

# A Message from the Principal

On behalf the Sacred Heart School community, I warmly welcome you to our school and our website.

Sacred Heart School, Sandgate has a long history in the role of education in the Mercy tradition since 1893. The Mercy tradition is based on the values of compassion, respect, integrity, justice, hope and joy, as inspired by Catherine McAuley, the founder of the Sisters of Mercy. Throughout our history, Sacred Heart School, Sandgate has maintained a commitment towards valuing each student as a unique individual and it is this philosophy that has created the spirit that is evident within our school today.

Our students are encouraged to learn about these values, to understand their meaning and to apply them to their everyday lives – in how they respect themselves, others and the world around them. This links explicitly to our school motto ‘For God, others and self’ As part of the network of Brisbane Catholic Education schools, Sacred Heart Primary school partners with you as parents and caregivers to:

- Teach faith-based, lifelong learning that engages the whole person.
- Encourage every child to pursue academic excellence, plus excellence in all pursuits, so they realise their God-given potential.
- Nurture the gifts of each child, encouraging them to follow and live the teachings of Jesus.

We have a diverse range of students attending our school- displaying different interests, talents, learning needs, styles and cultural heritages. Our students are enthusiastic, creative learners, keen to help others and build a school that is inclusive of all. Student voice and real- life contexts are an integral part of engagement, passion and action in learning. We are situated next door to Dowse Lagoon and close to the Sandgate foreshores providing opportunities for real life-investigation and inquiry.

We as a team of educators want each student in our care to be given as many opportunities as possible to learn, grow and to be active co-creators in their learning, to strive for excellence and celebrate success. All staff are enthusiastic, highly dedicated and committed to the spiritual, emotional, physical, intellectual and social needs of our students. They bring a wide range of experience, skills and expertise and a deep commitment to provide students with caring relationships and positive learning experiences. They look forward to working closely with our students and parents/caregivers and the wider community.

Whilst there is a continuing focus on each student’s success in their academic journey, a high priority for us is the importance of student wellbeing - that all our students feel safe, happy and develop tools for their personal wellbeing.

We acknowledge parents and carers as the first educators of their children and seek to work alongside you, in their education. Continually finding ways to ensure open and honest communication, building strong relationships and community is always a priority. You and your family will always feel welcomed at Sacred Heart.

We hope that you find our website to be a great source of information about our wonderful learning environment and community. To really gain a true sense of our community, we warmly invite you to contact us to find out more or arrange a visit to experience Sacred Heart for yourself.

We look forward to welcoming you to the Sacred Heart community.

Jo Kimmins

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## Vision

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The Sacred Heart Community embraces and celebrates Catholic beliefs, traditions and values.

We seek to build pride in our achievements, while fostering positive partnerships across the school and wider community.

We aim to develop in children a love of God, respect of others, self and the environment, so they can become confident learners who are proactive in making a positive difference in the world.



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## Mission Statement

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Sacred Heart is a school community whose mission is to be:

- A Christ-centred faith centred community that recognises the presence of God in our lives.
- Proactive in strengthening positive partnerships where each person is valued
- A provider of an inclusive education in an environment that nurtures and supports the learning of all children through appropriate learning experiences.

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## School Prayer

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*Compassionate God,*

*Draw us to your loving heart;*

*In Mercy, teach us to forgive as the Father forgives;*

*In Mercy, challenge us to follow in the footsteps of Jesus;*

*In Mercy, transform us with your Spirit to welcome those we meet;*

*And give us strength as we journey in faith.*

*Sacred Heart of Jesus*

*HAVE MERCY ON US*

*Venerable Catherine McAuley*

*PRAY FOR US*

*St Mary of the Cross MacKillop*

*PRAY FOR US*

*And may we always remember*

*TO PRAY FOR ONE ANOTHER*

*Amen.*



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## Our History

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On January 23, 1893, under the care of the Sisters of Mercy, Sacred Heart School, Sandgate opened with 50 pupils – by the end of the first week this number had risen to 70.

Soon after opening, Sacred Heart became a boarding school, catering for students (girls) who by necessity had to live away from their home in order to attend school.

Sister Mary Borgia was the founding Principal of Sacred Heart and since then has been followed by many dedicated staff members who have contributed to the spiritual, academic, cultural, physical and social development of the students in Sandgate. We acknowledge their achievements and standards and continue to uphold and build upon this foundation.

