



2018

Sacred Heart College Parent Handbook





Welcome to Sacred Heart College!

We are a place of acceptance, belonging and holistic development, where a community is connected by courage, a love of learning and service to others. We empower our young people to be excellent human beings — to remain true to their Marist values as they bravely and compassionately respond to the world around them.

This guiding Marist spirit is continually energised by excellence, hard work, generosity, and a strong sense of community. Sacred Heart College is where your sons and daughters will grow courageous hearts. As your child journeys through Sacred Heart, I look forward to meeting with you and ensuring that your family's experience as a member of this community is all you hope it to be!

Warm regards,

Steve Byrne
Principal

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About Sacred Heart College

A Vision for Marist Schools

A Marist school is a centre of learning, of life, and of evangelising. It leads students 'to learn to know, to be competent, to live together and most especially, to grow as persons'.

As a Catholic school, Sacred Heart College (SHC) is a community setting in which faith, hope and love are lived and communicated, and in which students are progressively initiated into their life-long challenge of harmonising faith, culture and life. As a Catholic school in the Marist tradition, we adopt Marcellin's approach to educating children and youth in the way of Mary. (*In the Footsteps of Marcellin Champagnat*, p.49).

In the tradition of Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a cooperative and supportive community of faith.

Sacred Heart College is committed to:

- the development of the whole person, ensuring all human values find unity and fulfilment in the life of the College.
- a vitality and vision which will lead to human and spiritual values being cherished.
- helping students work towards an integration of faith and culture in day-to-day living.
- providing equal access to appropriate curricula that recognise spiritual, academic, physical and emotional differences.
- delivering age and ability-appropriate teaching and learning programs, which are both challenging and inclusive.
- the development of theatre, the arts and music as integral features of our religious and secular learning.
- the social development of students through careful emphasis on polite manners, suitable dress and appropriate behaviour in a variety of settings.
- providing opportunities for students to develop a high level of personal fitness and care for their health, hygiene, and recreational interests.

Through this, we stay true to our Marist charism by placing great emphasis on '*being Marist*'.

Being Marist can be summarised by the five Marist Characteristics:

- *Love of Work*
- *Family Spirit*
- *Presence*
- *Simplicity*
- *In the Way of Mary.*

The Champagnat Story

"Our aim is to form good Christians and good citizens" ~ Marcellin Champagnat: Founder of the Marist Brothers.

Father Marcellin Champagnat, Founder of the Marist Brothers, was a peasant from the region of southern France near Lyons. He was born in 1789, the year of the French Revolution, and died from cancer in 1840.

Father Champagnat was not an educational theoretician, but he did have a profound feeling for life. He was an outstandingly simple man, wholly given to direct action. His simplicity and outgoing personality quite naturally oriented his sympathies towards young people and their education.

Even though he did not write up his educational ideas, his richest thoughts have come down to us through his letters and the memories of the first Brothers. Here is what he taught and what became known as the Marist style of education:

1. A Special Place for the Poor
2. Loving Discipline
3. The Golden Rule.

"To educate young people properly, we must love them; we must love them all equally. To love young people is to devote yourself completely to teaching them and to take all the means that a keen imagination can think of in order to form them in gospel values."

The Spirituality of Marist Education

Father Champagnat's motivation in founding the Brothers in 1817 was to ensure that the young people of his day came to know about the love that Jesus and Mary, known among the local peasants as the 'Good Mother', had for all of them.



Good Example

Father Champagnat consistently stressed the value of “good example” to his Brothers. It reminds us that, with our students, our words are cheap unless we live what we preach.

What Father Champagnat urged of his Brothers has as much point for the lay people who hold the privileged role of teacher in the contemporary Australian Catholic school. Today, Marist schools are mainly administered and staffed by lay people who are very committed to the spirituality and educational approach of Marcellin Champagnat.

Marcellin Champagnat was canonised on 18 April, 1999. This was subsequent to a miracle attributed to Blessed Marcellin Champagnat, which saw the curing of a German Marist Brother, Br Heriberto Webber. In May 1976, in the midst of his normal activities in Uruguay, Br Heriberto was afflicted by fevers reaching high temperatures and experienced severe spinal pains, which forced him to stay in bed. The doctors diagnosed ‘an early, unknown growth which was transferring to the lungs’. The doctors who were attending to him pronounced him incurable and as such, he was treated in a sanatorium.

