



2024

Information Handbook

Parents and Students

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Mission, Vision, Core Values

Southern Christian College (SCC) endeavours to advance and spread the Gospel of The Lord Jesus Christ for the attainment of spiritual, mental, physical and moral transformation by the teaching of Christian Faith and the promotion of Christian education. The education of the whole child is crucial and is developed by providing a high emphasis on Pastoral Care and by putting learning into action through inquiry, activating thinking and service.

Founding Vision

God has called Southern Christian College (formerly Kingston Christian Community School) to complete a unique work in Him, under the covering of CityLight Church (formerly Mercy Community Church).

This is to assist parents in their God-given responsibility to train up their children “in the nurture and admonition of the Lord”.

This school is called to be a place of excellence and caring, demonstrating both the excellence and the grace of God.

In all this, we are dependent on His Word and His Holy Spirit for the production of Godly fruit in the lives of the children.

SCC Mission Statement

Southern Christian College is a Christian, faith-based organisation serving the community. The College aims to provide a holistic education that develops a community of learners who are balanced spiritually, intellectually, physically, emotionally, creatively and socially.

The College aims to develop lifelong independent and cooperative learners through a Christ-centred quality education that inspires and equips young people for life. The College promotes an understanding of, and appreciation for, the teachings of Christ through the Scriptures and His life being foundational to our relationships and practice.

This understanding is demonstrated through:

- Partnering with parents and community in the education of children.
- Expressing faith as caring and respectful members of a global community, acting in ways that promote social justice and international mindedness.
- Celebrating the knowledge, goodness and grace of God in creation and salvation.

Core Values

LOVE

- Love is the foundation
We value love as the motivating force that seeks to do what is best for others, whilst simultaneously emphasising the importance of speaking the truth in love. We value practices that strive for peace in all of our relationships and value justice as a way of ensuring that we treat others in a way that is right and fair.

FAITHFULNESS

- We are confident that God is faithful to His promises and we honour Christ in all we do
We value integrity, trustworthiness and self-control in all situations. We are responsible for our words and actions. We know we are imperfect and make mistakes but are willing to ask forgiveness and learn from experience.

COURAGE

- Keep on trying as you grow
We value courage as the strength to act in ways consistent with Christian values, and we believe in perseverance and appropriate risk taking, seeing things through to completion especially when it's difficult.

GENEROSITY

- Giving out of gratefulness
We value generosity as a way of reflecting God's unconditional love towards us and seek to express thankfulness for all the good things that God continues to generously give.

COMPASSION

- Care for others
We value compassion as the ability to put yourself in someone else's shoes and to feel what they experience. We also value community as the expression of connected relationships and a common mission, whilst hospitality serves as a means of ensuring that our lives are deeply shared and connected.



Welcome

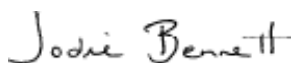
It is an honour to be the Principal of Southern Christian College, a school community with a genuine commitment to the holistic development of young people through rich, engaging and future-focused learning experiences.

Central to this is the importance of establishing firm foundations for students through a Christ-centred education. It is a special privilege to share with children and young people the message that the Creator of all loves us so dearly that He sent His Son to ensure we could each experience a renewed relationship with Him.

We recognise the value of providing students with a balanced education, that supports excellence in subject-specific knowledge and skills while also fostering student awareness of themselves as a learner, their personal strengths and how they can learn most effectively. These principles are embedded throughout academic programs, extra-curricular activities, service and leadership programs.

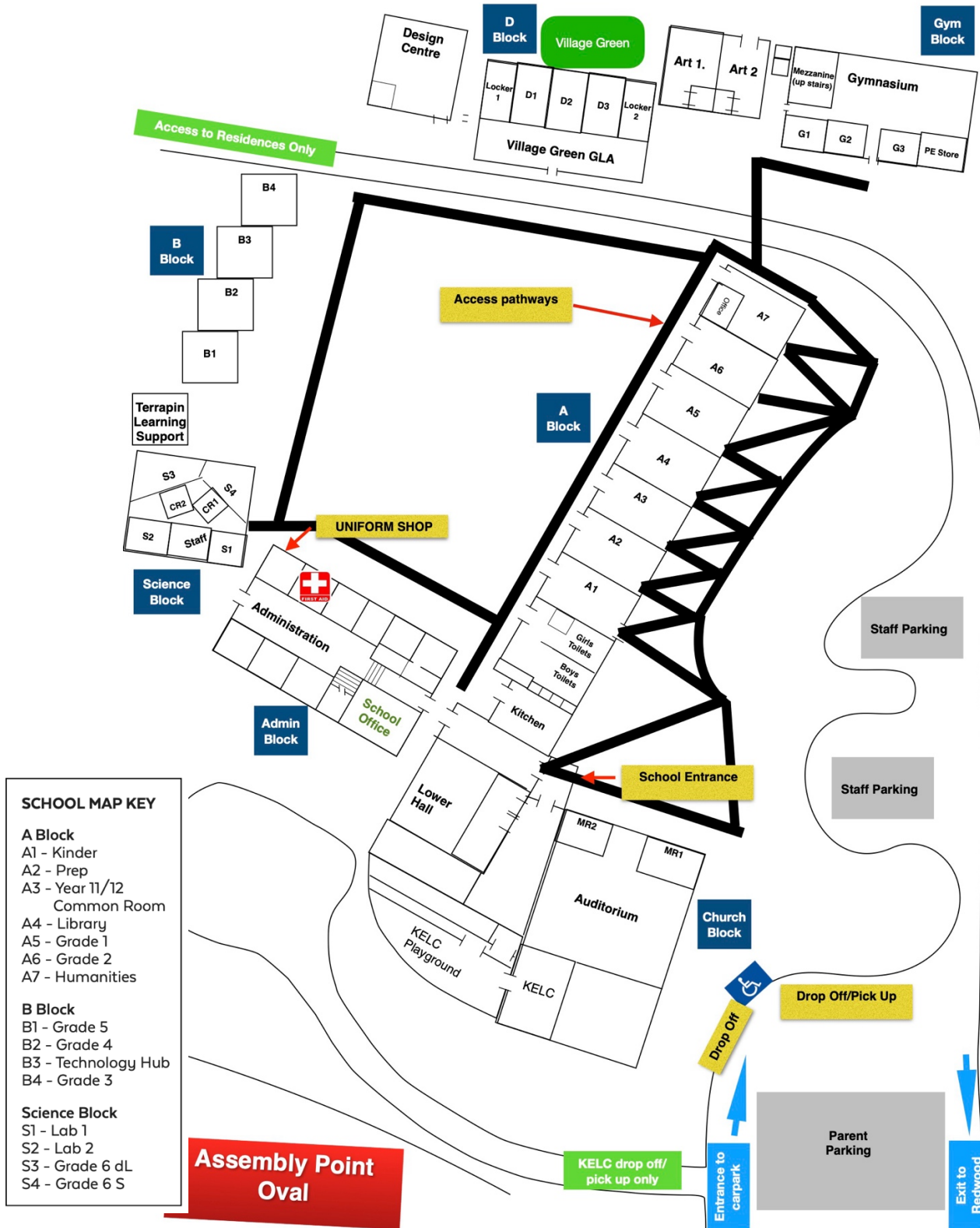
A defining quality of Southern Christian College is the culture of care that underpins relationships among students, staff and families. We are especially committed to working in close partnership with families to help young people be adaptable and resourceful learners who are ready to meet the challenges and opportunities both now and in the future.

Blessings,

A handwritten signature in cursive script that reads "Jodie Bennett".

Mrs Jodie Bennett
Principal

School Map



2024 School Year

The school dates for 2024 follow the 4-term model and staff development days have been selected to coincide with most other Tasmanian schools.

