Dear Parents/Caregivers

I extend a warm welcome to all of you and look forward to working with you during the Prep to Year 6 phase of your child’s Lifelong Learning journey.

Choosing the school in which to entrust your child's education is one of the most important decisions that a parent and family ever make. As families are the first society that children become a part of, long before they integrate into any school, we endeavour to build a genuine partnership with a student's family to enable our young people to grow and develop the character, integrity and the purpose to contribute positively to our society. We are privileged to share in this partnership with you.

Our compassionate and skilled teachers strive to provide a safe and welcoming environment for our students. This environment is underpinned by the Mercy values of DIGNITY and ACCEPTANCE and I am sure you will be impressed by the nurturing approach of the school staff and at the breadth of opportunity on offer to your child at Sacred Heart Parish School.

Here at Sacred Heart Parish School we recognise that literacy is a corner stone for students in becoming successful learners, confident and creative individuals, active and informed citizens and that literacy is a foundation for success in all learning areas. Therefore, through the support of parents and school staff, we have a major focus on literacy in the early years. This sets a groundwork for students to develop the knowledge, understandings, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school.

I thank you again for entrusting us to share in this wonderful journey with you and your child and look forward to having a long and happy association with you over the coming years.

Sincerely

Julian Cotter
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Support of our Kids Learning

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VISION

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.

MISSION STATEMENT

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.
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;
Amen.
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. 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.

Soon after 1893, Sacred Heart also became a boarding school, catering for students (girls) who by necessity had to live away from their home in order to attend school. The following advertisement, in the local press (circa 1915), reads:

**SACRED HEART CONVENT, SANDGATE**

Boarding and Day School conducted by the Sisters of Mercy. Pupils prepared for Scholarship and Commercial Examinations. Music – Piano and Violin – Practical and Theoretical. An ideal Boarding School for Young Ladies. Further information from Sister Superior

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 refurbed our playground, relocated our library, built Donna Philps Place, and created our Arts Centre. We also named our buildings to honour our past;

- **Rutherford Building** – in recognition of our longest serving staff member – Mrs Dell Rutherford
- **Mercy Building** – to honour the Sisters of Mercy religious order who began Sacred Heart School
- **Stratford Building** – in recognition of long-serving parish Priest, Fr Pat Stratford
- **MacKillop Building** – to honour our first Australian saint – Saint Mary of the Cross (MacKillop)

Most classrooms have been refurbished as part of the Master Plan.

Our most recent works have been the refurbishment of our school grounds, making the area multifunctional and a real asset for the community. Around this time we also built a tree house within our large mango tree. It has been a great addition for the school.

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. The first lay Principal of Sacred Heart School, Sandgate was Ms. Glenda Honan; 1996 - 2002. The current Principal is Mr Chris Bathersby.
ENROLMENT POLICY

Rationale

Faith and Mission - At Sacred Heart, our aim is to provide a Christ centred community that recognises the presence of God in our lives. We aim also to provide equality of opportunity for all our students.

This strategic intent is reflected in our School Renewal Plan and is the basis for our enrolment policy.

Values

As a school, Sacred Heart exists to:

- nurture the Catholic faith of children
- provide a high quality, balanced education which targets the academic, physical, social and emotional development of each and every child

Policy Statement

Sacred Heart School, Sandgate is committed to providing a quality education that promotes:

- respect for the individual and
- the Catholic Church and the teachings of Jesus

Parents seeking to enrol their child at Sacred Heart should support these values and commit to supporting the Mission and Vision of our School.

Priority of Enrolment

The final decision of an offer of enrolment rests with the School Principal.

Should there be a need to limit the number of children enrolling at any one time, the following priorities will be considered:

1. children with siblings currently at Sacred Heart
2. children of Catholic families actively involved in Sandgate Brighton Parish
3. Catholic children transferring from another Catholic school
4. children of Catholic families actively involved in a parish other than the Sandgate-Brighton Parish
5. children of Catholic families in the local area
6. children of other Christian faiths attending other Catholic schools
7. children of other Christian faiths actively involved in their own parish
8. children of families living in the local Sandgate area; and
9. children of families living in other areas of Brisbane
Enrolment of Children not of the Catholic Faith

Given the Vision and Mission of the Sacred Heart School, a sufficient proportion of the school community should be Catholic to ensure that the faith nurturing role of school can occur freely. Enrolment of non-Catholic students must not jeopardise the inclusion of any Catholic students who may wish to attend Sacred Heart School.

Enrolment of Children with Special Needs

Our mandate to respect all persons urges the enrolment of children with special needs where these needs can be reasonably met by the school community. Brisbane Catholic Education has an Enrolment Support Procedure which ensures that through the enrolment process, the needs of all stakeholders have been considered and that procedures are put in place, where possible, to ensure the child’s successful inclusion in the school community.

Parents are obliged to inform the school of any disabilities or learning difficulties that their child may have. The Principal will consider the likely impact on the child’s development and subsequently upon the human and physical resources of the school, within & beyond the general learning program.

Non-disclosure of special needs may result in a child’s enrolment being discontinued.

ENROLMENT PROCEDURES

Preparatory Year (Prep) - Students may be enrolled in Prep if they turn five years of age by 30th June of their Prep year. See Table 1 below.

Year 1 - Students may be enrolled in Year one if they turn six years of age by 30th June of that academic year. See Table 1 below.

Table 1

<table>
<thead>
<tr>
<th>BIRTHDATE</th>
<th>ELIGIBLE FOR PREP YEAR IN:</th>
<th>ELIGIBLE FOR YEAR 1 IN:</th>
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<tr>
<td>Born 1 July 2012 - 30 June 2013</td>
<td>2018</td>
<td>2019</td>
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<tr>
<td>Born 1 July 2013 – 30 June 2014</td>
<td>2019</td>
<td>2020</td>
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<tr>
<td>Born 1 July 2014 – 30 June 2015</td>
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<tr>
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<td>Born 1 July 2016 – 30 June 2017</td>
<td>2022</td>
<td>2023</td>
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Early Admission

Admission of a child to Prep or to Year 1, before the usual date of admission, is not permitted unless either:

1. the student has moved from interstate or overseas and the Principal is satisfied that it is in the child's interests to do so, or

2. the student turns five years of age by 31st July of their Prep year and the Principal, taking into consideration the child's attributes in:
   a) Aptitude and ability
   b) Social and emotional competence
   c) Physical development, and
   d) Level of knowledge and understanding considers the child ready for formal education.

Children Transferring from another School

A child enrolling from another school is required to produce a transfer note from their previous school, at time of enrolment. Should this not be forthcoming the Principal will contact the previous school and request the notification.

Enrolment Register

Students are required to be enrolled under the name given on their birth certificate. If a valid reason exists for them to be enrolled under another name, this will be recorded also with the notation “to be known as ...”

Enrolment Procedure

Inquiry taken. Booking form completed and held at school.

Prospective parents asked to make an appointment for an interview time. Completed enrolment-related forms discussed at interview time.

Enrolment interview with completed forms begin in March (or as applicable for enrolment seeking immediate entry).

Request for any outstanding forms to be completed and returned. Relevant fees received.

As soon after interview as possible – Letter of Offer / Waiting list / Non-acceptance issued. Acceptance is subject to payment of Administrative and Enrolment fees and receipt of all necessary documentation.

Enrolment Fees – Deposit on Term One

Payment of a school enrolment fee finalises the enrolment process, reserves a place for the enrolled student within the school community and is deducted from the School Fees for the first term which the student is present. This fee is payable by all new enrolments to Sacred Heart School and is non-refundable.

An administration fee is also payable by new families to the Sacred Heart School. This assists in covering the costs associated with the processing of applications and the entering of family and student data into the computer system. This fee is also non-refundable.

SCHOOL FEES POLICY

Rationale

School fees and levies play a pivotal role in meeting the school’s ongoing financial commitments and fulfilment of its educational endeavours.

Sacred Heart is committed to effective organisation and administration within our school.

Values

Our school fee policy is based upon the principles of equity, justice, and pastoral care for the members of our community. All families within the school community are expected to contribute to the financial commitments of the school.

Policy Statement

School fees and levies charged to parents are set and reviewed annually by the School Board to ensure that they are equitable for all families and are commensurate with the facilities and services which the school provides.

School fee accounts are to be paid by their due date.

Continuing enrolment may not be granted to students when families neglect or ignore their financial commitment to the payment of school fees.

It is acknowledged that in rare and exceptional circumstances, some families can experience difficulty in meeting their financial commitments. This situation requires parents to make urgent confidential contact with the School Principal to make alternative arrangements for this commitment to be met.

