

2026



Kindergarten Handbook





## Welcome to Sacred Heart College

Our school has been a proud part of the Tasmanian Catholic Church since our foundation in 1888 and, as one of Hobart's oldest colleges, a leading member of the Tasmanian education community for 135 years. Founded by the Sisters of St. Joseph, Sacred Heart College has a direct link to the Order's founders, Saint Mary MacKillop and Father Julian Tenison Woods. Our mission is to live out the educational vision of those two great heroes of Catholic education. We strive to make our motto *Sursum Corda* 'Lift up your Hearts!' the defining message of hope for our students and staff.

Sacred Heart is a co-educational Catholic College, with an enrolment of approximately 1000 students from Kindergarten to Year 10. We work to provide our students with a well-rounded Catholic education, encouraging a life-long love of learning.

There are countless opportunities at Sacred Heart to be involved, not only in the everyday curriculum but also in a wide range of sporting, cultural and service activities.

Underpinning all that we do is our Josephite ethos, a rich tradition of service and commitment to social justice, which prepares our students to be proactive and generous citizens of their world, long after they exit our gates for the last time.

We live by the words of our founders, *"Never see a need without doing something about it."*

This handbook has been created as a resource for the families. I encourage you to have a look through the handbook and to refer to it as a source of information and perhaps as a starting point for any questions you may have about our College.

Mrs Elizabeth McDougall  
Principal

## OUR RECONCILIATION ACTION PLAN

### Acknowledgement of Country

Sacred Heart College acknowledges that we learn, teach, and play on the lands of the muwinina people. We are committed to fostering a connection between our school community and the world's oldest living cultures on the Country that we now all share.

We are guided by the spirits of the old people still in the Land; we listen to the wisdom of the Elders of the present, and we cherish and nurture the emerging Aboriginal leaders of the future. We acknowledge the strength and resilience of all of Tasmania's First Peoples and we walk alongside them with respect.

### Our Vision for Reconciliation

Sacred Heart College will continue to encourage all members of our school community to actively consider the diverse histories, cultures and communities that make up our nation. As part of the Australian nation, we acknowledge and respect Australia's complicated and difficult past since colonisation and the effect this has had on Aboriginal and Torres Strait Islander peoples and cultures. We actively acknowledge the strength and resilience of Aboriginal and Torres Strait Islander peoples and cultures and are committed to walking with Australia's First Nations peoples into a future of historical acceptance valuing equity and equality for all Australians. Encouraging and supporting understanding of Australia's First Nations peoples' values, cultures and histories is a core value of our school community.

Our school community has a strong vision for a reconciled Australia in which Aboriginal Torres Strait Islander and non-Indigenous Australians walk together with respect and understanding. We will continue to recognise and teach about Aboriginal and Torres Strait Islander peoples' diverse cultures and connections to Country, and we will foster shared respect for culture and Country as we best prepare our students to be part of a future of equality, equity and unity.

## OUR HISTORY

The story of Sacred Heart College began on the 16<sup>th</sup> October 1887 when the foundation stone of the two original classrooms was laid. Our College was blessed and opened and accepted its first group of students in 1888 and was conducted by dedicated Catholic lay teachers until 1908 and the arrival of the Sisters of St Joseph of the Sacred Heart of Jesus.

The Sisters of St Joseph were founded in Penola, South Australia in 1866 with their work and values based on the ideals of the Order's founders, Julian Tenison Woods and Mary MacKillop, who shared a call to help and educate children. Whilst focusing on Catholic teaching, schools established by the Sisters of St Joseph were open to any child who wished to learn.

A responsibility to help those in need, to recognise that there is God in everyone and in everything, and to appreciate and cherish the people and the world around us, continue to be central to the Values and the Mission of our College.

From humble beginnings in 1888, Sacred Heart College has expanded to become a co-educational College for boys and girls extending from Kindergarten through to Year 10 and welcoming students and families from many different backgrounds and faiths.

The focal point of our College is the Sacred Heart Church, hosting members of the local community for regular worship and special services. The Church was built in 1884 and the College has developed around it to include a Primary and a Secondary Campus, purpose-built expansive teaching spaces and specialist facilities to cater for a wide range of student endeavours: academic, sporting, design and technology, vocational training and the arts.

Student learning, values and expectations at Sacred Heart College are deeply entwined with our history and the enduring legacy of the Sisters of St Joseph, Saint Mary of the Cross MacKillop and Father Julian Tenison Woods. At the heart of our College Mission lie the values cherished by our founders – compassion, humility, respect and a commitment to social justice.

Our rich history connects students to a tradition of faith and excellence, guiding them to become knowledgeable, compassionate and ethical individuals who are prepared to face the challenges of the future with grace and purpose.

*We acknowledge those who came before us and strive to build upon their legacy to maintain a community that is respectful, welcoming and inclusive, acknowledging the past and fostering a sense of belonging for all at Sacred Heart.*



## OUR VISION AND VALUES

We believe that all members of our community are created in the image of God and have an innate dignity that needs to be respected and nurtured. We strive to create an environment for our students, staff and all in our College community which is founded on core values of respect, integrity, hospitality, inclusiveness, forgiveness and justice and to pass on these values and the teaching and spirituality of the Catholic Church through our learning programmes, through opportunities for prayer and celebration and through outreach.

We recognise the individuality of each student and actively work to promote their needs through quality teaching and learning, firm, fair and consistent expectations and the establishment of an effective care network for every student.

Students are encouraged to develop a personal ethical framework that focuses on our College Charisms and Expectations: C.A.R.E – Co-operation, Achievement, Respect, Empathy.

Students are encouraged to:

- Work co-operatively with their peers and College staff
- To value opportunities, set goals and do their best to achieve
- To demonstrate self-respect and self-management
- To demonstrate respect and empathy for others both within the College and the wider community
- To respect their surroundings, including College property and also the world around them

## OUR VISION STATEMENT

- With open hearts we model the all-embracing love of Jesus Christ.
- With caring hearts we are faithful to the tradition of the Sisters of St Joseph.
- With aspiring hearts we instil a love of learning and an enthusiasm to embrace the challenges the future may hold.

## OUR MISSION STATEMENT

Guided by the Spirit:

- We acknowledge the sacredness of creation and our responsibility to care for our earthly home;
- We celebrate as a prayerful Eucharistic community;
- We encourage each other to give witness to the values of the Gospel;
- We reach out to all; but especially the broken, the lonely, the rejected, the stranger;
- We challenge each other to grow in academic, sporting, cultural and service endeavours;
- We strive to develop responsible self-management;
- We build respectful and supportive relationships between parents, students and staff;
- We respect the differing beliefs of others.

As a united community we strive to: *'Act justly, love tenderly and walk humbly with our God.'*  
(Micah 6:8)

## OUR MOTTO

*Sursum Corda - Lift up your Hearts*

## COLLEGE HOUSES

Students joining Sacred Heart College are welcomed into one of the four College Houses; Julian, Quinlan, Delany or Xavier. Our House System is much more than the sports carnivals and other fun activities that enrich College life. Each House focuses on an inspirational figure who has made a significant contribution to the development of our College, a specific charism value and C.A.R.E. expectation, and an agency that students work to support throughout each year.

The Houses have a vital role in service and outreach within our Catholic community and every member of each House learns and lives that service. Indeed the prime purpose of our House system is to give voice and action to outreach.



### Delany

#### Archbishop Patrick Delany (1853-1926)

Born in County Galway, Ireland, Patrick Delany was ordained as a priest in 1879. In December 1893 he was consecrated as Coadjutor of Hobart and in December 1907 became the third Archbishop of Hobart.

Agency: Society of St Vincent de Paul  
Charism Value: Service

Expectation: **CO-OPERATION**



### Quinlan

#### Sister M Hyacinth Quinlan (1850-1933)

Born near Clare in South Australia, Bridget Mary Quinlan entered the Sisters of St Joseph in Adelaide in 1868. Hyacinth was pivotal in sharing the spirit of Father Julian Tenison Woods and St Mary of the Cross MacKillop with three of the diocesan Josephite Congregations: South Australia (1868-1891), New Zealand (1880-1891) and Tasmanian (1891-1933).

Agency: Mary MacKillop International  
Charism Value: Learning

Expectation: **ACHIEVEMENT**



### Julian

#### Father Julian Tenison Woods (1832-1889)

Born in Southwark, England, Julian Tenison Woods was ordained a priest in Adelaide in 1857 and with Mary MacKillop was the co-founder of the Sisters of St Joseph in Penola, South Australia in 1866. Fr Julian worked in Tasmania from 1874-1876. He was a missionary, a founder, a scientist, a poet, a musician, an artist, a journalist, an explorer but before all of these he was a Priest of God.

Agency: Caritas  
Charism Value: Environment

Expectation: **RESPECT**



### Xavier

#### Sister M Xavier Canty (1871-1934)

Born in Cootamundra, NSW, Mary Ellen Canty entered the Sisters of St Joseph in 1890 and was one of the original communities at Sacred Heart in 1908, taking on the role as Principal of Sacred Heart from 1921-1933.

Agency: Catholic Mission  
Charism Value: Compassion

Expectation: **EMPATHY**

## OUR CAMPUS & FACILITIES

Our College Campus blends historical buildings with modern specialist facilities, encircling Sacred Heart Church at its core. These surroundings serve to remind us of our purpose, our history and traditions, whilst also ensuring the curriculum is delivered within a contemporary learning environment.

Over our 135 year history our campus has expanded and developed, growing from the original two classrooms and Novitiate building to include:

- Expansive modern teaching spaces
- Award winning Primary play spaces.
- Kindergarten playground and gardens and Bush Kinder Space.
- Primary and Secondary Libraries
- Specialist facilities for Science, Music, Drama, Art, Digital Technologies, Media Arts, Design in Food, Textiles, Wood & Metal
- Dedicated spaces for Learning Support and Intensive English
- Outdoor fitness equipment and multiple external seating areas
- Indoor and outdoor sporting facilities
- Students also have supervised access to the nearby Clare St Oval at lunch times, HPE lessons, afterschool sport, celebrations and activities throughout the year.
- We are in the process of incrementally installing hearing augmentation system in our classrooms for students with impaired hearing or auditory processing challenges.

## PRAYER, CELEBRATION & OUTREACH

### Charism of our College

Charisms are traditions which are linked to significant people whom the Catholic Church has deemed remarkable in their contributions to the society they lived in by living out most fully the Gospel values of Jesus Christ. Each Charism has its own history and figures, and the extended present day network of professionals strive to keep the work alive today.

### The Josephite Charism: Saint Mary of the Cross MacKillop

The Josephite Sisters were started by Saint Mary MacKillop, who lived from 1842 to 1909. Mary MacKillop's dream of providing Catholic education to rural Australian children began in Penola, South Australia. She was the first woman to begin a religious order which addressed the specific needs of rural Catholics in colonial Australia. Fr Julian Tenison Woods and Mary MacKillop shared a dream to educate children who lived in isolated rural communities in Australia. Her dream to educate children was further realised with the establishment of a Catholic order of Sisters, which was named the Sisters of Saint Joseph, whose patron saint is Saint Joseph the Worker, father of Jesus. These Sisters began their ministry by setting up schools in South Australia, and quickly expanded to Queensland, Victoria, Tasmania and New Zealand. The Josephite Mission and History Centre, on site has a museum detailing the history of our College, and the work of the Josephites in Tasmania.



### How are these Charisms alive and celebrated in the day-to-day life of Sacred Heart College?

Throughout the Church and College year, there are a number of whole school events which help students to learn about the Sacred Heart of Jesus, St Mary of the Cross MacKillop, Fr Julian Woods and the Josephite sisters and which commemorate their significant work.