Term 1	6 February New students to the College, Kindergarten, Year 7 & 11/12 only), 7 February (ALL Students) - 12 April
Term 2	30 April - 5 July
Term 3	23 July - 27 September
Term 4	14 October - 13 December

Year 11/12 Examinations: 11 - 21 November

Easter: Easter 29 March - 2 April

Other Public Holidays

Royal Hobart Regatta Day	Monday 12 February
8 Hour Day	Monday 11 March
ANZAC Day	Sunday 25 April
Kings's Birthday	Monday 10 June
Royal Hobart Show Day	Thursday 24 October (Holiday 25 October)

Other Important Dates

(A complete calendar of events is made available on the school newsletter and website).

Staff Professional Learning (non-student days)	31 January-6 February 29 April, 22 July, 16 - 17 December
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Primary Swimming Carnival	16 February
NAPLAN Assessments	13 - 25 March
SSATIS Athletics	12 March
Secondary Athletics Carnival	5 March
SSATIS Cross Country	22 May
School Photos	14 May
TASC Mid-Year Exams	24 - 28 June
SSATIS Swimming	29 August
TASC EOY Exams	11 - 21 November
Infant Celebration Event	4 December
Secondary Awards Ceremony	11 December
Primary Celebration & Awards Event	12 December

Camps

Year 3 (The Lea)	12 - 13 September
Year 4/5 (Blue Lagoon)	28 - 30 August
Year 6 (Canberra)	4 - 8 November
Year 7 & 8 (Spring Beach)	28 February - 1 March
Year 9 (Maria Island)	27 February - 1 March
Year 10 (TBC)	TBC
Year 11/12 (TBC)	TBC

Contact details

School Contacts

Southern Christian College can be contacted directly in the following ways:

Phone	03 6229 5744
Administration Office	admin@scc.tas.edu.au
Attendance	attendance@scc.tas.edu.au
Web	www.scc.tas.edu.au

School Office

The SCC Office is the central contact point for a range of services including:

- General information
- Enrolment enquiries
- Student first aid
- Visitor and student sign in/out
- Organising appointments with staff or the Business Manager
- Payment of fees

Office Hours

- | | |
|-------------------|--|
| • School Days | 8:20am – 4:00pm (available earlier upon request) |
| • Public Holidays | CLOSED |
| • School Holidays | 9:00am-4:00pm (unless otherwise advertised) |
| • Uniform Shop | Wednesdays 8:30am-3:30pm
Thursdays 12:30-3:30pm |

School Routines

School Day - Times

School Day (Primary)	8:45am - 3:10pm
School Day (Years 7-12)	8:45am - 3:15pm
Recess	10:15am - 10:35am
Lunch Break	1:15pm - 1:55pm

Secondary Timetable Structure 2023

8:45am - 9:00am	Home Group
9:00am - 9:40am	Period 1A
9:40am - 10:15am	Period 1B
10:15am - 10:35am	<i>RECESS</i>
10:35am - 11:15am	Period 2A
11:15am - 11:55am	Period 2B
11:55am - 12:35pm	Period 3A
12:35pm - 1:15pm	Period 3B
1:15pm - 1:55pm	<i>LUNCH</i>
1:55pm - 2:35pm	Period 4A
2:35pm - 3:15pm	Period 4B

Transport to and from school:

Buses

For details and advice on the best bus service for your area, contact the College Office. The following buses service these areas:

Kingston/Blackmans Bay	Wisby's bus service
Huon	Coal River Coaches / Tassielink
Channel	Wisby's bus service
Cygnat	S&P O'Neil
Hobart and northern suburbs	SCC Buses & Metro Buses

SCC Bus charges are \$2.00 per trip per person and will be invoiced to your account at the end of each term.

To talk about routes or pick up directly with the companies concerned, please contact:

Wisby Bus	03 6267 1789
S&P O'Neil	0407 951 491
Coal River Coaches	03 6272 2645
Tassielink	1300 300 520

Please also note the following bus service details:

All students travelling on Tassielink and Metro buses only require a Green Card (application forms are available online at www.transport.tas.gov.au).

Bike / Scooter Riding

Students are welcome to ride to school but must wear helmets and lock bikes or scooters on the bike rack near the carpark.

Communications

Consent2Go

Southern Christian College uses the online program Consent2Go to manage parent permission approvals for events and excursions. It allows parents to update contact details and medical information for their child.

Appointments

Parents and carers are encouraged to contact the College with any concerns. Please contact the staff member via email or through the office (6229 5744) to arrange a phone or in-person appointment.

Parent/Teacher Communication

Parents and families play an important part of students' learning. The active involvement of adults in students' learning can improve their engagement with their studies and attitude towards school. The College encourages parents and carers to contact us should issues arise and to maintain a regular and active engagement with teachers wherever possible.

Messages to Students

Parents and carers may need to contact students during the school day. Messages should be phoned into the College office or sent by email to admin@scc.tas.edu.au

Newsletter

The College Newsletter is available online through the College website.

Schoolbox

During early 2024, our families will receive information about our new learning management system; Schoolbox. This platform will provide families with important updates on aspects of school organization and each of their child/children's learning development. Families will receive individual logins at the start of the new academic year.

Volunteering

Parent Help and Volunteers

Everyone who wishes to work or volunteer in schools must complete the **VOLUNTEER APPLICATION HANDBOOK**. Details of the application process can be found in the handbook. Volunteers will also need to complete the Safeguarding Children training course. This course will be facilitated by the College.

General Information

Lockers

Secondary students will be allocated their own locker and padlock. The locker contains space for their bag, their laptop, books and blazers. Students will be charged for any locker repair costs arising from mistreatment. For security, lockers must be kept locked. Costs for replacement of lost padlocks will be charged to your account (\$20 for a replacement lock).

Student drop off

A teacher will be on duty and students may be dropped at school from **8:20am onwards**. Prior to this time there will be no staff available for student supervision.

If parents/carers need to drop students off prior to this time for a short period or because of an unusual circumstance, the College should be contacted to make suitable arrangements. The College has before school care arrangements for students up to and including 12 years of age available through our Kingston Early Learning Centre.

Any Primary students arriving a few minutes early are asked to sit at the brown picnic tables until the duty teacher arrives.

Student pick up

If students have not been collected by 3:30pm and the office has not been contacted, you will be phoned, and your son or daughter will be asked to wait at the College office. The College cannot provide teachers to supervise students beyond 3:30pm.

Signing in/out

At all times, it is important that the College has a record of who is on the premises, particularly whether students are coming or going and the associated reasons. If students arrive late to school or are returning from an appointment, they must be taken directly to the office for sign-in.

In the event that a student is required to leave during the school day for a legitimate reason, parent/guardian permission will be required, and the student will need to sign-out and provide this permission to the office.

In the event that parents or other visitors are required to enter the school grounds for a purpose other than dropping off students at the beginning of the day or collecting them at the end of the day, they will be required to sign-in at the office.

After School Care

After School Care for children aged from 7-12 and is available through Kingston Early Learning Centre as an approved service provider. Students are engaged in a range of after school care activities including games and physical activities, art and craft, cooking and library visits.

Session Times

Sessions will run from 3:00-6pm. Students will be involved in a range of activities that utilise the College's facilities. Students will be met by the After-School Care staff at the Lower Hall.

Fees & Enrolment

Fee details and enrolment forms are available through the Kingston Early Learning Centre. Federal Government Child Care Subsidies apply to this service.

Contacts

KELC contact details:

Phone 6122 0198
 Mobile 0409 196 433
 Email kelc@scc.tas.edu.au

Textbook Purchases - Years 11 and 12

Year 11 and 12 students will be required to purchase a number of textbooks and equipment identified in various course requirements.

Houses

Southern Christian College (SCC) has four Houses which form the basis of both sporting competition and aspects of secondary pastoral care. The Houses are:

Eden (Green)	Sinai (Yellow)
Calvary (Red)	Galilee (Blue)

Students and siblings are placed in the same House from the point of entry until they leave SCC.