In keeping with the mission of Catholic education, no child will be denied a place at Sacred Heart School, Sandgate through a parent’s genuine inability to pay full school fees.

In justice to families who pay their school fees regularly and on time, the School will follow up all overdue fee accounts.

The liability of each parent for the payment of fees and all other charges incurred by the school on behalf of a child is recorded upon enrolment on the ‘Confirmation of Enrolment’ form. Should any fees and charges not be paid as required, outstanding fees and charges may be referred to a debt collection agency.
PROCEDURES FOR COLLECTION OF FEES

- School Fee Account sent out with due date three weeks ahead.

- Fees received

or

Account re-sent (Friendly Reminder) to those families who have not returned fees by due date. Further two weeks provided for payment.

- Accounts remaining overdue with no contact from the parent - letter will be sent to families reminding them about school policy, with a request to contact the Principal within one week. Policy will be attached.

- Accounts remaining overdue with no contact from the parent - account will be referred to a debt collection agency.

Where a family is unable to pay the prescribed school fees in accordance with the School Fees Policy there are two options:

1) Agreement - a confidential formal agreement entered into with the Principal for outstanding fees to be paid over an extended period of time, or

2) Concession – in rare and exceptional circumstances a confidential discussion around the possibility of a fee concession will be required.

The concession process requires open disclosure of the reasons for the inability to make full payment and an attempt to agree upon a just and equitable amount for the family to pay. A concession will only relate to the ‘fees’ component of the outstanding account and not to the levies due. No allowance for concession will be made in circumstances where extra-curricular activities such as holidays or luxury items are proposed as reasons for non-payment.

The final decision on whether Agreement or Concession will be applied lies with the Principal.

The terms of Agreement or Concession arrangements must be reviewed annually or as circumstances change, whichever is the sooner.

From time to time some families ignore all approaches by the school for meaningful discussions to be held regarding outstanding school fees debts. In these circumstances any costs associated with the recovery of outstanding school debts through a debt collection agency will be added to the total amount payable.
COMMUNICATIONS POLICY

Rationale
At Sacred Heart, our aim is to be proactive in strengthening positive partnerships between the School, its families, the Sandgate Brighton Catholic community and the wider community of Sandgate and surrounding districts. Effective two-way communication is integral to this partnership.

Values
Sacred Heart School Sandgate partners with the parents of each child in nurturing their faith and providing a balanced education that targets their academic, physical, social and emotional development. The best outcomes for students will be achieved when each contributes their different perspectives and insights to the partnership in open and inclusive communication that is built on, and builds, trust and respect.

Policy Statement
Sacred Heart School strives to:

- Create a culture of open and respectful communication that promotes closer collaboration.
- Foster close communication between parents and the teachers of their children.
- Keep parents regularly informed about its expectations, and their children's activities and development at school.
- Ensure there is well structured formal program of communication with parents, with both school and family responsible for ensuring there is effective communication outside these formal opportunities.

From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current.

All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality principles.

Implementation

Formal Communication
As circumstances require, this may include:

- electronic and paper documents
- parent information sessions
- meetings, and
- telephone and personal contact
School Renewal Plan - compiled in collaboration with the school community. It proposes actions for the coming year against key objectives for the School. The Principal reports on the progress achieved against the plan in the previous year by the end of March each year.

School Policies - developed by the Sacred Heart School Board in consultation with the school community. They are available on the school's website or upon request from the school office.

Parent Handbook - provided to new families at the time of enrolment. Parents will be notified of any changes to school policy and procedures. A current version of the Parent handbook is available on the school website. ([www.shssandgate.qld.edu.au](http://www.shssandgate.qld.edu.au)) or the Parent Portal.

School Newsletter - published fortnightly uploaded to the Parent Portal for viewing.

School Parent Portal – available to parents of Sacred Heart. Each parent is given a log in (their main email address provided). Access to the Parent Portal is via the school’s website under ‘Community Access’ and click on the link to the Parent Portal. Once in the Parent Portal parents can request a change to your personal details, view the school newsletter, access the class blogs, access to your child’s school reports and NAPLAN report and view the school calendar.

Principal’s Monthly Report to the Parents and Friends Association (P & F) - highlights resourcing and operational issues relevant to the general school community. The Principal additionally provides a monthly report to the School Board.

Parent Information Night - held at the beginning of each school year to provide information to the school community. It includes the opportunity for all parents to commence the home/school partnership. Parent volunteer induction training is provided on this night.

Class Letter – sent home by class teacher at the commencement of Term 2, 3 and 4. It outlines curriculum issues relevant to their class. (Study themes for the term, homework requirements and proposed excursions as well as opportunities for parents to participate in classroom activities).

Parent - Teacher Interviews – formal interview held at least twice yearly (usually in Term 1 and 3), and at other times on request.

‘Celebration of Learning’ Night – held mid-way through the year for parents to view samples of their child’s work. Teachers are available to discuss the curriculum and the samples of work.

Academic Reports (written) – issued twice yearly at the end of Term 2 & Term 4.

Communication outside the Formal Program

The use of emails is one method of distributing information within the school community.

Teachers will contact a child’s parent as soon as possible (by phone, email or to make an appointment to meet in person) to discuss concerns that arise about a student. Parents are also contacted by the child’s classroom teacher if the child’s inappropriate behaviour disrupts the teaching and learning process, and / or is sufficiently serious to warrant them being temporarily excluded from the class.
The school administration staff will contact parents if a child is seriously injured at school, complains of illness, or needs to go home for any reason.

Parents need to keep their child’s teacher informed about any significant incidents and changes that are likely to affect the student at school, their attendance at school or their completion of homework. This may be via a short note to the teacher. Alternatively, parents can contact the teacher or the school administration by email, telephone or in person.

Parents may approach teachers directly but to avoid disruption to the teaching schedule, they should do so only at mutually convenient times before school, after school or during the lunch break.

Raising Concerns
At times parents may have concerns regarding their child's academic progress, social relationships or a general classroom matter. These concerns should be raised directly with the child's class teacher in the first instance.

Procedure for Contacting a Classroom or Specialist Teacher
When a parent wishes to contact a member of staff the procedure is to contact the teacher involved giving a brief outline of the issue or concern. Contact should be made using one of the following approaches:

1. Contact the school, either by phone or front the office personally, and arrange for the teacher to contact you to arrange a suitable meeting time. Teachers are not usually available to answer phone calls or come to the office during teaching time or whilst on playground duty.

2. Contact the appropriate teacher in writing or via email, asking them to organise a suitable meeting time. All staff emails are available on the Parent Portal.

3. Speak briefly with the appropriate teacher, either before or after school hours and request that they arrange a suitable meeting time.

Where the teacher has been approached but the issue remains unresolved, an appointment should be made with the Principal to discuss the issue further. Except in exceptional circumstances, the Principal will ensure that all pertinent information is relayed to the Staff member involved so that all relevant information may be considered in seeking a mutually beneficial resolution.

The Principal is available to meet with parents where they have an issue, concern or matter of interest about the general operation of the school. Where a mutually suitable time is not available for a period of days the school will offer an opportunity to discuss the concerns with the school’s Assistant Principal – Religious Education.

Issues Arising Between Students and Families
No parent should approach the children of other families or their parents with a school related or non-school related issue on the school grounds. Such matters must be addressed to the Principal or Assistant Principal – Religious Education and not be discussed with other persons.
From time to time differences in expectation and disappointments about delivery will give rise to tensions and disagreement in the partnership between the school and parents. Both school and parents are responsible for respectful communication about these concerns. All matters of concern must, in the first instance, be addressed to the school. Only after this courtesy is afforded to the school may a matter that cannot be resolved locally be referred to Brisbane Catholic Education for resolution. The Area Supervisor for the North Region 3 which includes Sacred Heart School Sandgate can be contacted by telephoning the Brisbane Catholic Education Office on (07) 3033 7000.

Communication Strategy with the Wider Community

Sacred Heart School utilises the Parish newsletter to promote the works of the school and to encourage Parish participation in school activities.

The school endeavours to use the popular media to communicate with the wider Sandgate community. Articles are submitted to the local newspapers to promote the school’s activities and to highlight the benefits of attending Sacred Heart School.

As a school we also encourage the wider community to access our school website (www.shssandgate.qld.edu.au) to gain the most current and relevant information about our school community.

Communication on behalf of the school with any external bodies, including the media, must be approved by the Principal.