Buildings were added in 1919, 1934, 1964 and 2008. Refurbishments commenced in 1998 with the conversion of the first church (1882) into an Administration Centre, the former secondary science laboratory into a staff room, the addition of the disabled toilet and refurbishment of the former staff room into a classroom. In 2010, a major refurbishment occurred in all schools due to an increase in Government funding. At this time, we refurbished our playground, relocated our library, built Donna Philips Place, and created our Arts Centre.



The school ceased to offer secondary education during 1980 with the opening of St. John Fisher College at Bracken Ridge. The Sisters of Mercy continued to staff the school until 1995 when the Principal, Sr. Mary O'Donoghue RSM, retired.

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## Our Mercy Tradition

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The Mercy tradition is based on the values of compassion, respect, integrity, justice, hope and joy, as inspired by Catherine McAuley, the founder of the Sisters of Mercy.

This tradition remains strong in the culture of Sacred Heart today. Our students are encouraged to learn about these values, to understand their meaning and to apply them to their everyday lives – in how they respect themselves, others and the world around them.

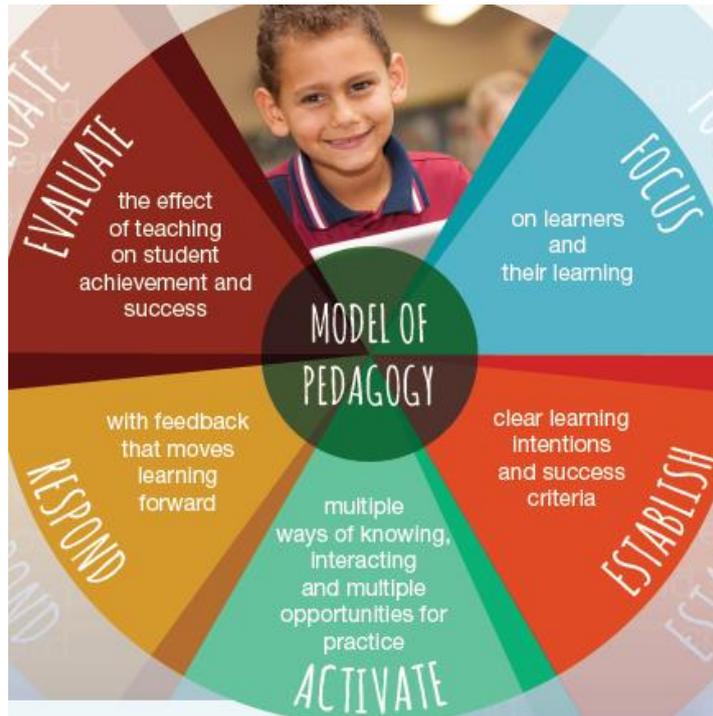
“ It is clear to me now that what has most shaped my character is my education and understanding of mercy. I have been instructed in lessons of the heart.

Catherine McAuley

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## Curriculum

Sacred Heart is committed to providing the best learning and teaching opportunities for each of our students. Our school curriculum is guided by the Brisbane Catholic Education Learning Framework which states that our goal as a Catholic Christian community is to educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world. Teaching and learning at Sacred Heart is also guided by the Brisbane Catholic Education Model of Pedagogy.



Sacred Heart School implements the Australian Curriculum which has been designed and written for all Australian Schools. The Australian Curriculum develops curriculum for students from Prep to Year 10 and it sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. Our Religious

Education Program is based on the “Religious Education - Archdiocese of Brisbane” Curriculum.

We are committed to engaging students as active participants in the learning process by teaching them about the qualities of an effective learner which we have identified below:

I am brave, creative, self-aware and curious

I can communicate, connect, collaborate and persevere

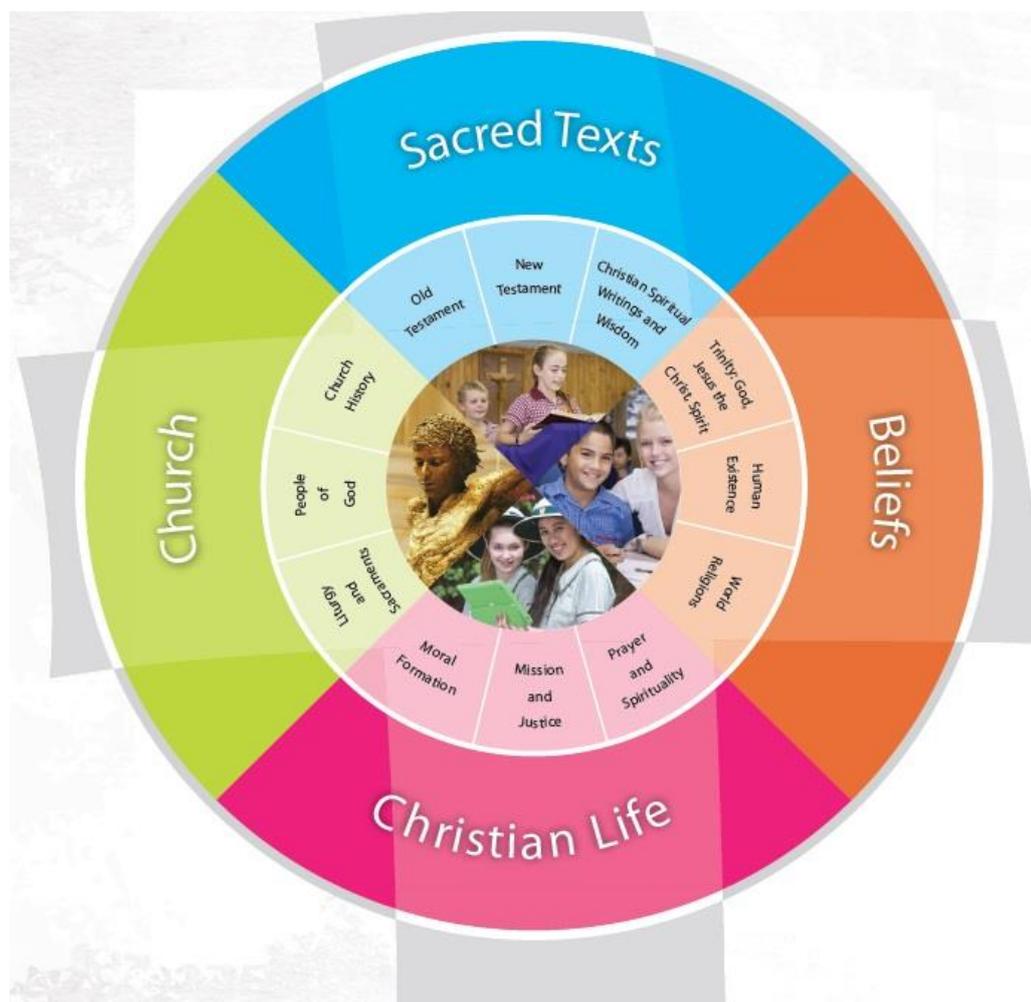
We are active learners, navigating our own learning journey

## Learning Areas

In addition to the Australian Curriculum, as a Catholic school we also teach the subject of Religion.

### Religious Education

The content of the Religion Curriculum P-12 is organised into four interrelated strands: Sacred Texts, Beliefs, Church and Christian Life. Each strand has its own distinctive body of knowledge and our classroom programs balance and integrate all four strands.



### Sacramental Program

Within the Archdiocese of Brisbane the sacramental program is conducted within the Parish setting. Our Parish schools take a support role in informing about and assisting the children of the Parish with the sacramental program. Please check with the Parish as to the upcoming Sacramental program within the Sandgate Brighton Parish.

## The Australian Curriculum

The Australian Curriculum has eight learning areas with some learning areas including more than one subject.

Learning Area	Subject
English	English
Mathematics	Mathematics
Science	Science
Humanities and Social Sciences (HASS)	History Geography Economics and Business Civics and Citizenship
The Arts	Drama Dance Media Music Visual Arts
Technologies	Design and Technologies Digital Technologies
Health & Physical Education	Health and Physical Education
Languages	Japanese at Sacred Heart

In each subject, content descriptions specify what all young people should be taught, and achievement standards set out the depth of understanding and sophistication of skill expected of students at points in their schooling.

## General Capabilities and Cross-Curriculum Priorities

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through each learning area.

The seven general capabilities are:

- literacy,
- numeracy,
- information and communication technology capability,
- critical and creative thinking,
- personal and social capability,
- ethical understanding, and
- intercultural understanding.