Mobile Phones and Devices Primary

Primary students should not have any phones or smart devices including smart watches, or devices that give internet access, with them during the school day. (Unless a prior arrangement has been made with Head of School.)

All phones and smart devices, as mentioned above, are to be handed in at the office when the student arrives at school, and they will be kept securely in the school safe until they are collected at the end of the day. Students at After School Care should hand their devices to the teacher in charge.

Any devices found with Primary students during the school day will be confiscated for the day and parents notified.

Mobile Phones Secondary

Except in exceptional circumstances, where prior arrangement is made with staff, students should not have mobile phones with them throughout the day. They can be left in the school safe or student lockers (for Secondaries, switched off) during the day and students must be contacted via the office. Mobile phones cannot be generally used by students around school grounds, including before and after school (Year 11 and 12 have an exemption). Secondary students must keep their phones in their locker. In cases where mobile phones are used in class or in the playground (without teacher permission) or are used inappropriately, phones will be confiscated and kept in the safe to be returned

at the end of the day. Where incidents occur repeatedly, parents will be contacted and asked to collect the phones.

Smart watches are not to be used as a communication device or for playing games. Smart watches may be confiscated for the day if used inappropriately.

Pastoral Care, Health and Wellbeing

General wellbeing communication

Keep in touch! Please contact your Class Teacher/Home Group Teacher, Head of Pastoral Care and/or Head of School (Primary or Secondary) via email if your child needs some extra attention because of various circumstances. If a discussion would be beneficial, please arrange an appointment with your Class Teacher/Home Group teacher, Head of Pastoral Care and/or Head of School.

Communicating through your child's Home Group teacher

The Class Teacher/Home Group teacher will look out for your child's welfare. Email is the best form of communication unless there is something urgent in which case, please ring the school office Ph. 6229 5744 or contact the Head of Pastoral Care or a Head of School (Primary or Secondary).

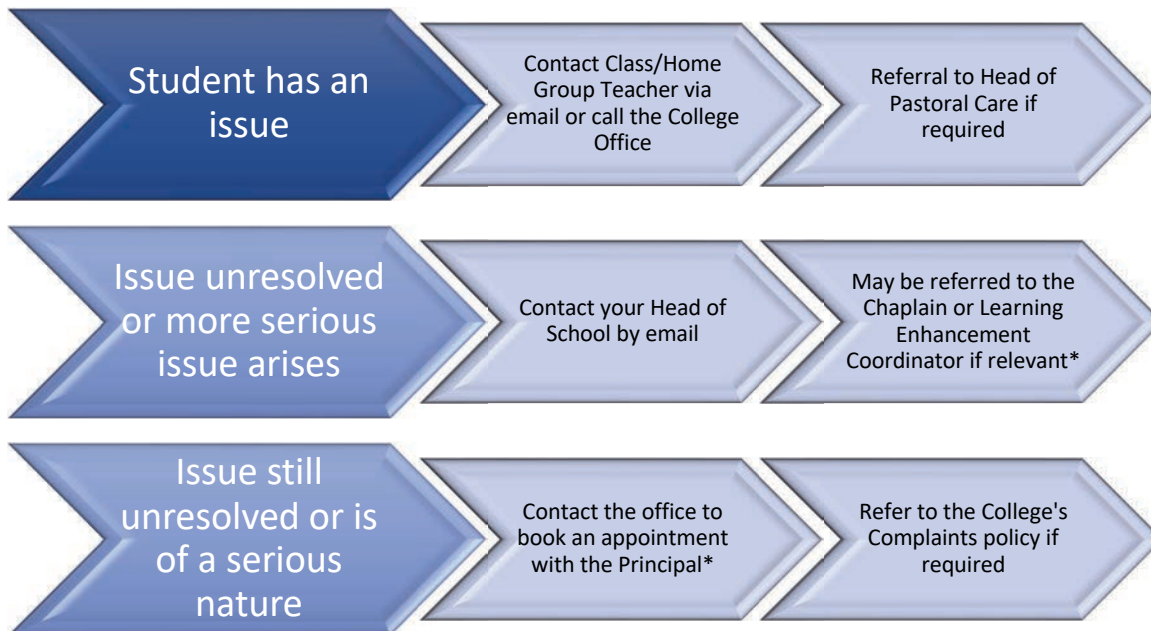
Restorative Practices

At SCC, we engage Restorative Practices (RP) to resolve relationship and behavioural issues. The foundation of RP is the belief that people will make positive changes when those in positions of authority (parents and teachers) do things *with* them rather than *to* them or *for* them. This approach is well researched and widely used in many schools. You can find more information on the internet or you can talk to your child's Home Group teacher.

It is important to note that although the College actively works to create an RP environment, this does not mean that there are not or may not be consequences for student's actions.

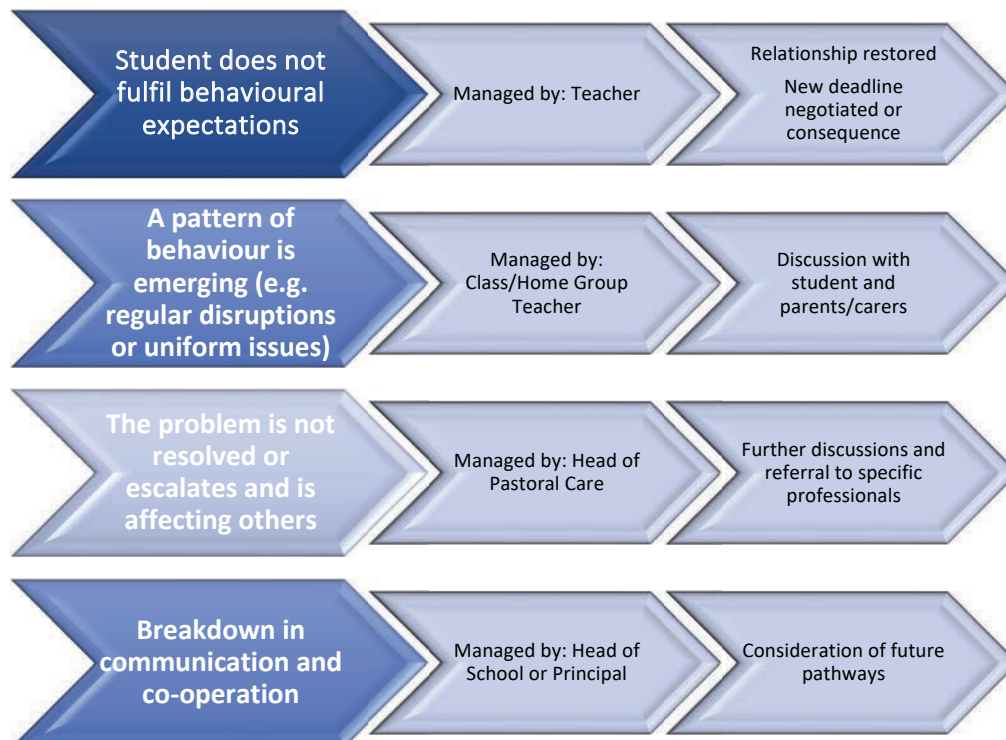
For further information on Restorative Practices please visit <https://www.iirp.edu/defining-restorative/purpose>. This will give a thorough outline of the background and reasons for our RP approach.

What to do when a pastoral issue arises:



*Please allow a day's notice for appointments

What to do if there is a behavioural issue:



Infectious Diseases and Attendance

Certain medical conditions are considered highly infectious and there are recommended exclusion periods from school for students who have contracted these. Here is a list of infectious conditions and exclusion periods:

Condition	Exclusion of Case	Exclusion of contacts
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non- infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded

Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

Asthma & Anaphylaxis

SCC is an allergy aware school.

Most SCC staff are trained in First Aid, including asthma and anaphylaxis procedures. Be sure to update your child's medical information through Consent2Go and also inform the office including any updated action plans.