The Sacred Heart School community believes that we exist successfully only within the strong relationships formed with the parents of the students, the relationship of School to Parish, and in the context of the wider Sandgate community. We support and encourage each other in our endeavours to provide the best opportunities for the students in our care, and trust that there is no situation that cannot be addressed through working together in active partnerships between the home and school environments.

In all circumstances our actions must be based “For God; Others; Self”.
An up-to-date calendar of school events is available on the School website – www.shssandgate.qld.edu.au

**Bell Times**

<table>
<thead>
<tr>
<th>Bell Time</th>
<th>Activity</th>
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| 8:25am    | 1st Bell  
Children move to line up. |
| 8:30am    | All teachers on duty. Morning session begins 
Monday - Meet & Greet |
| 10:45am   | Children move to eating area and begin lunch. |
| 11:05am   | Play time commences. Change of duty. |
| 11:25am   | Play finishes. Toilet and drink time. Line up. |
| 11:30am   | Lunchtime finishes – All teachers on duty. 
Middle session begins. |
| 1:45 pm   | Afternoon tea commences. |
| 1:55 pm   | Eating finishes. Toilet and drink time. Line up. |
| 2:00pm    | Afternoon tea time finishes. 
All teachers on duty. 
Afternoon session begins. 
Friday - Assembly |
| 2:45pm    | Dismissal |
ASSEMBLIES

Each Monday morning a school prayer assembly conducted by the children is held in Donna Philps Place at 8:25am. This provides us with a prayerful focus for the week. We also deliver messages, inform the community about upcoming events and “raise” the flag and sing the National Anthem.

Our Friday afternoon Assembly, at 2pm in Donna Philps Place, allows us to gather in celebration. A class each week provides us with information about the work they have done and we share our achievements, acknowledge birthdays and present awards.

All members of the school community are most welcome to attend.

ATTENDANCE PROCEDURES

School Attendance
Attendance at school each day is, by law, compulsory. Irregular attendance severely disadvantages a child’s education and seriously hinders his / her holistic progress. As such, in the interests of each child’s well-being, persistent irregular attendance, will be investigated by the school.

Absence from School
Should a child be absent from school for any reason on a particular day, a parent / caregiver must notify the school either via the Parent Portal, an email to the school, or a phone call to the School Administration. (07) 3269 3427 psandgate@bne.catholic.edu.au www.shssandgate.qld.edu.au

It is imperative that parents do this so that teachers are assured of the child’s safety. A note of explanation should be given to the class teacher for anticipated absences. If a child is late he / she must report to the office upon arrival where upon a late slip will be issued. If contact has not been made by families the school will make every effort to contact the family to check on the child’s safety.

Access to Students
Should you require access to your children during school hours, it is policy that all enquiries are made to the Principal through the Secretary. A Register is on the front counter of the office and should be signed on arriving and leaving the school building.

No parent is to go to classrooms without registering.

It is school practice that disturbances to the children’s school day be kept to a minimum. Access to children for the purpose of social visits will only be permitted in rare circumstances where this access cannot be achieved in any other way.
The timetabling of specialist and doctor appointments during school hours is actively discouraged.

This procedure is necessary to ensure the safety and safe keeping of all pupils. The Principal is to be kept informed about custody arrangements if this applies to your family, and supplied with all relevant court papers. Unless we have these copies we must give both parents equal access rights.

**Leaving the School Grounds**

Once the children arrive at school, they are not to leave the grounds before dismissal time, unless collected by the child’s parent or guardian, or authorised contact listed. Children MUST be collected from within the School Administration.

**Visitors**

All parent volunteers and visitors must report to the office upon arrival at the school and must sign the visitors’ book and obtain an identification badge. When a visitor is leaving the school, he/she must return to the office and sign out and return the badge.

**Parking**

Parents who drive their children to and / or from school must not under any circumstances – wet weather included – drive their vehicles into the school grounds.

There is ample parking at the back of the school in Burnett Place, where children can be set down and picked up. Parents who pick up children in the area adjacent to the Fire Station must ensure that they obey the instruction signs so that children are not placed at risk. This is a 2 minute drop off / pick up zone only.

It is highly recommended that all children riding bicycles to and from school should constantly be reminded about road safety, with particular reference to bicycles. All children riding bicycles are required by law to wear a safety helmet. All children leaving bicycles in the school racks should secure them under lock and key as a deterrent to thieves. Children are not permitted to ride their bikes in the school grounds.

**Early Arrival**

Supervision of children is afforded by the school from 8am – 3:15pm. The school holds no duty-of-care over your child outside these hours unless they are attending a school organised activity. After school supervision is only provided in the ‘front of the school’ area. All children in attendance before 8am must attend ‘Before School Care’. The same holds for children who are not collected from school by 3:15pm. Children, whose parents are in attendance after school concludes at 2:45pm, are deemed to be in parent’s care with the school’s duty-of-care having been discharged.
ACCIDENTS / SICKNESS AT SCHOOL

At this school, minor cuts, bruises, abrasions are treated. In the case of a more serious accident:

- First Aid is rendered
- Parents are contacted and medical aid is arranged
- In some serious cases the ambulance is called immediately and parents are then notified
- A detailed accident register is kept for all first aid treatments

It is important for the school to hold on its record system any specific instructions parents might have regarding emergency procedures in case of accidents.

An Accident Register is maintained within the school for all instances of First Aid administered through the School Office. Injuries which are serious in nature or hold the potential to be serious (eg head injuries) are also registered via the on-line Accident and injuries database and held by Brisbane Catholic Education.

ADMINISTRATION OF MEDICATION TO CHILDREN

The following are key points, which parents should note and follow immediately.

As per Brisbane Catholic Education guidelines,

1. A parent/legal guardian must gain written authorisation for any medication, including Panadol or similar products, to be administered at school. This must be achieved by completing the appropriate school form, a copy of which is available from the School Administration.

2. Medication must be provided in the container labelled by the pharmacist, which shows clearly
   a) The name of the drug
   b) The “Use by” date
   c) The name of the child’s medical practitioner
   d) The name of the student
   e) The dosage
   f) The frequency of administration.

All unused medication will be returned.

3. At no time will medication provided for one child be administered to others, even though they may be brothers or sisters of a child for whom the prescription was issued.
4. Parents will need to supply all medication including Panadol or similar and deposit these at the school office (with the only exception of asthma medication) with the required signed forms at the commencement of the school day. No child is permitted to self-administer any form of medication with the exception of asthma medication. All medication is dispensed from the Office with a record kept of all such occurrences.

We strongly suggest that, should your child be prone to frequent headaches / migraines that parents obtain written consent from their child’s doctor (must be renewed annually) that Panadol or similar may be taken and in what dosage. It is then a parent’s responsibility to ensure that their child has a supply of medication for this purpose at school and that it is registered at the school office in the required way.

Should your child be going through a bout of illness requiring Panadol or similar then the guidelines as given in the preceding paragraph should also be followed.

If your child requires Panadol or similar on a casual basis (eg due to a one-off headache) we will contact you to request that you come to the school to administer such medication (i.e. presuming you do not have reason to have instructions from your child’s doctor already lodged with the school for these one-off occasions).

**FOOD POLICY**

Our school community has made a commitment to be a nut-aware and seafood-free school. This includes tuna and sushi.