On 13 June, 1976 the Brothers of the Province of Uruguay, together with their pupils, began a novena of prayers to ask for the cure of Br Heriberto through the intercession of Blessed Marcellin Champagnat.

At the end of the novena on 26 July, 1976 the patient felt a sudden and unforeseen improvement. The X-ray plates taken on that day showed that the signs of the illness had disappeared. Br Heriberto, the Brothers of the communities in Uruguay and the pupils who knew him from the very beginning considered this cure to be miraculous - a verdict now confirmed by doctors and theologians in Rome.

Let us celebrate with Saint Marcellin Champagnat and thank God for the graces we receive through his intercession.

The Marist Brothers

Sacred Heart College is conducted by Marist Schools Australia on behalf of the Marist Brothers’ Australian Province. This Order of teaching Brothers was formed in France in the early 1800s. The original schools were small establishments of modest means consisting of only a few teaching Brothers and their students. From these modest beginnings Marist schools can now be found in 77 countries across the world where Brothers and lay people educate over 500,000 young people each day. In partnership we are dedicated to the education of youth, forming them into good Christians and virtuous citizens.

Today, Marist schools continue to help young people, whatever their faith tradition, to grow into adults with a sense of hope and personal integrity, possessing a sense of personal responsibility for the betterment of society.

Our style of educating is based on a vision that is truly holistic, and that consciously seeks to communicate values. Whilst we share such a vision with many, especially in Church circles, we use a distinctive pedagogical approach which Marcellin and the first Marists initiated. We share their intuition that ‘to bring up children properly, we must love them, and love them all equally’.

From this principle flow the particular characteristics of our style of education: *presence, simplicity, family spirit, love of work and following in the way of Mary*. We seek to adopt these attitudes and values as our way of inculturating the Gospel. We believe that it is the sum and interaction of these five characteristics which gives our Marist style its spirit-inspired originality.

Marist Brothers’ Somerton Park Community

- Br Paul Gilchrist (Community Leader at Netley Community)
- Br Jordan Redden (at Aquinas Community)
- Br John Hughes
- Br Patrick McInerney
- Br Ambrose Reilly
- Br Marius Woulfe
- Ms Robyn Clark (Brothers’ Cook).





Sacred Heart College Crest

"Virtus ubique vincit"
(Under all circumstances courage triumphs)

The motto on our crest sums up, as it should, the ideal we set before our students: *"Virtus ubique vincit"* or, *"Under all circumstances courage triumphs"*.

This courage is the moral strength that is prepared to face the demands of life, its duties and obligations to one's self, to one's neighbours, to one's country, and to God. It demands a training in control of heart and mind; and a discipline that must be exercised more and more by all Sacred Heart College students as each advances to independence and to maturity.

Our History: School formation and growth

The Senior School

In 1897, the Marist Brothers were invited by Archbishop O'Reilly to open a school for boys in Port Adelaide. The Brothers opened two schools, Sacred Heart High School and Catholic Boys' Primary school. The first Principal was Brother Stephen Debourg. By 1900, the Marist Brothers had begun to take in boarding students. During the first 10 years Sacred Heart High School changed its location twice to provide room for the increasing number of enrolling students.

In 1914, Sacred Heart High School moved to the present location at Somerton Park. It was renamed Sacred Heart College and provided education for day students and boarders from Year 4 to Leaving Honours.

The early years saw Paringa Hall used for all aspects of school life which included classrooms, dormitories and dining rooms, and home to the Brothers. As the enrolment increased, a building program was commenced that eventually built up the teaching area around the central covered quadrangle.



Paringa Hall being painted, circa 1890.

The need for boarding places increased as well. In 1960, the Marian Wing was opened allowing the boarders to have their purpose-built space. Later a senior boys' boarding house was opened, followed in 1998 by a girls' boarding house.

