

# Sacred Heart Primary School Highgate

## Parent Information Handbook

2022



*Revised December 2021*





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### CONTENTS

<b>LETTER FROM THE PRINCIPAL .....</b>	<b>3</b>	<b>INSURANCE.....</b>	<b>21</b>
<b>INTRODUCTION.....</b>	<b>4</b>	<b>LOST PROPERTY .....</b>	<b>21</b>
<i>Our History and Setting.....</i>	4	<b>PARENT HELP .....</b>	<b>22</b>
<b>GENERAL INFORMATION .....</b>	<b>5</b>	<i>CONFIDENTIALITY AGREEMENT FOR PARENT VOLUNTEERS.....</i>	22
<i>SACRED HEART PRIMARY SCHOOL HIGHGATE .....</i>	5	<i>CONDUCT STATEMENTS .....</i>	22
<i>SACRED HEART PARISH INFORMATION .....</i>	6	<b>PARENTS AND FRIENDS' ASSOCIATION .....</b>	<b>23</b>
<i>VISION STATEMENT .....</i>	6	<b>PARKING.....</b>	<b>25</b>
<i>OUR SCHOOL AIMS.....</i>	6	<b>PERSONAL BELONGINGS.....</b>	<b>25</b>
<i>SCHOOL PRAYER .....</i>	7	<b>PHOTOGRAPHS .....</b>	<b>25</b>
<i>SCHOOL SONG .....</i>	8	<b>PHYSICAL EDUCATION AND SPORT .....</b>	<b>25</b>
<b>RELIGIOUS EDUCATION .....</b>	<b>9</b>	<b>SPORTING CARNIVALS AND EVENTS .....</b>	<b>26</b>
<b>ASSEMBLIES.....</b>	<b>10</b>	<i>GUIDELINES .....</i>	26
<b>ATTENDANCE AT SCHOOL.....</b>	<b>10</b>	<i>INTERSCHOOL EVENT SELECTION CRITERIA .....</i>	26
<i>ATTENDANCE .....</i>	10	<b>EXPECTED BEHAVIOURS .....</b>	<b>27</b>
<i>ABSENCES OR WITHDRAWAL FROM SCHOOL.....</i>	10	<i>PARENTS AND SPORT .....</i>	28
<i>ABSENCE PROCEDURES .....</i>	11	<b>REPORTS.....</b>	<b>29</b>
<b>BELLS AND TIMETABLES.....</b>	<b>14</b>	<b>SACRAMENTAL PREPARATION .....</b>	<b>29</b>
<b>BIKE ROUTINES .....</b>	<b>15</b>	<b>SAFE SCHOOL POLICIES .....</b>	<b>29</b>
<b>BOARD (SCHOOL ADVISORY BOARD).....</b>	<b>15</b>	<i>BEHAVIOUR MANAGEMENT AND SOCIAL SKILLS PROGRAMME .....</i>	29
<b>BUS ROUTINES.....</b>	<b>15</b>	<i>OUT OF CLASS RULES .....</i>	29
<b>CLASS MASSES/PRAYER SERVICES .....</b>	<b>15</b>	<i>IN CLASS RULES .....</i>	30
<b>COMMUNICATION .....</b>	<b>16</b>	<i>ANTI-BULLYING.....</i>	30
<i>SCHOOL TO PARENTS.....</i>	16	<b>SCHOOL FACTIONS .....</b>	<b>31</b>
<i>TEACHER TO PARENT.....</i>	16	<b>SCHOOL PSYCHOLOGIST.....</b>	<b>32</b>
<b>EMERGENCY EVACUATION .....</b>	<b>16</b>	<b>SCHOOL SPIRIT .....</b>	<b>32</b>
<b>EXCURSIONS AND CAMPS.....</b>	<b>16</b>	<b>SECONDARY SCHOOLS .....</b>	<b>32</b>
<b>FEES AND OTHER MONIES .....</b>	<b>17</b>	<b>STUDENT RECORDS.....</b>	<b>32</b>
<b>FIRST AID PROCEDURES.....</b>	<b>17</b>	<b>SUPERVISION .....</b>	<b>32</b>
<b>FOOD .....</b>	<b>17</b>	<b>TIDINESS.....</b>	<b>33</b>
<b>HEALTH .....</b>	<b>18</b>	<b>UNIFORM.....</b>	<b>33</b>
<i>INFECTIOUS DISEASES.....</i>	18	<i>UNIFORM POLICY.....</i>	34
<i>SERIOUS INCIDENTS .....</i>	18	<b>APPENDIX I .....</b>	<b>37</b>
<i>MEDICATION.....</i>	18	<i>CONNECTED APP.....</i>	37
<i>EXCLUSION .....</i>	18	<b>APPENDIX II .....</b>	<b>38</b>
<b>HOMEWORK.....</b>	<b>19</b>	<i>NON-COMPLETION OF HOMEWORK LETTER .....</i>	38
<i>RATIONALE.....</i>	19		
<i>PRINCIPLES .....</i>	19		
<i>PROCEDURES AND ROLES.....</i>	19		
<i>NON-COMPLETION OF HOMEWORK .....</i>	20		

## LETTER FROM THE PRINCIPAL

Welcome to our school.

Sacred Heart Primary School in Highgate is a Catholic co-educational Primary School, catering for approximately 240 children across Three-Year-Old Pre Kindy, (Little Hearts), Four-Year-Old Kindergarten, and the compulsory schooling years of Pre-Primary to Year Six.

Our school serves the parish communities of Highgate, Maylands, East Perth, Mt Lawley, and the Archdiocese of Perth.

Here at Sacred Heart, we value every child, and aim to create an environment which enables all children to experience joy and fulfilment throughout their primary school years.

The Teaching and Learning programme at Sacred Heart provides a wide range of educational and faith experiences. Our school aims to further develop each child intellectually, spiritually, emotionally, physically and socially, thus creating lifelong learners who have the ability to draw upon processes and skills, to cope with future technologies in a changing society. This enables each child to reach their God-given potential, whilst exploring the wonders of our world, and others.

Our school strives to be accepting of multicultural and individual differences. It acknowledges the rights of children to be safe, and values them through the administration of pastoral care. Our traditional and heritage listed buildings, together with other outstanding facilities, learning spaces and resources, combine to foster an atmosphere that values excellence.

Our school acknowledges parents as the primary educators of their children, and shares strong partnerships with our families. We actively encourage and support parents in understanding their role alongside the school, and welcome their involvement. This home- school relationship is centred in ongoing communication, shared values, openness and trust.

We feel privileged to share in the learning journey of your child with you, and will be happy to discuss your child's individual needs, and the services offered by Sacred Heart Primary School, Highgate.

*Mrs Tanya McGuire*  
Principal



## INTRODUCTION

### *Our History and Setting*



Matthew Gibney (Bishop of Perth from 1887-1910) had a vision to open a school on Highgate Hill. He reserved two acres of land to be set aside for a church and school both to be dedicated to the Sacred Heart of Jesus. He believed it was important for people to be educated in their faith and that Catholic schools were the appropriate place for this to happen.

Timothy Quinlan, MLA and a Catholic layman, suggested that the school could be operated by the Sisters from the Order of Our Lady of the Missions. Subsequently, discussions were held with the Superior General, Mother Mary of the Holy Rosary, who visited Perth on her way home to New Zealand from France. It was decided that the Sisters would open a school.

The Sisters were strong women who were ahead of their time. They had a strong passion for missionary work, which emanated from their founder, Euphrasie Barbier. "The strength, the passion and joyful perseverance which is the driving force behind the lives of the Sisters of Our Lady of the Missions came from their conviction that they are united with Christ. They know that they are not alone. They are united with him in a bond of love." (United for Mission, Anne Fry, 1997)

Five Sisters from small rural communities in New Zealand; Sister Mary St. Irene, Sister Mary St. Eudoxie, Sister Mary St. Gregory, Sister Mary St. Martina and Mother Mary St. Genevieve arrived at Highgate on Tuesday, 12th October 1897. The school opened on 25th October 1897 with thirty-eight students. By the end of the first week, twenty-four more students enrolled, and a piano had been purchased, beginning a long tradition of music education at Sacred Heart. The Sisters were confronted by the challenges of harsh conditions, driving heat, flies, mosquitoes, and minimal resources. However, they were sustained by their belief in God, and their call to mission. The school offered both Primary and High School places and operated in a timber and iron church building before moving to a convent school building in 1899. From 1914 to 1980 the school operated in the purpose-built parish building. The High School moved to Sorrento in 1980.

In 1996 the school was faced with the real possibility of closure. Through a concerted effort by the school community of the time, the school remained open. Major renovations were carried out in the early 2000's to bring the school facilities to what we now enjoy. The convent and school buildings are listed on the State Register of Heritage Places.

