

The Workplace Learning program had 51 student participants, including 21 Year 12 students and 30 Year 11 students. Twenty placements were part of the “VET Delivered in Schools Program” where Workplace Learning is a requirement of the course.

Most of the Workplace Learning placements were in the following industries: Early Childhood Learning, Education Assistant, Electrical, Plumbing, Trade Engineering and Heavy Duty Mechanical & Automotive. It was also pleasing to see an ATAR student taking the opportunity to explore possible careers during the school holidays through this program.

### VET Offerings 2022 and Beyond

In 2022, 74 students took part in “VET Delivered in Schools Program - Off Campus” program – 24 Year 12’s and 48 Year 11’s.

The top pathways were:

- Electrotechnology pathway (8)
- Nursing pathway (8)
- Business pathway (15)
- Engineering pathway (5)
- Plant processing (7)
- Education Assistant / Early Childhood / Community pathway (7)
- Automotive pathway (6)

### KIC programs

Year 10 students participated in the following KIC Extension Programs during 2022 and feedback from students indicated that these programs were very informative and useful in terms of career exploration and planning.

- iScience - ATAR students wanting to study STEM subjects (1)
- iWomen - Engineering trades (2)
- iMen - Engineering trades (2)
- iDiversity - Students a disability (1)

## Post-School Destinations

Our ATAR students have been offered placements at all the major universities: UWA, Curtin, Notre Dame and Murdoch to study a range of courses including Natural Physical Sciences, Health, Humanities and Social Science, Business Management and Creative Arts. We are looking forward to hearing from all our graduates as to their placement in post school destinations and we wish them every success for the future.

Post school destinations:			
	2020	2021 (offer for 2022)	2022 (offer for 2023)
<b>UWA</b>			
UWA Broadway Medicine Pathway			
Natural, Biological and Physical Science	1	3	1
Engineering			
Education		1	
Management and Commerce		1	
Society and Culture			
<b>Curtin</b>			
Natural, Biological and Physical Science	1	1	3
Health		3	2
Education		2	
Med Science			
Engineering			
Creative Arts			2
Architecture and Building Science	1	1	
Pharmacy			
Bus Management	1		2
Soc and Culture	1	1	1
<b>ECU</b>			
Health			1
Computer Science	1		
Criminology			
<b>Murdoch</b>			
Engineering			
Nursing and Human Movement		1	
Psychology			
Mixed Field Programmes			
Information Technology		1	
Society and Culture			1
<b>WAAPA</b>			
<b>Notre Dame</b>			
<b>Total University offers</b>	<b>6</b>	<b>15</b>	<b>13</b>

# Childcare



## Theme 2022: Caring and Clarity – A Year of Growth and Resilience

It has been a remarkable year filled with growth, resilience, and a deep sense of care within our childcare community. Our theme, 'Caring and Clarity,' guided us through the challenges and disruptions that came our way, reminding us of the importance of supporting one another and nurturing the clarity of purpose in our educational journey. Let's take a moment to reflect on the memorable events and achievements that defined our year.

As we embraced our theme of 'Caring and Clarity,' our community faced unexpected disruptions due to the ongoing COVID-19 pandemic. Yet, through it all, our children displayed their innate curiosity, resourcefulness, and resilience. We adjusted our practices, implementing a handover system at the front door of our Early Learning Childcare Centre. It was a challenging transition, but with the support of our teachers, educators, administrators, and families, the children settled in well. We expressed our sincerest appreciation to all families for their unwavering support during those trying days.

**Play-Based Learning:** Play-based learning has always been at the heart of our educational approach, nurturing critical skills, understanding, and dispositions essential for lifelong learning and wellbeing. Through play, our children have demonstrated their incredible capacity for exploration, imagination, and decision-making, fostering their development and learning. Our dedicated educators provided resources that catered to each child's age, interests, knowledge, strengths, abilities, and cultural background, stimulating and supporting their play experiences.

Within our Atelier Studio, influenced by the REGGIO approach, our children have unleashed their boundless creativity; the Studio is an extension of our children's learning environment. They have experimented with making paints from oils and herbs, utilizing flour, saltwater, and food colouring to explore different artistic techniques. The children have captured their journey through collaboration, where their creativity thrives, showcasing their ownership and teamwork skills.

One of the notable projects this year was the Transforming Transition Project. Collaborating with Edith Cowan University, Australian Independent School of WA, and NOTOSH Design, our dedicated staff worked closely with associate professors, lecturers, and coaches to improve our transition process. This initiative aimed to deepen our understanding of how transitions affect children and find ways to enhance their experience. We also collaborated with the College Kindy Teachers to establish strong transition practices, ensuring our children feel supported during their educational journey.