The Middle School

St Joseph's College was established in 1967 at Mitchell Park and catered for the younger boys (Years 5-10) of the local parishes. The year 1977 saw a major change to the College and Catholic Education across the region. Sacred Heart College became part of the South West Region scheme and moved to become a co-educational Senior College catering for Years 10-12. Sacred Heart College Middle School (Boys Year 6-9) was also established at this time at the former St Joseph's College site.

Sacred Heart College

In 2015, Sacred Heart College Senior amalgamated with Sacred Heart Middle School at Mitchell Park under the leadership of Principal, Mr Steve Byrne.

Sacred Heart College proudly remains a Marist school, is a member of Marist Schools Australia and is constantly developing the Marist Charism among its staff and students.

From 2018, Marymount College in Hove (Year 6-9 girls) will amalgamate with Sacred Heart College. In 2019 the Marymount Campus will relocate to Champagnat Campus at Mitchell Park, which will be a co-educational school for boys and girls in Years 7-9.

The College Council

The role of the College Council is to assist the Principal, on behalf of the College community, to fulfil his responsibilities relating to the College as a Catholic school, and to assist in the formulation of policy in areas such as finance, property, College operations, future planning, and the public profile of the College.

Council members are appointed by the Provincial following a process of nomination coordinated by the Chairperson, Deputy Chairperson and the Principal. Appointments are for a period of three years and reappointment is possible. The Council includes the Principal, the Business Manager and a nominee of the Provincial. Other positions are filled by parents or Old Scholars who have expertise in governance or a background in the necessary areas that exist - School governance, including education, finance, law or administration.

The Council is assisted by two main sub-committees which provide recommendations in the areas of finance and building. The Finance Committee comprises accountants and financial planners who provide advice about fee structure, loans, auditing and financial modelling, while the Building Committee seconds expertise in the area of construction management and strategic planning.

Boarding at SHC

The Boarding Community at Sacred Heart College provides residential care for 120 boarders (female and male) from country areas throughout South Australia, other States, Territories and overseas.

Families seeking further information are asked to contact the Boarding Registrar on 8350 2500 or email

boarding@shc.sa.edu.au.

Alternatively, families can visit the Boarding section of the College website at www.shc.sa.edu.au.

Sacred Heart College Foundation

The Sacred Heart College Foundation was established in February, 1989 to assist the College to provide better facilities for its students, both present and future. Every generation of parents/caregivers share the responsibility to invest in the future generations of the school by contributing to the capital maintenance and development of College facilities. Since its inception, the Foundation has supported the following projects:

- SHC Senior Boarding House Stage 2
- SHC Senior Boarding House Stage 4
- St Paul's Food and Hospitality Centre
- Relocation of Marymount College
- SHC Middle School Performing Arts Centre
- Brother Romulus Lyons Memorial Sports Field
- SHC Brother Stephen Debourg Performing Arts Centre
- Marcellin Learning Centre
- Sports Lighting on Brighton Road Oval
- Refurbishment of the Science Laboratories.

Additionally, the Foundation works with the College on many projects that promote the school and the Sacred Heart Old Collegians. While financial support is the primary purpose of the Foundation, it does also serve to enable connection and growth of the Sacred Heart community. Such activities include Bursaries, Bequests, community events, archival requests and reunions.

To assist in its objectives the Foundation asks parents/caregivers and friends of the College to donate tax deductible gifts to the degree that they are able. All families will be invited by way of an annual giving appeal and various other events and functions.

Further information can be provided by the President of the Foundation or the Foundation and Old Collegians Liaison Officer on 8350 2590 or foundation@shc.sa.edu.au.

Sacred Heart Old Collegians Association (SHOCs)

The Sacred Heart Old Collegians Association has been in existence since 1907 and since its inception, has strived to maintain the objectives of the Association:

- To cultivate and foster a spirit of friendship among the ex-students of Sacred Heart College, the Marist Brothers, staff and the students.
- To provide all students who have attended the College since 1897 with the opportunity of continued support and friendship.
- To assist the continued growth of the College by participating in future developments of the College; and by ensuring that once decisions have been taken, that these decisions will be explained and promoted to the wider community.
- By communicating with all Old Collegians in relation to upcoming functions; and
- By providing a Bursary to a Year 11 student (or students) to assist with their Year 12 studies.