The Australian Curriculum focuses on **three cross-curriculum priorities**:

- Aboriginal and Torres Strait Islander histories and cultures,
- Asia and Australia's engagement with Asia, and
- Sustainability.

## Curriculum – Specialists Areas

At Sacred Heart School we employ a number of specialist teachers and outside programs to enhance the curriculum offerings to our students.

**Physical Education** Our classes experience a 45-minute lesson each week under the direction of a Physical Education teacher who educates our students on the importance of maintaining physical health and fitness.

**Integrated Arts** Our classes experience a 45-minute lesson each week with an Arts teacher who is also an accomplished artist. The experiences take them through the use of various mediums including drawing, sculpture, design, mosaic and painting.

**Classroom Music** Our classes experience a 30-minute lesson each week with a music teacher. Children also have the opportunity to participate in the junior/senior choirs.

**Japanese** Our classes experience a 30 minute lesson each week (Prep – Year 4) or a 1.5 hour allocation each week (Years 5 & 6) to experience an opportunity to be immersed in the Japanese language and culture.

### **Other Curriculum Offerings**

In addition to the 'Australian Curriculum', at Sacred Heart School we offer a range of co-curricular areas for the students to widen their educational experience.

**Movement and Music** In Term 1 we engage the services of 'Dance Cart', a dance company who work weekly with each class to enable all students to learn to listen to the beat and rhythm of music and to create expressive dance moves to the chosen popular music.

**Gymnastics** In Term 2 for our younger classes, and Term 3 for our older classes, the students visit the Sandgate PCYC to avail themselves of the expertise of the gymnastic coaches and to utilise the PCYC equipment.

**Swimming** In Term 4 all students attend the school swimming program which culminates in our school swimming carnival late in Term 4.

### **Supported Learning**

At Sacred Heart School we encourage all our learners to achieve to their fullest potential. To support them in this development we offer a range of support techniques and engage these dependent upon the needs of the individual learner.

- **Quality Teaching Programs**

Our class teachers are released each term to work in collaboration with our school APRE (Assistant Principal – Religious Education), PLL (Primary Learning Leader) and their peers to develop quality teaching programs for a 3-4 week cycle of planning.

- **Differentiation**

All classroom teachers are trained in the differentiation of the curriculum to ensure that the program they are teaching their class is broad and diverse enough to cater for and to extend all learners within their classroom.

- **Learning Support Teachers**

At Sacred Heart School we have a ST-IEs (Support teacher – Inclusive Education). Their role is work in a support role with classroom teachers to ensure equitable access to the school curriculum for all children. At times, the ST-IE also works with

individual children and parents and consultants to ensure that the individual educational needs are being met in and through the curriculum.

- **School Officers**

Our School Officers work within our classrooms to support the teacher in the delivery of the curriculum particularly in the areas of Literacy and Numeracy. School Officer hours are distributed dependent upon the needs within a particular class.

- **Lunchtime Activities**

At Sacred Heart our students have a variety of lunchtime activities in which they can participate. These include:

- Free lunchtime play
- Structured play (play within a quieter environment)
- Library time
- At times - Art activities, Chess club and Gardening club
- Our Year 6 leaders also conduct House activities throughout the term for their particular House group.