Since its inception, more than two hundred Sisters have been a part of the Sacred Heart community, and today, their legacy continues courtesy of a dedicated lay staff. With a lay principal and staff, the school continues to keep close to the original spirit and ministry of service that the founding Sisters established. The school enjoys a very close relationship with the Parish. Sacred Heart Primary School is highly regarded by school and parish families, and a significant number of the school's students are second and third-generation members, whose parents and grandparents were students of the school.

The teaching and non-teaching staff are hardworking and committed to providing a high level of pastoral care and quality education to the students. The school's Leadership Team consists of the Principal, and two Assistant Principals (Shared roles of Administration and Religious Education), and both hold responsibility for the Junior and Upper Clusters), and this team is also supported by a School Social Worker, with a focus on student wellbeing.

There are specialist programmes in the areas of Music, Physical Education, Visual Arts, Italian, and Science. The school is well resourced in all areas, and also enjoys the advantage of being able to host a provider of Before and After School Care in the Hall facility, for access by parents of the School Community.

The contribution of parents in the school is strongly encouraged and is a feature of Sacred Heart Primary School.

There exists a Sacred Heart Primary School Advisory Board, whose function and responsibility is to oversee the financial management and future planning of the school, and the Sacred Heart Primary School Parents and Friends Association which is the body through which parents can make a more formal contribution to the life of the school, through fundraising and the development of social networks.

## **GENERAL INFORMATION**

### ***Sacred Heart Primary School Highgate***

**Address:** 40 Mary St Highgate

**Phone:** (08) 9253 2500

**Office Staff:** Mrs Vanessa Castelanelli, Mrs Anita Mioceovich and Mrs Linda Robertson

**Email:** [admin@shpshwa.edu.au](mailto:admin@shpshwa.edu.au)

**Website:** [www.shpsh.wa.edu.au](http://www.shpsh.wa.edu.au)

**Catholic Education Region:** Metropolitan

**Diocese:** Archdiocese of Perth

**Bishop of the Archdiocese:** Archbishop Timothy Costelloe SDB and Bishop Donald Sproxton (Auxillary Bishop)

**State Government School District:** Central Metropolitan

### **School Houses:**

- |          |         |  |
|----------|---------|--|
| • Henley | (Green) | Named after Sr Mary St Genevieve <b>Henley</b> |
| • Hewitt | (Blue)  | Named after Sr Mary St Clement <b>Hewitt</b>   |
| • Taylor | (Gold)  | Named after Sr Mary St Martin <b>Taylor</b>    |
| • Lee    | (Red)   | Named after Sr Mary Lucius <b>Lee</b>          |



## ***Sacred Heart Parish Information***

**Parish Priest:** Fr Mark Payton

**Parish Phone:** (08) 9328 3433

**Parish Email:** [highgate@perthcatholic.org.au](mailto:highgate@perthcatholic.org.au)

### **Mass Times:**

**Sunday** – 9:00am and 10:30am (Italian)

**Saturday** – 6:00pm

### **Reconciliation Times:**

**Saturday** – 5:00pm to 5:30pm

## ***Vision Statement***

At Sacred Heart Primary School, we promote a sense of belonging and generosity which reflect the teachings of Jesus. We strive towards independence and mastery in an atmosphere of faith hope and love.

## ***Our School Aims***

- To create an atmosphere of **belonging**, where everyone feels welcome and accepted in our Catholic community.
- To nurture a spirit of **generosity**, where gifts and talents are promoted, respected, willingly shared and valued for the benefit of the whole community.
- To provide a safe learning environment that promotes **independence** and responsible decision making.
- To develop confidence in individuals that enables **mastery** for life-long learning.





## SCHOOL PRAYER

Dear Jesus,  
Through the power of the Sacred Heart  
you have shown us how to live the Gospel values.  
You have taught us how to treat others kindly and  
with respect.

Help us at Sacred Heart Highgate





## SCHOOL SONG

From the vision came a plan  
Bishop Gibney found the land  
And our history began  
He had a dream to be fulfilled  
A school on Highgate Hill  
To teach the children well

### CHORUS

Sacred Heart of Jesus  
Live in us each day  
Guide and protect us  
Bless us with your grace  
Sacred Heart of Jesus  
Help us live as one



## RELIGIOUS EDUCATION

*'As the primary educators of their children, parents have special responsibilities regarding Catholic schools. Chief among them is to help ensure the school's life and practices are consistent with a distinctively Catholic environment.'* (Bishops' Mandate Letter Catholic Education Commission of Western Australia, para. 57)

**Religious Education** at Sacred Heart Primary School follows the Perth Archdiocese Religious Education Units of Work. This programme is to promote understanding of Christian beliefs and practices. Religious education is taught in a context with the same systematic demands and rigour as any other Learning Area.

Each Religious Education Unit follows a cyclical process that involves three essential steps:

### A. Wondering at the Creator

We wonder at experiences of being human and what religious meaning is given to these experiences. We try to understand what attribute of God is revealed through these experiences.

### B. The Promise of Christian Salvation

Looking at what Jesus models to us through the Christian Promise and how Jesus empowers us to live like him.

### C. Christian Response

Looking at Christ's power through His Church and how we can continue to wonder at Christian possibilities and become the person God wants us to be.

Pre-Primary and Year One will cover 12 units over the year, with daily lessons of 15 minutes duration.

Years Two to Six cover eight units of work, within daily lessons of 30 minutes duration.

These units follow the following themes:

- Baptism
- Penance
- Eucharist
- Confirmation
- Church
- Bible
- Prayer
- Jesus

Children participate in Sacramental programmes in Year Three (Penance), Year Four (Eucharist) and Year Six (Confirmation). Parents are an integral part of this preparation, and are encouraged to assist the class teachers in any way they can. Parent and Child Workshops and Information sessions are held as part of the preparation for each sacrament, and parents are required to attend.

More information regarding the Religious Education programme is available from the class teacher. Enquiries are welcomed.

## **ASSEMBLIES**

Assemblies are conducted fortnightly on Fridays at 8:50am. On occasions, classes present Assembly items and special assemblies may be organised as necessary. Class item Assemblies are rostered for Terms Two and Term Three, and these allocations are published in the Term Planner and in the School newsletter.

## **ATTENDANCE AT SCHOOL**

Daily attendance is recorded in a Classroom Register of Attendance via SEQTA. Parents are asked to ensure children arrive at school punctually. Late arrival at school disrupts lessons, and therefore, parents are asked to ensure children are at school ready to start their day prior to the first bell at 8:40am.

After several occasions of a child arriving late for school, a letter will be sent home to parents advising them of the situation, and calling for parents to rectify the problem.

### ***Attendance***

It is widely recognised that students need to attend school on a regular basis to gain the maximum benefit from schooling in order to optimise their life opportunities. It is also recognised that attendance problems are best managed by early identification and intervention.

The School is responsible for accurately recording and monitoring the attendance of all students and for implementing strategies to restore attendance if there are any issues. The attendance information that is held at the school forms part of our reporting process to both the State and Federal Governments.

- The likelihood of successful learning is strongly linked to regular attendance and appropriate participation in educational programmes.
- Non-attendance at school can occur for a range of reasons including sickness, family reasons or truancy.
- Early intervention for students at risk developing irregular patterns of attendance is crucial so that patterns can be reversed. Indications of risk include frequent lateness, missing lessons, learning difficulties, social or emotional issues, illness or family issues.
- Parents are required to contact the School about reasons for an explained absence.
- Students are required as a condition of enrolment, to attend all School major events (e.g., sports carnivals, excursions) as well as academic activities associated with a Year group (Retreats, NAPLAN).
- Teachers are not required to provide work for students on holidays and vacations that have been taken during term time.

### ***Absences or Withdrawal from School***

Parents are asked to inform the school in writing if their child is to be absent from school for any length of time. A reasonable explanation is required when the child is late for school in the morning. Once a child has arrived at school, he/she shall not leave the school without the permission of a teacher and the Principal, or one of the Assistant Principals. This permission will not be granted unless it has been requested in writing from the parents. This includes going home at lunch time.

In an emergency, permission should be requested by telephone. Families need to be responsible for keeping relevant staff well informed about circumstances that influence the children's schooling and general care between 8:30am. and 3:30 pm.

Custody/access rights information should be re-stated at the beginning of each year or whenever such circumstances arise. *(Sensitive information is always treated in the strictest of confidence)*. It would be helpful if changes to normal drop off and pick up arrangements could be conveyed to staff.

Parents or their delegates will not be permitted to take children from the school without notification to the classroom teacher. Parents are requested to sign students out at the Office if they are collecting a child for an appointment. When students are returned to school, it is necessary to sign them in again.

### ***Absence Procedures***

#### **Explained Absence**

It is a legal requirement that any absences must be covered by a satisfactory written explanation, (and in some cases, a doctor's certificate may be required) from the student's parent or carer, via email **or** the CONNECTED school app (see Appendix I for Instructions). Please email the Administration Office or the class teacher at [admin@shpsh.wa.edu.au](mailto:admin@shpsh.wa.edu.au) or complete an absence form on the CONNECTED App before 8:40am on the day of the absence with the following information:

*Name of student(s)*

*Year Group(s)*

*Reason for absence*

*Your name and relationship to the student*

Students needing to leave the school early must be signed out at reception by the student's parent or carer. The sign-out must be sighted by the Office Administrator prior to leaving the school.