Today the Association is affiliated with Old Collegian Clubs as follows:

- Athletics Club
- Cricket Club
- Football Club
- Netball Club
- SHOCs Music
- Soccer Club
- Tennis Club.

All graduating students will automatically become members of the Association, which will entitle them to receive a copy of the biennial *Blue & Blue* publication.

Further information on the Association can be obtained from the SHOCs website, www.shoc.com.au or Facebook page, [@SacredHeartOldCollegiansAssociation](https://www.facebook.com/SacredHeartOldCollegiansAssociation). If you wish to discuss any matters further, please contact the President at president@shoc.com.au or the secretary via enquiries@shoc.com.au.

Parents & Friends

Parental engagement and involvement in the College community helps to foster a deeper connection between home and school whilst fostering an active interest in your child's learning and schooling life. The College's Parents and Friends groups provides opportunities for parents/caregivers to be involved in the support of their children within the wider Sacred Heart College community. Currently, the Middle and Senior Schools each run their own groups.

Parents are invited to join one of the following groups:

- Friends of the Middle School
- Senior School Parents and Friends Association.

2018 Term Dates

TERM 1

Friday 26 January	Australia Day (Public Holiday)
Monday 29 January	Boarders return
Tuesday 30 January	Term 1 commences
Friday 13 April	Term 1 concludes

TERM 2

Sunday 29 April	Boarders return
Monday 30 April	Term 2 commences
Friday 29 June	Term 2 concludes for Years 6-11
Friday 6 July	Term 2 concludes for Year 12

TERM 3

Monday 23 July	Term 3 commences
Friday 28 September	Term 3 concludes

TERM 4

Monday 15 October	Term 4 commences
Friday 14 December	Term 4 concludes

College Calendar

The full College Calendar can be accessed from the College website at <https://sites.google.com/a/shc.sa.edu.au/schoolcalendar/>



Communicating between home and school

Who do I contact?

For all enquiries regarding the academic progress and/or wellbeing of your child, the first point of contact is your child's Homeroom teacher. The Homeroom teacher will then refer specific matters to the relevant coordinators where necessary.

Student Absences

Absentee SMS: 0467 777 000 (both campuses)

Middle School Absentee Phone: **08 8275 5907**

Senior School Absentee Phone: **08 8350 2594**

General Enquiries

Sacred Heart College Middle School Front Office

Phone: 08 8276 7877

Facsimile: 08 8374 1619

Email: enquiries@shc.sa.edu.au

Sacred Heart College Senior School Front Office

Phone: 08 8350 2500

Facsimile: 08 8295 8461

Email: enquiries@shc.sa.edu.au

Enrolments

Phone: 08 8275 5903 (Middle School)

08 8350 2580 (Senior School)

Email: registrar@shc.sa.edu.au

Accounts Department

Phone: 08 8350 2500 (switchboard)

Email: accounts@shc.sa.edu.au

Uniform Shop

43 Oaklands Rd, Somerton Park SA 5044

Phone: (08) 8350 2586

Email: uniformshop@shc.sa.edu.au

Stay connected online

Website: www.shc.sa.edu.au

Senior School Parent Portal - <https://portal.shc.sa.edu.au>

The Sacred Heart College Senior School Parent Portal uses the Edumate School Management System. Parents are able to:

- View upcoming events
- See the due dates and results for subject assessment tasks
- View your child's timetable.

To activate your account, please register via <https://portal.shc.sa.edu.au/sspr/public/ActivateUser>

Please note: When registering for the Parent Portal, parents must use the current email address which is on file with the College.

After activating your account, login to the Portal:
<https://portal.shc.sa.edu.au>

Middle School - Google Classroom

Parents/Caregivers are able to observe the learning of their child via their child's Google Classroom account, using their child's school login. This is explained in full at the Welcome Evening at the beginning of the year and at your child's first Homeroom meeting.

College Newsletters

Sacred Heart College publishes a variety of newsletters to provide important and up-to-date information for the College community:

- The Hearts Newsletter - a whole community newsletter, published fortnightly
- The CEA - a whole community Curriculum Extension Activities Sports Newsletter, published twice per term
- Boarding Newsletter - specific to the Boarding community, published once per term
- Careers Newsletter - specific to Senior School students, published once per term.