Our Gymnastics and Kiddo programs encourage children to enjoy movement from a young age. Under the guidance of Amanda Derbyshire, director, and research associate from UWA's School of Human Sciences, KIDDO program has supported our educators in building knowledge and skills to help children learn how to run, jump, balance, kick, throw and more; it has resourced our educators and parents to improve the children's fundamental skills. The program is very flexible as it allows us to schedule teaching and participation sessions to suit the Centre's schedule. Children continually learn to build confidence and lifelong fundamental movement skills. We believe that by doing physical literacy, children have much fun being active as they develop and build social skills. The children are showing signs of being happier and more confident, and it also helps them improve their attention span and concentration. The programs offer intentional play-based learning and age-appropriate physical activities.

The Orange First Look Christian curriculum instruction program guides our ethos and allows educators to be the driving force behind the curriculum. It also allows educators to reflect on everyday morals and choices, teaching us to remember what's important and to role model behaviours for the children in our care.

The EDUCA online platform is also a tool that assists us in building and maintaining reciprocal relationships with families; it gives families an easy way to interact with our Centre collectively, as individual Educators and as members of their child's extended learning community. EDUCA also acts as a way for our leadership team to support our Educators with their programming, learning stories and daily journals. It is a great feedback tool that builds relationships across the board. We receive many comments/feedback from families, which is encouraging for staff to receive as it's a measurement for us to track.

In the Piazza we serve summer and winter menus. Mealtimes are an opportunity for children and educators to enjoy time together and build meaningful relationships, singing prayers/grace before meals. Good nutrition is essential to healthy living and enables children to be active participants in play. This setting provides many opportunities for children to experience a range of healthy foods and to learn about food choices from educators and other children. Educators also focus on self-help skilling at mealtimes, and children are encouraged to tidy after themselves and others, developing their sense of belonging and community responsibility and connectivity.

Yearly event planner, we have many events throughout the year which also support creating an inspiring, positive, caring and safe environment for the children and bringing our community together. During the month of May, children were so excited to have made beautiful gifts and cards for their mums for Mother's Day. Our mums and even our dads left the Centre with a red, white, orange or pink stem Rose to take to work or their home.

Our Community Playgroup was redirected to the RBC fortnightly Mother's Group due to the COVID restrictions; this was to ensure we are continually keeping connected to our community.

The planned learning and development is central because it enables us to contribute to developing practices guided by current theory, research, and changes to regulations in the laws of the childcare industry. It equips and empowers teachers and educators to do their best work. Provides our staff with the relevant skills and knowledge to boost their confidence in their educator roles. Our training is through workshops, webinars, conferences, team meetings, and in-house training courses. Staff also pursue professional development to increase their prospects of promotions and move to a higher level to develop their careers, which improves their performance and allows us to retain competent, diligent staff. It also allows staff to improve their current skills and grow their knowledge and careers.

We have an annual compulsory professional development First Aid refresher which is the cost to the Centre for permanent staff. Casual staff contributes to half of the First Aid course cost -we also have an annual professional training day to update all our certificates that need to be renewed annually, such as Child Protection and Food Safety.

We take an active approach to staff mentoring and leadership development. Mentoring in early childhood and care is a continual process as staff are recruited at varying levels of knowledge and skills. A formal Induction session is held on commencement of employment to set the basis of a 'vision of excellence in education and care.' Monitoring supports staff to reflect critically on their knowledge, skills and dispositions to enhance their ability to perform their role and gain satisfaction from it effectively. It allows staff to learn from one another, providing a path to knowledge transfer.

The Leadership Team, plan and prepare for staff meetings and have specific set goals, objectives and expectations and what needs to be achieved within a required timeframe. We continually invite critical reflections and constructive feedback about events, goals or activities held at the Centre.

We regularly ask specific questions that help challenge and guide staff in their thought processes. We also encourage staff to be aware that sometimes we may fail, but it can always be used as a way to learn. Failure is part of success. *Philippians 1:6 being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.*

The administration team have been upskilling and navigating through webinars, preparing for the migration move from Qikkids software to Xplor software, a paperless platform. The first stage of the migration was on Monday, 8<sup>th</sup> August. This journey has been a two-year journey in the making, researching the best product to meet the needs of our service.

We have been blessed to be at our capacity in our Long Day Care (LDC) and Out of School Hours (OSHC) service. We had 468 children utilize our service. We have a strong enrolment demand, and we're planning this to continue into 2023.