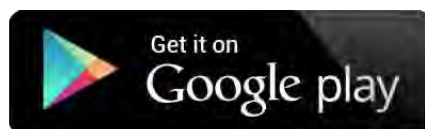
Students/families who arrive late, must sign in at the School Administration.



## Accessing the **CONNECTED** App for Sacred Heart PS, Highgate

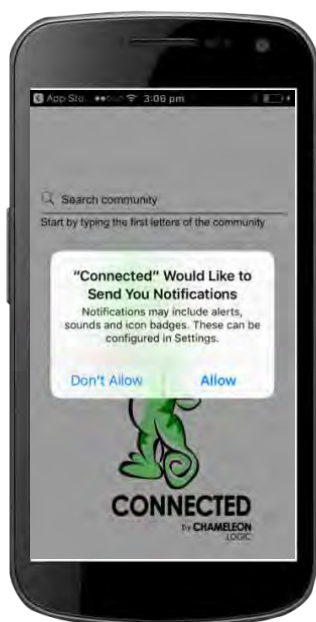


### 1. Download the App



Simply follow the link...

<http://q-r.to/baixCA>



### 2. Allow Notifications

For Apple or iOS devices you'll be asked if you would like to Allow Push Notifications or Not ... click **"Allow"** or **"OK"**.



### 3. Subscribe to Sacred Heart PS, Highgate

Be greeted with the Search page. Simply start typing the name of the School "Sacred Heart PS, Highgate". When the name appears simply click on it and the app will open.



## CONGRATULATIONS!

You can now receive critical real time information when you really need to and to where you really need it – straight to your smartphone or tablet.

## **Unexplained Absence**

This is when a child is not present at morning roll call, and no notification of absence has been received either by Administration or the class teacher from the parent/guardian. In this instance, the following will take place:

- An SMS will be sent by the administration team, by 9:30am, once rolls are completed at the start of the day by the class teacher.
- If no response is received by Administration within a 30-minute period, a follow up phone call will be made to confirm your child's absence.

## **Noted Leave – (Unapproved Leave)**

This is an absence that is deemed to be taken at the discretion of the family (e.g., travel for holidays), thus there is a choice in the matter. Parents are required to take responsibility for the consequences of this absence. The timetable, learning programme and assessments will proceed as normal. Teachers may or may not be in a position to make arrangements to allow a student to meet assessment requirements required for reporting. This is especially critical prior to holiday breaks.

Teachers are not required to undertake additional workloads by allowing catch up assessments when children are on holidays during term time. The child will be unable to be assessed on that particular outcome at that time.

If you are taking noted leave, a written letter/email must be completed and sent to Administration for the Principal's attention, outlining the dates of the absence and reason. Please note, this is not to be handed to the class teacher. Families in this situation are required to give staff as much prior warning as possible.

## **Accepted Leave – (Approved Leave)**

This is leave sanctioned by the Principal, for any student who is representing the School, State or nation at an approved academic, sporting or cultural event. It is the responsibility of the student's family to apply for this leave prior to the absence.

## **Sickness and Injury - (Approved Leave)**

When there is a possibility of extended absence (more than one week) the family should also liaise with the Class Teacher who will assist in ensuring the absent student has access to as much of his/her normal work as possible. Teachers will support the student's ongoing education and minimise the impact of the absence on the student's results. A medical certificate must be supplied on the student's return if the absence is more than 3 days.

## **Lateness**

It is the parents' responsibility to ensure that all students arrive at school on time. School commences each morning for PP – Year 6 at 8.40am and finishes at 3.00pm.

3-Year-Old Kindergarten (Pre-Kindy - Little Hearts) commences at 9:00am and finishes at 11:30am (Tues and Thurs)

Kindergarten (4-Year-Old) commences at 8:40am and finishes at 3:00pm (Mon, Wed and Fri)

***Students/Families who arrive after 8:40am must report to the School Office and sign their child in late.***

The late pass will be issued to their class teacher by Administration.

Persistent lateness for unsatisfactory reasons, or without a valid reason will result in a 'Letter of Concern'. It is important for students to arrive at class on time. Teachers are required to keep records of students who arrive late to their class, and may impose appropriate consequences. Repeated lateness will be viewed as a serious issue and referred to the Principal. No student will be admitted late to any class without their parent/carer having signed the late register. No student is permitted to leave class without a note or prior permission from the School Office.

### **Students at Risk**

Students who fall below a 90% attendance (ie, absent from school for 10 days, or 20 half days in one semester, or absent from school for 5 days, or 10 half days per term), are deemed to be *at risk*. If there is not a valid reason for this attendance rate, a case management process involving the parents will be used to encourage the student to attend school more regularly. The Principal will develop and implement an attendance improvement plan consisting of:

- A consultation phase
- A formal meeting phase if attendance is not successfully restored through actions taken as a result of consultation
- A process to monitor and review engagement with any plan or agreement developed in the formal meeting.

The Principal will document all intervention strategies used to address a student's absence, so that, should it become necessary to proceed to prosecution, it can be clearly established that all reasonably practicable steps to restore attendance have been taken.

Where absence persists, the Principal will engage the services of the school psychologist from the student services team of Catholic Education WA to provide advice and assistance to restore regular attendance.

### **BELLS AND TIMETABLES**

Children are encouraged to arrive at school at 8.30 am. Classrooms open from this time and this is a signal to children to prepare for the day's work.

**The first bell rings at 8:40 am and classes commence at this time.**

10:40am Morning Recess

11:00am Classes Resume

12:30pm Lunch (seated and eating within the designated play space until 12.45pm, and then playing.)

1:10pm- Classes Resume

Approx. 2:00pm Crunch and Sip

3:00pm School Ends

***Children are not to be at school before 8:15am and are to leave by 3:30pm.*** Outside these hours, school staff are engaged in various duties and are not able to provide supervision of students. After School Care in the School Hall, conducted by YMCA is able to be accessed by students, following enrolment by their parents who are working, and are unable to meet these pick-up times.

***Teachers' duty of care extends to students between 8:30am and 3:30pm.***



## **BIKE ROUTINES**

Bicycles may be ridden to and from school by children. It is recommended that children younger than 8 years of age **do not ride to school unless accompanied by an adult**. It is compulsory for cyclists to wear properly fitted **safety helmets**. No student is permitted to use another student's bike. Lectures on bike, pedestrian and general road safety will be given by the appropriate authorities from time to time.

## **BOARD (now the School Advisory Council)**

The School Advisory Council's function is to plan for the present and future operation of the school. It meets on a monthly basis to review the school's financial position, review capital development planning, and to consider reports from representatives of the Parents and Friends Association, the Parish Pastoral Council and the Principal.

The Council holds its Annual General Meeting in conjunction with the P & F Association's AGM at the school community's Annual General Meeting in November. Membership of the School Advisory Council is an opportunity for parents to become involved in a service role to support the organisation of, and future planning for the School. The School Advisory Council is accountable to Catholic Education Western Australia. (CEWA).

## **BUS ROUTINES**

### **Behaviour/Rules**

- Children are to remain seated at all times.
- An acceptable noise level is to be maintained.
- Children are to be respectful and courteous towards the driver, all supervising adults and other passengers.
- Children are to conduct themselves in a responsible manner which reflects the expected behaviour of the school.

## **CLASS MASSES/PRAYER SERVICES**

During each term, each year level will plan for a Mass or Liturgy at a date that is suitable. The Assistant Principals will coordinate this timetable.

The Mass/Liturgy will either follow the feast day that it falls on or be related to the unit of work that the class is currently covering.

Participation in Masses is seen as an opportunity to develop the children's understanding of the Eucharist and a response to the Religious Education Unit that has been studied.

The whole school will gather to celebrate the Eucharist together at least once a term. Year 3-6 children will celebrate the Sacrament of Reconciliation at least once per semester, depending on the availability of the parish priest.

Parents are encouraged to attend any Masses or Liturgies held in the school and these will be advertised via the school newsletter, and the Term Planner, together with a reminder from Class Teachers.

Each classroom has a prayer/focus centre. Prayers in the afternoon and morning are part of all class daily routines.

## **COMMUNICATION**

We place high value on effective communication between home and school. There are a variety of ways we do this as can be seen below:

### ***School to Parents***

- Fortnightly Newsletter (Fridays)
- Term Planner (issued at the commencement of the school year, and then updated each term)
- Occasional news bulletins.
- SEQTA emails and SMS messages
- The school's Connected App

### ***Teacher to Parent***

- SEQTA email and SMS messages
- See Saw Parent App
- Permission and information notes for excursions and camps
- Curriculum Outlines informing parents about class activities and Learning Area content.
- Homework Diary where relevant.
- Teacher parent/meetings held at the conclusion of Term One.
- Parent/teacher interviews held following Semester Reports, and where appropriate, Three Way Conferences and
- if necessary, at other times.

