



SOUTH COAST  
BAPTIST COLLEGE  
*Thy Kingdom Come*

# YEAR 3 - YEAR 6

## HANDBOOK







# 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 on this solid foundation of 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 individual, ready to make a positive impact in the world.

Please do not hesitate to take the opportunity to meet with me, should the need arise.

I look forward to being involved directly with your child's schooling over the oncoming academic year.

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

The College welcomes parent helpers in all areas of the Primary School. During the year there will be frequent 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'.

Please contact your child's classroom teacher if you wish to assist with special projects, excursions, supporting the College with fund raising, book covering etc. Please 'sign in' on entering the College, at the front reception and ensure that you are always wearing a parent helpers' 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 formal interview made by a parent, guardian, or teacher via the College office.
- A formal parent/teacher conference during Term 3.
- An email, letter or note.
- A telephone conversation.

A parent/teacher conference outlining student academic progress, personal and social interaction and work habits is scheduled in Term 3 of each year, with parents and guardians.

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 by the teacher and the parent. Teachers have a duty of care to all students in their class during school hours.

## Classroom Information Meetings

Classroom meetings for Year 3 to 6 classes 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, signing 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.



## Interactive Whiteboard, ipads and Computers

Primary classes have access to laptop trolleys and/or iPads, 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.

\*Reading 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.

## 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.



## 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 him/her 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 as many family members as possible 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 his/her 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 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, camps, assemblies, 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' 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.

## Textbooks & Stationery

In the Primary section of the College, all textbooks and student stationery supplies are ordered during the fourth term of the preceding year by teachers at a substantial tax-free saving and then distributed to students during the first week of school, by their classroom teacher. Stationery for primary students is included in college fees.

Primary students who are enrolled during the year will have their stationery and texts ordered by College staff in consultation with the Deputy Head of Primary (3 - 6), the Head of the Primary School and the classroom teacher. 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 offered to interested students in Years 4, 5 and 6. Choir is compulsory for all Year 4 students and voluntary for Year 5 and 6 students. Selection for the Year 5 and 6 choir may involve an audition. Rehearsals are held once a week during school hours. The Primary Choir is involved in musical incursions, excursions, and performances over the course of a year. The Year 4 Choirs perform at the Primary School Musical. Students interested in character roles in the Primary School musical are chosen via auditions.

## 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 3 to 6. Information regarding the College's Music Tuition Program is available on the College website (Parents Area) or by contacting Mrs Pamela Dale, Music Administrator, [musicadmin@scbc.wa.edu.au](mailto:musicadmin@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](http://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 break in the 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.

## 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.

## Snacks & Lunches

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



## 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 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, unless under consultation with classroom teachers to add to the class learning program. Pets need to remain at home unless prior arrangements have taken place.

## 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 (3-6).

- Thirdly, if the grievance is unresolved after meeting with the Deputy Head of Primary (3-6), 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.



## Year 5 Camp

All Year 5 students attend a local overnight camp 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. This camp is within a two-hour drive from Perth.

## Year 6 Camp

The Year 6's attend a 3-day camp 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 campsite is within a two-hour drive from Perth.

## 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 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.

## 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.*

# Behaviour



# Student Behaviour

South Coast Baptist College is committed to providing a safe and positive school environment in order to facilitate general wellbeing, character, and learning. Student attitude and behaviour not only impacts the student themselves, but other students, teachers, and parents. To train and develop student character and positive behaviour, the College seeks to maintain a high level of discipline along with a high level of support. All action in this area will be procedurally fair and free from discrimination or degradation.

## Expectations of students

It is expected that all students in the Primary School will:

### Take responsibility for learning

- Arrive on time
- Be prepared
- Demonstrate a responsible attitude for daily work
- Carefully and punctually complete assigned classwork and homework

### Settle conflict in a peaceful manner

- Speak respectfully to others in order to resolve issues
- Seek help from teaching staff
- Desist from fighting with others physically or verbally

### Behave in a respectful manner towards people in positions of authority

- Look at the teacher/adult/speaker
- Speak respectfully

### Be sensitive to the needs and feelings of others

- Use appropriate language at all times
- Be willing to help others
- Be friendly and courteous
- Resist distracting other students from their learning
- Be willing not to bully or tease others

### Use property respectfully no matter who it belongs to

*\*Parent support and engagement is essential to encourage positive student behaviour. Parents can contribute constructively when they reflect a positive disposition to college expectations, model the values taught to students and seek to resolve concerns proactively by speaking to the appropriate person.*





## Discipline Principles

South Coast Baptist College has set discipline standards that are easy to understand and enforced both fairly and consistently. The goal of discipline is 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 discipline 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 points.
- 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 (FBN). This must be signed by a Deputy or Head of Primary. Parents will be notified via Compass of the FBN.