**We pray** with students leading prayer each morning and Community Prayer every Friday mornings in Sacred Heart Church.

**We celebrate** Mass on Feast Days, celebrating the Feast of the Sacred Heart of Jesus in June, and St Mary of the Cross MacKillop's Feast Day on 8th August each year.

**We work to help others** as each House focuses on a particular charism and supports a specific charity, with one term designated to each of the focus charities.

HOUSE	EXPECTATION	OUTREACH FOCUS
JULIAN	RESPECT	Caritas Australia
QUINLAN	ACHIEVEMENT	Mary MacKillop Today
DELANY	CO-OPERATION	St Vincent De Paul
XAVIER	EMPATHY	Catholic Mission

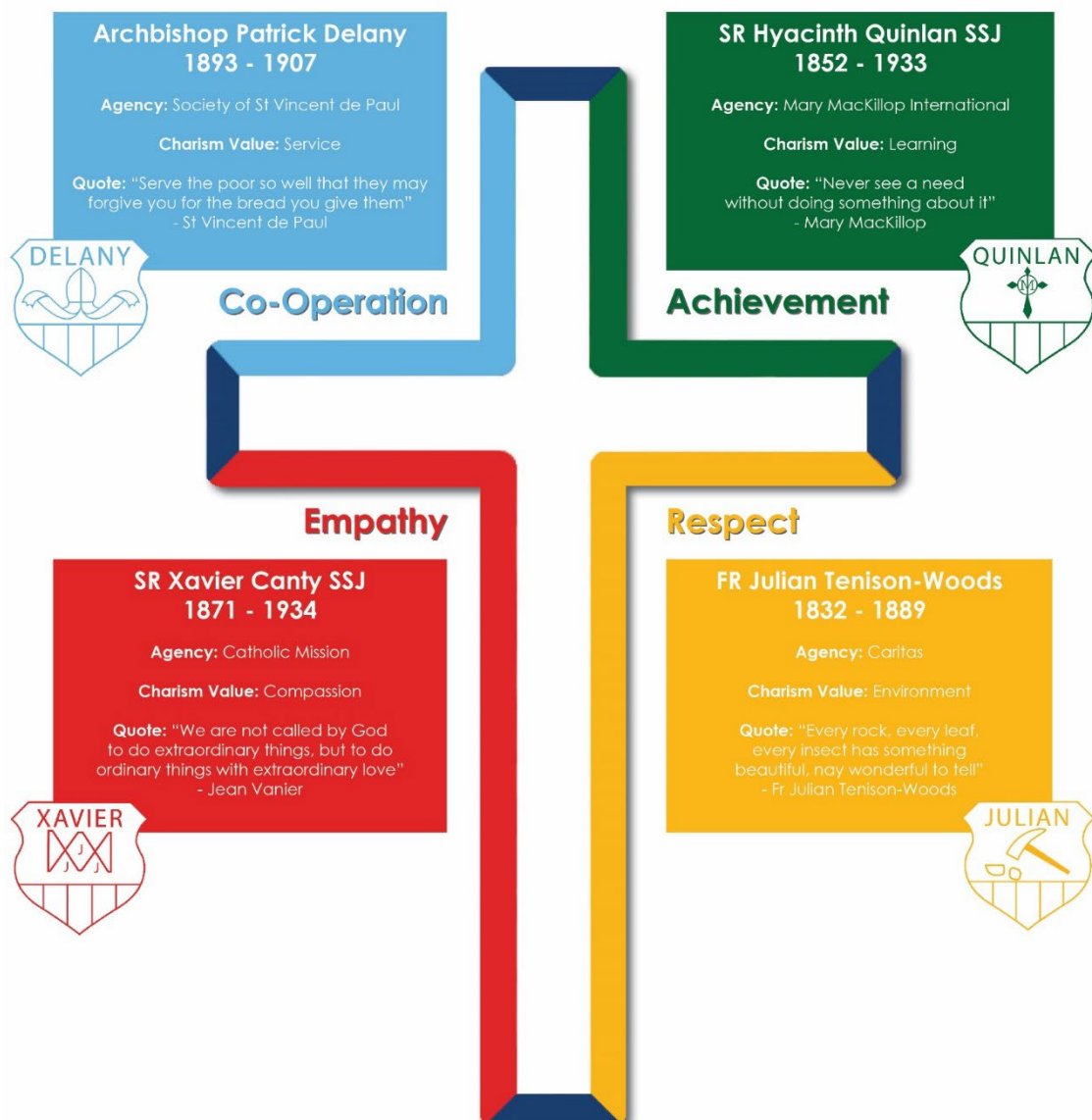
In partnership with families, the College strives to provide a safe, caring and supportive school environment which assists students towards the achievement of appropriate behaviours, fostering a sense of personal responsibility and self-discipline.

The major focus are our C.A.R.E Expectations as outlined for each of the College Houses. C.A.R.E. represents the guiding elements of Co-operation, Achievement, Respect and Empathy, which our school community refers to in an effort to build positive behaviours.

The CARE Expectations and Charisms are clearly on display within every classroom and are incorporated in many aspects of the school day encouraging respect for self, for each other and for our environment. Students receive recognition for consistent effort and positive behaviour through the presentation of CARE tickets, JMJ Awards, Principal's Awards and the St Joseph Certificate.



## Sacred Heart College CHARISMS



## COMMUNITY

### IN PARTNERSHIP WITH THE CHURCH

Sacred Heart College is unique in many ways and as part of the St Mary's Cathedral Parish we celebrate the strong and constant presence of the sacred in our life. Our students are able to join with the Parish to regularly celebrate the Eucharist as part of the Parish community. The enduring and beautiful presence of the Church of the Sacred Heart, built in 1884, reminds us of our long and proud tradition as a place where the Word of God is given voice.

### IN PARTNERSHIP WITH FAMILIES

At Sacred Heart College we aim to build strong relationships with our students and their families. Parents and family members are very welcome to actively participate at the College in the classroom, through sport, on excursions and camps, as speakers at our careers week, as volunteers, and through membership of the Board and our family and friends groups.

- We recognise the demands of combining family life and work, and through the Discovery Early Learning Centre can offer both before and after school care and holiday care on site.
- The College also offers the B4@SHC Programme which welcomes children from birth to four years and their families to wonder, play and socialise in a friendly, nurturing environment. Weekly sessions are held during term time.

## COMMUNICATION BETWEEN SCHOOL AND HOME

We welcome parental involvement in the Kindergarten and encourage parents to communicate anything which may be relevant to how your child may be feeling e.g. illness, bereavements, and changes in family circumstances so that we can work in partnership with you and your child.

If you have a minor concern or question please do not hesitate to speak to us personally, usually before 8.45am and at pick-up time is the most convenient or you may contact us via email. If you have a matter of importance to discuss, please do not hesitate to make an appointment at a mutually convenient time so that your concerns can be given our full attention.

Parents are asked to please contact the College by phone or email to advise any of the following:

Student Absence	Phone the College Office on 6279-4090 SMS: 0428 533 441 Email: <a href="mailto:absence@shc.tas.edu.au">absence@shc.tas.edu.au</a>	before 9.00am please
Student leaving early or arriving late	Phone the College Office on 6279-4090	
Change of contact information/personal details	Please notify the College Office as soon as practical to ensure student records are accurate and up to date.	
Extended leave requests	For student absences of more than one week, parents should please email all relevant details to the Principal, providing a minimum of two weeks' notice.	
Intention to leave the College permanently	Parents/guardians need to advise the College Principal in writing, providing 10 week's notice.	
Please refer to <a href="#">Sign In/Sign Out Procedures</a> for additional details		

### RESPECTFUL COMMUNICATION

In keeping with our College Values, the relationship the College builds with families is based on a shared understanding that all communication should be respectful, courteous and reflect a commitment to a positive culture of interaction. This extends to all facets of College life including formal and informal College events and activities, and all forms of communication including social media, in line with Catholic Education Tasmania Commission Tasmania (CECT) Adult Behaviour Policy - [Please here to access CECT Policies](#)

## COLLEGE COMMUNICATION

- The majority of College Communication with families issues via email. Current email addresses and parent contact information are essential to ensure families receive all relevant information throughout the school year.
- A wide variety of information is made available through the weekly Newsletter, the SHC website and Josie, our virtual learning environment and parent portal. The College social media platforms regularly feature posts about activity throughout the College.
- **Josie** is the College's personalised parent portal that allows you to access specific information about your child and their learning. We have a Kindergarten class page which contains information about the learning programme, photo galleries, learning stories, newsletters and upcoming events. Our page is updated frequently and will evolve throughout the year. Parents will receive a user name and password to access Josie soon after their son/daughter commences at the College.
- **Kinder Information Folder** - Each student has their own Kinder Information Folder which travels to and from school carrying current information pertaining to Kindergarten. It is important that folders are returned to school each day and are placed in the box in the classroom.
- **Reporting and Ongoing Assessment** - Kindergarten focuses on fostering regular communication between families, the child and educators. It is visible through Learning Moments on Josie and ongoing documentation of projects and children's voices. Assessment is ongoing throughout the year and recognises the individual learning pathway of each child. Parent/Teacher discussion is part of this reporting process. There are two formal opportunities for Parent/Teacher discussions during the year, however ongoing communication is also a vital part of this process.
- The **SHC app** can be downloaded to access continuous online reporting, class news, the College calendar, advise of student absence and more, all on your phone.

### Information Events

Parent/Teacher Learning Conferences are held in March and July respectively, providing individual opportunities for discussions about student goals and progress. Additional opportunities are advertised throughout the year welcoming current and future families to attend orientation and transition events prior to Kinder, Prep and Year 7, in addition to College Open Days, Taster Days and a series of pre-kinder sessions throughout Terms 3 and 4.

## EXCURSIONS / PERMISSION FOR OFF-CAMPUS SCHOOL ACTIVITIES

- Information regarding off campus events and activities is sent home by email.
- The online excursion system(Consent2Go) provides information regarding each excursion or activity, and on some occasions requires the completion of a consent to participate.
- When required, online consent and requested paperwork need to be returned to the Class Teacher or the College Office by the due date.
- Parents are asked to please ensure contact and medical information recorded through Consent2Go remains accurate and up-to-date and to regularly check Consent2Go emails to ensure students are able to participate in excursions and activities.

## OPPORTUNITIES TO GET INVOLVED – VOLUNTEERS

We welcome the important role that volunteers play at Sacred Heart and encourage members of the College Community to be involved with College life. Parent support is vital for our sports teams with volunteers often required to help manage or perhaps coach teams. Members of our College Community are also warmly invited to join the Friends of Music, supporting our College Bands & Ensemble Programme, or the SHC Family & Friends. Information regarding events and opportunities to get involved appear regularly in the College Newsletter.

Sacred Heart College is committed to implementing and following practices which protect the safety and wellbeing of children. Government legislation and Catholic Education Tasmania policies require adherence to formal structures and procedures with regard to anyone volunteering to help students or working on College grounds.

All volunteers active within the College must:

- have a current Working with Vulnerable People Registration Card (WWVP) and are required to sign in each time they visit the College (applications for a WWVP can be accessed [online](#))
- Complete the SHC online induction
- Complete the Catholic Education Tasmania Safeguarding document

Members of our College Community who would like to volunteer are invited to contact the College Office for detailed information.