Parents wishing to discuss children's problems or progress should make an appointment with the teacher first. This can be arranged by sending an email to the class teacher requesting a time to be organised that is convenient to both parties, or by calling the School Office. Verbal requests at the classroom door, can inevitably become forgotten or overlooked in the busyness of the school day, hence all appointment requests are to be made in writing. Parents can expect a response to an email, within 24 hours.

Parents are welcome to contact the Principal to discuss any school matters. However, classroom related issues are best discussed with teachers first, because invariably, solutions to difficulties or queries can be found there.

## **EMERGENCY EVACUATION**

An emergency evacuation policy exists which details procedures and responsibilities should the need arise for students, staff, parents and visitors to be evacuated from the school buildings and/or the school site. Emergency drills are practised at least twice per year.

All visitors, including parent volunteers, are required to sign into the Visitors' Book at the School Office and also sign out, when leaving the School.

## **EXCURSIONS AND CAMPS**

Parents are notified, in writing, regarding each planned excursion, and written permission to participate is requested. Excursions and camps are aimed at enriching the work in the classroom, increasing general knowledge, developing an appreciation of our country, socially enjoying each other's company and encouraging class spirit.

Generally, the children will have an opportunity to participate in a School Camp in Year Six. The needs of the class and experience of the teacher will be taken into consideration when plans are formulated. Each camp will provide its own distinct ethos, thereby ensuring variety and a broad range of experiences. Children will be supervised at all times. The ratio of teachers to students will be determined by the type of activities being conducted on Camp. All parents are required to complete the necessary Excursion/Camp forms before their child is permitted to participate. Parents will be notified, either by letter or meeting, as to Camp plans and procedures, and are encouraged to contact teachers concerning any problems. Parental involvement on excursions is sometimes called for and welcomed. Parents require a “*Working with Children Check Card*” to participate in any overnight Camp experiences.

## **FEES AND OTHER MONIES**

### ***School Fees***

At the beginning of Term One, an Annual Fee statement is issued. Thereafter, statements are issued per term. Fees are payable by the date specified on the invoice issued to families and can be paid by cheque, cash, direct debit, B-Pay or EFTPOS. The School does not take American Express or Diners Card.

The fee structure comprises the following:

- Tuition fees (each child)
- Building Levy (per family)
- Amenities fee (each child)
- P & F Levy (per family)
- Insurance Levy (per child)
- Excursions Levy (per child) – includes the costs associated with incursions, performance and carnival expenses
- Technology Levy (per child)

The School Advisory Council determines the school fees on an annual basis. Parents can usually expect an increase each year in line with the directives of CEWA (usually between 5%-9%). The School Advisory Council operates within the guidelines set by Catholic Education Western Australia (CEWA).

### ***Other Monies***

Parents are reminded to detail clearly, contents of money envelopes, and children should be encouraged to hand in money on arrival at school. Please endeavour to send in correct money, when paying any cash.

## **FIRST AID PROCEDURES**

Staff members are trained to a level of proficiency in First Aid. The school will support and fund further training when necessary. However, those who are trained, are there to advise and **not** necessarily to attend to all injuries.

## **FOOD**

Sacred Heart Primary School’s children are not to share food items at any times, due to food intolerances and potential allergies. Parents are asked to reinforce this message at home. At Recess, all students are responsible for the cleanliness of the school and foodstuff, papers, etc., must be placed in the bins, and recycling / composting buckets as appropriate, that are provided.

Lunch is consumed between 12.30 p.m. - 12.45 p.m. in the Covered Area., or where the children will be rostered to play eg on the Oval. Teachers will supervise the cleanliness of the immediate area. Students will not be dismissed until their eating area is clean.

All children must have a water bottle and piece of fruit for the Crunch and Sip break that is scheduled each afternoon.

***Chewing gum/bubble gum, confectionery and cool drink is not permitted at school at any time.***

## **HEALTH**

### ***Infectious Diseases***

In cases of infectious disease, a doctor's advice regarding absence from school is to be followed. A doctor's certificate may be requested for serious illness necessitating long absences from school.

### ***Serious Incidents***

If a child becomes sick or has a serious accident at school, parents will be notified by telephone. If parents are unable to be contacted, then staff on the authority of the Principal, will take the necessary action as specified on the child's record card.

### ***Medication***

If your child requires medication during the school day, please inform the Class Teacher, and collect and complete a Medication Request Form from the School Office. Medication should always be left with the School Office. A staff member will then administer the medicine, from the Medical Room and document this in the Medical Room Diary. However, the administration of drugs via syringes and other complicated procedures must remain the responsibility of parents. Serious medical conditions should be brought to the attention of the school and an Action Plan created to cover all eventualities.

### **Medication Request Form**

Medication Request Forms can be obtained from the School Office and need to be completed and signed before any medication can be administered during the day. When leaving medication at school, please make sure that it is clearly marked with your child's name and class. All medication, along with the request form should be handed to the School Office., and not the Class Teacher.

***For safety reasons, no medication is permitted to be kept in your child's bag or desk.***

**Under no circumstances is it permissible for a child to have any medications (prescribed or over the counter) within their school bag or desk, with the exception of an asthma reliever puffer.**

**Parents are reminded that the administration of analgesics (e.g. Panadol, Nurofen etc) by school staff will not be permitted, unless these medications are accompanied by a Doctor's instructions.**

Parents are asked to check their child's hair for head lice or eggs on a weekly basis. Treatment is available from the chemist and should commence as soon as the infestation is discovered. The school should also be informed, and children kept at home until 24 hours after treatment commences.

### ***Exclusion***

We require the following Exclusion notice to be observed in cases of infectious diseases. Please keep the following information - it could save a telephone call later.

**Chicken Pox, Mumps:** Exclude until completely recovered, or until at least 5 days after the eruption appears. Children should return when scabs are dry.

**Measles/Rubella (German Measles):** Until a Medical Certificate is produced or 7 days from onset of rash. (4 days Rubella).

**Whooping Cough:** Medical Certificate or 2 weeks from onset, or for 5 days after starting antibiotics. In any case not before 'whoop' has ceased.

**Impetigo (School Sores):** Exclusion for 24 hours after treatment commenced and sores covered.

**Ringworm:** Until Medical Certificate is produced stating that treatment has been carried out or 24 hours after treatment has commenced.

**Scabies:** Until Medical Certificate is produced stating that treatment has been carried out or 24 hours after treatment has commenced.

**Conjunctivitis:** Until discharge from eyes has ceased or 3 days after beginning antibiotic treatment.

**Influenza:** Exclude until completely recovered.

**Head Lice:** Exclude until 24 hours after treatment has commenced.

**If in any doubt, please check with your family doctor.**

## **HOMEWORK**

### ***Rationale***

Homework can be a valuable and relevant educational experience for students where they use their time outside of class time to complete tasks set by the teacher. Homework can reinforce classroom learning, develop responsibility, promote self-discipline, foster good work habits and help with home-school relationships and communication.

### ***Principles***

*Homework should:*

- be purposeful, relevant and meaningful to the Western Australian and ACARA curriculum.
- include tasks appropriate to the students' level.
- reinforce concepts and skills learned in class.
- prepare students for upcoming lessons (eg., Flipped Learning Tasks).
- provide opportunities for students to work independently and assume personal responsibility.
- provide opportunities for students to develop organisational and time management skills.

### ***Procedures and Roles***

Homework will generally be set for completion on Monday, Tuesday, Wednesday and Thursday. For some classes, homework for the week will be provided on the prior Friday. Homework will generally not be set for the weekend.

Children should be able to cope with the following daily homework time periods.

Kindergarten	Read to by parent/guardian.
Pre-primary:	Read to by parent/guardian.

	10 minutes reading (usually, from Semester 2)
Years 1 – 2:	10-20 minutes
Years 3 – 5:	30-40 minutes
Year 6:	40- 50 minutes

Once the time limit is reached, homework time should cease, regardless of whether the homework is completed or not. Parents are to inform the classroom teacher if their child is regularly not completing homework in the allocated time frame.

#### **The Student's Role:**

- To complete homework neatly and to the best of his/her ability.
- To work independently on tasks as required/where possible.
- To meet deadlines.
- To take responsibility for being organised.
- To be able to negotiate homework extensions with the classroom teacher.

#### **The Teacher's Role:**

- Inform parents of homework expectations and their role at the Parent Information Evening at the beginning of the school year.
- Provide homework suitable to their students' abilities.
- Provide clear, explicit guidelines to students about completing homework tasks.
- Mark homework and provide timely and meaningful feedback to students and parents.
- Sign reading logbooks and school diaries weekly.
- Keep a record of homework completed and not completed.
- Teach time-management skills to students.
- Support parents with strategies to help students complete homework.