### 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.

# Primary School Behaviour Management System

At the discretion of the Primary Leadership Team, students may be placed on a 'Level'. This is done with consideration being given to the impact of a student's actions towards another student, their wilfulness in the incident and the number of warnings given.

A student may incur a level for a violation of rules or regulations that usually include:

- Damaging, harming, or stealing College or another's property.
- Defying the authority of a staff member.
- Physically assaulting or causing bodily injury to another person.
- Leaving the College grounds or duty area without permission.

Continual, persistent poor classroom or playground behaviour choices.

## 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. A consequence will also be issued.

- Level 1 is primarily a warning level regarding 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 parents/guardians of student placement on this level. A consequence will also be issued.

- 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. A consequence will also be issued.

- 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 or end of term /semester rewards or represent the College in interschool events or activities.
- Students who reach Level 3 will not be permitted to attend class excursions.
- A student who has reached Level 3 in Years 4 to 6 is not eligible to for a student leadership position in the Primary School

## Level 4

If a Primary student reaches Level 4 of the Behaviour Management System, 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/guardians, at the discretion of the Head of Primary.
- At this stage the student enrolment will come into review.

## Level 5

This 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 serious and/or ongoing breaches. Serious and/or 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 the student's parent being contacted and immediate suspension of the student. At this point a meeting with the Head of Primary is required.
- At Level 5 Parents are advised in writing of a withdrawal option for the student or permanent exclusion from South Coast Baptist College.

## To Note

*Generally, 3 Formal Behaviour Notifications will precede 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 in the actions or outcomes of a behaviour displayed by a student.*

*After 10 weeks (Years 3 – 6) of appropriate behaviour and standards following a Level, it may be withdrawn in consultation with the student's classroom teacher, a Deputy Head of Primary or the Head of Primary.*

# 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 South Coast Baptist 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.



# Curriculum and Reporting



## The Western Australia 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, Technologies Competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding. It also emphasizes 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
- Teacher made 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. Students can be assured that the assessments will give them 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, or those who require extension and challenge, by providing differentiation within the classrooms. Programs are structured to meet these academic needs.

Teachers may sometimes have concerns regarding difficulties that a student may be having with their learning or behaviour. In this situation, 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.

If teachers are concerned that a student may be 'at risk', they will liaise with the relevant Primary School Deputy and/or the Learning Support Co-ordinator to determine which assessments are required. A meeting will be held with the parents to discuss these concerns and determine the next course of action and whether further intervention is required via external professional services.

To help support our students and families at South Coast Baptist College we have a Speech Pathologist, Occupational Therapist, and Psychologist available on school grounds. These services can be accessed through the Deputy Head of Primary (3-6). 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 professional services if they prefer.

To assist with the development of Curriculum Adjustment Plans (CAP's) ongoing consultation is sought with Educational Psychologists, physiotherapists, Speech Pathologists and Occupational Therapists to provide optimal learning outcomes for our Primary School students.

Please contact your child's classroom teachers or Primary School Deputies (Room G6) should further information be required or if you have any concerns for your child.