This is for the health and safety of all our students.
Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the Public Health Act 2005.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case (person with infection)</th>
<th>Exclusion of contacts* (person exposed to the case with the infection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox (varicella)</td>
<td>Exclude until all blisters have dried. This is usually at least five days after the rash first appeared in non-immunised children, and less in immunised children.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded. Exclude any pregnant woman who is, or is presumed to be susceptible.</td>
</tr>
<tr>
<td>Cold sores (herpes simplex)</td>
<td>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.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea² and/or vomiting</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>(including: amoebiasis, campylobacter,</td>
<td>Exclude staff whose work involves food handling until they have not had any diarrhoea or vomiting for 48 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>cryptosporidium, giardia, rotavirus,</td>
<td>If there are more than two cases with loose bowel motions in the same centre or a single case in a food handler notify your nearest public health unit.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>adenovirus, viral gastroenteritis,</td>
<td>- see separate section -</td>
<td>- see separate section -</td>
</tr>
<tr>
<td>Diphtheria²</td>
<td>Exclude according to public health unit requirements.</td>
<td>Exclude according to public health unit requirements.</td>
</tr>
<tr>
<td>Enterovirus 71 (EV71) Neurological disease</td>
<td>Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Glandular fever (Epstein Barr virus (EBV), mononucleosis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment² for at least four days.</td>
<td>Not excluded. Contact a public health unit for specialist advice.</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Head lice</td>
<td>Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A²</td>
<td>Exclude until a medical certificate of recovery is received and at least seven days after the onset of jaundice.</td>
<td>Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza-like illness</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles²</td>
<td>Exclude for four days after the onset of the rash.</td>
<td>Immune contacts are not excluded. Susceptible contacts should be excluded until 14 days after the onset of the rash in the last case occurring in the facility. Immunosuppressed children or staff should be excluded (regardless of their vaccination status) until 14 days after the onset of the rash in the last case occurring in the facility.</td>
</tr>
</tbody>
</table>
## Time out

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case (person with infection)</th>
<th>Exclusion of contacts* (person exposed to the case with the infection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics 4.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Exclude until appropriate treatment has been completed.</td>
<td>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.</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days after onset of swelling.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until they have not had any diarrhoea or vomiting for 48 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded (pregnant women should consult their medical practitioner).</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Exclude until five days after starting appropriate antibiotic treatment, or for 21 days from onset of coughing.</td>
<td>Contact a public health unit for specialist advice about excluding unvaccinated and incompletely vaccinated contacts.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious.</td>
<td>Not excluded unless considered necessary by public health unit.</td>
</tr>
<tr>
<td>Ringworm, tinea, scabies</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Roseola</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).</td>
</tr>
<tr>
<td>School sores (Impetigo)</td>
<td>Exclude case until has received appropriate antibiotics for at least 24 hours. Sore are not contagious if covered, or after the child has taken antibiotics for 24 hours. Weeping or crusty sores on exposed areas should always be covered with a water-tight dressing until at least 24 hours post antibiotics commenced and for as long as practical.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Shigellosis</td>
<td>Exclude until diarrhoea has stopped and two samples, taken at least 24 hours apart, have tested negative.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until well and has received antibiotic treatment? for at least 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Written medical clearance is required from Queensland Tuberculosis Control Program to return to child care/school, confirming child is not infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid, paratyphoid</td>
<td>Exclude until diarrhoea has stopped and two consecutive samples, taken at least one week apart, have tested negative.</td>
<td>Not excluded unless considered necessary by public health unit.</td>
</tr>
<tr>
<td>Whooping cough – see Pertussis</td>
<td></td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

### Footnotes

1. The definition of 'contact' will vary between diseases and is sometimes complex. If concerned, contact your local public health unit.
2. Diarrhoea: the definition is two or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
3. Doctor should notify the local public health unit as soon as possible if children or staff are diagnosed with these conditions.
4. Appropriate antibiotic treatment: the definition will vary between diseases. If concerned, contact your local public health unit.
5. Observing the exclusion period meets the intent of the Public Health Act 2006 for a person to be not infectious.


It is parents' responsibility to detect and treat head lice infestations. Should a teacher have reason to suspect a child has contracted head lice, the child will be removed from class and their parents notified. It is a requirement that the child be taken home as soon as possible and return to school only after appropriate effective treatment has taken place.

**SOME FACTS ABOUT HEAD LICE**

- Head lice are tiny insects. They do not have wings, so they cannot fly. Head lice have strong claws and swing from hair to hair – they cannot jump.
- Head lice can only survive on human heads. They live on the hair and suck blood from the scalp. Head lice must feed every six hours or they will die from dehydration.
- Head lice can only be spread from one person to another by direct head-to-head contact.
- The family louse lays five to twelve eggs per day (up to 300 in her lifetime). Eggs remain strongly glued to hair, even after hatching. Eggs are sometimes called nits.
- Live eggs need the warmth and moisture of the scalp to hatch and will be found up to 1.5cm from the scalp.
- Eggs that are further than 1.5cm from the scalp are either dead or hatched and do not require further treatment.
- At any one time, it is possible to have adult head lice, young lice and eggs.
- Anyone can get head lice – they have no preferences for cleanliness, hair colour, hair type, ethnicity or age.
- Only the insects (adults and young lice) can move from one head to another. Eggs cannot spread.
- Dandruff and hair particles can be mistaken for eggs.
- Head lice are a nuisance but they do not cause disease or illness.
TREATMENT

It is recommended that you use:

- The conditioner and combing technique as a treatment alone or;
- The conditioner and combing technique in between the use of a chemical treatment.

It is essential to check for effectiveness after each application of a chemical product (refer to instructions below). Some head lice are resistant to some chemical treatments. This means that this treatment will not be effective in killing head lice.

USING CHEMICAL TREATMENTS

- Use only chemicals designed to treat head lice.
  (Refer to Choosing and using chemical treatments safely and wisely)
- Apply chemical only if you actually find live head lice.
- Cover the child’s eyes.
- Apply product to dry hair (if wet hair is advised in the instructions, use the least amount of water)
- Apply product thoroughly to scalp and all hairs from roots to tips
- Comb through to spread evenly. Comb several times if hair is long.
- Leave product in hair for the time recommended by the manufacturer.
- Check for effectiveness – use a fine tooth head lice comb to comb all of the hairs from roots to tips. If product has dried, apply some water to moisten the hair. After each combing, wipe the combings onto a tissue. Repeat until all hair has been combed at least twice.
- Wait 5 minutes for the head lice to dry off. Observe the lice for movement and decide if the treatment is effective or not.

Remember:
Anyone can get head lice
Check weekly, treat quickly and tell the school.

CHOOSING AND USING CHEMICAL TREATMENTS SAFELY AND WISELY

The two most important things to think about when choosing and using chemical treatments are safety and effectiveness.
CHOOSING A CHEMICAL TREATMENT PRODUCT

- Choose only chemical treatments designed specially to treat head lice.
- Choose only chemical treatments which have an “Aust.L” or Aust R’ number on the label. These products are licensed or registered with the Therapeutic Goods Administration (TGA) in Australia. This means they are approved for safety. Be wary of chemical treatments which are not officially approved.

FOUR GROUP CONCEPT

Chemical treatments are grouped according to the active ingredient (which is responsible for killing the head lice). If you use a chemical treatment and it does not kill the head lice, choose a product with a different active ingredient; that is, one from a different group. Products from the same group will probably not work as the active ingredient will be the same. The Table of Products lists some chemical treatments currently available. New treatments continue to come on to the market. Your pharmacists can help you choose a product.

USING CHEMICAL TREATMENTS

- Chemical treatments are insecticides (poisons) and need to be used with caution.
- Check for safety warnings about pregnancy, breast feeding and young children. If you have any questions about safety, check with your pharmacist.
- Use a chemical treatment only when you actually find head lice. This avoids unnecessary exposure to chemicals. Use the conditioner and combing technique to find lice.
- Chemical treatments do not repel head lice. They should not be used to prevent head lice.
- Chemical treatments are only safe when they are used as directed on the label. Overuse can damage the scalp.
- Many chemicals can be absorbed through the skin.
- Any chemical treatment may cause allergy or irritation. Discuss any concerns about side effects with your pharmacist.
- A chemical treatment is effective when it actually kills the head lice. To work properly, the chemical treatment must be in contact with the head lice at the right concentration and for the right amount of time. Make sure you follow the instructions carefully.
- No one chemical treatment will work for everyone. It is essential to check for effectiveness every time you use a chemical treatment.
- No chemical treatment will kill eggs. The eggs will continue to hatch after the treatment. Therefore it is essential to apply the second treatment one week later to kill any young lice that have hatched. The conditioner and combing technique can be used in between to help remove lice that are hatching.
- Resistance to chemical treatments is a problem in Australia. Research into this problem is continuing. The only way of dealing with resistance is to check for effectiveness every time you use a chemical treatment (for more information see Treatment).
- If chemical products don’t work or you have concerns about their use, conditioner and combing can be an effective treatment if used every 2 days until no head lice are found for 10 consecutive days.

HOW TO TREAT THE HOUSE AND PERSONAL BELONGINGS

So far we have talked about treating the head of someone who has found head lice or eggs on their head. Many families also spend time and money on cleaning carpets and furniture, washing clothes and replacing hats.
Research conducted in Queensland has shown that many of these activities to rid the house of head lice are completely unnecessary. Hair combs and brushes are the only items that must be cleaned.

- Head lice can only survive on the human head. They are not at all like dust mites – they cannot survive in dust.
- Head lice must have regular access to human blood via the scalp – it is their only source of food.
- Head lice will die from dehydration when they have been removed from the human head. This will take between 6 and 24 hours depending on when they last fed and the humidity of the air. Head lice are weakened during this time and will not have the energy to climb back onto the scalp, even if they are still alive.