#### **The Parents' Role:**

- The homework area should be well-lit, quiet and clear of distractions.
- Homework should be completed at a set time each day. Empower their child to plan his/her homework sessions in ways that suit them whilst acknowledging family routines and commitments.
- Assist their child to develop time-management and organisational skills.
- Be involved – if they show that they value homework, their child will too.
- Allow 'wait time' for answers. Always encourage and praise their child's efforts.
- When helping their child, help with the process, but avoid giving direct answers.
- Parents should check and discuss their child's homework, ensuring that their child has completed his/her homework to the best of his/her ability.
- Check and sign their child's school diary daily, and reading logbooks at least weekly.
- Listen to reading. Read to their child regularly – this is important for modelling and enjoyment.
- Allow for incidental learning opportunities – relate life to learning.
- Give feedback to the class teacher/s if their child is experiencing difficulties with homework tasks.

#### **Non-Completion of Homework**

If homework is not completed, the teacher will inform the parents.

If homework is not completed on a consistent basis, contact will be made with the parents via the official letter (see attached letter in Appendix II).

Years 3 to 6 - Classes use homework diaries as an aid to assist parents in encouraging children to complete homework. ***These must be signed by parents every night.***

Where there is a legitimate excuse for homework being incomplete, parents are asked to forward a note. Teachers may negotiate homework tasks with their children to allow for the completion of certain other skills. e.g., cooking, crossword puzzles, research or games etc. over the week.

Homework assignments need to be clear, relevant and purposeful. Concepts and tasks should be treated and developed in the classroom before being assigned as homework. This allows the child to undertake and complete the homework confidently and independently. Homework activities may include some reading, revision of previous work, practice in a particular process, advance preparation for new topics, completion of unfinished class work or research-based activities. Children should receive feedback from teachers as soon as possible after completing the homework.

The amount of time set for homework should not be over-long. Relaxation and activities outside of school are important aspects of the child's total development and their value should not be underestimated.

The parents' role in their children's homework should be one of support. Maintaining a positive attitude and encouraging the child to work independently are important aspects of that support. Initially parents may need to help with general organisation and keeping to a schedule. Parents also need to see that the child has a comfortable well-lit and quiet place to work. Parents are not expected to correct their child's work as the information gained from the child's efforts is important for reteaching or future planning by the teacher. This does not preclude a parent from advising or instructing their child at their own discretion. They must be careful, however, not to mask any serious conceptual difficulties the child may be experiencing.

The school recognises the increasing pressures of family life and the demands on parents' time. For this reason, homework schedules (see above) are to be closely observed and the homework policy reviewed in relation to rapidly changing lifestyles. Parents are asked to inform teachers of reasons for homework not being completed. If a reasonable attempt has been made but the work is not finished, parents are asked to inform teachers that genuine commitment has been shown to the completion of set tasks.

## **INSURANCE**

All students are covered by a comprehensive 365-day, 24-hour disability/accident insurance policy from Catholic Church Insurances, as part of the School and Tuition Fee structure. A flyer from CCI is distributed to parents annually, detailing claimable items. Due to the large number of students, we are able to offer this policy at a greatly reduced rate which is charged on the Schedule of Fees.

A *Personal Accident for Voluntary Workers* insurance, covers parents and friends who come to the school by invitation, to assist in school initiated projects. Such persons might be those who assist with working bees, school fetes, excursions, etc. The school also holds a Public Liability policy, along with Buildings and Contents policies.

## **LOST PROPERTY**

Inevitably, children leave or misplace items of clothing. Parents are urged to ensure all items are clearly labelled with child's surname and class, as this will allow items to be returned as soon as they are found.



## PARENT HELP

Parents are welcome in the school and are encouraged to help out in classes. Many teachers are very keen to enlist the support of parents to help with small group work, photocopying, sport, etc. There are a number of other ways in which parents can help out, including attending working bees, helping in the school canteen, library roster etc. The P & F Association holds a number of functions during the year and invariably there are a lot of jobs to be done to see these through to a successful conclusion. Your help and contributions would always be greatly appreciated.

### ***Confidentiality Agreement for Parent Volunteers***

Volunteers who work in the school environment are of great value to the children and the teachers with whom they work. It is through the hard work and dedication of our volunteers that some programmes can be offered and implemented. Without this help and dedication, such endeavours would not occur. Because of this, we value your time immensely.

Parents are granted an exemption to the requirement of a Working with Children Check, if they choose to volunteer during school time and at school-based activities, however, all other family members, even if designated by parents to fulfil the role of volunteer to assist in class or at school activities, must be holders of current Working with Children Checks, and these **must be sighted at the School Office before commencing any voluntary work.**

Due to the nature of schools and the sensitivity of certain information, there is a need for confidentiality when dealing with both children and teachers, and as such, volunteers are required to refrain from comment (either positive or negative), or any other communication that may impact on the dignity of the school's students and staff.

Additionally, the **Sacred Heart Primary School Code of Conduct**, as outlined below, applies to all in the school community.

### ***Conduct Statements***

- You act safely and competently.
- You give priority to students' safety and well-being in all your behaviour and decision making.
- You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
- You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
- You respect the dignity, culture, values and beliefs of each member of the school community.
- You treat personal information about members of the school community as private and confidential.
- You give impartial, honest and accurate information about the education, safety and well-being of students.
- You support all members of the school community in making informed decisions about students.
- You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
- You maintain and build on the community's trust and confidence in Catholic schools and the Church.
- You act reflectively and ethically.
- You allow students to have a voice in their education, safety and well-being.

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

As a volunteer at Sacred Heart Primary School, the following commitments apply:

- You are asked to refrain from comment to any parents on their children, regarding progress that is either social or educational.
- You are to remember it is not your job to make any judgements (either positive or negative) about any child.

*By signing this confidentiality agreement, you are bound to not pass on any information regarding the academic or social progress of any children that you may be in contact with, to any person inside or outside the school, except to the Principal, Assistant Principal or the student's teacher.*

*You may let people know if you are asked about children, that you have signed an agreement and that you are unable to pass on any information.*

*We appreciate your devotion, your time and your expertise to our children and hope we can continue to work together in the future.*

## **PARENTS AND FRIENDS' ASSOCIATION**

The Parents and Friends Association (P and F) is an integral part of the school's operation. Participation in the activities of the P & F Association is an opportunity for parents to show their commitment to their own school as well as to the whole system of Catholic Education Western Australia (CEWA).

The P & F Association, as well as assisting in the provision of material needs for the school, can be a valuable means of co-ordinating the spiritual and educational forces of the home and school. The P & F Association is affiliated with the P & F Federation of WA which represents local associations at a state and national level, and approaches governments and educational authorities on their behalf.

Meetings are held on a monthly basis (6.30pm on the first Wednesday of every month during school term) and **all** families are encouraged to attend.

Each class year level assigns two parents to the role of Class Representatives, to ensure communication and connection for all.

The P & F Association and the School Advisory Council hold their Annual General Meetings at an annual School Community Meeting in November of each year.



## Sacred Heart Primary School Highgate

Parents and Friends Association

### Class Representatives Role

2022

*At Sacred Heart Primary School, we promote a sense of **belonging** and **generosity** which reflects the teachings of Jesus. We strive towards **independence** and **mastery**, in an atmosphere of faith, hope and love.*

The aim of the Class Representative role is to contribute to the strong community spirit already evident in our school, by building friendships and offering support to all families.

#### The Role of the Class Representative

- Provide a welcoming face to new and existing families that will assist in building stronger connections within the school community e.g. encouraging year group attendance at key social events.
- Monitor year group social pages and chat groups and encourage parents to contact the school for any issues raised, or direct parents to the relevant information via Seesaw, the School Newsletter, the School Office or School website.
- Seek approval from the School Principal, to create any social media groups with the School's name i.e., Sacred Heart Primary School Highgate, or SHPSH in a group's title. This approval will be granted on the condition that the School's Social Media Policy guidelines are understood and agreed upon.
- Attend the monthly P&F Association Meetings, (scheduled for 4<sup>th</sup> Wednesday of each month at 7pm-8pm) and feedback relevant information to other parents from within the class.
- Facilitate an atmosphere of parents working together, for the benefit of their children
- Manage the provided list of contact names, and email addresses for the class, via the School Office.
- Organise class/year level "get together events". Approximately one per semester, which can be for parents or families. Please check proposed dates with the School Office to ensure there is no clash with other scheduled school events.
- Assist staff with securing volunteers from your year to help with certain or allocated school activities, for example Excursions, Grandparents events, Mothers and Father's Day Breakfasts, Retreats, Art Displays/Exhibitions etc.
- Assist and/or facilitate in the recognition of class specific collections, for example end-of-year teachers gift (maximum donation capped at \$20 in 2022, to cover all teachers/staff of the class), the arrival of a new sibling, or a bereavement in the family. Please note this is not a requirement, nor should families be expected to contribute. Any gesture made, needs to be small. A card is often enough, or the Class Representative may organise parents to provide meals, child care assistance, extra play dates or even let us know, so that the School can recognise or acknowledge families in the Newsletter. If any collection is undertaken by a Class Representative parent, they must manage it (please do not request that money be sent to the School Office).