## COLLEGE STAFF

### PRIMARY LEADERSHIP TEAM

Principal  
Deputy Principal – Primary  
Director of Ministry  
Assistant to the DP Primary - Student Wellbeing  
Director of Learning Support - Primary

Learning Stage Leader - Kindergarten & Prep  
Learning Stage Leader - Years 1 & 2  
Learning Stage Leader - Years 3 & 4  
Learning Stage Leader - Years 5 & 6

### PRIMARY TEACHING TEAMS

Kindergarten Teaching Team

Prep Teaching Team

Year 1 Teaching Team

Year 2 Teaching Team

Year 3 Teaching Team

Year 4 Teaching Team

Year 5 Teaching Team

Year 6 Teaching Team

### SPECIALIST TEACHERS & CO-ORDINATORS

Head of English as Another Language  
Lead Teacher – HPE/Primary Sports Co-ordinator  
Aboriginal & Torres Strait Islander Key Teacher  
College Counsellor – Primary

Specialist Teachers:

- Health & Physical Education
- Learning Support
- Music (K-6)
- Visual Art (P-2)
- Language/Indonesian (3-6)
- Drama (P-4, Learning Support)
- Drama (5-6)

Mrs Elizabeth McDougall  
Ms Nicole De Gouveia  
Mr Paul Crennan  
Ms Suzi Pritchard  
Mrs Kate Moore/Mrs Anna Greenhill (T1&T2)  
Mrs Emma McCambridge (returning T3)  
Mrs Emma Wisby  
Mrs Jacqui Luttrell  
Mrs Melissa Bower  
Mrs Jo Pamplin

Mrs Tennielle Armstrong  
Mrs Emma Wisby (LSL)  
Miss Laura Collins  
Ms Kieren Shanahan  
Mrs Sally Cassidy  
Mrs Emma Wisby (LSL)  
Mrs Emma Reid  
Mrs Sophia Tucker  
Mrs Jacqui Luttrell (LSL)  
Miss Brontie Froud  
Ms Elizabeth Macdonald  
Mrs Jacqui Luttrell (LSL)  
Mr Joe Scott  
Ms Natasha Cormie  
Ms Ionela Ocoleanu  
Mrs Melissa Bower (LSL)  
Mrs Claire Chivers  
Mr Kieron Kennedy  
Ms Sarah Stephen  
Mrs Melissa Bower (LSL)  
Mrs Fiona Oliver  
Mr Daniel Bellinger  
Ms Suzi Pritchard  
Mrs Jo Pamplin (LSL)  
Mrs Sophie Sullivan  
Mr Paul Guinane  
Ms Chloe McGuire  
Mrs Jo Pamplin (LSL)

Ms Swechha Shrestha  
Mr Paul Guinane  
Ms Sarah Stephen  
Ms Melitta Hopkins

Mr Paul Guinane/Miss Elizabeth McGann  
Mrs Anna Greenhill  
Ms Leigh Lazarus  
Ms Vicki Morris  
Ms Li Li Lim  
Mrs Jess De Franceschi  
Mr Andrew Newton

**Learning Support Officers:** Tracey Apted, Donna Bone, Tanitha Bull-Cashin, Zoe Butcherine, Max Cowburn, Tom Ferguson, Liz de Groot, India Lockley, Wendle Makiling, Fiona Moore, Andrina Rackett, Georgia Rogers, Georgia Ross, Jefferson Roy-Chowdhury, Seena Sejan, Belinda Vinen, Bailey Walker, Amy Westwood, Vanessa Westwood.

## SACRED HEART COLLEGE KINDERGARTEN

The Early Years at Sacred Heart College is a place for children, families, and staff to come together to celebrate the development of the whole child, as they weave their own individual learning story.

As part of the wider Catholic Education Community, children at Sacred Heart College are surrounded by adults who help them feel and understand God's love for them and where time and space is given for children to begin to understand their own unique place in this world and in our faith community.

Staff at Sacred Heart College hold a positive image of the child and believe children are capable and rich in possibility and potential. This belief inspires the programmes offered and the nature of the interactions and relationships developed with each child.

Staff are intentional in all aspects of the curriculum and act deliberately and thoughtfully to support children's learning through play and intentional teaching practices. Each child is empowered to develop at an appropriate pace through meaningful interactions with adults, peers, the community, and the environment. Responding to the individual needs of each child allows staff to scaffold and support them and encourage their belief in themselves as competent learners. Children can take risks in their learning knowing that they are safe, nurtured, and respected, irrespective of differences.

The framework and curriculum followed in the Early Years are drawn from evidence and research and have been developed to meet the needs of all children. Through implementing this framework and curriculum, children are invited to engage in learning which affords opportunities that encourage and develop resilience, growth, self-esteem, and self-confidence.

The children in the early years are recognised as global citizens of an ever-changing world, where deep connections and critical thinking allow them to develop theories, ideas and knowledge about themselves and the world around them. They are valued as curious and inquisitive and as young people who can investigate, wonder, problem-solve, communicate, and reflect upon their experiences; building capabilities that will take them forward in their lives.



### Transition

Childhood is a significant time in the life of a child. We value the importance of getting to know your child and their particular needs. Conversations will take place as part of the enrolment process and during the pre-Kinder four week programme which takes place in Term 4. This is an important opportunity to establish early routines and to build relationships with children and their families.

### Wellbeing

Your child's social, emotional, physical, cognitive and spiritual wellbeing influences their learning and shapes their development. The development of positive dispositions for learning will be enhanced by strong wellbeing. Your child will be supported to develop a sense of identity and the skills that enable positive social interactions to occur.

Socially appropriate and responsible behaviours will be modelled and encouraged, with emphasis on the development of care and respect for others in line with the Sacred Heart College C.A.R.E. Expectations.

The **joy of friendship** will be encouraged and your child will be guided to develop the social skills that will encourage and maintain friendships through cooperation, empathy, patience and sharing. Emotional wellbeing will be shaped by social interaction, maturity and confidence. Strategies to assist with self-management of emotions and behaviours will be modelled and positive guidance will be provided to assist all children to develop appropriate modes of communication and expression.

We use strategies that support young children in managing their own behaviour. We promote healthy eating, drinking water, participating in lots of physical activity, rest and mindfulness as crucial contributors to your child's wellbeing and significantly shape your child's learning. Physical development is a focus of daily outdoor play experiences and is enhanced by the school's physical education and bush kinder programmes.



## GETTING ORGANISED

**Before the first day of school:** Detailed information is provided within this handbook and the enclosed attachments. Families should ensure they have read through the uniform requirements and the booklist to ensure they have sourced everything students will need for their first day of school.

**Uniform:** Please refer to the Uniform section for a full list of all required uniform items. The Uniform Shop is open on Tuesdays and Thursdays during term time, and is also open following the Kinder Orientation Session. During term time the Uniform Shop is open:

Tuesdays	8.00am – 12.30pm
Wednesdays	12.00pm – 4.00pm
Thursdays	1.30pm – 6.00pm

**Books & Stationery:** The Kindergarten Booklist includes details of the items required and the options for purchasing online or from any supplier. A copy of the booklist is attached.

**The School Day:**

8.30am	Kinder classrooms open
8.45am	Start of the day - Kinder to Year 6
3.00pm	End of the day - Kinder to Year 6

## CURRICULUM

### Belonging, Being and Becoming

The Early Years' Learning Framework for Australia 2 (EYLF) is the foundation document for ensuring children in all early year's settings experience quality teaching and learning. The EYLF recognizes the complex nature of young children's learning and provides principles and practices to guide educators working with children from birth to 5 years of age and has at its centre children's learning. The EYLF has five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Guided by the EYLF, we acknowledge that children learn in a myriad of ways and we provide quality-learning environments, both indoor and outdoor, that are inclusive of all children. We commence each day with investigation time where children engage with their choice of materials and provocations in our learning environment. Throughout the day there are opportunities for individual, whole group and small group learning, dialogue and discussions.

We recognise the importance of oral language development as the foundation for future literacy. In Kindergarten, children are engaged in authentic language experiences and are immersed in a literacy rich environment where there are daily opportunities for story, songs, rhymes, discussion and inquiry.

Children are encouraged to experiment with recording their ideas and are guided as they develop their writing skills. Students in Kindergarten to Year 2 participate in the pre literacy or InitialLit programmes. In Kindergarten, the focus of literacy programmes is oral language development.

Children develop mathematical concepts through investigating, experimenting and discovering. They are given opportunities to develop concepts of number, space, measurement, pattern and algebra and data in a holistic way. Children develop skills in problem solving and explore concepts through play and intentional learning experiences. Children will be involved in the process of "inquiry". Projects and learning experiences will develop from planned integrated inquiry units and from the children's interests.

Children are encouraged to express their own thinking through dialogue and sharing circle discussion. Encouragement is given to the expression of ideas using the many "languages" of expression. Developing creativity by freely exploring materials and responding through drawing, construction, modelling, painting, music, movement and role-play.

**Physical Education** - Through a weekly PE lesson with a specialist teacher, the children will engage in a range of activities that combine gross and fine motor movement and balance to achieve increasingly complex patterns of movement. They will have opportunities to develop spatial awareness and learn to orient themselves, moving around and through their environment confidently and safely.

**Digital Literacy** - Children are encouraged to use digital devices, systems and technologies as another "language" in which to express their ideas and to explore the world around them.

### **Cooking**

Each week children will participate in our Kindergarten cooking programme. Where possible we use produce from our Kindergarten garden and the group gather together to share meals. We encourage children to sample fruits and vegetables and promote healthy food choices. We cater for the needs of all children including any cultural or special dietary requirements including allergies. The programme encourages the routines of hygiene, promotes oral language and numeracy development and fine and gross motor skills.

### **Music**

Children participate in weekly music lessons with a specialist teacher. The children will explore music through voice and movement. They improvise movements in response to beat and rhythmic patterns and use instruments and voices to make musical sequences.

### **Sustainability and Gardening**

We encourage sustainability through recycling, composting and reusing materials. We also source construction and art materials from the tip shop and other recycling centres. Donations of materials for construction and craft are always appreciated. In our garden we learn to care for the Kindergarten chickens on a daily basis and develop an understanding of cultivating, growing and caring for plants. We use the fruits and vegetables we grow in our cooking programme.

**Bush Kinder** - We develop a sense of wonder in the world, confidence and independence through our "Bush Kinder Programme". Each Wednesday we visit a bush environment nearby at Clare Street Oval Reserve. During the wetter winter months we provide children with waterproof overalls and a raincoat, and ask parents to provide children with gumboots, beanie and scarf, and a change of clothes, so that they are able to comfortably explore the natural environment.

During our bush programme children have the opportunity to freely engage with the environment, collecting and sorting natural materials, exploring, discovering, building cubbies and climbing trees. These activities encourage the development of important dispositions for learning such as curiosity, risk taking and resilience.



## GENERAL INFORMATION

### Attendance and Absences

All schools are required to maintain a register of daily attendance for each student. Attendance is taken first thing each morning with any student absences noted and forwarded to the Office.

If a student is absent parents/carers are required to contact the College by phone, app, email or SMS by 9am to advise the reason:

phone	6279 4090
SMS	0428 533 441
email	<a href="mailto:absence@shc.tas.edu.au">absence@shc.tas.edu.au</a>

If notification of absence has not been recorded by the College by 9:30am an automated text message will be sent to parents, asking for an explanation.

Parents are asked to please provide advanced warning if their child will be absent from school for more than a few days. A written advice is preferred to ensure student records are maintained. Please email the College Office at [admin@shc.tas.edu.au](mailto:admin@shc.tas.edu.au) recording the student name, dates of absence and the reason for absence.

### Before School and After School Care

Before or After School Care is accessible through Discovery Early Learning Centre. Discovery is not part of the College but we have a very strong relationship with the Centre with both the Outside School Hours Programme (OSHC) and the School Holiday Programme held in the College's Media Centre. Please contact Discovery directly with any questions, or to enrol in any of their programmes. Phone: 6228-9494

### Books and Stationery

Kinder students require their own set of specific stationery items and are asked to bring everything on their first day. A draft booklist is attached. The final details will be emailed in the coming weeks.