Apart from cleaning combs and hair brushes, the time and effort of busy families are best spent on managing the head lice on the head.

Here are the research findings, which explain why:

**HATS**
Researches in Queensland examined the hats worn by over 1000 school children while their heads were being checked for head lice. No head lice were found on the hats. None at all. However there were over 7000 head lice on the heads of the children.

**FLOORS**
The same research team also examined 118 carpeted classroom floors. The floors were vacuumed and the filter checked. While other insects and dust were found in the filter there were no head lice or eggs found. When the heads of the children using those classrooms were examined they found a total of 14,563 head lice.

**CUSHIONS**
The Researchers also examined all the cushions used in three day care centres and even though there were children who had head lice, no lice were found on the cushions.

**BED LINEN**
The chance of re-infection from bed linen is extremely low, but families may need help to keep this in perspective. Researchers examined 43 pillowcases of children who had head lice and found only two young lice. The chance of re-infection from pillowcases is very low. Head lice can survive off the human head for only 6 to 24 hours and they are weakened during this time.

If families are concerned, heat of 60 degrees Celsius is the best way to kill the lice.

- Use hot water when washing the bed linen, or
- Place bed linen in a hot clothes drier for 15 minutes.
COMBS, HAIR ACCESSORIES AND PERSONAL GROOMING IMPLEMENTS

Hair combs and brushes do need to be cleaned. Researchers have found the most effective way of killing head lice on combs and brushes etc was to expose them to hot water at 60 degrees Celsius for 30 seconds.

This is hotter than the recommended safe temperature for household hot water taps and can burn like fire so great care must be taken to keep containers with water at this temperature out of the reach of children.

A practical way of doing this is to soak the items in a container using water from the kettle just after it has boiled. Boiling water is not necessary.

Sharing combs and brushes should be avoided.

Head lice have no reason to move from a head unless there is another interesting head to move to, and they can only do this by direct head to head contact. The other reason they try to move is if they are trying to move away from treatment products.

TABLE OF PRODUCTS
Approved in Australia by the Therapeutic Goods Administration to April 2001.

<table>
<thead>
<tr>
<th>Active Ingredient</th>
<th>Product Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pyrethrins</td>
<td>AMCAL Head Lice Foam</td>
</tr>
<tr>
<td></td>
<td>Banlice Mousse</td>
</tr>
<tr>
<td></td>
<td>Delva Formula PCT</td>
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<tr>
<td></td>
<td>Lyban Foam</td>
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<tr>
<td></td>
<td>Meditox Foam</td>
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<tr>
<td></td>
<td>Pyrenel</td>
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<tr>
<td></td>
<td>Pyrifoam Lotion</td>
</tr>
<tr>
<td>2. Synthetic Pyrethrains (bioallethrin, permethrin)</td>
<td>Orange Medic</td>
</tr>
<tr>
<td></td>
<td>Orange medic Plus</td>
</tr>
<tr>
<td></td>
<td>Paralice</td>
</tr>
<tr>
<td></td>
<td>Pyrifoam head Lice Treatment</td>
</tr>
<tr>
<td></td>
<td>Quellada Crème Rinse</td>
</tr>
<tr>
<td></td>
<td>Quellada Head Lice Treatment</td>
</tr>
<tr>
<td>3. Organophosphates</td>
<td>Cleensheen</td>
</tr>
<tr>
<td></td>
<td>Exolice Medicated Foam</td>
</tr>
<tr>
<td></td>
<td>HL7</td>
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<tr>
<td></td>
<td>HLT</td>
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<tr>
<td></td>
<td>KP24 foam</td>
</tr>
<tr>
<td></td>
<td>KP24 Lotion</td>
</tr>
<tr>
<td></td>
<td>Lice Rid</td>
</tr>
<tr>
<td></td>
<td>LX medicated Foam</td>
</tr>
<tr>
<td>4. Combinations Herbal and Essential Oils</td>
<td>Herba Lice</td>
</tr>
<tr>
<td></td>
<td>Herbs for Headlice</td>
</tr>
<tr>
<td></td>
<td>Lice Attack</td>
</tr>
<tr>
<td></td>
<td>Lice Blaster new Improved</td>
</tr>
<tr>
<td></td>
<td>Lysout Gel</td>
</tr>
<tr>
<td></td>
<td>Lysout spray</td>
</tr>
<tr>
<td></td>
<td>Natural Head Lice Treatment</td>
</tr>
<tr>
<td></td>
<td>Neutra Lice</td>
</tr>
<tr>
<td></td>
<td>Quit Nits Natural Head Lice Treatment</td>
</tr>
<tr>
<td></td>
<td>Sunspirit Aromatherapy Lice Scents to Kill</td>
</tr>
<tr>
<td></td>
<td>Tea Tree Lice Foam</td>
</tr>
<tr>
<td></td>
<td>Wild Child all Natural Head Lice Treatment</td>
</tr>
</tbody>
</table>
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
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 has eight learning areas with some learning areas including more than one subject.

The Australian Curriculum

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Humanities and Social Sciences (HASS)</td>
<td>History, Geography, Economics and Business, Civics and Citizenship</td>
</tr>
<tr>
<td>The Arts</td>
<td>Drama, Dance, Media, Music, Visual Arts</td>
</tr>
<tr>
<td>Technologies</td>
<td>Design and Technologies, Digital Technologies</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Heath and Physical Education</td>
</tr>
<tr>
<td>Languages</td>
<td>Japanese at Sacred Heart</td>
</tr>
</tbody>
</table>

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.

SPECIALIST AREAS:

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.

Sporty Shorty’s
In Term 3 our younger classes undertake ‘Sporty Shorty’s’ sessions – ‘sports skills for short kids’. Through these sessions our younger students learn the basic sporting skills required for successful inclusion in team sports in our middle and upper primary classes.

Swimming
In Term 4 all students attend the school swimming program which culminates in our school swimming carnival late in Term 4.
At Sacred Heart School we believe that learning at home provides students with opportunities to pattern behaviour for lifelong learning beyond the classroom and is an opportunity for family members to engage in shared learning experiences.

Research suggests that for primary school students, there is little to no evidence that homework advances academic performance (Cooper, 1989; Walker, 2011; Hattie, 2013). Therefore at Sacred Heart School the expectation is that students participate in reading at home each night, as described in the table below. Reading is a vital lifelong skill which students need to develop and practice in order to be an active participant in society.

**Practice**
The following table describes our expectations for the different year levels:

<table>
<thead>
<tr>
<th>Years</th>
<th>Learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep - Year 2</td>
<td>• Not to exceed 15 minutes a day&lt;br&gt;• Will consist of daily reading to, with and by parents/carers or older siblings and the practising of high frequency words.</td>
</tr>
<tr>
<td>Year 3 – 4</td>
<td>• Not to exceed 20 minutes a day&lt;br&gt;• Will mainly consist of daily independent reading and may include reading to, with and by parents/carers or older siblings&lt;br&gt;• May include the gathering of extra information or materials.</td>
</tr>
<tr>
<td>Year 5 - 6</td>
<td>• Not to exceed 30 minutes a day&lt;br&gt;• Will mainly consist of daily independent reading and may include reading to, with and by parents/carers or siblings&lt;br&gt;• May include the gathering of extra information or materials.</td>
</tr>
<tr>
<td></td>
<td>This will gradually increase in the latter half of Year 6.</td>
</tr>
</tbody>
</table>

Learning at home should:
• be purposeful and relevant to students needs
• be appropriate to the phase of learning (early, middle and senior)
• be appropriate to the capability of the student
• develop the student’s independence as a learner
• allow for student commitment to recreational, family and cultural activities.

**Partnership expectations:**
For learning at home to be effective, a partnership needs to exist between home and school. Parents, teachers and children each have responsibilities.
Teachers will:
• Set reading expectations with clear instructions.
• Monitor reading logs on an on-going basis.

Parents and carers will:
• Establish a regular space for the encouragement of reading that includes access to required resources.
• Engage in interactions with their child about their reading.
• Provide feedback to the teacher as to their child’s reading through the reading log
• Discuss with teachers their child’s progress

Students commit to:
• Engage in daily reading at home.
• Return completed Reading log to the teacher.
• Communicate regularly about reading with parents/carers and teachers.