#### The Personal Qualities Required of a Class Representative

- Be able to conduct yourself in a *discrete and confidential manner*. At times, a Class Representative may be privy to information that is not for public knowledge. For example, a family may be struggling with bereavement and with that family's permission, the Class Representative may contact other families, to provide support. At times such as these, the Class Representative would need to be comfortable saying to inquiring parents, that it is not their place to discuss a family's personal circumstances.
- Be accepting and have a non-judgemental attitude towards parents, children and staff. The Class Representative needs to be able to serve as a sound role model to the School Community as a whole. It is through their abilities and daily example as a non-judgemental, accepting Christian, that Class Representatives will facilitate an atmosphere of parents *working together* for the good of their children.
- Be visibly present at school. The Class Representative needs to come into the school and classroom and be seen and accessible. This does not need to be daily, but a regular presence at school is necessary.

## **PARKING**

**Please exercise patience, skill and tolerance when using the car park.** Arrows have been painted in the Drive Through carpark. Please follow these to help keep a smooth flow to the traffic. **Overtaking in the Mary St Drive through is not permitted.**

**Do not** park in the yellow Kiss and Drive Zone on Mary St, at the front gate, as this is a drop off zone only.

**Do not** park in the circular drive-through of the Mary St Car Park, or the Car Park behind the Catholic Pastoral Centre, off Harold St. Your co-operation with this is greatly appreciated.

## **PERSONAL BELONGINGS**

If toys, games, etc., are brought to school for news, they may be shown, but not used at any other time. Children are discouraged from bringing these to school., or from “trading/ swapping” any items or popular collection items.

The school does not accept responsibility for damage or loss of any personal possessions of students. **Students’ mobile phones must be handed into the office each morning** before school, and collected at 3.00pm.

## **PHOTOGRAPHS**

Each year parents are given the opportunity to acquire class, family and individual photographs. Parents will be notified of the date, when it becomes available.

## **PHYSICAL EDUCATION AND SPORT**

Physical Education is a compulsory part of our school curriculum and all children are expected to participate in the activities unless prevented from doing so for medical reasons, and then a medical certificate will be required. The children are expected to wear the school sports uniform during physical education and sport periods.

### **Physical Education Lessons**

Pre-Primary to Year 6: These classes have one Physical Education lesson per week. The programme consists of a whole range of large and small motor skills - running, walking, skipping, leaping, hopping, jumping, etc. A wide range of ball handling skills are taught. The use of beanbags, balls, hoops, ropes, etc., are introduced, as well as team games.

#### **Duration of the lessons:**

Junior Primary 45 minutes

Middle & Upper 45 minutes

### **Sporting Activities**

Children in Years 1 - 6 are taught the skills of games such as hockey, soccer, netball, basketball, tennis, football, cricket, and athletics. Faction Athletics, Cross Country and Swimming Carnivals are organised each year.

Interschool Carnivals follow these Faction events, for selected competitors. The selection of the final Interschool Team competitors is outlined for parents below:-

In-term swimming lessons are not conducted within the school year. Swimming is not part of the Health and Physical Education Learning Area curriculum. Parents are advised to seek enrolment in **VacSwim or private swimming lessons**. Before school Swimming Training is conducted in the weeks prior to the Faction and Interschool Swimming Carnivals. Children participating, must be accompanied by a parent and be proficient in their swimming strokes. Other events and/or clinics may be arranged from time to time.

### ***Sporting Carnivals and Events***

Sporting events are an important part of the Sacred Heart Physical Education programme. Sporting events can help students to develop skills in physical activity and teamwork, and build self-confidence and ability in the Physical Education domain. Events can also build school spirit and pride through staff, students and the wider school community working together to achieve one goal.

Some Carnivals and events require a process of student selection. This may be due to limits on the number of student places available for a specific event and/or for appropriate event allocation.

Sacred Heart Primary School follows a series of guidelines to ensure the selection process is fair and transparent.

### ***Guidelines***

- All students participating in such events must meet and display the participation requirements, which include commitment, positive attitude, sportsmanship and required ability.
- Students will be well informed of the selection process for all events prior to trying out for specific events.
- Students successfully chosen for teams must meet the criteria outlined to all students prior to the team selection. A student may be relieved of a place or position if that student displays unacceptable behaviour.
- Parents and members of the wider community will be encouraged to be actively involved in the logistics of sporting events.

### ***Interschool Event Selection Criteria***

1. The best competitor is to represent the school in Interschool activities
2. Selection is made based on a combination of the outcome of the Faction event, and previous times and trial data, with the exception of a significant athlete who was absent on the day of the Faction event.
3. The organiser has discretion to determine any other circumstances that he/she considers suitable to enable the significant athlete to be involved in further trials/training for selection.
4. The trials/training will involve the significant athlete as described in points 2&3 and the students who would have gained a place in the interschool event, based on the result of the Faction Carnival.
5. If a student is absent (due to illness and/or injury), the race is not rerun on their return for point allocation, but it could be rerun / trialled for selection into an Interschool Team, if the student is deemed competitive. *Background information for above statement- If a person is absent on the day of a Faction Carnival, a race is not rerun on a student's return for the points that accrued on that day. It can be rerun to find the best athlete for selection purposes.*

## Expected Behaviours

	STUDENTS	COACHES/STAFF	PARENTS
<b>Strive for Success</b>	<ul style="list-style-type: none"> <li>• Work hard for my team and myself</li> <li>• Strive to improve my skills and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of team performance</li> <li>• Explicitly communicate what is required for team selection</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage my child to work hard to improve skills and fitness</li> <li>• Attend training sessions</li> </ul>
<b>Take Responsibility</b>	<ul style="list-style-type: none"> <li>• Cooperate with my coach, team-mates and opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Assist students to understand and follow the players' code.</li> <li>• Ensure students have access to appropriate skill development and training</li> </ul>	<ul style="list-style-type: none"> <li>• Assist my child to understand and follow the players' code.</li> <li>• Raise any concerns that I may have with the coach or Sports Coordinator</li> </ul>
<b>Always Inclusive</b>	<ul style="list-style-type: none"> <li>• Respect the rights and worth of all participants regardless of their gender, ability, cultural background or religion</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure team selection and opportunities are in line with the school team selection guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights and worth of every player, regardless of their gender, ability, cultural background or religion</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Play by the rules and show respect for</li> <li>• officials</li> <li>• Be a good sport by</li> <li>• applauding all good plays whether by my team or opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the rules and show respect for officials</li> <li>• Be a good sport by applauding all good plays, whether by my team or opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage all players, even when mistakes are made</li> <li>• Encourage my child to play according to the rules and to settle disagreements respectfully</li> <li>• Respect officials' decisions</li> </ul>
<b>Stay Safe</b>	<ul style="list-style-type: none"> <li>• Wear appropriate sportswear/uniform</li> <li>• Wear a hat and sunscreen</li> <li>• Drink water to remain hydrated</li> </ul>	<ul style="list-style-type: none"> <li>• Wear appropriate sports wear</li> <li>• Wear a hat and sunscreen</li> <li>• Drink water to remain hydrated</li> <li>• Ensure adequate planning and supervision procedures are in place</li> <li>• Ensure student medical needs are planned and catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure my child wears safety and sun-smart equipment</li> <li>• Ensure student medical needs are planned and catered for</li> </ul>

## **Sacred Heart Primary School's Commitment To Fostering A Healthy Competitive Mindset In Young Athletes**

- **Connect Winning with Effort**  
Outcomes are the result of a lot of effort. Competitive players train and practice the most and work the hardest.
- **Redefine Success**  
Athletes with a growth mindset see success as learning and improving, not just winning. Failure is necessary to build resilience.
- **Learn from the Competition**  
Teach students to compete against their past performance. Explain their most important competition is bettering self.
- **Create a Healthy Team Culture**  
Reflect on performance and the lessons learned. Openly discuss challenges and create an environment, where taking risks and potentially making mistakes are encouraged. Ask players what type of team they would like to build.
- **Practice at Home**  
Being a successful athlete requires effort and commitment. Improve through personal commitment to practising at home.

### ***Parents and Sport***

- **Remember that children participate in sport for their enjoyment** - not yours.
- **Encourage children to play according to the rules** - settle disagreements without resorting to hostility or violence.
- **Never ridicule or yell at a child** - for making a mistake or not winning.
- **Respect officials' decisions** - encourage children to do likewise.
- **Show appreciation for coaches, officials and administrators**- remember they are usually volunteers.
- **Applaud good performance and efforts** - from all individuals and teams.
- **Congratulate all participants**- regardless of the game's outcome.
- **Condemn the use of violence, verbal abuse or vilification in any form** – regardless of whether it is by spectators, coaches, officials or players.
- **Support all policies and practices (lead by example).** - This includes responsible alcohol and drug use and support of child safe strategies.
- **Support involvement in modified rules games and other junior development programs.**
- **Respect the rights, dignity and worth of every young person** - regardless of their gender, ability, cultural background or religion.