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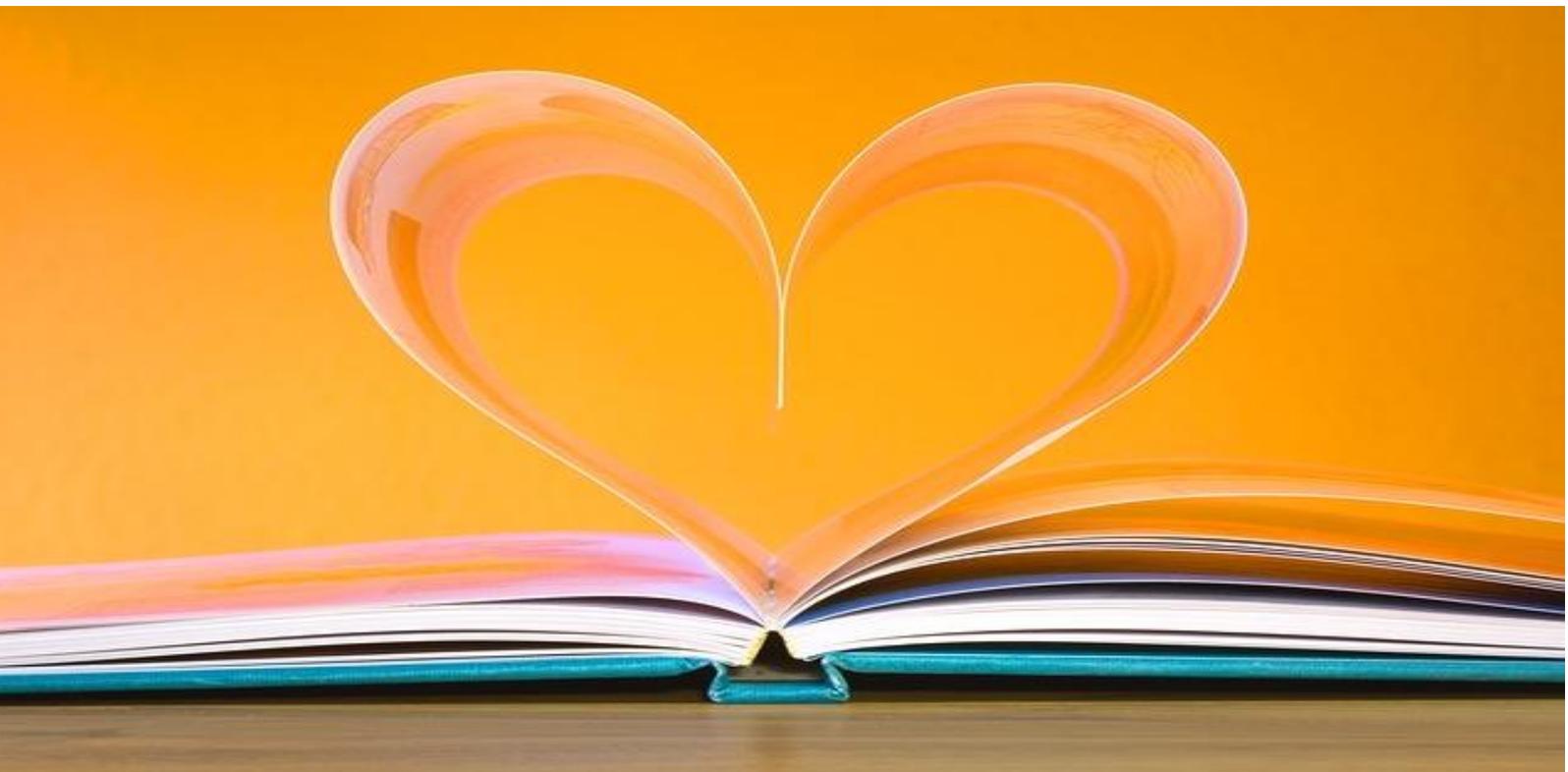
## Extracurricular

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### Library

Our Library is a vital resource within our school. Staffed by a Teacher-Librarian and a Library Aide, the library provides the community access to resources to support the curriculum.

Each class attends the library under the class teacher's direction to allow the students the opportunity to borrow books from our extensive range. The Teacher-Librarian works with classes either within their classroom or the Library facility as a resource person to support the delivery of the curriculum.



Our facility is in a constant state of renewal, looking to ensure we offer the most complete range of resources and support that we can.

Students require a library bag to borrow books from the Library. Parents will be notified about any book which is lost or damaged whilst on loan. An account for payment of these lost resources will be sent home as required.

## **Instrumental Music Program**

The children have the opportunity to learn to play a variety of instruments with private tutors during school hours.

We utilise the services of various specialists who are talented and passionate about music. They are piano, strings, guitar and drums.

The cost of these lessons is payable directly to the company.

## **Sport**

Sport as played in schools in its various forms (casual, inter-house, interschool, representative), is seen as only one component of our student's physical education. The children's participation in sporting activities promotes the development of good sporting behaviours reflecting self-control, co-operation, loyalty, respect, and justice.

## **Sporting Opportunities**

### **Competitive Carnivals**

Competitive carnivals range from inter-house, to Zone, District, Regional and State level and are held in the areas of swimming, athletics and cross country.

### **Zone 6 Sports**

The essence of Zone carnivals is the representation of the school as compared to the representation of the individual.