It is important to acknowledge that the home is a rich learning environment that provides real life contexts in which children can demonstrate their attributes as life-long learners. Interactive activities which foster discussion between a child and parent about concepts and ideas are beneficial to the establishment of learning as an everyday event. Linking concepts with familiar activities such as shopping, preparation of food, the local environment and family outings encourages students to make connections between their classroom learning and their real-world experiences.

Activities at home which support children’s learning:
• The use of interesting and complex vocabulary
• Discussions about your child’s day at school (learning dispositions, mindsets)
• Feedback that is specific and which praise effort
• Conversations about current events
• Encouragement to read for a range of purposes
• Cultural activities such as visiting libraries, museums, historic sites
• Encouragement to develop hobbies
• Encouragement to question
• Encouragement to try new things
• Establishment and valuing of learning routines
• Support in practicing sport, music or dance
• Opportunities and encouragement to undertake everyday household tasks

Children learn in many ways including academic work, engaging in outside-school pursuits, and by engaging in life experiences. Our role as their parents and teachers is to facilitate exposure to a wide range of activities which teach them to question, to learn, to wonder and to explore.
This statement will be reviewed every three years or as required.

Review due 2019.
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 the term ahead. Following their program development the teachers engage in a discussion about their program with the school Principal.

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.

‘Reteach’ Teachers
At Sacred Heart we have engaged two ‘reteach teachers’ who work across Prep to Year 6. Their role it is to work with small groups of children who had difficulty grasping new concepts in literacy and numeracy. These groups are fluid and dependent upon the concepts being taught within the classroom.

Learning Support Teachers
At Sacred Heart School we have two 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. They also work with individual children, parents and teachers 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 and the funding which is received each year.

Data-Informed Programs
At Sacred Heart School we believe that we can best address a child’s needs if we have quality and accurate data about their learning ability. We assess each child’s academic ability in literacy and numeracy on three occasions within a school year using standardised testing tools. This data is collated and assessed by a team of peer teachers. The Principal, CST and classroom teachers hold formal discussion about the data and how it informs our school programs on three levels – i) the individual child level, ii) the individual class level, and iii) the whole-of-school level. Through the use of data we can ensure that our programs continue to extend the capacity of our learners.
Lunchtime Activities
At Sacred Heart our students have a variety of lunchtime activities in which they can participate. These include:

- Free lunchtime play
- Gardening club
- Chess club
- Structured play (play within a quieter environment)
- Library time
- Art activities

Our Year 6 leaders also conduct House activities throughout the term for their particular House group.

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 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 place a great emphasis on our inter-house carnivals and strongly promote inclusiveness. Activities are designed and events modified to ensure maximum 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**

The major focus of these days is:

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

Zone 6 schools gather at different venues (according to year levels) on a number of Thursdays during Term 2. Each year level is involved in a different team sport ie. soccer, touch football, T-ball and netball. Parents are involved as spectators and 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 is committed to providing appropriate and up-to-date information technology and children’s development in this area is a priority in our curriculum.

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 1
- Banks of school laptops in Year 2 and Year 3
- A 1:1 laptop program in Year 4, 5 and 6. Students lease a laptop from the school over this period of time and this is used as a valuable resource at home and at school to enhance the student’s learning.

ASSESSMENT AND 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:
  
  o End of Term 1
    ▪ Parent / Teacher interviews for parents with children in Prep to Year 6.
  
  o 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 interviews for parents with children in Prep to Year 6.

o End of Term 4.
  
  ▪ Second formal report card for the year sent home to parents of children in Prep to Year 6 covering all Key Learning Areas.

**PARENTAL INVOLVEMENT**

**School Board**

Our School Board provides support to the Principal in matters of policy and financial management. It consists of representatives from the parent body, the school staff and the Parish Council, as well as the Parish Priest and Principal.

The School Board is responsible for working with and supporting the School Principal in pastoral planning and decision-making in the areas of:

► Policy-making
► Provision and Maintenance of School Buildings and Plant
► Budgeting
► Communication
► Curriculum
► Staffing (advisory role)

**Board members are representative of the whole school community** and as such it is not their role to advocate any particular position or area of interest. Rather they enter into discussion with each other to ensure that all aspects of school life are true to our Christian mission and in keeping with the values espoused by our school Mission Statement.

**Parents and Friends Association**

We rely heavily on our PARENTS AND FRIENDS ASSOCIATION for support. All parents, by virtue of their child’s enrolment within the school are members of the Sacred Heart P & F Association. Families are urged to take an active part in this association and their many activities, and ultimately to take a genuine interest in the school.
P & F meetings are held in the School Library at 7.00pm on the nominated dates listed on the School calendar. A copy of the Sacred Heart Sandgate P & F Constitution and by-laws is also available on the school website.

Class Coordinators

Each class has a parent volunteer who liaises with other parents, the P&F and the classroom teacher. The role of the Classroom Coordinator is varied according to the needs of each class. Some activities include:

- Organising social events, e.g. morning tea, dinner
- Providing assistance to families in need
- Celebrating special events
- Providing feedback to the P&F and vice versa
- Welcome new families into a class

Volunteers for this role are sought at the end of each school year.

Parent Helpers

Parent helpers are to be welcome and encouraged to take an active part in the daily life of our school. **Prior to commencing work within the school each day** all helpers must register at the School office. It is essential that at all times we know who is in our school and where they will be located, particularly so in the event of an emergency.

Volunteers Working with our Children

As part of the requirements of the Commission for Young People and Child Guidance it is necessary for all volunteers to undertake a Volunteer Induction course with the school annually. This course is offered on three occasions during the month of February. Volunteers cannot work with our children for any reason without having completed the induction.

Blue Card Requirements

Parent volunteers do not need to obtain a ‘Working with Children’ blue card from the Children’s Commission. All non-parent volunteers must produce a ‘Working with Children’ blue card from the Children’s Commission, in addition to completing the Volunteer induction.

Tuckshop

Our Tuckshop is generously operated by a team of parent volunteers & offers a service to our school community fortnightly on a Friday.

Our volunteers strive to make sure our Tuckshop menu offers a sensible, healthy and appealing selection of snacks and meals. It is operated on a voluntary basis and encourages everyone to use Health and Safety Practices with the Tuckshop. The aim of the Tuckshop is to provide a quality service for the children by offering a varied selection of food and drinks at a value for money cost to parents.

A few important things to remember are:
* We only operate for the lunch time break; please be sure the kids bring their fruit break and afternoon tea.
* All online hot food is to be ordered prior to Friday 7am.
* We sell over the counter snacks, ice blocks & drinks if you want to give the kids a few dollars to come & purchase these items.
Preferred payment choice is via the Flexischools website www.flexischools.com.au. Flexischools was introduced late 2012 and is a convenient way to order and pay (Credit / Debit Visa, Mastercard and BPAY** and Direct Deposit**) for your child's tuckshop.

OR

you can send through the Tuckshop form with cash payment on Friday mornings and hand to your child's teacher. Please ensure the form is attached to a brown paper bag and all monies included.

Uniform Shop
Our school uniforms are available from The School Locker at North Lakes.

SCHOOL UNIFORMS

It is the school expectation that all children wear the proper school uniform as per the list below when they leave home & abide by the school’s standard of appearance. Teachers will ensure that children, when leaving school, are neatly dressed.

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 (eg. No shorter than a No. 2, and for boys, not past the collar).

Hair colours are not permitted. Girls with shoulder-length hair or longer are required to have it tied up. Boys’ hair is to be kept up off the collar. ‘Rats tails’ or other similar trendy cuts are to be reserved for holiday periods and are not permitted at school. Any child with a hair style which does not meet this standard will be excluded from the school until the situation is rectified.

- **Nail Polish** – Not permitted.

- **Jewellery** - The selective range of jewellery that children may choose to wear is limited to: single set of studs or sleeper earrings, a watch, and a religious symbol on a chain worn around the neck. Genuine Signet rings are permitted. All other jewellery is to be kept for home wear.

- **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” eg: 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.