The College maintains a supply of asthma puffers and spacers in first aid kits however, it is strongly recommended that students keep their own asthma puffer with them and a puffer and spacer easily accessible in their school bag.

If your child has been prescribed an EpiPen, it is vital that the use, application and location of the EpiPen is communicated to the College. If your child requires one, it would be advisable to purchase two EpiPens, leaving one with the office and the other in an easily accessible location such as the child's school bag or with the class teacher for primary and infant students. Please feel free to discuss this with the office.

Families are asked to avoid sending food items containing nuts to school.

Sun Smart School

SCC is registered as a Sun Smart school. All students should have a school sun hat, as per uniform policy, which is to be worn at recess (Primary only) and lunch times in Terms 1 and 4 and at outdoor events. Sunscreen is available at school both in classes and at the office. Sunscreen is available at all outdoor events.

Learning at Southern Christian College

Kingston Early Learning Centre and Southern Christian College provide a caring, Christian education for children from 2 years old until they complete their school journey at the end of Year 12.



Through each stage of the journey, we provide an education that inspires and equips children and young people. Our programs are:

Learner-centred

At the core of each program is the needs of the students. Through each stage of development, we begin by acknowledging the interests, skills and capabilities of the students.

Inquiry-based

Learning occurs best when students are engaged. Inquiry learning aims to connect learning to topics, questions or issues that are relevant to them or spark their curiosity.

Holistic

Across our College programs, we aim to ensure all aspects of personal growth are addressed in balance. This includes spiritual, intellectual, emotional, social and physical development.

Establish strong foundations

Strong foundations in areas such as self-management, social and communication skills, literacy and numeracy development play an important role in helping ensure students are equipped to confidently meet the academic demands of school and life beyond school.

A Christian Education

Southern Christian College is a learning community built on the foundation of the Christian faith. The College's teachers lead students in an exploration of the world around them in a nurturing and Christ-centred environment.

We help students to understand the Bible's teaching through daily devotions, weekly Christian Studies lessons, prayer groups and Assembly presentations. Wherever relevant, a Christian perspective will be embedded within lessons across all learning areas. Teachers encourage students to pose and explore possible answers to their questions.

All members of the College community are encouraged to demonstrate our College values at all times.

Our Curriculum

The Early Years Framework

Children explore their world through the themes of *Belonging*, *Being* and *Becoming* in the Early Years Learning Framework (EYLF). Kindergarten reporting includes reference to children's learning based on the Framework.

International Baccalaureate (IB)

Southern Christian College is authorised to offer the IB Primary Years Programme (PYP) from ELC through to Year 6. This exciting framework encourages students to make sense of the complexities in the world around them. They learn to make connections across curriculum areas using key concepts and inquiry learning. Students are also developing the skills and dispositions required to put their learning into action, to make a positive difference.

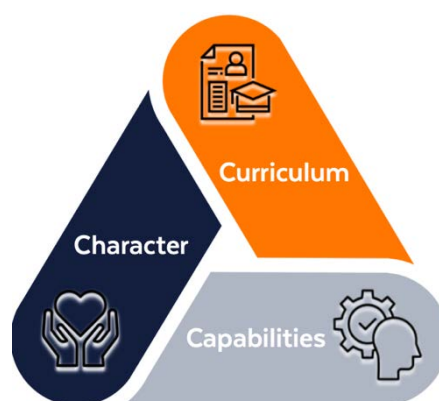
The following diagram illustrates the connected elements of the IB Framework for the PYP.

Social Skills	Developing positive interpersonal relationships and collaboration skills Developing social-emotional intelligence
Research Skills	Information literacy skills Media-literacy skills Ethical use of media/information
Thinking Skills	Critical thinking skills Creative thinking skills Transfer skills Reflection/metacognitive skills
Communication Skills	Exchanging information skills Literacy skills ICT skills
Self-management skills	Organisation skills States of mind

The Thrive Framework (Secondary)

The Thrive Framework is intended to provide our students, parents and teachers within the Secondary school with a shared foundation for understanding how we work together to achieve our College educational purpose.

The Framework consists of three main elements:



Curriculum

- We aim to ensure all students are equipped with strong foundations of knowledge, skills and understandings, as detailed within the Australian Curriculum 9.0
- We inspire students through engaging teaching and learning experiences that foster curiosity and an understanding of key concepts or big ideas. Cross-curriculum priorities also engage students in understanding the relevance of their learning to real-world contexts.
- We provide authentic opportunities for students to engage with and extend their understanding of a Christian worldview

Capabilities

- These are informed by the Australian Curriculum General Capabilities. The Capabilities are transferrable across curriculum areas and support student achievement within the learning areas. The General Capabilities consist of:
 - Critical and Creative Thinking
 - Digital Literacy
 - Ethical Understanding
 - Intercultural Understanding
 - Literacy
 - Numeracy
 - Personal and Social capability.

Character

Fostering the character of students involves the deep learner dispositions that are part of the essence of who they are. Our College values are used as a frame to connect the character elements. We foster an understanding that Jesus is the model for the character we want to develop in ourselves.



Tasmanian Assessment and Standards Certification (TASC) and Tasmania Certificate of Education (TCE)

The IB Program through the Primary years and thrive Framework through the Secondary years establish a solid foundation for students to move into their final phase of formal schooling. The Tasmanian Certificate of Education at Southern Christian College offers wonderful opportunities for our students to choose a course of study that enables them to pursue their personal strengths and passions and supports their learning pathways and future aspirations. These courses provide a broad range of learning opportunities which can help lead to employment and further education beyond School.

Australian Curriculum

As students from ELC to Year 6 learn through the IB curriculum (Primary) and the Thrive Framework (Secondary), they are developing the knowledge and skills that is covered by the Australian Curriculum. Details of the Australian Curriculum are available online at: www.acara.edu.au

First Steps Into Learning

The College operates two free First Steps Into Learning programs for children from birth to 4 years of age. This is a wonderful opportunity for children to play, create and engage with other children and introduce them to an exciting learning environment as well as an opportunity for parents to meet other parents. Both groups are free and held every Friday during school terms from 9:30 to 11am.



0-3 year olds attend our Early Learning Centre for an opportunity to play with other children and explore our outdoor and indoor learning environments.

3-4 year olds familiarise themselves with a classroom space in our kinder room and enjoy an introduction into more structured play.

There is a sign-in process for each session. Tea and coffee facilities are provided. If you are interested in attending, contact the College office: enquiries@scc.tas.edu.au

Kingston Early Learning Centre – Care for 2 to 6 Year Olds

Southern Christian College operates an approved Long Day Care service on site for children aged from 2 to 6 years of age. Parents are able to access care for school hours care only as an option.

Child Care Subsidies (CCS) to reduce childcare fees are available for eligible families as determined by Services Australia. A discount is available for siblings in care.



School Hours Care (8:30am – 3:30pm)	\$90
Long Day Care (7:30am – 6pm)	\$110

*to view the full fee schedule with all care options, please email kelc@scc.tas.edu.au

KELC contact details:

Phone	6122 0198 / 03 6229 5744	Mobile	0409 196 433
Email	kelc@scc.tas.edu.au		

KELC opening hours: Monday-Friday (excluding Public Holidays) 7:30am-6:00pm

Before & After School Care for 7 to 12 Year Olds

Parents with children enrolled at the College are able to enrol their children in our approved before and after school hours care. Managed through our Early Learning Centre, the service operates on school days for 7 to 12 year olds.

Families are able to access Child Care Subsidy for fee assistance.

We also offer a discount for families with siblings in care. This is an excellent program located on the school premises using the school facilities.



Kinder

Our program is designed to encourage students to explore their many questions and interests through play-based experiences. The students are consistently encouraged to learn more about themselves and the world as they explore, discover and create.