- **Ensure you are aware and follow the correct processes to follow if you have an issue or complaint**  
– do not perpetuate issues with gossip or general criticism.

## **REPORTS**

Reports are sent home at the following times:

- At the end of Term Two a full written report based on continuous assessment. Parent/teacher discussions can be arranged as necessary.
- At the end of Term Four a full and final written report, which outlines progress and development of the student throughout Terms Three and Four.

In addition to the reports, parents are provided with feedback regarding their child's development by way of a Work Sample Folder, that includes samples from each of the nine Learning Areas. These are sent home for parents to view at the end of each term, except Term Three, when a Learning Journey evening is presented for all parents and the students.

## **SACRAMENTAL PREPARATION**

Catholic children in Year Three are eligible for reception of Penance (First Reconciliation). Following this, Catholic children are eligible to receive the Eucharist (First Communion) in Year Four. Catholic children in Year Six are eligible to receive Confirmation. Parents are an integral part of this preparation and are encouraged to assist the class teacher in any way they can. Parent information sessions are held in collaboration with the Parish as part of the preparation for each sacrament, and parents are required to attend.

## **SAFE SCHOOL POLICIES**

Creating a safe and supportive school environment where the rights of all members of the Sacred Heart Primary School community are respected, underpins the philosophy of Sacred Heart as a Safe School. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents. *The full Student Management and Anti Bullying policies are available to parents on request from the school.*

### ***Behaviour Management and Social Skills Programme***

These policies and programmes provide a comprehensive whole school response to behaviour management to ensure all children, parents and staff feel respected, safe and valued. It is promoted through formal and informal curriculum, teaching and learning, organisation, ethos and school-home-community links.

Parents should be aware of, and support the following school rules to their children:

### ***Out of Class Rules***

- **Respect others**  
Speak nicely to others. Include everyone when playing. Keep hands and feet to yourself. Speak truthfully about others.
- **Respect property**  
Only take what is yours. Take care of other people's property. Put things back in the correct place. Look after and return sports equipment.

- **Always use your manners**  
Always speak to others in a polite and friendly tone. Please and thank you to all.
- **Move safely around the School.**  
Always walk on paved areas, verandahs and around corners. Respect the environment and use the footpaths. Let others through doorways first.
- **Always wear the correct school Uniform.**  
Tuck in shirts, only one pair of plain earrings and a watch. Correct socks. No make-up/ coloured nail-polish. Full winter, summer or sports uniform. Hats are to be worn during outdoor times during Terms One and Four.

### ***In Class Rules***

- **Follow directions**  
Listen to the teacher. Ask questions if you are not sure. Ask for permission to leave the room.
- **Respect others.**  
Speak politely and use good manners. Wait for your turn to speak. No physical, verbal or emotional bullying.
- **Respect property.**  
Take care of other people's property. Return borrowed items in same condition. Keep desks and chairs clean. Look after and return sports equipment. Look after computers.
- **Think Safety!**  
Move around the room carefully. Only ever pass objects to others. Only enter the room when a teacher is present.

### ***Anti-bullying***

Bullying occurs when somebody who is less powerful than another person or group, is deliberately and (typically) repeatedly hurt without in anyway, deserving that treatment. At Sacred Heart Primary School, we believe that every student has a right to feel safe; therefore, bullying will not be tolerated. Sacred Heart Primary School takes a proactive approach to bullying and includes evidence-based anti-bullying materials and support strategies as part of the whole school programme. Parents are encouraged at all times to communicate to the school any incidents of bullying. Support materials and detailed information about the intervention strategies are available to parents on request at the School Office.

## SCHOOL FACTIONS

The school faction system is organised to promote team spirit, pride and loyalty through the various sporting and fundraising activities undertaken.

# Sacred Heart Primary School Faction Houses

### HENLEY (Green)

Named after **Sister Mary St. Genevieve Henley**, she was the leader of five pioneer sisters who arrived in Highgate in October 1897. She was at Highgate until 1897 and then from 1915 to 1921.

Sister Mary St. Genevieve was 36 years old when she arrived in Highgate. In her first term of office she opened the Primary and High Schools at Sacred Heart, she was in charge of the building programmes and she purchased extra land on Harold Street which gave the school a generous playground even in the early days.

In her second term she began the building programme of the 1920s which freed up more of the original building for the school.

### TAYLOR (Gold)

Named after **Sister Mary St. Martina Taylor**, she was almost 42 years old when she arrived in Highgate. She had entered the Order almost 20 years previously. She was an invaluable lieutenant to Sister Mary St. Genevieve and she was later a Prioress, first at Busselton and later at Fremantle. She was aunt of Timothy Quinlan who recommended the Sisters of Our Lady of the Missions to Bishop Gibney.

Sister Mary St. Martina Taylor took charge of the first kindergarten at Sacred Heart and played a major role in the early fundraising campaigns. She spent most of the remainder of her life at Highgate and died there in August 1950 at the age of 95.

### HEWITT (Blue)

Named after **Sister Mary St. Clement Hewitt**, she was from the Goldfields, was a boarder at Sacred Heart and entered the convent immediately on leaving school in 1909. She was sports mistress at Sacred Heart a very talented artist, she gave private lessons.

In the early 1930s, the Order was still very poor and to keep costs to a minimum, Sister Mary St. Clement Hewitt and the younger Sisters did all the house painting themselves, often working late into the night.

Sister Mary St. Clement Hewitt also organised the High School picnics at the end of each year. These were greatly appreciated by both the Sisters and the students.

### LEE (Red)

Named after **Sister Mary Lucius Lee**, she was better known as Sister Lucy. She taught Year 1 at Sacred Heart School for more than 50 years in the room that is now Pre-Primary. She prepared hundreds of children for First Holy Communion.

She was an excellent teacher and her name crops up time and again in the memories of her former students. Love characterised everything Sister Lucy did. She loved God, her young charges and most of all she loved life.

Everything she did was motivated by the desire to pass on this enthusiasm to others, so that they too would live life to the full.

## **SCHOOL PSYCHOLOGIST**

The services of a psychologist can be accessed at times, through the CEWA Psychology Service to assist students, parents and staff to optimise student learning and development. Psychologists can provide individual assistance for a student across a diverse range of issues including learning, behaviour, social and/or emotional difficulties, as well as work with small groups or a whole class to address issues that may arise.

The psychologist also contributes to the development and implementation of relevant policies and programmes in the school. Teachers who are concerned about a student can refer them to the psychologist who would then organise a meeting with parents. The psychologist must obtain written parental consent before providing any assistance for a student. Parents who are concerned about their child are encouraged to speak with the relevant teacher about their concerns which may then result in a referral to the psychologist. In some cases, consultation with the psychologist may result in the recommendation of support through a suitable external agency – details regarding the range of available support in the local area can be provided by the psychologist.

## **SCHOOL SPIRIT**

Parents are asked to support the school by encouraging children to develop a sense of responsibility towards their school and each other, and to show respect and friendship by their manner and dress. Children are expected to greet visitors to the school politely and cheerfully welcome them to the school.

## **SECONDARY SCHOOLS**

Catholic Secondary Schools in our district are: Mercedes College, Trinity College, Chisholm College, Aranmore College, Servite College and Ursula Frayne College. Additionally, John XXIII College and Newman College also service students from our school.

## **STUDENT RECORDS**

Records are compiled for each child in the school. *These records are strictly confidential.*

Records comprise:

- Copies of School Reports.
- Psychologists, Occupational Therapists, Speech Pathologists, etc.
- Specific test results.
- Standardised test results
- Any other necessary correspondence from parents, etc.

## **SUPERVISION**

Children are fully supervised between 8:15am and 3:30pm. Parents should ensure they do not leave children on the school grounds outside these hours. Teachers who are busy in their rooms, and committed to meetings before / after school cannot be expected to take responsibility for unattended children outside of these hours.

All children must be dropped off/picked up via the Mary St Drive Through carpark or the Harold St entrance- as directed.

At the end of the school day at 3.00pm, children are to wait in the Breezeway, or if they are junior children, must wait for collection from the Years One, Two and Three classrooms. Students remain seated until

collected by a parent, they are not to walk through the car-park unattended. Children **must not play** in the carpark.

Students are supervised while eating their lunches and while they are at play during morning and lunch recesses, and teachers supervise in the areas of the breezeway and drive through stops.

***It is of paramount importance that children be made to realise that they should never accept lifts from strangers.***

## **TIDINESS**

### **Verandahs and Eating Areas**

Teachers and students are responsible for keeping their own areas tidy and free from litter. Food and drink is only consumed in designated areas. Children are encouraged to be environmentally conscious by participating in litter drives, tidying up, recycling etc.