Uniform Specifications

**PREP UNIFORM**

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

**GIRLS UNIFORM – Year 1 to Year 6**

| Formal Uniform: | School dress, grey & white tunic |
| Winter Options: | Grey stockings |
|                | Maroon school tracksuit jacket or full School tracksuit |
|                | Grey school winter jacket with maroon trim |
|                | Maroon school scarf |
|                | Shoes: Black leather shoes or all black joggers. Black sandals may be worn in hot weather in Terms 1 and 4. |
| Sports Uniform: | School sport polo shirt |
|                | Maroon shorts |
|                | Maroon bike pants (optional – to be worn only when needed for sporting activities and not as every-day sports uniform wear) |
|                | Shoes: All black joggers |
| Hat:           | Maroon school bucket hat with school emblem |
| Socks:         | Short white socks |
| Hair Ties:     | Scrunchies / hair ribbons / clips - maroon, maroon & white checked, white or ‘tortoise shell’ in colour |
| Pastoral Grouping & Sports Carnival Days: | Collared polo shirt of sports house colour |
**BOYS UNIFORM – Year 1 to Year 6**

**Formal Uniform:**
- Grey maroon-trim shirt
- Maroon shorts (long stubbies)

**Winter options:**
- Maroon school tracksuit jacket or full School tracksuit
- Grey school winter jacket with maroon trim
- Maroon school scarf
- Shoes: Black leather shoes or all black joggers. Black sandals may be worn in hot weather in Terms 1 and 4.

**Sports Uniform:**
- Maroon school sport polo shirt
- Maroon shorts (Sports mesh fabric)
- Maroon bike pants / skins (optional – to be worn only when needed for Sporting activities and not as every-day sports uniform wear)
- Shoes: All black joggers

**Hat:**
- Maroon school bucket hat with school emblem

**Socks:**
- Short grey socks

**Pastoral Grouping**

**Collared polo shirt** of sports house colour

**& Sports Carnival Days:**

The current school policy is that the sports uniform is worn on the class PE day as well as one other day. These days will be notified through the school newsletter.

**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 the Lost Property Box and after a reasonable time, they are donated to a charitable organisation.

Parents are welcome to search the **Lost Property Box** which is located outside the Art Room.
‘FREE DRESS’ / PLAIN CLOTHES DAYS

On special occasions, the students are permitted to wear “free dress” to school. i.e. Allowed to come to school “out of uniform” for the day. Usually a gold coin donation is made by each child participating in “free dress” with donations going to chosen charities.

The following guidelines outline what is deemed to be suitable dress for these occasions.

- **Shirts** – must have sleeves (sun safety)
  - must not contain any slogans, pictures or writing which could be deemed offensive or inappropriate for the school setting
  - must not be torn or ripped
- **No bare mid-rifts permitted.**
- **Shorts / pants** – must be appropriate to the school setting.
- **Shoes** – Must be enclosed so as to offer proper foot protection. Thongs, no matter how dressy, are not permitted. Sandals and covered shoes are the only footwear permissible.
- **Hats** – must be worn and must offer proper sun protection. Visors are not permissible.

Children who arrive in inappropriate dress for “Free dress” days will be sent home to change their clothes. Should parents be unavailable to enable this to occur, the students in question will not be permitted to access the playground during that day.

COMMUNITY BUILDING

At Sacred Heart School we believe that our students learn best when they are part of a cohesive community and are truly known. Sacred Heart School is of the optimum size to be able to enact activities for the Students and for the Parents which aim to enhance our sense of community.

For our students we have:

**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.

**Pastoral Days** – Each term we hold a Pastoral groupings day around a nominated theme. On these days the children form mixed-aged groups and move through a series of activities around the theme.
For our Families we have:

**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.

**Ministries of the Heart**

Our Ministries of the Heart has three components:

i) **Friends from the Heart** – an initiative to create a meeting space for new families and for those looking for a way ‘to connect’ with other school parents.

ii) **Meals from the Heart** – provides home-cooked meals to families in need, in times of hardship and in times of bereavement and difficulty.

iii) ** Helpers of the Heart** – Provides family assistance (washing, transporting kids etc) to families in need, in times of hardship and in times of bereavement and difficulty.

To access these services families are advised to confidentially contact the School Principal or the School Pastoral worker, Sr Teresa Ekerick.
Sacred Heart Outside School Hours Care (OSHC) has been in operation since 30th January 2007. The service is compliant with all legislative requirements and is able to provide outside school hours care for 70 children.

Sacred Heart OSHC is managed by Centacare Child Care Services on behalf of the Sandgate-Brighton Parish.
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.

**Five Building Blocks of Student Leadership**

The formal training component of our student leadership program develops five building blocks of (student) leadership.

- **Public Speaking** - **Speak Up!**
- **Responsibility** - **Step Up!**
- **Confidence** - **You grow when you have a go!**
- **Organisation** - **Think Team!**
- **Team Skills** - **Show the way!**

We aim to develop leaders who show:

- Responsibility
- Integrity
- Persistence
- Creativity
- Organisation
- Emotional Awareness (of self and others)
- Openness (to new ideas and alternative points of view), and
- A willingness to walk in the footsteps of Jesus
Our Student Leadership program includes:

Year 5 Term 1  A 2-night ‘outdoor education’ camp

Theme:  Extending your boundaries
        Reaching out to others
        For God . Others . Self

Night sessions – A Reflection on the day's activities – who stood out as someone who extended their boundaries, reached out to others, was an example of leadership for us all.

Year 5 Term 2 & 3  Leadership Skills Training

Year 5 Term 4  2 Day Retreat at School

Day 1
i)  Christian Leadership

ii)  ………@ Sacred Heart
    What makes a good leader?

iii)  Discernment by the Year 5 these aspirations?
    (A) from start of year camp?
    (B) from activities throughout the year,
    (C) from each student’s personal experience of their peers.

vi)  Year 6 Motto & Shirt

Day 2
i)  Continuation & Revision of Day 1 activities

ii)  Student speeches for nomination into Student Leadership positions

Discernment by Students of Student leaders for the following year
Followed by (at a later date)

- Discernment by School Staff of Student leaders for the following year
- Announcement and Promotion of Student Leaders for the following school year.
- Ministry groupings formation & planning for next year’s activities.

Year 6 Term 1

A) Refresh ideas discussed in preparation program in previous year
B) Preparation of Leadership liturgy
C) Year 6 leaders commissioned and presented with Leadership badges.

Year 6 Term 1 & 2 Leadership skills training

Year 6 Term 2 Year 6 Canberra experience

Year 6 Term 4 Handing on the Symbols of Leadership

End of Year School Mass - Year 6 hand on the symbols of leadership to the Year 6’s for the following year.

Leadership positions

- School Captains
- Student Ministries

We refer to our leadership groups as ‘ministries’ as it through these groups that our Year 6’s minister (perform works of service) to the school community. All Year 6 students with the exception of the Captains belong to a Student Ministry.

|------------------------|---------------------|-------------------|

Outreach Activities for the school community

Term 1 Missions
Term 2 Support of local initiative - “Dinner in the Park” – Winter Appeal
Term 3 Children’s charity appeal
Term 4 SVDP Christmas appeal – support of local conference
BEHAVIOUR POLICY

SACRED HEART SCHOOL, SANDGATE
BEHAVIOUR EXPECTATIONS

We are safe
We are carers
We are learners
We are respectful
We use appropriate behaviour: whenever & wherever

GOD
OTHERS
SELF

STUDENT CODE OF CONDUCT
As a school community, we show the following:
This matrix gives clear examples to students, staff and parents of the expectations to be demonstrated always and everywhere at Sacred Heart.
These behaviours are reflected in our school’s 4 Non-negotiables:

♥ We are safe
♥ We are learners
♥ We are respectful
♥ We are caring
<table>
<thead>
<tr>
<th>Classroom (All settings)</th>
<th>SAFETY</th>
<th>LEARNING</th>
<th>RESPECT</th>
<th>CARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>* I keep my hands, feet and objects to myself.</td>
<td>* I GET ALONG with others.</td>
<td>* I am kind and considerate.</td>
<td>* I am helpful to everyone in the school.</td>
<td></td>
</tr>
<tr>
<td>* I am responsible for my self-control.</td>
<td>* I ORGANISE myself for the school day by 8.25 am.</td>
<td>* I listen to the speaker.</td>
<td>* I use caring words at all times.</td>
<td></td>
</tr>
<tr>
<td>* I name all personal belongings and look after them.</td>
<td>* I PERSIST to be the best I can be.</td>
<td>* I use polite language.</td>
<td>* I use caring body language with all in the community.</td>
<td></td>
</tr>
<tr>
<td>* I wear my shoes.</td>
<td>* I am CONFIDENT in all tasks.</td>
<td>* I use manners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I keep my hands clean.</td>
<td>* I am RESILIENT when things go wrong.</td>
<td>* I am honest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I follow adult directions.</td>
<td>* I wear my shoes.</td>
<td>* I always look clean and tidy with long hair tied back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I only go into classrooms when a teacher is there.</td>
<td>* I keep valuable items at home.</td>
<td>* I wear my school uniform correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I keep valuable items at home.</td>
<td>* I walk on all paths and walkways.</td>
<td>* I show pride in myself and my school.</td>
<td></td>
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<tr>
<td>* I wear my shoes.</td>
<td>* I wear my shoes.</td>
<td>* I respect the school environment.</td>
<td></td>
<td></td>
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<tr>
<td>Play Areas Undercover Area</td>
<td>* I wear a school hat outside.</td>
<td>* I show good sportsmanship.</td>
<td></td>
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<tr>
<td>* I play school approved games.</td>
<td>* I learn new games and activities.</td>
<td>* I share equipment.</td>
<td></td>
<td></td>
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<tr>
<td>* I stay in bounds.</td>
<td>* I use positive social skills.</td>
<td>* I look after equipment.</td>
<td></td>
<td></td>
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<tr>
<td>* I play on the correct year level equipment and in correct areas.</td>
<td>* I use equipment safely.</td>
<td>* I include others in games.</td>
<td></td>
<td></td>
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<tr>
<td>* I walk on concrete.</td>
<td>* I sit on and walk around benches.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers and Phones</td>
<td>* I hand my phone in to the teacher in the morning.</td>
<td>* I show good sportsmanship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I report bullying or inappropriate messages or requests.</td>
<td>* I only use my phone outside of school hours.</td>
<td>* I share equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I do not share my password.</td>
<td>* I follow the school internet policy.</td>
<td>* I look after equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* I do not reveal personal information to others.</td>
<td>* I stay focused on my task when I'm using school computers.</td>
<td>* I send appropriate messages and pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* I respect the privacy of others.</td>
<td></td>
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</tbody>
</table>
| Eating Areas   | * I sit while eating in the correct area.  
* I eat my own food.  
* I use my own drink bottle.  
* I am aware that some students have food allergies.  
* I walk to pack my lunch box away.  
| * I make healthy food choices.  
| * I line up in the appropriate area to go to play areas.  
* I keep eating areas clean & tidy.  
| * I care about the school by putting away my rubbish.  
| Toilets        | * I wash my hands.  
* I use the toilets properly.  
* I return to class straight away.  
* I move safely in the toilets.  
| * I use water responsibly.  
| * I respect the privacy of others (one person per cubicle).  
* I use the toilet paper, soap and paper towels properly.  
* When in the toilet I am quiet and considerate of others.  
| * I care about keeping the toilets clean and putting paper towels in bin.  
| Transition Moving through school & Lining Up | * I wait quietly after lunch for my teacher.  
* I play in the appropriate area before school.  
| * I stop playing on the FIRST bell.  
* When I hear the first bell, I have a drink, visit the toilet and wash my hands before lining up.  
| * I walk quietly and appropriately around all the buildings.  
* I use the toilets before class and at break times only, unless I have permission from a teacher.  
| * I care about other classes and wait for my teacher appropriately.  
| Tuckshop Sports Room | * I wait my turn.  
* I only buy food for myself or for my siblings.  
* I sit and eat my tuckshop in my area.  
| * I return equipment at end of playtime.  
| * I put my rubbish in the bin.  
* I treat sports equipment with respect.  
* I line up quietly.  
| * I am polite and kind to the volunteer helpers.  
| Off Site | * I follow the Bus Code of Conduct.  
* I stay with the group.  
| * I listen and participate to the best of my ability.  
| * I show pride in myself and my school  
* I show respect and courtesy to others in the community  
| * I care about the private or public property that is being visited  
|
All members of the Sacred Heart community are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- Follow the school’s 4 Non-negotiables - WE ARE SAFE, WE ARE LEARNERS, WE ARE RESPECTFUL and WE ARE CARING.
- Model appropriate behaviours

At Sacred Heart School, Sandgate we expect that students will:

- Participate actively in the school’s educational programme.
- Take responsibility for own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including their right to learn.
- Cooperate with others.

At Sacred Heart School, Sandgate we expect that Parents / Carers will:

- Show an active interest in their child’s schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour. They are to deal directly with the class teacher if there is a problem with their child as per the School Communication Policy.
- Contribute positively to behaviour support plans that concern their child.
- Provide adequate care and supervision for their child / children when on school property. School supervision begins at 8.00am. There is no after school supervision except for Out Of Hours School Care and outside the front office which is supervised by school staff until 3.15pm.

At Sacred Heart School, Sandgate we expect that staff will:

- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.
- Use student attendance records to inform decisions in relation to student behaviour.

UNIVERSAL BEHAVIOUR SUPPORT

At Sacred Heart School Sandgate, we believe that the promotion of appropriate behaviour is a positive and successful method of managing student behaviour. When behaviour mistakes occur, behaviour teaching and consequences are put into place. The school follows the School Wide Positive Behaviour Support approach and uses a variety of programmes and pedagogy such as:

- Essential Skills for Classroom Management
- You Can Do It / Programme Achieve
- Girl Power
Establishing Behaviour Expectations

At Sacred Heart School, there are many ways in which the school staff establishes the behaviour expectations for our students, which include:

- Introducing weekly behaviour focus at Meet and Greet (Term 1), and revise as needed.
- Explicit teaching and consistent follow-up of school rules.
- Displaying school expectations in all classrooms.
- Modelling, role play methods and multi-media resources to teach, learn and reinforce behaviours.
- Reinforcing positive behaviours in the playground.
- School expectations and Behaviour Management Plan Flowchart are in Relief Teacher folders.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.
- At the beginning of the year establish class covenants and set clear class expectations in accordance with the school's 4 Non-negotiables.
CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

The following table provides some examples of behaviours that could be dealt with at each Step.

<table>
<thead>
<tr>
<th>We use appropriate behaviour always and everywhere</th>
<th>Classroom Managed</th>
<th>Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong></td>
<td><strong>STEP 2</strong></td>
<td><strong>STEP 3</strong></td>
</tr>
<tr>
<td>Stop and think</td>
<td>Chill out time</td>
<td>Thinking time</td>
</tr>
<tr>
<td><strong>High Frequency &amp;/or High Intensity behaviours.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples of demonstrated behaviours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low level disruptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Calling out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disturbing others</td>
<td></td>
<td></td>
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<tr>
<td>• Out of seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Off task</td>
<td></td>
<td></td>
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<tr>
<td>• Answering back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inappropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Making noises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Talking while the teacher is talking</td>
<td></td>
<td></td>
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<tr>
<td>• Property misuse</td>
<td></td>
<td></td>
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<tr>
<td>• Out of bounds in playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If low level disruptions continue move to</td>
<td>Move to Thinking</td>
<td></td>
</tr>
<tr>
<td>STEP 2</td>
<td>Time if behaviours continue</td>
<td></td>
</tr>
<tr>
<td>Informing parents</td>
<td>Parents MAY be contacted after repeated minor behavioural errors</td>
<td>Parent will be contact by class teacher or leadership team</td>
</tr>
</tbody>
</table>

Ongoing Step 4 behaviour may lead to student suspension being recommended. Immediate suspension may occur under certain circumstances. In the case of suspension or exclusion, parents will be notified and a meeting will be held at the school to determine future action. A re-entry process will be determined following suspension.
PROCESS FOR APPEALS

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents may appeal a suspension of longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeal process. The Guidance Counsellor can refer you to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal, about a decision to suspend a student for less than three days
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

BULLYING AND CYBERBULLYING

DEFINITION

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Sacred Heart School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation
RESPONSE
Investigating Potential Bullying

When an investigation about potential bullying is required, the following procedures will be followed:

Sacred Heart School adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

If bullying is identified, STEP 4 paperwork is completed and the issue is discussed with the Principal. The Principal collates any bullying data into the Bullying register on the school portal.

If bullying is identified the Principal may choose to use the following methods with the children involved:

- Method of shared concern
- Mediation
- Individual counselling

Parents of both the parties will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

Support for the Target and the Perpetrator.

We support the Target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of the Leadership team;
- Informing the child’s parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the Perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of the Leadership team about what has happened and the behaviours the child has been displaying;
- Informing the child’s parents;
- Continuing to monitor the child’s behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.
At Sacred Heart School the ‘You Can Do It’ for Prep - Year 1, and ‘Programme Achieve’ for Years 2 - 6 are taught as part of the classroom learning experience as per the Australian Curriculum General Capability of Personal and Social Competence. These programmes teach resilience, organisation, getting along, persistence and confidence. These fundamentals promote safe and supportive class and school learning environments.
Thank you for taking the time to read about our school. We look forward to a long and rewarding partnership with you and your child in the years to come.