## 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

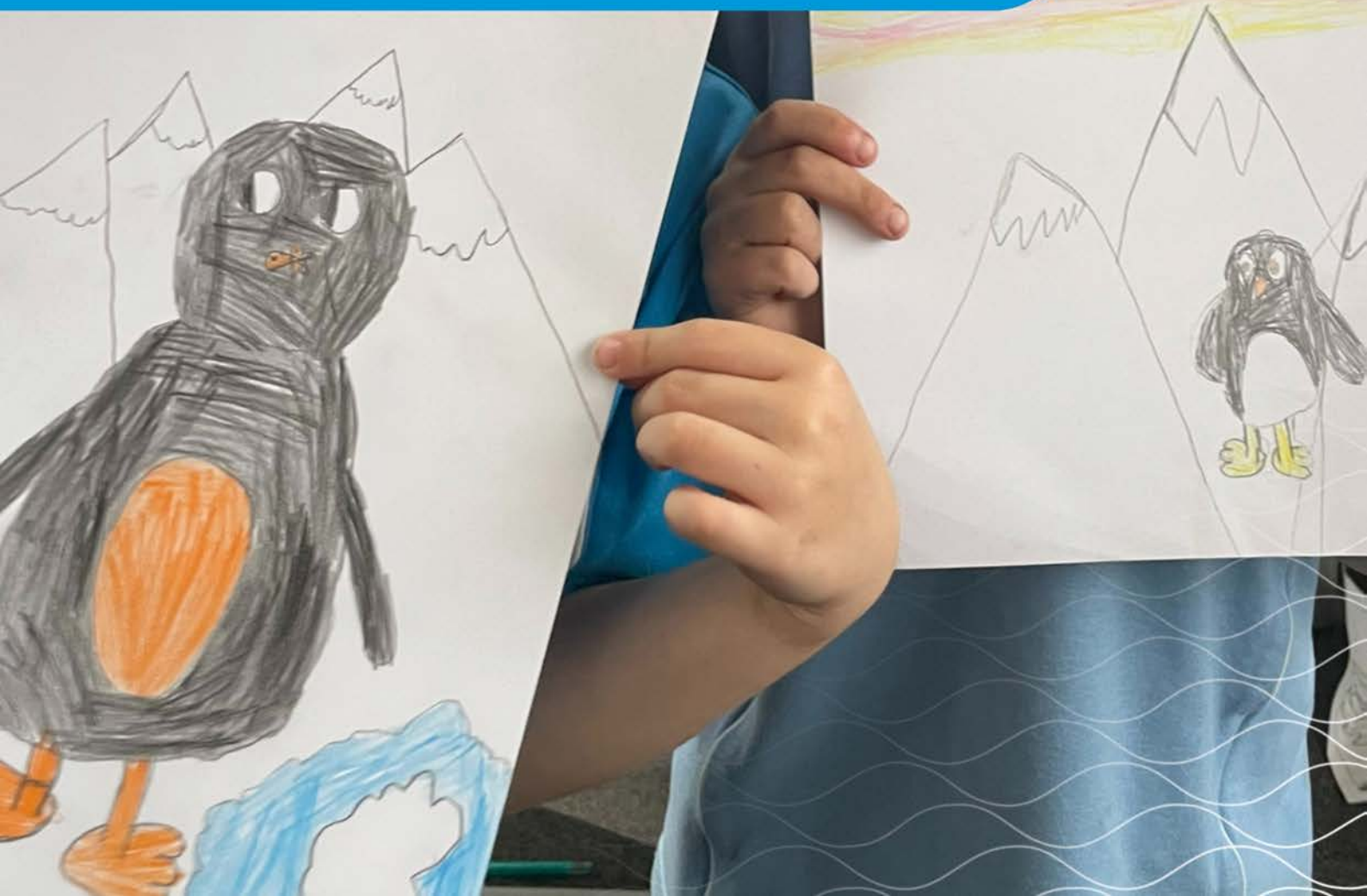
A E F H T

### *Numerals*

0 1 2 3 4 5 6 7 8 9



## Safety Information





## Bicycle 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 to school must:

- Secure the bicycle in the bicycle racks located between Rooms Z4 and Z5. During school days, the bike gate is open from 7.30am – 9am and 3.10pm – 5.20pm.
- 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 you are moving more slowly than other traffic, unless you are 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.
- Walk your bike when using a pedestrian crossing or when you are in the College grounds.
- Do not wear headphones whilst riding.
- Keep your bike properly maintained so it is safe.
- Be alert for road hazards.
- Watch for cars at crossroads and driveways.
- Obey all traffic signals.
- Keep your bike in good condition.
- Give pedestrians the right of way.
- Ride on a bike path when possible.

Walk the bicycle through the College car park and on the College premises.

## 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.

A photograph of two young boys in school uniforms. The boy on the left is standing and smiling, looking towards the boy on the right. The boy on the right is seen from the side, looking back 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](http://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 photograph of four children in school uniforms and hats, smiling outdoors. The children are arranged in two rows. The two children in the back row are wearing light blue checkered shirts and dark blue bucket hats. The two children in the front row are also wearing light blue checkered shirts and dark blue bucket hats. The child in the front center is a girl with long brown hair, wearing a solid blue polo shirt. The child on the right in the front row is a boy with his arm around the girl. The background is a blurred green and yellow foliage. 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 should be logged online 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.*

A top-down photograph of several children's hands placed on the surface of a large, light-colored drum. The children are wearing school uniforms; some are in light blue short-sleeved shirts, and others are in dark blue dresses or shirts with thin light blue vertical stripes. One of the light blue shirts has a logo that reads "SOUTH BAPTIST". The background is a dark, textured surface. A blue banner with the word "Uniform" is overlaid on the left side of the image.

# 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.

### Non Uniform Items

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

## 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

The College always encourages students to be sun-smart while outdoors. A 'Wear a hat to play' Policy is implemented throughout 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. Smart watches must be turned off.
- 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](mailto: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](mailto:primary@scbc.wa.edu.au)

### Accounts

 9540 4407    [fees@scbc.wa.edu.au](mailto:fees@scbc.wa.edu.au)

### Canteen

 9540 4431    [canteen@scbc.wa.edu.au](mailto:canteen@scbc.wa.edu.au)

### College Reception

 9540 4400    [reception@scbc.wa.edu.au](mailto:reception@scbc.wa.edu.au)

### Primary Enrolments

 9540 4401    [enrolmentsprimary@scbc.wa.edu.au](mailto:enrolmentsprimary@scbc.wa.edu.au)

### Uniform Shop

 9540 4430    [uniformshop@scbc.wa.edu.au](mailto:uniformshop@scbc.wa.edu.au)



**SOUTH COAST  
BAPTIST COLLEGE**

*Thy Kingdom Come*