We also acknowledge that students are growing at different rates. They are each developing foundational communication, social-emotional and fine and gross motor skills at their own pace. As we engage students in the program, we are providing individualised support for the development of these skills.

While we do not explicitly teach students to read and write, some will be motivated to explore these areas. For all children, we will foster the development of early literacy and numeracy skills that children need as they move into the more formal years of schooling.

The Kinder students also become familiar with many aspects of College life as they borrow from the library and participate in specialist lessons with our PE, Music and Indonesian teachers.

Kinder Hours: Monday to Wednesday 8:45am to 3.10pm

Primary Years

Our Primary Years Program focuses on establishing strong foundations in core skill areas. Students undertake targeted programs in areas such as literacy development (reading, writing, spelling, punctuation and grammar) and numeracy. Most other areas of the curriculum are taught through rich, integrated units of inquiry which are intended to foster student curiosity and wonder while developing subject knowledge and skills. Units of inquiry encompass learning in:

- English
- Mathematics
- Science
- Technologies
- Personal Development and Health
- HASS (Humanities and Social Sciences)
- Creative Arts

All students from Prep-Year 6 learn Indonesian as part of our commitment to fostering global-mindedness. Students are learning about the people and culture of Indonesia.

Students also attend lessons with specialist teachers in Music and PE. They also visit the library weekly, to advance their enjoyment of a diverse range of literary texts and to build essential research skills.

Secondary Years

Through the Secondary years, students continue to deepen their knowledge and understanding in core subject areas. English, Mathematics, Science, HPE and Individuals & Societies (SOSE) remain compulsory subjects through Years 7-10. In each subject, students explore more complex concepts and issues, learn to investigate significant ideas and represent their findings or arguments in varied forms.

Students also have increased opportunities to direct their learning pathway through elective subjects. From Year 8, students begin to nominate the areas they want to explore. Year 8 students choose two electives, Year 9 two electives and Year 10 four electives.

Elective subjects may include:

- Visual Arts
- Drama
- Music
- Digital Technologies
- Materials and Design Technologies
- Food Technologies
- Media
- Advanced Mathematics
- STEM
- Outdoor Education

Senior Secondary Years

The inquiry-based middle years program helps establish strong foundations for students to enter the final stage of their formal schooling. Our experienced TCE Co-ordinator works closely with Year 10 students to design a learning pathway for each individual. Students also receive attentive mentoring throughout this crucial stage of their education.

Students in Years 11 and 12 are provided with a wide range of course offerings, encompassing Sciences, Mathematics, Humanities, Languages, Arts and Technologies. In partnership with other education providers, students may choose to incorporate a vocational education program within their TCE. They are able to complete their school education with both an ATAR and a vocational qualification.

As new pathways open to students beyond school, we aim to ensure students understand the factors that contribute to success in the next phase of their journey, whether that be further study or employment.

Language Learning

As part of our commitment to fostering global mindedness, Southern Christian College is committed to providing all students with the opportunity to learn a language other than English. Language learning is significant for students' development. Research tells us that language learning improves a student's literacy skills in their own language, develops important neural pathways and encourages greater cultural awareness and understanding of others.

Students primarily learn Bahasa Indonesian, as part of the College's program from our Early Learning Centre to Year 9. Japanese is also offered as an elective in Years 7, 9 and 10 in 2024. Year 11 and 12 students are not required to do a language subject as a part of their TCE program of study.

Information Technology

Southern Christian College recognises that Information Technologies are an exciting way to support and develop students' learning. More than ever, students must be prepared and equipped with the skills they need to utilise technology safely and responsibly beyond their time at school. Students can engage with a much broader world and develop lifelong skills in the process.

Students in primary years have access to College laptops and iPads.

BYOD

All students from Years 7 – Year 12 are part of our one to one bring your own device (BYOD) laptop program. BYOD refers to technology policy where students bring a personally owned device to school for the purpose of learning. These devices must meet minimum requirements to work with our educational software and within our network and printing infrastructure.

Parents of students in Years 7 – Year 12 will be provided with information by the College to assist with the purchasing of laptops.

College ICT Acceptable Use Policy Agreement

Each year, students from Year 4 are required to read and sign the College ICT Acceptable Use Policy Agreement. The content of this agreement is outlined below.

I understand that I must use College ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the College ICT systems and other users.

For my own safety:

- I understand that the College will monitor my use of the ICT systems, email and other digital communications;
- I will not share my username and password, nor will I try to use any other person's username and password;
- I will be aware of 'stranger danger' when I am communicating online.;
- When online I will not disclose or share personal information about myself or others;
- I will immediately report to my Pastoral Carer, Head of Pastoral Care or Head of School any unpleasant or inappropriate material or messages or anything else that makes me feel uncomfortable when I see it online;
- I will not remove my laptop from the College domain or uninstall compulsory software.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the College ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so;
- I will not try (unless I have permission) to make large downloads that might take up Internet capacity and prevent other users from being able to carry out their work;
- I will not use the College ICT systems for online gaming, online gambling, internet shopping or peer to peer file sharing;
- I will not use the College ICT systems for video or audio streaming (eg. YouTube) unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission;
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have and share different opinions;
- I will not take, distribute or alter images or videos of anyone without their permission.

I recognise that the College has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the College:

- I will only use my personal handheld / external devices (mobile phones, smart watches, tablets, USB devices, etc) at College if I have permission. I understand that if I use my own devices at College, I will follow the rules set out in this agreement, in the same way as if I was using College equipment;
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or which may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials;
- I will immediately report any damage or faults involving equipment or software, however this may have happened;
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes;
- I will only use chat and social networking sites with permission and at times that are allowed.

When using the Internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work;
- Where work is protected by copyright, I will not try to download illegal copies (including music and videos);
- When I am using the Internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead;
- When engaging in discussion boards or other online networks, I will not pretend to speak for others or the College.

I understand that I am responsible for my actions, both in and out of College:

- I understand that the College also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of College and where they involve my membership of the College community (eg. Cyber-bullying, use of images or personal information);
- I understand that if I fail to comply with this College ICT Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the College network / Internet, detentions, suspensions, contact with parents/carers if s student, and in the event of illegal activities involvement with Tasmania Police, and possible expulsion / dismissal from the College.

Home Learning

Home learning consists of purposeful learning activities related to the school program that are assigned to students and completed outside of class time. Home learning will reinforce concepts taught at school and will develop the student's independence as a learner, their time management and organisational skills and ownership for their own learning.

The following time allocations are a guide that provides a scaffold for both student and teacher home learning expectations.

Time allocations (maximum):

Primary

Prep to Year 2	Home reading up to 10 minutes per day
Year 3 to Year 4	Home reading up to 20 minutes per day
Year 5 to Year 6	Home Learning up to 10 minutes per day, 4 days per week
	Home reading up to 30 minutes per day
	Home Learning up to 15 minutes per day, 4 days per week

Secondary

Year 7	3 x 20 minutes per weekday afternoon
Year 8	3 x 30 minutes per weekday afternoon
Year 9	3 x 45 minutes per weekday afternoon
Year 10	3 x 45 minutes per weekday afternoon

Learning Enhancement

SCC is committed to ensuring positive educational outcomes for all students. We recognise that each student possesses a unique profile of strengths and weaknesses that will influence their learning and progress. The Learning Enhancement team works closely with students, teachers and parents who support diverse learners. These may include gifted and talented learners whose knowledge and skill in one or more learning areas are well beyond that of their age peers. It may also include students with specific learning needs who require adjustments or modifications to ensure they can experience success.

The Learning Enhancement faculty provides assistance to students by overseeing individual assessments, differentiation by teachers, coordinating Teachers' Aides to work alongside Teachers and liaising with parents and other professionals who can support our students. The aim is to be flexible in providing maximum assistance in the least obtrusive manner to maintain the dignity of each student and see their confidence for learning flourish.