Newsletters are available on our website www.shc.sa.edu.au and are emailed to families.

Please ensure you notify the College of any change to your email address to ensure you continue to receive important information from the College.

Social Media

Like us to stay up to date via the College's Facebook page at <https://www.facebook.com/shcadelaide> or search @shcadelaide.

2018 Staff List

Please note: This list is subject to change.

To contact a member of staff via email, please use the following naming convention: firstnamesurname@shc.sa.edu.au

COLLEGE EXECUTIVE

Principal	Steve Byrne
Deputy Principal	Daniel Lynch
Business Manager (Finance)	Trevor Freeman
Business Manager (Operations)	Peter McCabe
Head of Middle School	Tim Mullin
Head of Senior School	Gail Morgan
Head of Champagnat Campus	Kate Kilpatrick

MIDDLE SCHOOL LEADERSHIP

Head of Middle School	Tim Mullin
Director of Teaching and Learning	Natasha Williams
Director of Students	Joe Millemaci
Deputy Principal	Daniel Lynch

SENIOR SCHOOL LEADERSHIP

Head of Senior School	Gail Morgan
Director of Marist Mission	James Gill
Director of Teaching and Learning	Karen Bailey
Director of Students	Alex Dighton
Director of Boarding	Shane Hennessy
Deputy Principal	Daniel Lynch

MIDDLE SCHOOL YEAR LEVEL LEADERS OF TEACHING AND LEARNING

Year 6 Leader of Teaching and Learning	Matthew Andrigio
Year 7 Leader of Teaching and Learning	Kate Fallon
Year 8 Leader of Teaching and Learning	Sharyn Davis
Year 9 Leader of Teaching and Learning	Deb King

MIDDLE SCHOOL YEAR LEVEL LEADERS OF STUDENT WELLBEING

Year 6 Leader of Student Wellbeing	Ashleigh Bryans
Year 7 Leader of Student Wellbeing	Jody Keller
Year 8 Leader of Student Wellbeing	Marcus Trimboli
Year 9 Leader of Student Wellbeing	Ben Dray

MIDDLE SCHOOL SPECIALIST COORDINATORS

Transition and Indigenous Education	Robyn Sutherland
Learning Enrichment	Sean Perry
Coordinator of Marist Mission	Tamara Smith
Curriculum Extension Activities (CEA)	Adam Rice
CEA Music	Meagan Kozlowski

SENIOR SCHOOL HEADS OF LEARNING

Cross-Disciplinary Studies	Rachel Aldrich
English, EAL and Languages	Tracey Dorian
Humanities and Social Sciences	Marisa Favilla
Mathematics	James Grant
Science	Angelo Pirone
The Arts	Gail Radford
Health and Physical Education	Neil McNaughton
Religious Education	Enza Vessali
Technology	Scott Smelter

SENIOR SCHOOL HEADS OF HOUSE

Chanel House	Luke Hildyard Rebecca Bond (Assistant)
Chavoin House	Robert Gill Alex Penhall (Assistant)
Fourviere House	Michael Boers Ali Trewartha (Assistant)
Marian House	Samantha Savage Nick Taylor (Assistant)
Montagne House	Shannon Jones Garreth Hutton (Assistant)

SENIOR SCHOOL SPECIALIST COORDINATORS

Learning Enrichment	Meredith Jones
Sports Coordinators	Ali Trewartha (Boys' Sport) Alex Penhall (Girls' Sport)
Director of Music	Dan Ryan
e-Learning	Bernadette Thorpe
Pathways and Careers	Prue Wilkosz

2018 School Fees

Fees form an important part of the overall funding of SHC and our Marist philosophy requires us to ensure that these fees are appropriate and affordable so as to provide quality educational resources for our students. This requires a community responsibility to ensure that all financial commitments are met. It is also acknowledged that SHC should be accessible to families suffering financial hardship. Family Discounts and Fee Remissions are in place to provide this assistance.

Families are asked to contact the Finance Office for further information.

Student Accident Insurance

The College has negotiated a Student Accident insurance policy with Catholic Church Insurances Limited (CCI) that will protect parents from some of the financial burdens of student accidents.