### **Classrooms**

Teachers and students are responsible for the general appearance and tidiness of their classrooms. Floors will be left free of litter and chairs /stools will be stacked to facilitate cleaning.

### **General Purpose Areas**

Classes using areas are to leave them neat and free from litter before leaving. Equipment will be returned and placed **neatly** in storage areas after use. The use of school equipment (e.g., computers, sports gear) is only permitted under strict supervision, during school.

### **School Property and Equipment**

All class texts are to be cared for. Parents will be charged for the cost of any damaged or lost texts.

Any damage to school property should be reported. Depending on the cause and extent of any wilful damage or damage resulting from the breaking of school rules to any school property, a contribution towards the repair or replacement may be requested.

## **UNIFORM**

Wearing of the school uniform is compulsory at school and when travelling to and from school. Shirts are to be tucked in and shoes kept cleaned and in good order. Hair must be neat and styled in a manner in keeping with primary school standards. Students with hair longer than collar length are to wear their hair tied back. All hair must be clean and a fringe that is below eyebrow length must be clipped back. Jewellery is confined to a watch and, if parents permit, earrings. If earrings are worn, they are limited to plain gold or silver studs or sleepers and only one pair may be worn at a time. No earrings are to be worn while playing contact sports.

**Necklaces, bracelets and rings are not to be worn.** This includes any gifts of significance – e.g., Sacramental mementos/gifts. The school does not take responsibility for accidents that occur as a result of wearing jewellery.

At all times, students are to wear the uniform with pride and respect for all that it symbolises. Physical Education and sports clothes are to be worn correctly on the days set aside. School hats are compulsory and must be worn at school whenever the students are outside.

***All items except sport shoes and school shoes are to be purchased from the School Uniform Shop.***

**THE UNIFORM SHOP [details to go here](#) WILL BE OPEN AT THE FOLLOWING TIMES:**

**Friday 8:00am – 9:00am**

**(Any changes to these times are advertised in the School Newsletter).**

### **Uniform Policy**



## **SACRED HEART PRIMARY SCHOOL UNIFORM** **Kindergarten and Pre Primary**

### **PRE PRIMARY**

#### **Summer (Boys and Girls) Term One and Term Four**

White polo sports shirt with school emblem and royal blue school shorts.  
Black sports shoes (low cut, completely black) worn with white Sport socks with red and blue stripes (boys) or white fold over ankle socks with red and blue stripes (girls) **OR**  
Brown leather school sandals (to be worn without socks)  
Royal blue bucket hat with school emblem

#### **Winter (Boys and Girls) Term Two and Term Three**

White polo sports shirt with school emblem and royal blue school shorts.  
Black sports shoes (low cut, completely black) worn with white Sport socks with red and blue stripes (boys) or white fold over ankle socks with red and blue stripes (girls)  
Royal blue Sacred Heart school tracksuit  
Royal blue bucket hat with School emblem

### **SPORTS UNIFORM (Pre Primary)**

#### **Boys and Girls**

For Class Sport days, faction colour polo sports shirt with school emblem and royal blue school shorts.  
Black sports shoes (low cut, completely black) worn with white Sports socks with red and blue stripes (boys) or white fold over ankle socks with red and blue stripes (girls)  
Royal blue bucket hat with School emblem

### **KINDERGARTEN**

#### **Summer (Boys and Girls) Term One and Term Four**

Red polo sports shirt with school emblem and royal blue school shorts.  
Black sports shoes (low cut, completely black) worn with plain white fold over ankle socks **OR**  
Brown leather school sandals (to be worn without socks)  
Royal blue bucket hat with School emblem

#### **Winter (Boys and Girls) Term Two and Term Three**

Red polo sports shirt with school emblem and royal blue school shorts.  
Black sports shoes (low cut, completely black) worn with plain white fold over ankle socks  
Royal blue Sacred Heart school tracksuit  
Royal blue bucket hat with School emblem



## **SACRED HEART PRIMARY SCHOOL UNIFORM**

### **Years 1-6**

#### **GIRLS (Years 1-6)**

##### **Summer Uniform Term One and Term Four**

Blue and white checked Sacred Heart dress

Brown leather school sandals (to be worn without socks) **OR**

Black leather lace up school shoes, worn with white fold over anklet socks with red and blue stripes

Sacred Heart Red School jumper with school emblem

School hat with school emblem

##### **Winter Uniform Term Two and Term Three**

Royal blue tunic or royal blue skirt with white, long sleeved shirt and blue school tie

Black leather lace up school shoes, worn with white fold over anklet socks with red and blue stripes or navy tights

Sacred Heart red school jumper with school emblem

School hat with school emblem

#### **BOYS (Years 1-6)**

##### **Summer Uniform Term One and Term Four**

Pale blue short sleeved school shirt with school emblem, and grey school shorts

Brown leather school sandals (to be worn without socks) **OR**

Black leather lace up school shoes, worn with short grey anklet socks with red and blue stripes

Sacred Heart red school jumper with school emblem

School hat with school emblem

##### **Winter Uniform Term Two and Term Three**

Pale blue long sleeved school shirt with school emblem and blue school tie

Long grey melange school trousers

Black leather lace up school shoes, worn with short grey anklet socks with red and blue stripes

Sacred Heart red school jumper with school emblem

School hat with school emblem

#### **SPORTS UNIFORM (Years 1-6)**

##### **Boys and Girls**

White polo sports shirts with school emblem and royal blue school shorts (and for Sport days, faction colour polo sports shirt with school emblem)

Black sports shoes (low cut, completely black) worn with white Sports socks with red and blue stripes (boys) or white fold over anklet socks with red and blue stripes (girls)

Royal blue Sacred Heart school tracksuit

School hat with school emblem





## **SACRED HEART PRIMARY SCHOOL UNIFORM**

### **GROOMING REQUIREMENTS**

Students are encouraged to wear their School and Sports Uniform items correctly, and take pride in their personal appearance ie, clean, pressed items are required at school daily, school shoes are to be polished, school shirts are to be worn tucked in.

Students with hair that is beyond collar length, must have their hair tied back, and all hair ties are to be plain red (no florals, stripes or patterns)

Extreme and radical fashion hairstyles are not acceptable.

Boys' haircuts are not to be less than a "Number 3" and undercuts are not permitted

Jewellery must **not** be worn to school, with the exception of a wrist watch.

If it is necessary for earrings to be worn, these are only to be plain gold or silver studs, or sleeper style earrings, with only one earring permitted in each ear: coloured, gemstones, or drop styles are not permitted.

### **GENERAL UNIFORM NOTES**

Children are to wear the correct school uniform items, including the school hat, which must be at school for wearing at all times.

In the event of not being able to conform to any of the uniform requirements, parents are asked to provide a written explanation to class teachers.

Any exemptions regarding uniform items, can only be approved by the School Principal.

All items of clothing are to be clearly marked with the student's full name.

### **UNIFORM PURCHASES**

Correct school uniform items are only able to be purchased through the Sacred Heart Uniform Shop. Mrs Vilma Spence is the Uniform Shop proprietor.

The Uniform Shop is open on Friday mornings at Sacred Heart Primary School from 8.00am-9.00am

Outside these hours, Mrs Vilma Spence can be contacted on **9271 4479**.

All children must be in Full Winter Uniform in Term Two and Term Three.

### **PARENTS ARE ENCOURAGED TO ORDER UNIFORMS EARLY, TO ENSURE SUPPLY**

Back pack style school bags with the school emblem, and plain navy trolley bags (for students from Year 3 upwards) are currently optional items, and may be purchased through the School Office.

The Sacred Heart navy winter jackets with the school emblem, are optional items and may be purchased through the School Office. Please note this is the only winter jacket that is permissible. Second hand uniforms can be purchased from the Parents and Friends Association.

## APPENDIX I

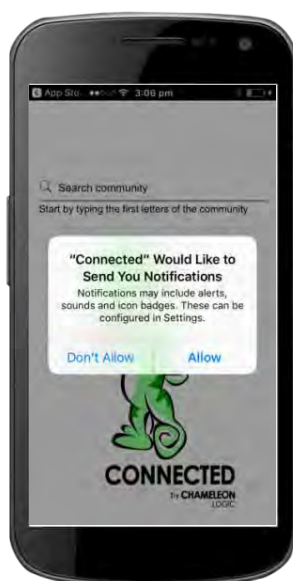
### Connected App



#### 1. Download the App



Simply follow the link...  
<http://q-r.to/baixCA>



#### 2. Allow Notifications

For Apple or iOS devices you'll be asked if you would like to Allow Push Notifications or Not ... click "Allow" or "OK".



#### 3. Subscribe to Sacred Heart PS, Highgate

Be greeted with the Search page. Simply start typing the name of the School "Sacred Heart PS, Highgate". When the name appears simply click on it and the app will open.

### CONGRATULATIONS!

You can now receive critical real time information when you really need to and to where you really need it – straight to your smartphone or tablet.

**APPENDIX II**

***Non-Completion of Homework Letter***

***Uniform/Grooming Notice***