Most of the focus for diverse learners is provided by differentiating learning in the classroom. This means that, while a class may all be working in the same learning area and participating in shared learning activities, some students may be working with different content, within different curriculum levels, toward different learning outcomes or aiming towards different assessment criteria. This is all part of working in a supportive, collaborative community.

Assessment & Reporting

Assessment

Assessment provides students, parents and teachers with important information about student learning development and is an essential part of the teaching and learning process.

Assessment includes both formative and summative assessment.

Formative assessments provides regular snapshots of student learning as part of day-to-day experiences. They help students and teachers to gauge progress in the acquisition of new knowledge and skills. Formative assessments help teachers determine the next steps in learning. They help teachers to plan whether further consolidation is required or students are ready for additional challenge and extension.

Summative assessments, particularly in Secondary, represent a more formal assessment of student learning. They are designed to determine both what knowledge and skills have been acquired and the extent to which students can apply learning to new contexts. In Secondary, students will receive details of summative assessments two weeks prior to a task.

Reporting

The College provides parents with **continuous reporting**. Parents are provided with regular updates on student learning. Secondary students and their parents receive notification when results of summative tasks have been finalised. Teachers provide both the results and feedback, detailing areas of strength and suggestions for improvement.

Continuous reporting in the primary years provides information on student learning experiences in the classroom and samples of student learning tasks. Parents are encouraged to take time to talk about what students have been learning.

We provide overview reports to parents/guardians twice a year; at the end of Term 2 and at the end of Term 4. These reports provide an overview of student results throughout the semester and feedback on how students have approached learning in the classroom.

Reports from SCC provide an A-E rating (or equivalent) for each subject area.

TCE reports provide A, B, C, and t rating according to the standards of achievement for each subject. These are available from the TASC website.

NAPLAN reports will be provided for students in Years 3, 5, 7, and 9 in the second semester of each year and provide comparative data for student achievement against their peers around the country. The College also conducts standardised assessments to assist in identifying and assessing student learning needs.

Parent/teacher interviews are scheduled at the start of Term 2 for Primary students and in the middle of each year for Secondary students. Parents may also connect regularly with teachers through email, phone or by scheduling a meeting time. Parents are encouraged to contact their child's teacher if they have any concerns about their child's learning.

School Fees

TERM FEES				
Year	1 st Oldest Child	2 nd Child	3 rd Child	4 th Child
Senior Secondary Year 11 - 12	1702	1138	838	330
Year 7 - 10	1566	1050	726	416
Year 3 - 6	1155	792	597	366
Prep - 2	1083	726	531	305
Kindergarten (Mon to Wed)	549	513	433	192
ANNUAL FEES*				
Year	1 st Oldest Child	2 nd Child	3 rd Child	4 th Child
Senior Secondary Year 11 - 12	6808	4552	3352	1320
Year 7 - 10	6264	4200	2904	1664
Year 3 - 6	4620	3168	2388	1464
Prep - 2	4332	2904	2124	1220
Kindergarten (Mon to Wed)	2196	2052	1732	768

*Annual fees are the equivalent cost of term fees x 4.

Fee Information

Term Fees are invoiced at the start of each school term (x 4) and are due by the end of the related term. Fees exclude extra-curricular costs including sporting teams and music lessons as well as uniform costs. Interstate or overseas excursions will likely incur additional fees. Early Payment Discount Prep-Year 12 is applicable on Annual Fees if the annual fees and levies are paid in full prior to the end of term 1. Please contact the office for further information.

International Enrolments

If you are seeking to enrol and are on a visa that allows study in Tasmania, please contact the College to discuss enrolment and fees. Southern Christian College is not a CRICOS registered school.

ABSTUDY

Information on eligibility and payment rates of ABSTUDY are available on the Services Australia website and searching for ABSTUDY or by calling 1800 132 317.

Fee Assistance

It is the aim of Southern Christian College to make Christian Education accessible. Our College community consists of families seeking quality Christian schooling. Families commit to support the College:

- **Educationally:** being an active partner in the education of their children.
- **Financially:** the timely payment of fees and levies.
- **Socially:** helping build up our College community for the benefit of our children and young people, by speaking positively and helping out occasionally as time permits.
- **Prayerfully:** positively praying for your children, class, teachers and school.

The College understands that, at times, families may have difficulties in the payment of their school fees because of their particular situation at the time, with assistance available either on a one-off or annual basis.

Applications for financial assistance are assessed by the Business Manager and all details are held in the strictest confidence.

For a no-obligation discussion regarding fees and assistance the College may be able to offer your family, please email accounts@scc.tas.edu.au or contact the office on 03 6229 5744.

Fee Payments

We encourage families to enter into a regular instalment payment arrangement using direct debit from a bank account, credit card or by using Centrepay. Further information will be forwarded with your first term fee invoice.

Fee payments may also be made directly to the College's bank account:

Account Name	Southern Christian College LTD
BSB	037-015
Account Number	309 202

Please remember to quote your invoice number.

Please contact the office for our Centrepay details to set up deductions through your government payments.

Building Fund

Families are invited to donate to the College's Building Fund.

Donations are Tax Deductible and assist in the maintenance and building program at our school. Receipts will be issued at the request of the donor.

Southern Christian College Building Fund, BSB 037-015, Account Number 308 736.

Enrolment Procedure

When the Enrolment Application is lodged, an interview with the Principal or Head of Primary or Secondary will be arranged for parents or carers and student. The Principal will then make a formal confirmation of a place in the College.

Students wishing to enter the Senior Secondary program will be required to meet with the Senior Secondary Co-Ordinator to discuss pathway planning and course selection.

Please see the College Enrolment Policy and Procedure for further details.

Payment Dates

School fee accounts are invoiced each term (x4). Fees are due and payable by the last day of each applicable term except for Term 4 where all accounts are due by the 30th November each year. Alternative arrangements made may be made to suit your individual situation, please contact the Business Manager to discuss. Late fees may apply if the account exceeds the payment terms.

Unenrolling Students

One term's notice in writing must be given to the Principal if parents wish to remove their students during the current school year or from the beginning of the following year (notice required at the beginning of Term 4).

Student Absence

To hold a confirmed place for a student who leaves but wishes to return at a later date, full fees must be paid for each term's absence save in circumstances approved by the Principal.

All amounts owing to the College are due and payable within 30 days from the date of withdrawing a student from the College.

Attendance and Absence

At SCC, we want to ensure that each student meets the requirements of the Tasmanian Education Act. Attendance and engagement are crucial to good educational outcomes. We are improving the way we cover our pastoral care and the way we ensure good relationship and behaviour management.

If your child is unexpectedly absent, please contact the College by email:

attendance@scc.tas.edu.au

Please provide a reason for the absence:

If your child is absent and we have not received notification of this absence, you will be contacted. If there are more than three days of unexplained absences, there will begin a process of contact from the Home Group teacher, Head of School and, if the issue remains unresolved, further action may be required.

If there is a planned absence, please email the College Office and your child's Home Group / pastoral care teacher. If all the family will be absent, you can notify the College Office who will inform Home Group / pastoral care teachers.

What happens if my family go on holiday during school term?

- We always encourage family holidays to be planned for the scheduled school holiday breaks. Under the new attendance requirements, holidays are no longer considered sufficient for an explained absence.
- The Principal must approve any extended out of school time.
- Discuss your plans with your child's Home Group / pastoral care teacher.
- Penalties will not apply if an absence is explained.

Where can I get more information?

- If you want your child to attend school but need help to do this, we would like to talk to you about what help you need. Contact your class / Home Group teacher
- Please contact your child's class / Home Group teacher or his or her Head of School (Primary or Secondary) for more information.