### **Inter-house Carnivals**

We celebrate our inter-house carnivals as a community event and strongly promote inclusiveness. Activities are designed and events modified to ensure student participation, child enjoyment and community celebration. Our three student houses are:

- McAuley (Blue) – named after Catherine McAuley, foundress of the Sisters of Mercy who began Sacred Heart School.
- Connolly (Red) – named after Fr Connolly, our first Parish Priest
- Gaffney (Green) – named after Mrs Gaffney, a long-serving Staff member.

### **District, Regional & State Carnivals**

These carnivals are targeted at the individual performances of children. Minimum qualifying times and standards are set which dictate that only accomplished athletes may participate.

### **Zone 6 Sports (Gala Day)**

The major focus of this day is:

- learning through sporting activity, and
- social rather than competitive interaction.

Zone 6 schools gather at different venues (according to year levels). Year levels are involved in a different team sport ie. soccer, touch football, T-ball and netball. Parents are involved as spectators and sometimes coaches, and the sports are undertaken in a spirit of flexibility and goodwill.

## **Technology**

All students have ready access to information technology both in classrooms and in the library. Skills in researching and presenting information relevant to units of school work are developed in all year levels. Sacred Heart strives to provide appropriate and up-to-date access to information technologies.

Our extensive IT resources provide our students with enhanced opportunities in accessing a wealth of resources. All our classrooms provide wireless access to the Internet.

We utilise:

- Banks of iPads in Prep and Year 2
- Banks of school laptops in Year 3
- A 1:1 laptop program in Year 4, 5 and 6.

## **Student Leadership**

At Sacred Heart School, we believe that one of our key roles is to develop leadership skills for all our students in our upper primary classes.

Our students in the upper primary classes make a valuable contribution to the tone of the school and to the enthusiasm and motivation of the younger children herein. To this end we promote a Leadership program for students in Year 5 and 6 with a focus on developing our students' leadership skills through formal leadership training and practical leadership experiences.

Year 6 students in particular have the opportunity to play a role in many aspects of the day to day running of the school.

We believe that every child has the potential to be a leader given the right set of circumstances to be nurtured, and to grow and develop these skills.

## Assessment & Reporting

Assessing children's work and reporting progress to parents are among the most important features of a modern primary school. Progressive assessment of each child as an individual person is made as he/she grows and develops in all areas of his/her education. Assessment techniques include observation, focused analysis, self & peer assessment and consultation.

Open communication concerning children's progress is encouraged throughout the school year. Interviews with teachers may be arranged at any time throughout the school by appointment to discuss the children's work. Samples of work will be available on these occasions. We believe that true partnership can only be achieved when the communication between home and school is free flowing. Accordingly we report to parents by establishing the following:

- **Parent Information Night** – held in first weeks of Term 1 to inform parents of class procedures, routines and curriculum.
- **Beginning of Term Letter** – sent home at the end of the first week of Term 2, 3 and 4 to inform parents of class curriculum for that term and any special events occurring within the term.
- **Celebration of Learning and of the Arts Night** – held during Term 3 to allow parents an opportunity to view displays of children's work undertaken from all year levels.

## Formal reporting procedures

- **End of Term 1**  
Parent / Teacher conversations for parents with children in Prep to Year 6.
- **End of Term 2**  
Formal report card sent home to parents of children in Prep to Year 6 covering all Key Learning Areas.
- **Start of Term 3**  
Parent / Teacher conversations for parents with children in Prep to Year 6.
- **End of Term 4**  
Second formal report card for the year sent home to parents of children in Prep to 6 covering all Key Learning Areas.

## School Uniforms

It is the school expectation that all children wear the proper school uniform as per the list below when they leave home and be conscious of their standard of appearance.

### Dress Standard

- **Hats**

We have the rule: NO HAT, NO PLAY! Children are expected to wear a hat at all times when outdoors. We also recommend that children wear the official school hat between home and school each day.

- **Hair**

- Children are not permitted to have extreme hairstyles
- Hair colours are not permitted
- Girls and Boys' with shoulder-length hair or longer are required to have it tied up.
- If in doubt about the suitability of a hairstyle, please discuss with the Principal.

- **Nail Polish**

Not permitted

- **Jewellery**

The selective range of jewellery that children may choose to wear is:

- single set of studs or sleeper earrings
- a watch
- a religious symbol on a chain worn around the neck
- genuine Signet rings

- **Shoes**

Normally, we recommend that children wear black leather shoes with the dress uniform and plain black joggers with the sports uniform. However, bearing in mind uniform costs, parents may prefer the option to buy just one quality pair of plain black joggers.