The policy, named 'SchoolCare', provides a blanket cover for all day students whilst at school or involved in a school activity (including work experience). Boarders are covered for the entire time they are resident in the Boarding House.

In the event of an accident occurring, CCI will pay lump sum benefits. Please contact the College for further information.

Health Care for students

The College employs Registered Nurses to care for the needs of boarding and day students across both campuses.

To assist the College in supporting your child's health care needs the following is required:

1. Medical Record

All parents/caregivers (of both new and current students) are required to complete a Student Details Record (Medical Information) at the commencement of each year. This record is confidential and accessible only to the registered nurse and will be held at the Health Care Centre. Parents should ensure that the information is accurate and current including emergency contact details and any medications that your child requires routinely or for specific health symptoms that the registered nurse may be required to administer.

2. Health Support Plan

If your child has a health condition, which may require support/intervention from the registered nurse at school, parents must provide a written statement from your child's doctor. This information should detail treatment required and should include; triggers, sign and symptoms

exhibited by your child, routine and emergency management and any other information the doctor believes is necessary for the registered nurse to provide safe and appropriate care.

3. Medication Administration

- Medications administered to students **whether prescription or non-prescription** (over the counter), must be authorised, in writing by an appropriate registered health practitioner on a Medication Authority Form.
- Parents are required to inform the Health Care Centre and provide a written statement of all medications their child is taking/may take at school.
- All medications taken during the school day will be stored in the Health Care Centre (unless specified alternative agreement has been made with the parent, student and registered nurse).
- The registered nurse will document and maintain a record of all medications given to/taken by a student at school.
- All medications must be provided in their original container with a pharmacy label. It should be noted that a pharmacist will provide a pharmacy label for over the counter medications on request.
- A registered nurse will provide assistance to the student for all medications. This will mean the registered nurse will witness the student take the medication and document that it has been taken in a medication record.
- If medication administration requirements change (such as time, dose, strength or route of administration) an updated written authorisation from the doctor must be provided before the registered nurse can administer the medication against these changes.
- Administration of mild pain reliever medicines require parental consent. A single nurse-initiated dose of Paracetamol or Ibuprofen may be given if consent is indicated on a signed Student Medical Record Form.
- Any subsequent doses will not be given without a Medication Authority as per medication policy. Student requesting/requiring a second dose of nurse-initiated pain reliever medicine within the school day will be required to be collected by a parent/guardian.
- If a student requests or requires a second dose of nurse-initiated pain reliever within a 48 hour period (i.e. the following consecutive school day), parents/caregivers will be contacted immediately and required to give consent (over the phone) for this dose to be given.

- Students requiring more frequent administration of pain reliever medications should be seen by a medical practitioner and provide a written Medication Authority for ongoing administration of pain reliever medication.

NOTE: Boarding students should have a Medication Authority completed at the beginning of the school year for pain reliever medications in anticipation/preparation for such an event as per Boarding Medication Policy.

College Uniform Shop

43 Oaklands Rd, Somerton Park SA 5044

P: (08) 8350 2586

E: uniformshop@shc.sa.edu.au

MasterCard, Visa and EFTPOS facilities available.

The College Uniform Shop is owned and operated by Sacred Heart and Marymount Colleges with all profits returning to these Colleges. The College Uniform Shop is the only supplier of official uniform for all students attending these Colleges, stocking new and quality second-hand uniforms at affordable prices. Shop in the comfort of your school community with friendly staff and volunteers.

A detailed list of uniform requirements can be found on the College website at www.shc.sa.edu.au/shc/uniform-shop.

Please note that prices are subject to change.

College Uniform Shop Term Trading Hours

Tuesdays 1.00 pm - 6.00 pm

Wednesdays 8.00 am – 4.30 pm

Thursdays 1.00 pm - 6.00 pm

Please refer to the College website for School Holiday trading times.



Chromebooks/ Personal Technologies

Sacred Heart College (SHC) embraces the use of G Suite for Education for teaching and learning purposes. G Suite is a suite of free productivity tools for classroom collaboration and has been used across the College from Years 6 to 12 since 2014.

For further information about G Suite go to <https://edu.google.com/trust>.