Uniform

Uniform Requirements

The College uniform has been designed to be comfortable, functional and help students feel a sense of pride in their appearance. Where the College has a concern with a student fulfilling these uniform requirements, final decisions regarding what is considered appropriate College uniform, the presentation of that uniform, the wearing of jewellery and accessories, makeup, colouring and hair styles etc. will be at the sole discretion of the College. Staff will require the immediate removal of inappropriate jewellery, accessories (including jackets and hoodies) and make up. Consistent wearing of incorrect uniform may result in the child being sent home until the issue is rectified. Any changes to these uniform requirements are conducted officially through the Uniform Committee. The committee welcomes feedback and suggestions. We do want our students to look good and wear their uniform with a sense of pride and care.

Uniform Sales

The SCC Uniform Shop is operated by Midford from the College. Uniform orders can be placed online through: schoolshopnew.midford.com.au/scc (pass phrase: scc1986) or visit in person at the uniform shop.

OPENING HOURS Wednesday 8:30am-3:30pm and Thursday 12:30-3:30pm. CLOSED public holidays and school holidays.

Summer Uniform

Primary Boys	Primary Girls	Sec. Boys	Sec. Girls
Blue shirt	Summer dress OR	White shirt	Skirt or Dress
Navy shorts	Skort & blue blouse	Grey shorts/trousers	White Blouse for skirt
Navy socks	White socks	Grey socks	White socks
Navy woollen jumper	Navy w/jumper	Navy w/jumper	Navy w/jumper
Black leather shoes	Black leather shoes	Black leather shoes	Black leather shoes
Soft Shell Jacket	Soft Shell Jacket	Blazer	Blazer
		Tie	

Winter Uniform

Primary Boys	Primary Girls	Sec. Boys	Sec. Girls
Blue shirt	Blue long-sleeve shirt	White shirt	Skirt OR
Navy trousers/shorts	Pinafore OR	Grey trousers/shorts	Long Pants
	Long Pants	Grey socks	White blouse
Navy socks	Navy stockings OR	Navy w/jumper	Navy stockings OR
Navy woollen jumper	White socks	Black leather shoes	White socks
Black leather shoes	Navy w/jumper	Blazer OR	Navy w/jumper
	Black leather shoes	Softshell Jacket (T2&3)	Blazer OR
Soft Shell Jacket	Soft Shell Jacket	Tie	Softshell Jacket (T2&3)
			Black leather shoes

Physical Education uniform:

- Polo Shirt
- Navy SCC sports shorts or trackpants (sports leggings are not acceptable)
- White socks - No large emblems (clearly covering and not below the ankle)
- Shell jacket and/or rugby jumper.
- Team Sports Uniforms are now available for Athletics, Netball, Basketball and Soccer.
- Sneakers with non-marking soles suitable for sports (not skate shoes, Converse Chuck Taylor or Volley-style shoes)



Blazers

All secondary students are required to wear blazers with their dress uniform in Terms 1 and 4. Students may choose to wear their Blazer or Softshell jacket in Terms 2 and 3. These should be worn to and from school, to classes and assemblies. Blazers do not need to be worn for physical activity at recess and lunch time.

School Shoes

The College's policy is that students should be wearing black leather lace up dress shoes. The "Mary-Jane" style of buckle or Velcro shoes is acceptable for PRIMARY girls only. The shoes must be polishable. Sneaker style school shoes are not acceptable – particularly the black Volleys and Skate shoes. Below are some examples of acceptable shoes.

When making your school shoe selection, please follow these guidelines. Students may carry sneakers on other days where they may be involved in lunchtime sporting activities.



School Bags

Southern Christian College bags must be used by all students and can be purchased from the Uniform Shop.

Socks

Students must wear appropriately coloured socks (see uniform notes below). The socks must cover students' ankles. Large logos on socks are not acceptable.

Softshell Jackets and Rugby Jumpers

Students may elect to wear either the Softshell Jacket or the rugby jumper with their P.E. uniform. Softshell Jackets may be worn with the Secondary formal uniform in Terms 2 and 3 and for primary students, softshell jackets can be worn throughout the year for extra warmth.

Hair

All students' hair needs to be neat. All primary students are required to wear their hair up and back off the face if their hair length is below their collar. All secondary students are required to ensure that hair does not cover the face and must ensure that it is tied back for all practical subjects. Hair may include a ribbon or school coloured (gold, white or navy) hair tie or head band but no extra adornment of jewellery in hair. Hair colour should be natural colours (i.e. blond, brown, black). Dreadlocks and extreme colouring are not acceptable.

Make up

Primary students should not be wearing any make-up or nail polish. Secondary students' make-up should neither be extravagant nor noticeable. Eyeliner should be very faint and nail polish can be clear, but bright colours are not acceptable.

Jewellery

Students may wear:

- 1 plain, small pair of studs or sleepers in the lobe of the ear
- A watch
- 1 simple, discreet ring
- 1 simple necklace (must be able to be tucked into shirt/dress)

Students will be required to remove any additional jewellery.

Headwear

- In Terms 1 and 4, the only acceptable headwear is SCC school hats consistent with our SunSmart policy. They must be worn outside at morning tea (Primary) and lunchtime in Terms 1 and 4. Other hats are not to be worn with the uniform.
- Primary students K-6 are to wear the recommended sun safe broad brim hat and 5-6 students have the option of the bucket hat.
- In Terms 2 and 3, students may wear SCC navy beanies (see details below).

Additional Winter Items

- A navy or white, long-sleeved t-shirt may be worn below the polo shirt in winter or cooler weather.
- Beanies and scarves are available for purchase from the Uniform Shop.
- School scarves and beanies may be worn outside throughout the day.
- Only school scarves and beanies may be worn with the school uniform.

Secondary Formal Uniform

- In Terms 1 and 4 Secondary students are to wear blazers to and from school, to assemblies, on excursions and to classes. Students may choose to wear their Blazer or Softshell Jacket in Terms 2 and 3.
- In summer, secondary girls may choose to wear the dress or winter skirt and blouse with white ankle length socks.
- Softshell Jackets are not to be worn with the dress uniform in Terms 1 and 4.

Kindergarten Uniform

Kindergarten children are required to wear the P.E. uniform.

Extra-curricular

Camps and School Trips

Students in Years 3-10 can generally expect to attend one camp per year with their class. Camp dates are listed at the front of the handbook under Other Important Dates.

On occasion, secondary students may involve themselves in an optional enrichment program that involves an overnight camp. In the past these have included: surf camps, Duke of Edinburgh's Award expeditions and ski camps. In these cases, the camp is an optional part of the program and students may elect to join another group that is not camping.

Swimming Program

The swimming program is an annual part of the College's Primary Health & Physical Education program. The annual and sequential nature of the program ensures that students who have been at SCC for a number of years can see substantial improvement in their swimming skills.

Swimming Dates:

- Prep – Year 2: 9 – 13 September
- Year 3 – Year 6: 16 – 20 September

Students will be swimming each day and may wear their P.E. uniform for both weeks. Primary students may wear thongs or *Crocs* to the pool and change into sneakers back at school. Please ensure that all bathers and uniform items are clearly labelled. Students should also have the following items:

- Plastic bag for wet bathers
- Towel
- Water bottle
- Swimming Cap

School Sports

The College provides a varied sporting program, which includes:

- Interhouse sports (Athletics, Cross Country, Swimming, Cricket, Futsal, Netball, Basketball and Indoor Hockey)
- Interschool sports (Netball, Soccer, Futsal, Basketball, Table Tennis, and any other sport for which there is enough interest)
- Southern is a member of SATIS (Sports Association of Tasmanian Independent Schools) and our students are engaging with more SATIS sporting rosters every year.

A notice requesting expressions of interest for sporting teams will be provided at the beginning of the year. Contact the College office to register your interest in coaching or managing a school sports team.

Secondary Enrichment Program

For terms two and three, secondary students participate in an Enrichment Program. The Program runs over 1-2 days and students elect to participate in one or more activities for that period. Options in the past have included activities such as: visual arts, outdoor education (surfing, skiing, trampolining, climbing, sailing, camping), ICT, science, hospitality, rock band, Duke of Edinburgh's Award expeditions, and choir.