### Book Club

Sacred Heart College participates in the Scholastic Book Club. Order forms are sent home once a month for parents to look through. The Kindergarten directly benefits from any purchases made and this is an excellent method of acquiring additional reading resources for our classroom.

### Excursions

Excursions form an integral part of the Kindergarten Programme. Parents will be advised of each excursion prior to the event via Consent2Go. Parents and family members are welcome to join us on some excursions. Prior to helping on any excursion it is necessary for you to attain a Working with Vulnerable People Registration and complete the College Induction on Josie.





## Food and Nutrition

Sacred Heart College is an accredited Move Well Eat Well School and we support the development of healthy eating habits and encourage healthy choices for lunch and morning tea. Fruit is an essential part of our Healthy Eating guidelines and we will be sharing fruit each day. Water is requested in drink bottles and will be available in the classroom at all times.

Physical health contributes significantly to your child's learning capacity and we place a big emphasis on developing an understanding of healthy foods and good nutrition practices and we use our cooking and gardening programme to support this understanding.

Eating times create opportunities for important social learning and your child will be encouraged to join with peers to eat together and engage in conversation. As we support healthy, sustainable practices we discourage processed, packaged food items that lack nutrition and create rubbish. For this reason, chips, lollies and chocolates are strongly discouraged.

- Please supply foods that enable children to eat independently and enjoy this experience. Lunchboxes that are clearly named and that can be opened without assistance contribute to the development of independence in this area.
- We respect the cultural and religious expectations and values of your family and request you provide us with written information about your child's dietary requirements, including any foods that need to be avoided.

**Celebrations and Family Traditions** - Ensuring a strong link is established between home and school is vital for your child's sense of security. Family is vitally important to your child and any connections that can be made between learning at school and family events and celebrations will be a powerful experience for them.

- Please share with us any special events that occur within your family and any traditions or customs that are part of your child's world.
- We love to celebrate children's birthdays; we do however ask that if you are going to bring something to share could it please be manageable by the children, i.e. cupcakes

**Nut Minimisation Guidelines** - Sacred Heart College Kindergarten is committed to providing a safe environment that meets the special needs of our students. Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. Some students at Sacred Heart College Kindergarten have severe anaphylactic allergies triggered by peanuts. The key to preventing an anaphylactic reaction is to avoid exposure to the trigger. It is possible to minimise the risk factors within the school environment with parent/carer assistance in adopting the following strategies:

- Please do not send nuts or peanuts to school. There is an increased risk of other food allergies in peanut allergic children and because of the risk of cross contamination it is usually recommended that peanut allergic people avoid all nuts.
- Please do not send foods containing nuts, peanuts, or nut oils such as peanut oil, to school. In particular peanut butter, hazelnut spread (Nutella), certain muesli bars, chocolate bars and biscuits containing nuts. This applies to items with nuts as a listed ingredient, but does not apply to those foods labelled 'may contain traces of nuts'.
- Please avoid nuts and peanuts in birthday cakes or treats that may be brought to school.
- Please encourage thorough washing of hands and face with a damp cloth if children have eaten these foods before coming to school.
- Please provide drink containers and lunch boxes which are clearly labelled with the name of the child for whom they are intended.
- Please continue to be vigilant when there is a change from usual routines e.g. excursions, family picnic days at school, sports carnivals etc.

## Kindergarten Screening Tools

In Kindergarten we use a variety of methods that assist us, and families, in the early identification of any student who may require a specific support and/or intervention programme. The tools we use in Kindergarten are:

- The Parent Evaluation of Development Status (PEDS) - a set of 10 questions that parents or carers can complete that helps identify any concerns around development, health and wellbeing. PEDS forms can be accessed from Kindergarten staff and can be completed at home, or with staff. Staff will then work with families to work out a pathway based on answers.
- Articulation and Language Screening. At a few points throughout the Kindergarten year students will undertake screening for articulation - to determine which speech sounds children can/cannot say and if errors are developmentally appropriate or delayed, and screening for language, to identify if children's oral language is developmentally appropriate or delayed. Staff will keep families informed if there are any concerns from these screenings.
- The Kindergarten Development Check - takes place at the start and towards the end of the Kindergarten year and is a check for appropriate development across a broad range of categories. Staff will inform families if there are any concerns from this check.

If families have any questions or concerns about their child's development they are encouraged to talk to Kindergarten staff at any time of the year.

## Parent/Guardian Help / Volunteers

Parent/Guardians are always welcome in the classroom and on excursions. Anyone visiting our College Campus or working with our students must have a Working with Vulnerable People registration (WWVP). Please refer to the WWVP details later in the Handbook.

## Sleep and Rest

We recognise that all children have different physical needs and requirements. In Kindergarten all students have the chance to engage in rest and relaxation time as needed. Children have the opportunity to lay down or sit quietly, read a book, listen to stories or engage in mindfulness or yoga.

## Student Medications

If students need to take prescribed medications during school hours the College must be notified in writing, completing all details of the Short Term or Ongoing Medication Form available from the College Office.

## Sun Protection

At Sacred Heart College we are guided by Cancer Council recommendations for Tasmania which recommend sun protection measures from mid-September until mid-April. We encourage children to be active in outdoor play and enquiry in Kindergarten, consequently hats must be worn at all times when children are outside during Term One and Term Four, and outside these times should there be an indication of high UV. Staff also model this sun safety practice. Sunscreen is not automatically applied to all children. Parents may send along personal sunscreen which will be kept in your child's bag. If requested by you, staff will support your child in the application of sunscreen brought from home at lunchtime. We recommend the roll-on type for ease of application.

## Toileting

Children must be able to attend to all toileting needs independently. This includes being able to manage their clothing before and after toileting, as well as use of toilet paper for wiping and independent hand washing afterwards. Nappies and pull-ups are not permitted. A change of clothes for an unexpected accident is requested. Any borrowed clothing should be laundered and returned to the Kindergarten as soon as possible.

## Uniform

Students in Kindergarten, Prep, Year 1 and Year 2 wear the College sports uniform each day. From Year 3 onwards, students require both formal uniform and sports uniform. Please name all items of clothing. To assist us with encouraging children to become responsible for their own belongings, it would be helpful if each child had items named clearly with their full name rather than initials.

Sacred Heart College Sports Uniform:

College Track Pants	College Shorts
College Polo Top	College Rugby Top
College Jacket (optional)	House T-Shirt (optional)

- Kindergarten students will be provided with a College bucket hat embroidered with their name.
- All uniform items are available for the Sacred Heart College Uniform Shop. During term time the Uniform Shop is open:

Tuesdays	8.00am – 12.30pm
Wednesdays	12.00pm – 4.00pm
Thursdays	1.30pm - 6.00pm

## Water and Mud Protection

Protective clothing and footwear are essential items for your child in all seasons. Appropriate clothing ensures your child can play outdoors every day. During months of cooler temperatures, outdoor play will be more comfortable with extra layers of clothing. Rain, puddles and mud will be part of your child's learning experiences. Waterproof overalls are provided by the College. Please ensure your child has gumboots at school every day so that outdoor experiences can be fully embraced. A change of clothes, including socks, is requested in your child's bag at all times. Please ensure everything is clearly named.

## What to bring each day:

- Communication Folder
- Drink bottle for water
- Lunch box with (i) fruit and vegetables for a morning snack and (ii) lunch
- Change of clothes
- Items for Bush Kinder
- Gumboots - that can stay at school
- During Terms 1 and 4 SHC bucket hats are compulsory (these are kept at school each day)
- Sunscreen



- **Sign In/Sign Out Procedures**
- **Before and After School Supervision Arrangements**

Tasmanian State Government legislation for 'Working with Vulnerable People' was introduced in 2014 which required the implementation of formal procedures for visitors to the College and for signing students in or out when arriving late to school, or leaving early. This dictates that all adults on College grounds during working school hours, must have signed in and received a school lanyard visitors pass and have a current Working with Vulnerable People Registration. The only exception to these guidelines are for the normal morning drop off and afternoon collection periods and for parental/guardian attendance at special events such as Assembly, Sport Carnivals or where an invitation has been forwarded.

The purpose of the legislation is to significantly improve the safeguards and child protection processes to help keep children safe from harm. The safety and security of all of our students is our highest priority for all at the College, and as such, the following procedures are in place:

1. All students who arrive late to school or who are needing early collection during the day need to be signed in or out by their parent/guardian at the Primary Office. This also applies to those students needing to attend appointments, but who will return to school.
2. Students arriving late need to sign in at the Primary Office. Students in Kinder will be collected by staff and taken to their classroom. Students from Year 1 to 6 are able to move across to their classroom once they have obtained a late pass.
3. Students needing to leave the College for an appointment or due to illness can be collected from the Primary Office. Students will be signed out of the College when their parent/guardian has arrived.
4. Outside of the normal "drop off" and "pick up" periods in the morning and afternoon, adults should not visit classrooms areas unless appropriately signed in. Any student arriving at school after 8:45am will be deemed as arriving late and must be signed in at the office before being taken by school personnel to their classroom. The same procedures apply for collection of students before 3:00pm.
5. All students arriving at school prior to 8:30am are reminded that they must wait in the quadrangle area outside of the Primary Office, unless they are accompanied by their own parent or guardian. A supervising Teacher is on duty from 8:20am. Students will be allowed to go to their classrooms at the sounding of the 8:30am bell. Please note that students and parents will not be able to enter their classroom prior to 8:30am.
6. At the end of the school day, Kindergarten students must be collected from the Kinder classroom at 3:00pm by a parent, nominated adult guardian or if required a sibling who is in Year 7 or above.
7. In line with our Child Safeguarding Protocols, adults collecting children at the end of the school day should not be on campus prior to 2.50pm unless they have signed in at the College Office and have provided a copy of their WWVP.
8. Students who are waiting for parents after 3:00pm must wait in the supervised playground area.
9. The lower grassed and playground areas and footpaths are out of bounds after school to those students not individually supervised by their parents or nominated guardian adult. Teachers will ask students waiting in these areas to move to the quadrangle/courts.
10. If students are still in the playground at 3:15pm, they will be asked to move to the College Office for contact with parents.

Thank you for taking the time to read this important information. Please do not hesitate to contact the College should you have any concerns or queries. We appreciate your support of these safety procedures.

## Working With Vulnerable People Legislation (WWVP)

Under Working with Vulnerable People Legislation anyone who wishes to work or volunteer with children is required to complete a Working with Vulnerable People check. The applies to any contractors visiting the school grounds to complete work, all visiting volunteers and all teaching and non-teaching staff. The purpose of the legislation is to significantly improve the safeguards and child protection processes to help keep children safe from harm.

In line with this legislation anyone wishing to help in the classroom, attend excursions or to visit the College during the school day is required to sign in to the school office to show their Working with Vulnerable People registration and receive and display an official visitors pass authorising them to be on-site. The only exception to these guidelines is during the morning drop off and afternoon collection periods, for parental/guardian attendance at special events such as assemblies or sport carnivals, or where an invitation has been forwarded.

Applications for a Working with Vulnerable People Registration can be completed online by visiting [http://www.justice.tas.gov.au/working\\_with\\_children](http://www.justice.tas.gov.au/working_with_children) Applicants should complete the online application, print the 'Application Receipt' and take it to any Service Tasmania shop with a current driver's licence. Service Tasmania will take a photo of the applicant and will also require payment of the fee (approx. \$20). SHC volunteers may seek a refund of this fee from the College upon presentation of a completed Working with Vulnerable People Registration Card if they wish.