The College-supplied Google account is the method of content creation, storage, submission and communication for student work while at Sacred Heart College. New students will be given their College Google account on their first day of lessons.

Why use Chromebooks?

The advantages of using a Chromebook include:

- Personalised learning
- Low maintenance
- Instant on and good battery life
- Auto-save – no work lost
- Contextualised learning
- Personalised learning studio for all subjects
- Relatively inexpensive choice.

Student Expectations

- All devices are intended to be used as learning tools.
- Devices must be brought to school each day fully charged and in good working order.
- All devices must be used in accordance with the Acceptable Computer Use/Student Agreement and Cyber-Safety at school and home policy.

General Precautions

- Care must be taken to protect the screen which is the most vulnerable piece of the device.
- Students are responsible for all activities associated with using and caring for the Chromebook.
- Students are advised not to lend their Chromebook to another person.
- Chromebooks must be charged and ready for school at the start of each day. Therefore Chromebooks must be taken home at the end of the school day.
- Avoid using any sharp object(s) on the Chromebook.
- The Chromebook can be cleaned with a soft, lint-free cloth. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia or abrasives to clean the Chromebook. Avoid applying liquids to the Chromebook or getting moisture in the openings.

- Do not attempt to gain access to the internal electronics or attempt to repair a Chromebook. If a Chromebook fails to work or is damaged, report the problem to the ICT Department.
- Cords and cables must be inserted carefully into the Chromebook to prevent damage.
- All students should label the Chromebook/device with their name.
- Chromebooks must never be left in an unsafe/unsupervised area e.g. in the car, unlocked classroom or on top of a locker. Chromebooks should not be subjected to extreme weather conditions e.g. left in a car on a hot day.
- Chromebooks should be placed vertically in lockers or in a backpack to avoid putting any pressure on the screen.
- Chargers should not be brought to school.
- Carry Chromebooks in a protective case.

Purchasing Chromebooks

Sacred Heart College offers an online Device Portal to enable students in both the middle and senior years to access quality products to complement their education.

The SHC Device Portal can be accessed at <http://portal.lwt.com.au/shc>.

Please note, the SHC Device Portal offers extended on-site warranty options as well as carry-bag options.

Middle School

All students entering Year 6, 7, 8, or 9 are required to purchase and bring a Chromebook as part of their day-to-day school requirements.

The purchase of a Chromebook will be the responsibility of parents/caregivers and is to be completed using the [SHC Device Portal](#).

Senior School

New students entering Year 10, 11 or 12 are required to bring a digital device on which to perform their studies. The responsibility for purchasing a device lies with parents/caregivers.

Sacred Heart College recommends that students bring a Chromebook as their preferred digital device, which can be purchased via the [SHC Device Portal](#).

If an alternative device is chosen, it must comply with the following requirements:

- Runs one of the following operating systems:
 - Microsoft Windows 10 or later
 - OS X 10.9 Mavericks or later
 - Chrome OS (Chromebook)
- 5GHz WiFi network capable (this condition is met if the device lists 802.11ac compatibility)
- Runs a current version of Google Chrome (internet browser)

- Runs a current and supported anti-virus software.
- Can install a trusted root certificate. This is to allow internet filtering while at the College.
- Survives all day on a single charge. Chargers are not to be brought to the College for use during the day.

Receiving a Chromebook

Middle School students

After purchase on the SHC Device Portal, the Chromebook will be sent to the Middle School for distribution in Week 2.

Senior School students

After purchase on the SHC Device Portal, the Chromebook will be delivered to the nominated delivery address.

Please allow up to 2 weeks for delivery.

Chromebook and IT Support

The College's ICT Department will provide warranty and software assistance for all Chromebooks purchased through the SHC Device Portal for the period of the manufacturer's warranty.

Chromebooks purchased through the SHC Device Portal that are broken or fail to work properly can be presented to the IT Department. Continuing Year 12 students are responsible for the care of the Chromebook issued to them.

Replacements or repairs on expired-warranty-Chromebooks (purchased via the SHC Device Portal) will be the responsibility of the parents/caregivers.