*But as for me and my household, we will serve the LORD. Joshua 24:15b*



# College Achievements

## Primary

### Primary Production

In Term 3, our Primary School students performed The Amazing Adventures of Superstan over two nights. Students from Years 5 and 6 made up the cast, with our Year 4 student choir providing incredible backing vocals throughout the musical.



### CPSSA Primary Inter-School Carnival

Year 3 to 6 students from South Coast Baptist College competed in the CPSSA Primary Inter-school Cross Country event yesterday. All students gave their best effort and represented the school extremely well. The Year 4 Boys and Year 5 Girls were awarded best team for overall highest point scores for their year groups. Honourable mentions are extended to Heidi Reichstein, Year 6 Champion Girl, and Spencer Barrett, Messaline Mpunga, Matyas Bridgman and Lucas Bridgman who were runner-up champions. South Coast Baptist College placed first overall on the day, retaining the Inter-school Champion shield. Congratulations to all of our runners for their efforts across the day.

### Interschool Carnival

Congratulations to our Primary School Interschool Swim Squad who won today's CPSSA Interschool Swimming. The students competed against Star of the Sea, Living Waters, St Bernadette's, Mater Christi and St. Jerome's. It was a great team effort. Congratulations to our individual age champions and runners up, Heidi Reichstein (Yr 6 Girls), Oliver Evans (Yr 5 Boys), Charlotte Clark (Yr 5 Girls), Thomas Andrews (Yr 4 Boys) & Cara Cotton-Odgaard (Yr 4 Girls) SCBC Primary School now holds the CPSSA Interschool Swimming, Athletics and Cross Country Championship Shields. Fantastic work everyone!



Congratulations to our Primary School Girls for their win in the Samantha Kerr, Southern Region, 16th Football Championships. The girls were great ambassadors for the College both on and off the pitch.



### Junior Council Mayor

Congratulations to our Primary Head Girl for 2022, Lana Humzy, who last week was voted in by other school representatives on the Rockingham Junior Council, as the Junior Council Mayor for this year. This is the second year in a row a student from our school has been voted in as Mayor of the City of Rockingham Junior Council, with Grace Trimble successfully undertaking the role in 2021. We wish you well in your role of Rockingham Junior Council Mayor this year Lana!



### Primary – Mathematical Association of Western Australia

SCBC has been recognised as a MAWA Silver Maths Active School for 2021/2022! “Maths Active Schools are schools with the highest drive to improve the teaching and learning of mathematics for students, teachers, and the community” - <https://mawainc.org.au/maths-active-schools/>





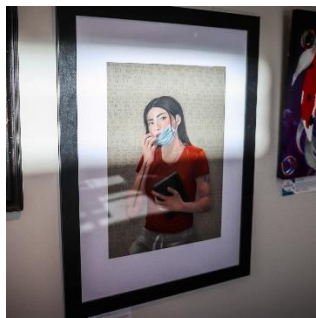
## Secondary

### 2022 Youth KiC Art Awards

Three of our Secondary Students submitted work into the 2022 KiC Art Awards competition and were successful.



Digital Media Winner  
5am  
Taylah Beard



Visual Art Runner-Up  
To Stand Alone  
Kiah Sadler



Woodwork & Metalwork Winner  
Coffee Table  
Brendan Naude

### Secondary Art

SCBC Year 8 Visual Art Specialist class, has worked with Australian artist, Mel McVee (Melski Art) and Mrs Sinaed Cottrell, our Visual Arts Teacher in Secondary, to create a beautiful artwork mural on our school canteen walls. This mural is inspired by the function and location of the canteen.



## Secondary Football



Our Junior Boys, Years 7 and 8, won the School Sport WA State Championship with an impressive 3-1 win against Ashdale SHS.

## Secondary – Maths

Students in Years 7 and 8 competed in the Peel Region Have Sum Fun mathematics competition at Rockingham Senior High. One of the SCBC teams comprised of Hein, Lola, Lianie, Cyndall, Simon and Robbie tied first before the tie-breaker but ended up taking second place overall.



## Tournament of the Minds

Students from SCBC Primary and Secondary participated in the Tournament of the Minds (TOMs) project-based competition as part of the enrichment programs. TOM is an International educational program 'challenging the world' to solve authentic, open-ended challenges that foster creative, divergent thinking whilst developing collaborative enterprise, excellence, and teamwork.

The Primary team entered the STEM division where they presented on the history and importance of gold and created a moving platform to display a 300g gold nugget from all angles. The Secondary team entered the Arts challenge where they had to solve the mystery of a person who had lost their memory by identifying their cultural body paint, dress and jewelry. The Secondary team earned an honors award for their division. Well done to both SCBC teams!