Applications are assessed by the Tasmanian Department of Justice. Once the application is submitted the checking and confirmation process takes between 2 and 6 weeks. Once the process is completed a Working with Vulnerable People Registration Card will issue to the applicant's address. The registration covers volunteers for three years and allows parents and carers to assist at school with sporting teams, parent help and excursions and also to volunteer at external sporting clubs, scouts etc.

Volunteers are also asked to complete the SHC Workplace Health and Safety Induction module which can be found on the Sacred Heart College website. The questions are very brief and are to ensure anyone who may be on school premises is aware of what to do in the event of a fire alarm or lockdown. The students have practice drills for each of these events at various times throughout the year. Completing the online induction will ensure parents are also familiar with the different alarm sounds and can discuss these with their children.

To complete the online induction:

- visit <http://www.shc.tas.edu.au/>
- select *News & Events*
- select *Sports*
- select online induction <http://www.onlineinduction.com/shc/>
- log on if you have registered previously or select *First time here? Click here to register*
- select *Volunteer*
- complete details
- complete the online induction





# Sacred Heart College

# S.W.P.B.S

# CARE

## expectations



## School Wide Positive Behaviour Support

The following pages are included for reference to ensure all families are aware of College Expectations.



## COLLEGE EXPECTATIONS AND GUIDELINES

Sacred Heart College strives to provide a safe, caring and supportive school environment to help each student reach their full potential. Shared responsibility and the dignity and worth of every member of the College Community are cornerstones of our Vision and Mission Statements. We uphold these by showing and promoting respect for oneself, for others and for the environment in which we work.

We expect the highest standard of behaviour of our students, to maintain a positive, productive and safe learning and teaching environment for students and staff and to ensure all members of our College Community feel welcome, safe and experience a sense of belonging.

Students are encouraged to regularly consider and reflect on the College's C.A.R.E Expectations (Co-operation, Achievement, Respect, Empathy) in an effort to consistently demonstrate positive behaviours. These standards extend beyond the boundaries of our College.

Sacred Heart College follows a **School Wide Positive Behaviour Support (SWPBS) Framework** - a system approach for establishing the social culture and behaviour support needed for a school to be an effective social and learning environment for all students and staff. Its features include:

- Explicit teaching of positive social expectations
- Clarity about what those expectations are
- Acknowledgment and rewards for appropriate behaviour
- Consistent consequences for unacceptable behaviour
- The use of collected data about behaviour to inform decisions

Working in partnership with parents we encourage students to foster a sense of personal responsibility and self-discipline. Sacred Heart College students are expected to:

### Show respect for MYSELF by

- arriving at school, and to classes, on time and with all the equipment required
- wearing the correct uniform
- observing College expectations about make-up, jewellery, and hairstyles
- being positive and productive
- being present and attentive (phones off and away, no head phones in class)
- doing my best and asking for help when I don't understand what I have to do
- taking care of my belongings
- being involved in College life as much as I can

### Show respect for OTHERS by

- recognising that all students and teachers have a right to do their best in the classroom, in sport, in outreach activities or cultural pursuits
- making positive contributions to class discussions and group work
- listening to others when it is their turn to speak and respecting their right to express opinions that may be different to mine
- moving in a safe manner in classrooms, corridors and in the yard
- using appropriate language
- avoiding bullying behaviours and not tolerating it in others
- being courteous and well-mannered to all members of the College Community
- consistently demonstrating respectful behaviour when representing the College on excursions, on the bus and within the local community.

### Show respect for the ENVIRONMENT by

- taking care of all College property and facilities
- Maintaining our College environment by using the recycling and waste bins provided in the classrooms, corridors and playground to dispose of packaging, litter and food scraps.
- observing school expectations about items that have the potential to be harmful or damaging to our environment, including aerosol deodorants, chewing gum, white-out fluid and permanent markers (7-10)

**STUDENTS AND PARENTS SHOULD ENSURE THEY ARE AWARE OF ALL COLLEGE EXPECTATIONS AND GUIDELINES AS DETAILED ON THE FOLLOWING PAGES.**



# SCHOOL WIDE POSITIVE BEHAVIOUR EXPECTATIONS (K-6)

At Sacred Heart College we embrace the C.A.R.E. values: **Care, Achievement, Respect, Empathy**  
These principles guide our actions, foster a positive environment, and shape our community.



SCHOOL WIDE EXPECTATIONS	ALL THE TIME/EVERYWHERE	LEARNING SPACES	TRANSITIONS	PLAYTIME	GATHERINGS	TOILETS
<b>BE SAFE</b> 	<p>We CARE for others and ourselves</p> <p>We care for our school environment and resources</p> <p>We are welcoming and inclusive</p> <p>We are a good friend to others</p> <p>We keep our hands and feet to ourselves and play safely.</p>	<p>We ask to leave a space</p> <p>We stay in the learning space and ask to leave if we need to</p> <p>We walk around the space</p>	<p>We walk safely and quietly</p> <p>We walk on pathways and keep to the left</p> <p>We stay with the group</p> <p>We keep our hands, feet and objects to ourselves</p>	<p>We play in the correct areas</p> <p>We keep our movements safe</p> <p>We use equipment and the playground correctly</p> <p>We walk when going around corners</p> <p>We are sun smart</p> <p>We seek an adult's help when needed</p>	<p>We enter and exit the space respectfully</p> <p>We are responsible with hands and feet</p>	<p>We keep games and food away from the toilet</p> <p>We get help from a teacher if needed</p> <p>We only have one person in a cubicle.</p> <p>We lock/shut the door</p> <p>We use the toilets at school before going to the oval.</p>
<b>BE RESPECTFUL</b> 	<p>We speak up when something feels wrong</p> <p>We ask for help when needed</p> <p>We make responsible choices</p> <p>We use our manners</p> <p>We speak kindly to others</p> <p>We listen when others are speaking</p>	<p>We let others learn</p> <p>We treat all property and resources with respect</p> <p>We respect the opinions of others.</p> <p>We participate and cooperate in group work</p>	<p>We listen to and follow directions</p> <p>We use quiet voices</p>	<p>We are inclusive and play fairly</p> <p>We share space and equipment</p> <p>We move to class when the music bell plays</p> <p>We pack up and return equipment</p> <p>We put our rubbish in the bin</p>	<p>We participate and respond appropriately</p> <p>We celebrate the achievements of others respectfully and we are humble in our success</p>	<p>We respect the privacy of others</p> <p>We keep the area clean and tidy</p> <p>We leave the area when we are finished.</p>
<b>BE YOUR BEST/ BE A LEARNER</b> 	<p>We wear the correct uniform</p> <p>We walk quietly</p> <p>We accept feedback and decisions positively</p> <p>We participate as best we can</p> <p>We learn from our mistakes</p>	<p>We are prepared for learning</p> <p>We are active and engaged learners</p> <p>We ask for help when needed</p> <p>We take pride in our work</p>	<p>We are organised</p> <p>We move directly to and from the spaces we are using</p>	<p>We follow the rules of the games</p> <p>We show empathy</p> <p>We show good sportsmanship</p>	<p>We participate fully in song, prayer and events</p>	<p>We flush the toilet</p> <p>We wash our hands</p> <p>We use the toilets during break times</p> <p>We only go when we need to go</p> <p>We use the sanitary bins if needed</p>



# Uniform Requirements & Expectations

## UNIFORM AND APPEARANCE

**It is an expectation of the College that students wear the official uniform and present a neat and well-groomed appearance at all times.**

The wearing of the College uniform aims to engender a sense of belonging and to reflect a commitment to the College. The College uniform is the face of the College to the general public.

All students should take pride in their appearance and should present themselves daily in a clean, age appropriate, natural state suitable for our formal learning environment. Our guidelines are driven by a sense of justice, that every student appears equal and free from peer pressure (avoiding spending money and time to present oneself in the style of the latest fad). We encourage our students to express their individuality and creativity in other ways.

On occasion, students use the holidays to experiment with their personal presentation/identity, this is a positive form of individual expression. However, our expectation on Day 1 of each term is that students present themselves appropriately for our formal, school environment in accordance with our Uniform/Presentation Expectations listed below. We encourage our students to express their individuality and creativity in other ways.

### Uniform (Kindergarten – Year 2)

Students in Kinder to Year 2 wear College Sports Uniform each day.

### Formal Uniform (Years 3-10)

- Students in Years 3 to 10 are required to wear Formal Summer Uniform in Term 1 and Term 4 and Formal Winter Uniform in Terms 2 and 3.
- Students in Years 3 to 10 are required to wear their Formal Uniform each school day unless they have HPE or a SHC sports related activity on their timetable for that day.
- Sports (HPE) Uniform can be worn on these days only, or when advised for specific College events.

For students in Year 5 to Year 10 **College Blazers** must be worn to and from school unless excused on hot days when students will be advised via PA or Tutor/Class Teacher. Students may wear the College Jacket with their formal uniform to and from school over their blazer in wet weather. Please note that the jacket is not to be worn in place of the blazer to and from school. When at school, students may wear their jacket in place of their blazer if they wish.

#### Shoes:

- Plain black leather or polishable lace up shoes (not boots) must be worn with the uniform.
- Only durable black lace up school shoes are to be worn in the kitchens and workshops.
- For safety reasons, shoes, including sports shoes must be lace-up and robust (not canvas or soft material).
- Sport shoes must be supportive (runners, cross trainers etc.).
- Suede or skateboard shoes, volleys etc are not appropriate for HPE/College Sport.

#### Hair/nails/makeup:

- Hair must be neatly groomed in keeping with our conservative, formal environment for learning.
- If shoulder length or longer, hair must be tied back.
- No extreme hair colours, styles or cuts like undercuts, razored patterns, mullets, mohawks, rat tails, horseys, dreadlocks or styles deemed unsuitable by the direction of the Principal.
- Hair must be in keeping of natural colours. No extreme bleaching, multi tones or hair fixing agents like gel, hair extensions, hair jewellery, beads or art.
- No noticeable makeup, nail polish, fake tan, fake nails, fake eyelashes/eyebrows.
- Boys must be clean shaven.

#### Jewellery:

- Earrings: students may wear plain standard size sleepers (no larger than a 5cent piece) or studs only. Maximum of two in each ear, worn in the outer ear only.
- No other facial jewellery is permitted (e.g. not in nose, brow, tongue, tragus).
- No dangly earrings. No spacers, rods or bars.
- Only one plain ring, bangle, wristband watch or necklace.
- No other jewellery is permitted.

#### School Bags:

Students are to use the SHC monogrammed school bag only. School bags are to be kept clean and free of stickers and graffiti. Only when the school bag is full may an additional bag be used for excess gear.







## Attendance Requirements & Expectations

As stated in the School Education Act, students are required to attend the school that they are enrolled in every day it is open for instruction. The College must account for every student absence each day and must record the reason for each absence. We have a duty of care to ensure students are accounted for during school hours. This has resulted in the implementation of the following processes:

- Students are required to be on time to Tutor and all classes. Being punctual is being respectful of other people's time, ensures minimal disruption for the class and prevents students missing out on important information.
- If a student is absent parents/carers are required to contact the College by phone, email or SMS by 9am to advise the reason: Phone: 62794090, Text: 0467302470, Email: [absence@shc.tas.edu.au](mailto:absence@shc.tas.edu.au)
- If notification of absence has not been recorded by the College by 9:30am an automated text message will be sent to parents, asking for an explanation.
- On their return to school students should provide a courtesy note or e-mail to their Tutor Teacher communicating any issues that may have caused the absence, ensuring staff are informed of anything that may impact on their wellbeing.
- Where possible family holidays should occur during the scheduled school holiday breaks. In the case of a planned absence, parents/carers should e-mail [absence@shc.tas.edu.au](mailto:absence@shc.tas.edu.au) to provide details of the dates the student will be absent from the College and the reason.
- The Principal may ask for a medical certificate to explain extended absence for illness.
- After any absence, it is the student's responsibility to follow up on any missed work and to catch up within a reasonable time frame.