It is the school expectation that parents will write a letter to the teacher if their child is "out of uniform" e.g: white shoes, red cardigan etc for a short period of time. All children must remain wearing their full school uniform for the full duration of the school year.

We recommend that all clothing be marked so it can easily be returned to you if it becomes lost.

## Uniforms

Prep Uniform	
<b>Shirt:</b>	School sports polo shirt
<b>Shorts:</b>	Girls: Maroon shorts Boys: Maroon shorts (sports mesh fabric)
<b>Hat:</b>	Maroon school bucket hat with school emblem
<b>Socks:</b>	Girls: Short white socks Boys: Short grey socks
<b>Shoes:</b>	Black shoes - joggers. Black sandals may be worn in hot weather in Terms 1 and 4.
<b>Hair Ties:</b>	Scrunchies / hair ribbons / clips - maroon, maroon & white checked, white or 'tortoise shell' in colour
<b>Sports Carnival Days:</b>	Collared polo shirt of sports house colour

Girls Uniform Year 1 to Year 6	
<b>Formal Uniform:</b>	School dress – Grey
<b>Sports Uniform:</b>	School sport polo shirt, maroon shorts, black joggers
<b>Winter Options:</b>	School tracksuit jacket, full School tracksuit, School grey winter jacket with maroon trim, maroon scarf
<b>Hat:</b>	Maroon school bucket hat with school emblem
<b>Socks:</b>	Short white socks / Grey Stockings (winter option)
<b>Shoes:</b>	Black leather shoes or all black joggers. Black sandals may be worn in hot weather in Terms 1 and 4.
<b>Hair Ties:</b>	Scrunchies / hair ribbons / clips - maroon, maroon & white checked, white or 'tortoise shell' in colour
<b>Sports Carnival Days:</b>	Collared polo shirt of sports house colour

Boys Uniform Year 1 to Year 6	
<b>Formal Uniform:</b>	Grey maroon-trim shirt, Maroon shorts (long stubbies)
<b>Sports Uniform:</b>	School sport polo shirt, maroon shorts, black joggers
<b>Winter Options:</b>	School tracksuit jacket, full School tracksuit, School grey winter jacket with maroon trim, maroon scarf
<b>Hat:</b>	Maroon school bucket hat with school emblem
<b>Socks:</b>	Short grey socks
<b>Shoes:</b>	Black leather shoes or all black joggers. Black sandals may be worn in hot weather in Terms 1 and 4.
<b>Hair Ties:</b>	Scrunchies / hair ribbons / clips - maroon, maroon & white checked, white or 'tortoise shell' in colour
<b>Sports Carnival Days:</b>	Collared polo shirt of sports house colour

Currently, sports uniform is worn on the class PE day as well as one other day. These days will be notified through the school newsletter and class communications.

## Lost Property

Every endeavour will be made to return lost property to the rightful owner. In order to enable us to do this, **all items must be clearly marked with your child's name** (not just their initials).

During the swimming season all items of clothing, including towels and bathing caps must be marked with the child's name. Unmarked items are placed in Lost Property and after a reasonable time, they are donated to a charitable organisation.

Parents are welcome to search **Lost Property** which is **located outside the Art Room**.

## Community Building

At Sacred Heart School we believe that our students learn best when they are part of a collaborative community.

Examples of events we have for students and families include

- **Buddy Program**

Our older students as part of their Student Leadership take on a 'Buddy' in a younger class. This buddy is their 'special person' for them to watch over and nurture as part of the school community. A highlight of each child's week is our 'Buddy Lunchtime' where the students have lunch in their 'Houses' and have the opportunity to mix with students from Prep right through to Year 6.

- **Social Events**

A number of purely social events throughout the year which gives us the opportunity to meet new friends and engage with old one. The highlight of this program is the '**Welcome Back BBQ and Disco**' held at the end of Week 2 in Term 1, and the **Christmas BBQ and Concert** held in the second last week of the school year.

## Outside School Hours Care

Sacred Heart OSHC is managed by Centacare Child Care Services on behalf of the Sandgate-Brighton Parish. The service is compliant with all legislative requirements and is able to provide outside school hours care for 70 children.

Details can be accessed on their website - [CLICK HERE](#)

## Aerial View