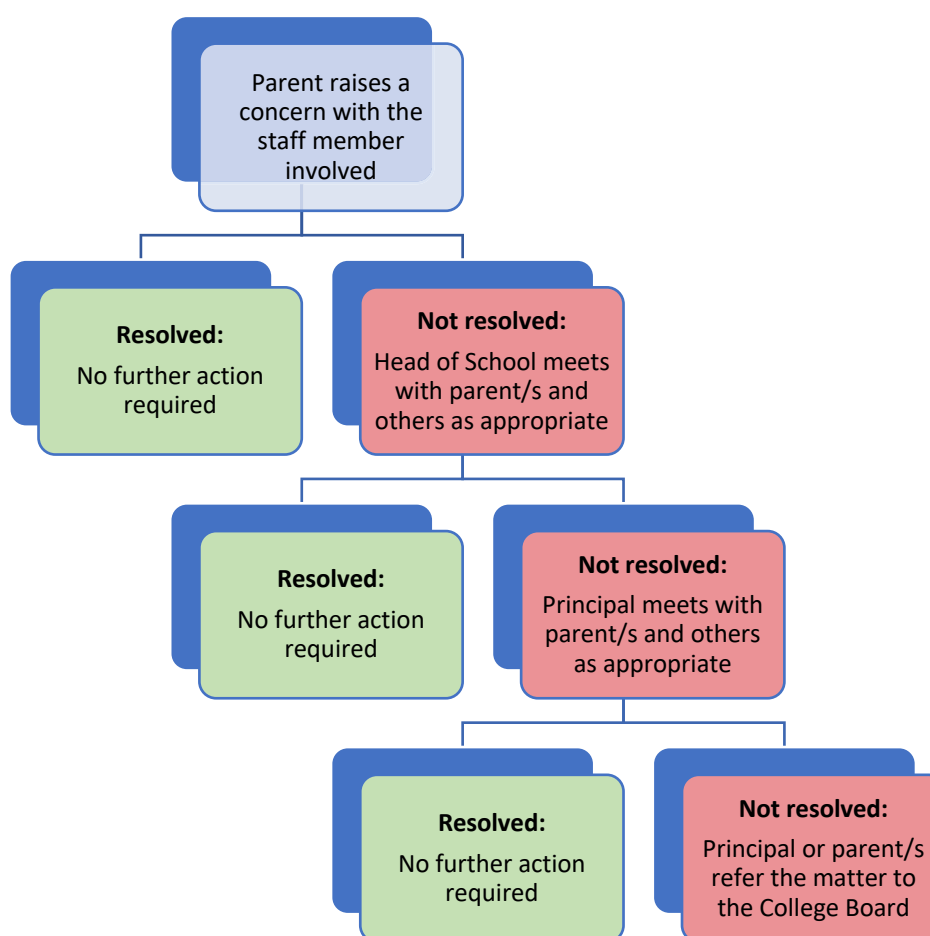
Bookings for the Enrichment Program will be via TryBooking in the weeks preceding the event.

Compliments, Complaints and Suggestions

The aim of Southern Christian College is always to do our best and we love to receive compliments, but sometimes we understand that we may not get it right. We have processes in place to manage compliments, complaints as well as consider suggestions you may have.

Our aim is to be supportive of all people involved in the process and respond effectively, fairly and openly to ways we can improve as we work together towards a resolution.

The following flow chart shows the appropriate steps if you have a concern:



Please see the College website for more information <https://www.scc.tas.edu.au/compliments-complaints-and-suggestions/>

Code of Conduct

Across the College, all students are expected to engage with each other, their teachers and the classroom environment in a ways that are safe, respectful and responsible.

Primary

Within the primary years, from Kinder to Year 6, students collaborate on the development of a class Essential Agreement at the start of each year. This outlines how they will together maintain a safe, respectful and responsible environment.

Within shared spaces, e.g. the playground, or shared activities, e.g. Assemblies, expected behaviours are communicated to students.

Secondary

The Secondary Code of Conduct provides a more detailed elaboration of how students should act in a manner that is safe, respectful and responsible. This also details some specific examples of behaviours that are not acceptable.

Student Code of Conduct

Being Safe

When members of our school community know they are physically and psychologically safe, they can be courageous learners.

A safe learner will:

- Move sensibly within the classroom and around the school grounds, being mindful of others
- Maintain self-control
- Minimise physical contact with others
- Through words, tone and gesture, demonstrate positivity, encouragement and support for others
- Follow instructions first time, every time
- Know and follow safety procedures in all Specialist subjects (eg Science, Technologies, Art, Music, PE)

A safe learner will not:

- Engage in movement or activity that could result in injury or intimidation
- Use sarcasm, put downs, or name-calling
- Target or exclude others

Being Respectful

As a compassionate learning community, every individual within our school is treated with respect.

A respectful learner will:

- Listen attentively to others, facing the person speaking and addressing them in a polite tone
- Be considerate of the personal space of others
- Support the learning of others
- Give due credit to the contributions of others
- Use voice volume suited to the situation – silent, partner or group voice

A respectful learner will not:

- Speak over, ignore or argue with others
- Deface, damage or interfere with their own, others or school property
- Be excessively loud in an enclosed space
- Interfere with the learning of others
- Claim the work of others or technologically-enhanced contributions as their own

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When members of our school community know they are physically and psychologically safe, they can be courageous learners.

A safe learner will:

- Move sensibly within the classroom and around the school grounds, being mindful of others
- Maintain self-control
- Minimise physical contact with others
- Through words, tone and gesture, demonstrate positivity, encouragement and support for others
- Follow instructions first time, every time
- Know and follow safety procedures in all Specialist subjects (eg Science, Technologies, Art, Music, PE)

A safe learner will not:

- Engage in movement or activity that could result in injury or intimidation
- Use sarcasm, put downs, or name-calling
- Target or exclude others

Being Respectful

As a compassionate learning community, every individual within our school is treated with respect.

A respectful learner will:

- Listen attentively to others, facing the person speaking and addressing them in a polite tone
- Be considerate of the personal space of others
- Support the learning of others
- Give due credit to the contributions of others
- Use voice volume suited to the situation – silent, partner or group voice

A respectful learner will not:

- Speak over, ignore or argue with others
- Deface, damage or interfere with their own, others or school property
- Be excessively loud in an enclosed space
- Interfere with the learning of others
- Claim the work of others or technologically-enhanced contributions as their own

Student Code of Conduct



Being Responsible

Being responsible for our actions and our learning helps us to make the most of learning opportunities.

A responsible learner will:

- Come ready for class in the correct uniform, with all necessary equipment, including stationery and a charged laptop
- Be punctual
- Submit tasks or assignments on time
- Maintain focus on the learning and resist distractions
- Use personal and classroom equipment appropriately
- Readily take ownership of their actions and the impact on others
- Do the right thing, even when no one is looking
- Report concerns or inappropriate behaviour

A responsible learner will not:

- Come unprepared or late for class
- Ignore or disobey teacher instructions
- Be off-task or distract others from their learning
- Make excuses
- Intentionally damage or misuse personal or school equipment



Technology Use

Technology can be a powerful resource to enhance our learning if it is used well. It should be used safely, respectfully and responsibly.

Safe, respectful and responsible learners will:

- Keep mobile phones in lockers at all times during the school day
- Only use technology in class under the direction of the teacher
- Access information and sites that are relevant to learning tasks
- Keep usernames and passwords private
- Respect the ownership of digital content
- Ask permission before taking photos or sharing content related to another person

When using technology, students will not:

- Claim the work of others as their own
- Use technology to enhance their work without prior agreement and proper acknowledgment
- Interfere with another person's device
- Access messages, games, video or other content during class time
- Whether during school hours or otherwise, send or pass on content that is unsafe or disrespectful
- Use technology to intimidate, harass or abuse others