### Late Arrival

- Students who arrive late must report to the Office upon arrival at school to sign in and obtain a late pass. An auto text is then sent to parents to notify them of the irregular check in time.

### Early Departure

- Students are not permitted to leave the College grounds during school hours.
- Permission to leave school during the day is only granted for an important reason in response to a parent's written request noted in the Student's Diary stating the date, time and reason for leaving. The note must be presented to the Tutor Teacher in the morning for signing and presented again at the Office when the student is signing out. Staff may call parents to verify arrangements. The student must sign back in at the Office on their return.

### Out of Class

- No student is to be out of class during lesson time without the permission or supervision of a staff member.

### Feeling Unwell

- When a student becomes unwell or injured at school and appears to require medication, rest, or treatment by qualified medical personnel, the school will take all necessary action to contact the parents or guardians.
- Students are asked not to call parents directly but to present to the Office with a note from the teacher excusing them from class. College first-aid officers will care for students in the first aid room and will contact parents to arrange for the student to go home or if required arrange more immediate care.

### Remaining on Campus

- Students are to remain on College property at all times. We have a duty of care to ensure students are accounted for during school hours.
- Students are permitted supervised access to the Clare St Oval at lunchtime and during HPE classes.

### Boundaries

- Secondary students are not permitted to enter the Primary Campus, respecting our Primary students by allowing them the safety of their own space. Similarly Primary students should remain on the Primary campus with the exception of seeking approval to visit the IT Help Desk located in the Secondary Library .



## Safe & Respectful Behaviour Expectations

### IN THE CLASSROOM

Students are encouraged to take responsibility for their own learning and to be respectful of others; their peers and their teachers.

- Students should arrive for the start of each class organised and with all appropriate equipment (charged laptop, Student Diary, any required books, folders, pencil case etc.)
- Students should make every effort to remain focused throughout each class and not distract others trying to learn.
- Students are required to follow instructions from staff members, be co-operative and respectful.
- Mobile phones/smart watches/ear pods are to be off and away between first bell and last bell.
- If students need to make or receive a call or text they should go to the office to seek permission to do so. For more detail please refer to [Mobile Phone Expectations](#)
- **Phones/ear pods/headphones** are not permitted during regular classes. There may be occasions when the teacher permits their use of corded headphones for a particular purpose.
- Connecting wirelessly to devices like bluetooth speakers, data projectors etc without staff permission is strictly not permitted.
- Students are not permitted to eat in class – no food, no chewing gum, no drinks other than water.
- Hats and beanies need to be removed when entering the classroom.
- Any form of damage, graffiti or destruction of <sup>student</sup> or College property is unacceptable.

### BULLYING OR VIOLENCE IS NOT ACCEPTABLE AT SHC

**The College promotes the development of caring relationships that foster respect, confidence and dignity.**

Bullying is defined as deliberately hurting, injuring, embarrassing, upsetting or threatening someone else through uninvited physical, verbal or psychological behaviour which makes another person or group feel uncomfortable, intimidated, hurt or anxious.

Bullying in all its forms (verbal, written, violence, harassment, discrimination and cyberbullying) will not be tolerated at Sacred Heart College. This applies to staff, students and parents of the College.

Students are expected:

- To keep “hands off” at all times. **Rough Play Is Not Okay.** ‘Just mucking around’ is not tolerated.
- To be thoughtful and respectful of others, and to think before posting or sending on social media.
- To report instances of bullying to their classroom teachers.
- To take ownership of poor choices or behaviour by being honest in working towards repairing the harm.
- To participate in a restorative conference.
- To learn from mistakes made and not repeat the behaviour.
- The College reserves the right to report serious harassment to the appropriate authorities.

### DUDE IT'S RUDE... WATCH YOUR LANGUAGE

Swearing or any type of abusive or offensive language is not permitted at SHC in verbal or written form. Everyone has a right to work and socialise in a respectful space. Students are encouraged not to be a bystander and let the gutter talk occur but rather have the courage to call people out for swearing by saying... DUDE IT'S RUDE... WATCH YOUR LANGUAGE!

### DESTRUCTION OF PROPERTY

Students are responsible for the proper care and respect of all property – their own, others and that of the College. The destruction to property (including misuse, graffiti, breakages etc.) is meaningless, disrespectful and expensive. Deliberately damaging College property can result in a student being suspended from school for a period of time. In collaboration with parents, students may also be asked to contribute towards the cost of repair and asked to participate in the repair process.

### CHEWING GUM IS NOT WELCOME AT SHC

Chewing gum in a school environment can be destructive and distracting. Thoughtless disposal causes damage to carpets, uniforms, furniture and school equipment all of which are costly to replace, repair or clean. Chewing gum in class can cause students to be distracted rather than concentrating on the task at hand. The time lost in learning and the costs brought about by irresponsible disposal have resulted in our decision to say NO to chewing gum at our College and whilst students are in uniform.

## BANNED SUBSTANCES/ITEMS

Sacred Heart College encourages students to have respect for themselves, for others and for College facilities and is committed to maintaining a safe and supportive environment for all students. With this in mind, the following items are not permitted on campus or at any College related event or activity:

- chewing gum
- caffeinated energy drinks
- correction fluid
- permanent markers (*applies in Yrs 7-10*)
- aerosol deodorants, spray paint
- wireless speaker devices
- cigarettes/vaping devices
- lighters, electric razors
- alcohol, pseudo/fake alcohol products
- drugs
- any alcohol or drug paraphernalia
- knives or weapons of any nature including fake/toy guns or weapons of any kind
- water bombs, flour bombs, stink bombs
- pornographic material or any other offensive items

Our overarching aim is to educate the young people in our care, providing them with clear guidelines of our College Expectations through the details provided in our College Handbook and Student Diary. Our Secondary Health Curriculum and Student Personal Development Programme strive to provide students with education on the health risks associated with smoking and vaping, risk minimisation and sensible decision-making.

Given the associated health dangers and illegal nature of these items for people under 18 years of age, the possession, supply or use of any smoking or vaping devices, alcohol or illicit drugs is not permitted and appropriate consequences will be imposed should students carry out these activities whilst at the College, representing the College or attending a College-related event.

**Procedures:** The College will act to ensure the school (and any school-related event) is free from banned substances/items as listed. If there is a reasonable belief that a student is in possession of a banned substance/item that presents a risk to the student, other students, staff or the College, staff can:

- ask a student to disclose if they are concealing a banned substance/item;
- ask a student to empty their pockets or the contents of their bag;
- conduct a search of school property (lockers, classrooms, cupboards etc)

## BIKE STORAGE

SHC is committed to promoting an active lifestyle among its staff and students and encourages the use of sustainable transportation methods, such as the option of riding a bike to school. SHC provides a designated secure area accessed from Clare Street, for staff and students to lock and store their bikes. This caged area is locked and monitored throughout the day by video surveillance.

Students are responsible for supplying their own bike locking devices; we recommend using tough anti-theft folding locks or U-locks for optimal security. Additionally, it is mandatory for students to wear helmets while riding, in accordance with state government guidelines. Whilst the College assists to secure and monitor the bike storage area, we are not responsible for any theft or damage. However, the College is committed to assisting in any investigations should concerns arise.

## STUDENT MEDICATIONS

If students need to take prescribed medications during school hours the College must be notified in writing completing all details of the Short Term/Ongoing Medication Form available from the office.

## LOST PROPERTY

- All clothing, books and personal items brought to school should be labelled with student name.
- Students should report lost articles to their Tutor/Class Teacher and check the lost property collection at the College Office.
- Unnamed and unclaimed items are stored for one term. After that time items are donated to the second-hand uniform stores or St Vincent de Paul.

## LITTER

- We have numerous bins for rubbish, for recycling and for composting organic materials.
- Students are asked to show respect for their surroundings, and for the environment in general, and to dispose of items in the appropriately marked bins.

## BATHROOMS

- Respect the privacy of others and the facility by being hygienic in the way that you use it, including washing hands.
- College bathrooms contain individual cubicles for individual use only. They are not spaces to socialise or eat in. No other students should accompany you into the cubicle.
- Report graffiti or unsatisfactory conditions to the Office.
- There is an expectation that all students are to use bathrooms at scheduled break times.

## AT BREAK TIMES

- To prevent the disruption to classes the Secondary Campus is out of bounds during Primary recess and lunch. Primary students should not pass beyond the boundary line extending from the Church across to the Music/Art Room.
- Spitting and rough play are not permitted at any time. The **Rough Play is not Okay** rule applies school wide.

## IN THE LIBRARY

- Water bottles are permitted in the Library but no food is permitted.
- Borrowed items should be returned by the due date. Any overdue items are followed up with students, then parents if required.
- Students are expected to care for all College property returning borrowed items on time and in good condition. In collaboration with parents, students may be asked to contribute towards the cost of repair or replacement of items that are damaged or lost.

## ON THE COURTS

- The courts are for basketball and netball games only. Due to the confined space games must be played with safety in mind. No kicking of balls. No soccer or football.
- The courts are not an area for eating. Food should be consumed outside of the fenced perimeter prior to entry.
- Students should behave with respect at all times, displaying good sportsmanship. No swearing, no spitting and no removal of shirts.

## IN THE SSJ

- The stage area is out of bounds.
- Similar to the courts the SSJ is an active space. Games should be played safely. Food should not be taken into the SSJ. Sitting around the sidelines is not recommended and is unsafe. Students should demonstrate good sportsmanship at all times.

## IN THE YARD

- At recess and lunch there are many students and staff enjoying a break in the yard area. For everyone's safety:
- There are designated spaces marked for handball games. Tennis balls only should be used and should be kept below hip height. Any other ball games can be played on the courts, in the SSJ or on the oval, as detailed on posters that appear across the campus (please see below).
- Students are asked to be respectful of the College gardens, not to trample on plants or to remove or throw any items from the garden beds - rocks, pinecones etc.
- Rough play is not tolerated. The 'hands off' rule applies at all times and in all areas of the College, showing respect for other's space.
- Students are required to wear their SHC bucket hats when outdoors in Term 1 and Term 4.

## USING THE OVAL

- Students have access to the Clare St Oval for HPE and sporting activities. Students may also access the oval at lunchtime with staff providing supervision. There is no access at recess.
- The oval is Council property and may not always be available. There is a sign on the wall near the Canteen which is adjusted each day to indicate when the oval is open.
- Students are to cross safely at the designated crossing on Clare Street with a staff member.
- Access to the oval is by the top entry only near the play equipment.
- The play equipment may be used under staff supervision only.
- Students are to remain visible on the grassed area of the oval, not on the outskirts, and not using the public toilets (students should use the school facilities before moving to the oval).
- Students are expected to care for this shared space disposing of all food and litter in the bins provided at school before moving across to the oval.

## CANTEEN / FOOD

- The College Canteen is available for students at both recess and lunch each day.
- The Canteen Menu is available on the College Website.
- Orders can be placed and paid for via the Qkr app (access through the SHC website, or the app store)
- Eftpos using a card is available for secondary students. Electronic phone payment is not accepted.
- Students are to line up in designated sections and wait quietly to be served.
- Manners such as "Please" and "Thank You" are to be used when speaking to Canteen staff.
- Students not buying food should not congregate in the canteen area.
- Students are not permitted to order or have food delivered by a service provider (like Uber Eats/Pizza Hut) as a matter of student safety and equity.
- Chewing gum and caffeinated energy drinks are banned items at SHC.

## QUADRANGLE

With lots of people sharing this space, crossing to the canteen, the office and the church, this space is for:

- Handball and soft basketballs
- Skipping ropes and hula hoops
- ten pin bowling and bocce

**NO KICKING THE BALL IN THIS SPACE PLEASE**  
(that's for the oval)



## OVAL



Open every lunch time with lots and lots of space for running games, soccer, football, cricket

Room for kicking balls, scoring goals, taking marks, and belting the ball to the boundary.

## COURTS

Room for Basketball, Netball and Handball

**BUT NO KICKING THE BALL**  
**IN THIS SPACE PLEASE**  
(that's for the oval)



## PLAYGROUND

A place for everyone to enjoy the play equipment

Make sure everyone gets a turn  
On the swings, count to 30, then let the next person have their turn.

The small swings are for younger people  
(Kinder, Prep, Year 1 and Year 2)

**NO BALL GAMES IN THE SPACE PLEASE**



## QUADRANGLE



## OVAL



## COURTS



## PLAYGROUND





## Expectations When Representing the College

We expect the highest standard of behaviour of our students both at school and in the community.

Students are encouraged to regularly consider and reflect on the College's C.A.R.E expectations (Co-operation, Achievement, Respect, Empathy) in an effort to consistently demonstrate positive behaviours.

These standards extend beyond the boundaries of our College.

### **SAFETY AND RESPECT WHEN IN UNIFORM AFTER HOURS**

At all times students are required to wear their uniform with pride and without additions of non-SHC branded items. This includes travelling to and from school. Students using public transport must respect bus drivers and fellow passengers.

For the safety of all students, students are to travel to and from school via the most direct route. Students are not permitted to gather in public spaces like shops, arcades, parks, malls, cafes etc. We ask all students not to disrespect themselves or the College after hours, especially when in uniform. If concerns are brought to our attention, contact will be made with parents.

### **EXPECTATIONS WHEN USING BUS SERVICES**

Various bus services are accessible from New Town Road, Pedder St and Clare St. Staff are on duty at these three departure points. Travelling on public transport requires a high level of responsibility. Students must respect bus drivers and fellow passengers. Students are required to wear their uniform with pride in all places, this includes travelling to and from school.

### **STUDENT CONDUCT AT LOCAL STORES**

Expected student positive behaviour at local stores includes:

- Leave school bags at the entrance of the store with your friend or under security vision or staff supervision.
- Be respectful by using manners with both staff and other customers.
- Break off into pairs, avoiding large groups inside the store and near entry/exits.
- Do not create a disturbance by blocking or running in aisles; misusing equipment, littering or shouting/making loud noise etc.
- Be respectful of the store's products by not handling items you don't intend to buy.

### **COLLEGE SPORT, EXCURSIONS, CAMPS & DAY TRIPS**

All expectations and standards of behaviour continue to apply whilst students are participating in any College-related activity.

Students representing the College in sporting endeavours are expected to display respect for players, coaches, umpires and spectators. As a member of SATIS, sport at Sacred Heart College promotes physical, emotional and social well-being by fostering competition between schools in an environment which encourages participation, diversity, integrity and sportsmanship.

In registering for a sport, students and parents are asked to make a commitment to the College's extracurricular sports programme to ensure we can consistently field a team once we have registered to participate in a roster.

When on excursions, day trips, camps or undertaking outdoor education activities, it is integral that all students are on their best behaviour and we reserve the right to refuse participation in any activity if we deem that a student's behaviour is unacceptable or dangerous.



## Mobile Phone and Wearable Technologies Expectations

### USE OF MOBILE PHONES/SMART DEVICES (WATCHES) /EAR PHONES

- Includes all phones/smart watches/music devices/accessories/ear pods

The smart phone/watch (device) is an effective and quick means of communication. Where unforeseen events occur, smart devices provide students and their families with a ready means of communication. Smart devices can also be tools for teaching and learning purposes. There is a need, however, to set clear guidelines and limit their use during the school day, in particular, to avoid unnecessary interference or distraction from teaching and learning, and to discourage anti-social behaviour especially at break times. Ultimately, we aim to encourage young people to be responsible users of technology.

- **All mobile phones and ear phones should be OFF AND AWAY between the first bell and last bell of each school day**, this includes during break times and while participating in College commitments (afterschool sport, rehearsals/performances etc) and while attending offsite College activities (excursions, camps etc).
- Phones brought to school should be stored securely in Secondary student lockers or in the phone storage facilities provided in Primary classrooms.
- In Secondary, smart watches may be worn but must be in flight mode. If this is not the case and the watch is being used as a substitute for the phone, consequences will apply.
- In Primary, smart watches will be stored in classrooms as is the case with mobile phones during the school day.
- Devices may not be used for transactions at the College Canteen. Payments can be made using cash or card.
- If parents need to contact children during the school day, please contact the College Office and the message will be passed on to student. Students are able to check messages at the end of the day.
- If students need to make contact with family, employers, coaches and so forth then they should present to the office or to a teacher where they will be permitted under supervision, to make that communication on their device or by using a school phone.
- **Ear pods are not permitted between first bell and last bell.** There may be occasions when corded earphones may be permitted in class for a particular purpose.
- Connecting wirelessly to devices like Bluetooth speakers, data projectors etc. without staff permission is strictly not permitted.
- Students must not access any form of social media during school time, on personal devices or on College devices.
- Students are not permitted to create, appear in or post any media content that includes the College logo, members of staff or students in College uniform on any social media platform.
- Failure to comply with these guidelines will result in the smart phone/watch/headphones being passed in by the student to the office whereby the device will be kept secure and in a labelled envelope. The device may be collected from the Office by students at 3pm.
- The breach of expectations will be recorded on Josie with parents receiving a notification.
- For repeat instances, where students continue to ignore the mobile phone/watch/headphones expectations, parents will be alerted and consulted. If required, the student may be asked to log the phone/watch/headphones in to the Office for the day or for an extended period of time as agreed with parents.



## Safe & Respectful Use of Technology Expectations

At Sacred Heart College technology is recognised as an important educational tool that augments student learning and offers students new ways to discover, to analyse, to collaborate and to communicate. Our College strategy is to provide Information Communication and Technology (ICT) that is reliable, secure and accessible to all students, to support teaching and learning and enhance the experience and opportunities for our students.

The College provides education on the use of technology and age-appropriate advice and guidance on responsible digital citizenship through our Student Personal Development Programme, educating students to be safe, ethical and respectful participants of the online community.

The College endeavours to restrict access to inappropriate material available via the Internet but does not accept responsibility for any illegal, offensive, indecent or otherwise harmful material accessed on the Internet, nor for any loss however arising from use of, or reliance on, information obtained through its internet service or in relation to the reliability or quality of that service. The College has taken all reasonable steps to ensure its Duty of Care policy extends to Internet access.

### OUR EXPECTATIONS OF STUDENTS

**SACRED HEART COLLEGE STUDENTS ARE EXPECTED TO USE ICT RESPONSIBLY, RESPECTFULLY AND ETHICALLY, IN ACCORDANCE WITH THE VISION, MISSION AND VALUES OF OUR COLLEGE.**

Students are expected to demonstrate:

#### Respect for Self

- Considering their personal digital footprint (the image portrayed now and for many years into the future)
- Taking care to keep personal details private including names, addresses and passwords
- Reporting any suspicious or inappropriate online content or behaviour

#### Respect for Others

- Using polite, respectful and appropriate language in all forms of communication (no swearing, offensive, degrading, violent or racist language)
- Demonstrating respect for other peoples' opinions and ideas
- Obtaining permission before using images of people
- Demonstrating care for resources including student owned devices and all property belonging to the College
- Never using technology to harm or harass others (through email, the internet or any form of social media)

Sacred Heart College students are expected to use technology in an ethical and lawful manner by:

- Accessing only authorised networks, computers and data resources
- Not using the internet to access material which is harmful, abusive, unlawful, objectionable or not in accordance with Sacred Heart College Vision, Mission or Values.
- Respecting the privacy of others
- Respecting the laws of copyright - not downloading and sharing software, games, music, graphics, videos or text
- Understanding that plagiarism is unacceptable and always acknowledging the source of all materials accessed in the preparation of student work

Sacred Heart College students are expected to be productive, positive and respectful in their use of technology by agreeing to:

- Bring my working device and charger to school each day and ensure my device is fully charged at the start of each day.
- Log in using my designated school login name and password only
- Only connect to the internet at school through SHC-Wi Fi
- Not use a Virtual Private Network (VPN) under any circumstances
- Not run games or any other programs on my device at school unless instructed by a teacher
- Not access any form of social media during school time - on personal devices or on College devices.
- Not create, appear in or post any media content that includes the College logo, members of staff or students in College uniform on any social media platform.



## Sun Smart Protection Guidelines

The Cancer Council's Sun Smart guidelines for Tasmania recommend using sunscreen when UV levels reach 3 and above and wearing sun-protective clothing and a hat whenever outside. Informed by these guidelines, Sacred Heart College (SHC) has a range of sun protection measures in place.

Sun safety is a shared responsibility. Students, staff and parents are encouraged to implement a combination of sun protection measures to help students and staff protect themselves from the damaging effects of ultraviolet (UV) radiation.

As a school we:

- Provide students and staff with education about sun safe practices, adopting the message provided by the Cancer Council – *Slip, Slop, Slap, Seek, Slide*.
- Inform students of the daily UV rating
- Provide access to shaded areas
- Provide access to sunscreen
- Encourage students to take responsibility for their own sun safe behaviour and seek support from parents to ensure students have a named school hat and personal sunscreen at school each day especially during Term 1 and Term 4.

### Hats

- **SHC hats are part of the College Uniform and are available from the Uniform Shop.**
- Students in Kindergarten to Year 6 must wear their SHC bucket hat for all outdoor activities throughout Term 1 and Term 4 to provide some protection from the sun.
- Primary students without a hat at recess or lunch time are required to play in undercover/shaded areas.
- Secondary students are encouraged to wear an SHC hat for all outdoor activities during Term 1 and Term 4.
- College staff aim to model sun safe behaviour, in wearing a hat during outdoor activities in Term 1 and Term 4.

### Sunscreen

- We recommend students apply sunscreen at home and have their preferred brand in their school bag for re-application during the day. This is particularly important for students requiring hypoallergenic products.
- Sunscreen is available for use by students and staff whilst at school and during outdoor excursions and events.
- Please note, staff are unable to apply sunscreen to students. For younger students staff will provide instruction and reminders to empower children to apply sunscreen independently. We recommend roll-on types for ease of re-application.

### **Cancer Council recommendations:**

When the UV is 3 or above we need to:

- *Slip on clothing that offers maximum coverage.*
- *Slop on a SFP50 or higher broad spectrum protection sunscreen.*
- *Slap on a broad brimmed hat that covers neck, ears and face.*
- *Seek shade where possible.*
- *Slide on a pair of sunglasses that meet Australian standards AS1067.*



## Supporting Positive Behaviour

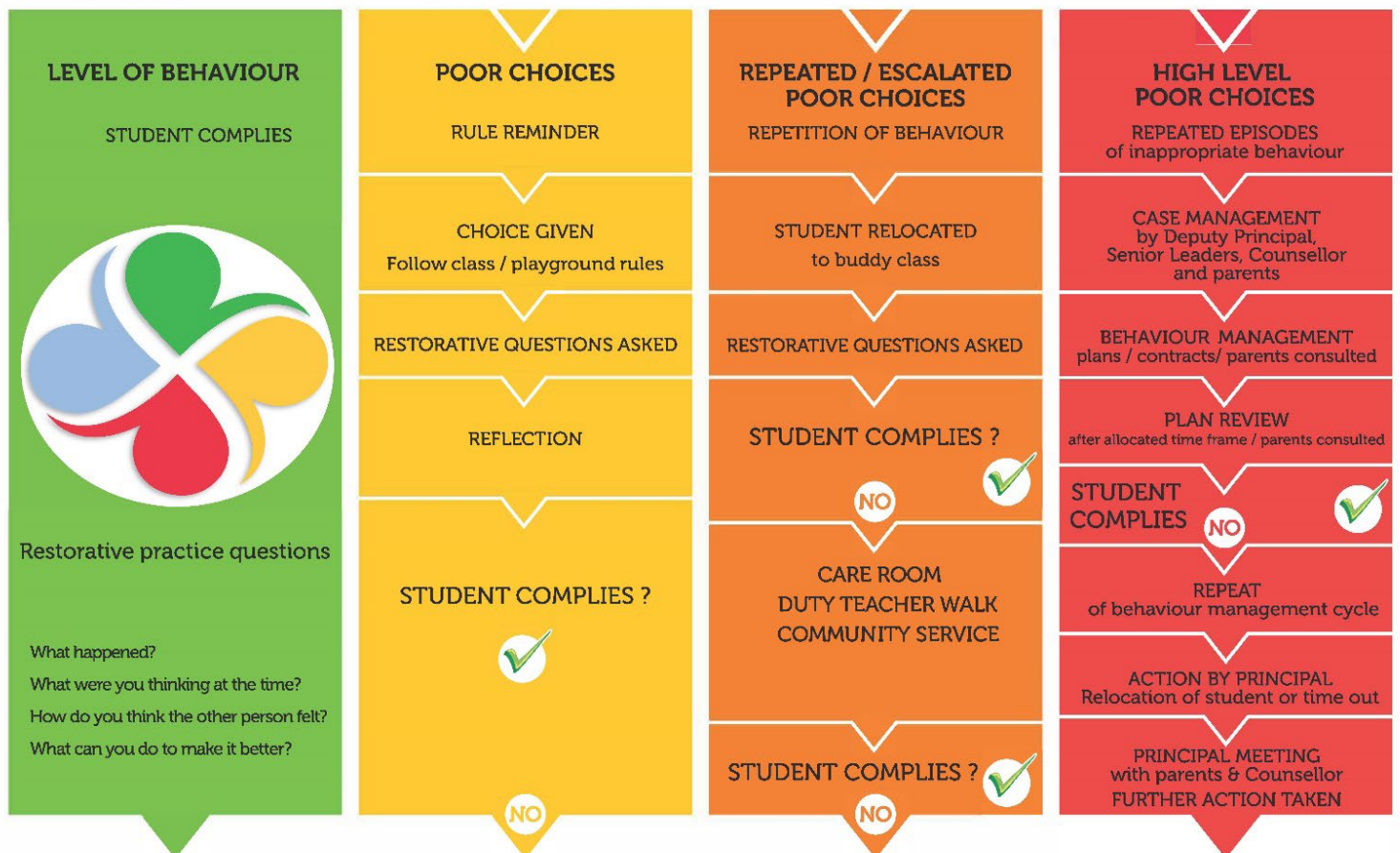
Our response to unproductive behaviours prioritises the safety and wellbeing of all members of the College Community and is educational in nature, teaching students why behaviour is unacceptable, aiming to foster responsibility for actions and to encourage positive and respectful behaviour.

### Processes:

- Minor transgressions are managed in the classroom with teachers providing a reminder of College Expectations followed by redirection to learning and expected behaviour.
- In instances where student behaviour is impacting the learning environment and further action is required, students are provided with an opportunity to reflect on College Expectations and how their behaviour has impacted others, and are encouraged to take responsibility for their actions and behaviour. Students are guided through this process by Classroom Teachers, Learning Stage Leaders, Deputy Principal or Principal. Details are documented and information is shared with parents.
- In the event of repeated transgressions or unsafe behaviour the College follows the CECT Response to Unacceptable Student Behaviour – [link to CECT Policies & Procedures](#).



# Sacred Heart College Positive Behaviour Support Flow Chart





# Acknowledging Positive Behaviour and Student Achievement

## SCHOOL WIDE POSITIVE BEHAVIOUR AWARDS

C.A.R.E. TICKETS are awarded to acknowledge students for:

- Contributing to our Sacred Heart Community in a respectful, positive and productive way.
- Consistently demonstrating our College Values: Co-operation, Achievement, Respect, Empathy
- Being a role model to others.

C.A.R.E. Tickets are recorded by the Primary Office then placed in the C.A.R.E. Ticket boxes, one for each of the College Houses. C.A.R.E. Tickets are randomly drawn from each House Box during Primary Assembly with students invited to select a prize from the CARE Basket.

C.A.R.E. Ticket recipients receive awards as follows:

- 1 x C.A.R.E. ticket = C.A.R.E. Sticker
- 10 x C.A.R.E. tickets = C.A.R.E. Award & a prize item
- 20 x C.A.R.E. tickets = BRONZE C.A.R.E. Award & extra play time
- 30 x C.A.R.E. tickets = SILVER C.A.R.E. Award & morning tea with the Principal
- 40 x C.A.R.E. tickets = GOLD C.A.R.E. Award & choice of - SHC Cinema experience
  - Wear plain clothes
  - Mario Kart challenge
  - Extra PE lesson
- 50 x C.A.R.E. tickets = PLATINUM C.A.R.E. Award & SHC medallion

## PRINCIPAL'S AWARD

(awarded at the end of Terms 2 and 4)

The Principal's Award is awarded to one student in each class who exemplifies a outstanding effort or achievement in a personal capacity. Recognising students who have worked hard during the term to achieve their personal best in any of the following: academic achievement, outstanding effort, improvement in work ethic, dedication to school work etc.

## JMJ AWARD

(awarded at the end of Terms 1 and 3)

The MJM Award is awarded to two students per year level in recognition of their efforts to live out the Christian Values of Jesus, Mary and Joseph, and the positive way they interact with their peers and the College environment.

## ST JOSEPH'S CERTIFICATE

(awarded at the end of the school year)

The St Joseph Certificate exists to encourage and acknowledge students who contribute significantly to Sacred Heart College and the wider community. To receive the St Joseph's Certificate, a student needs to meet College Expectations regarding attendance, uniform and participation, take part in at least two extra-curricular activities and complete at least 10 hours of volunteer work during the year. Applications for the St Joseph's Certificate can be obtained from the College Office.

### Aims and Objectives

- To encourage students at Sacred Heart College to witness their faith through action and to connect with the spirit of Julian Tenison Woods and Mary MacKillop in giving to others in need - especially the marginalised and disadvantaged.
- To assist Sacred Heart College students to become more aware of injustices in our society.
- To encourage students to be aware of and identify needs in their home, local area and broader national community and international community.
- For students to enjoy meeting with a range of people outside their normal lives.
- To engage students in reflecting on their experiences about service and the injustices and disadvantage suffered by many.
- To establish skills and awareness in students for life.



## Response to Unproductive Behaviour

EXPECTATION	UNPRODUCTIVE BEHAVIOUR	POSSIBLE CONSEQUENCES* TO ENCOURAGE POSITIVE/RESPECTFUL BEHAVIOUR
Academic Expectations	<ul style="list-style-type: none"> <li>Repeatedly arriving in class without required equipment</li> <li>Refusing to complete tasks in class</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Encouraged to do the right thing</li> <li>Parent contact</li> <li>Student may be asked to complete the work during a break time, or at home</li> </ul>
Attendance Expectations	<ul style="list-style-type: none"> <li>Repeated absence, or regular late arrival.</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>Follow up by Tutor Teacher, Deputy Principal - Primary</li> </ul>
Uniform Expectations	<ul style="list-style-type: none"> <li>Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>Reminder to wear the correct uniform items</li> <li>Reminders about the correct days to wear sports uniform</li> <li>Parent contact</li> </ul>
Mobile Phone Expectations	<ul style="list-style-type: none"> <li>Incorrect use of digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged to do the right thing</li> <li>Device handed in to office</li> <li>Time to review the Positive Behaviours Matrix in CARE room during a lunch break</li> <li>Parent contacted</li> </ul>
Respect for College Property	<ul style="list-style-type: none"> <li>Deliberate damage to desks, bag boxes, equipment, property etc.</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning, repair or cost of replacement of item invoiced home</li> <li>Time to review the Positive Behaviours Expectations in CARE room during a lunch break</li> <li>Parent contact</li> </ul>
Safe & Respectful Behaviour	<ul style="list-style-type: none"> <li>Disruptive behaviour in class.</li> <li>Failure to respect a teacher.</li> <li>Use of offensive language.</li> <li>Failure to follow a teacher's instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged to respect teacher and classmates</li> <li>If continue to make poor choices student may be:               <ul style="list-style-type: none"> <li>Relocated within the classroom</li> <li>Relocated to another class</li> <li>Removed from the class by a Learning Stage Leader or Deputy Principal</li> <li>Walk with a duty teacher</li> <li>Restorative meeting</li> <li>Time to review the Positive Behaviours Expectations in CARE room during a lunch break</li> <li>Parent contact</li> <li>Daily support form</li> <li>Meeting with the Deputy Principal</li> <li>Suspension</li> <li>Meeting with the Principal</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Bullying of students</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with teacher/Learning Stage Leader</li> <li>Parent contact/interview</li> <li>Restorative justice conference with all parties</li> <li>Meeting with the Deputy Principal</li> </ul>
	<ul style="list-style-type: none"> <li>Physical violence or any other major breaches of our expectations</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal's/Principal's Office (red zone of flow chart)</li> </ul>

\*Under the principles of restorative justice, each student who behaves in a way that diminishes the life of the community is considered in light of the wellbeing of the individual and the wellbeing of the community. With this in mind, some variations may occur.

## EXPECTATION OF STUDENTS

*It is the expectation of the College that students will:*

Familiarise themselves with and support the Expectations recorded in the Handbook, and will strive to **Be their Best:**

- Be on time to class
- Be in correct uniform
- Be organised
- Be respectful
- Be focused
- Be productive
- Be responsible
- Co-operate with students and staff
- Follow teacher's instructions

And consistently demonstrate:

- Respect for themselves
- Respect for others
- Respect for their environment

## EXPECTATION OF PARENTS

*It is the expectation of the College that parents will:*

- Familiarise themselves with the Expectations recorded in the Handbook.
- Support the College's Expectations and Guidelines as detailed within:
  - Uniform Requirements & Expectations
  - Attendance Requirements & Expectations
  - Safe & Respectful Behaviour Expectations
  - Expectations When Representing the College
  - Mobile Phone Expectations
  - Safe & Respectful Use of Technology Expectations
- Ensure that their child attends school regularly.
- Contact the College by 9am if their child is not going to be attending school on a particular day
- Provide their child with the correct uniform and equipment and assist with its maintenance and cleanliness.
- Ensure that their child wears the uniform correctly or provide a note of explanation when their child is unable to wear the correct uniform.
- Establish regular contact with their child's teacher and provide updated contact and medical information as required to maintain the important link between school and home.

At SHC we are committed to providing a social and learning environment in which our students feel safe, positive and productive. Positive behaviour support processes and restorative practices are in place to foster self-discipline, responsibility and social and emotional learning.

Sacred Heart College operates as part of Catholic Education Tasmania. Detailed policies that provide further information can be found on their website: <https://catholic.tas.edu.au/policies>

	Name	Signature	Date
Parent/Carer			
Student			