Senior School

The College's ICT Department will also endeavour to provide 'best effort' support for non-Chromebook devices. This support may be for software and/or configuration issues that arise with non-Chromebook devices. In cases where a problem cannot be resolved, students will be directed to seek support from an independent computer technician. To assist the ICT Department with non-Chromebook device issues, students should have a good working knowledge of their device.

Any hardware failures that occur on devices that have been purchased outside of the SHC Device Portal will be the responsibility of parents/caregivers.

Short-Term-Loan Chromebooks

A limited number of short-term loan Chromebooks will be available when devices are unusable due to damage or failure. These Chromebooks will be available for a short period for the purpose of covering the repair time only.

Responsibility

Students are solely responsible for their device. They must bring it fully charged to school. Similar to other personally owned items, Sacred Heart College is not liable for loss, damage, misuse, or theft.

We look forward to sharing with your child all the educational opportunities that accompany the use of Information Communication Technologies and G Suite for Education.





SECTION 2

The Middle School

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The Middle School

Contacting the Middle School

For all enquiries regarding the academic progress and/or wellbeing of your child, the first point of contact is your child's Homeroom teacher. The Homeroom teacher will then refer specific matters to the relevant coordinators where necessary.

Sacred Heart College Middle School

28 Percy Avenue, Mitchell Park SA 5043

Phone: 08 8276 7877

Absentee SMS: 0467 777 000

Absentee Phone: 08 8275 5907

Email: enquiries@shc.sa.edu.au

Facsimile: 08 8374 1619

Middle School Hours

Monday—Friday 8.40am to 3.15pm

Students should not be on school premises before 8.00am. Supervision is provided from 8.00am in the Marcellin Resource Centre and from 8.20am in the school grounds.

Outside of Curriculum Extension Activities (CEA) and other scheduled school events, your son is not to be on the property before 8.00am and after 4.30pm. Please contact the school if there is an emergency and you can't meet these requirements so that we can ensure his safety and supervision.

The Marcellin Resource Centre is open until 4.00pm every day. Out of hours care for Year 6 and 7 students is available at the Clovelly Park Primary School on 8276 5366.

Student Attendance and Absence

Student Absentee SMS: **0467 777 000** or

Student Absentee phone: **8275 5907**

(please notify the College before 9.30am)

If a student is going to be late or absent from school through sickness or any other reason, parents/carers are asked to notify the school (Student Absentee Line SMS 0467 777 000 or phone 8275 5907) before 9.30am.

- Students not in attendance at morning roll call must sign the register at the Middle School's Front Office upon arrival.
- Following any absence, a parent/carer note should be sent to the teacher.
- A formal communication from home is required for permission to leave the Middle School property during school hours. This should be shown to the homeroom teacher then to the Head of Middle School or Director of Students and the student should notify any subject teacher from whose

lesson he will be absent. He must sign out in the register at the Middle School's Front Office before being collected by a responsible adult.

- Notification of extraordinary absences should be addressed to the Head of Middle School.

Punctuality

Punctuality is a valued life skill. It is a desirable attribute that later in life will be sought after by employers. We encourage punctuality and acknowledge that parents/carers who support their child to arrive on time for the start of the school day help to develop good time management skills, good organisation and politeness. Students are expected to travel directly from home to school and to plan that journey so that they arrive ready to begin at 8.40am.

Getting to and from school

Students and families are advised to visit the Adelaide Metro website to remain up-to-date with regard to bus routes and train timetables:

<http://www.adelaidemetro.com.au/Timetables-Maps/Special-Services/School-Services>

Travelling by Bus

To Sacred Heart Middle School (morning service)

School Bus 976 (from Blackwood)

From Sacred Heart Middle School (afternoon services)

School Bus 977 (to Flinders Medical Centre)

School Bus 978 (to Marion Centre Interchange)

Travelling by Train

Train travel is available via the Noarlunga line to and from Ascot Park Station. Information regarding train travel is available from Trans Adelaide on 8218 2362 or www.transadelaide.com.au.

Students using the train to get to and from school MUST cross Daws Road via the pedestrian crossing near Percy Avenue. The school bell times have been set to allow sufficient time for students to get to the station to catch their trains. Torrens Transit operates school buses and the timetables are available from their website www.adelaidemetro.com.au

Drop-off and Pick-up Areas

Drop-off and pick-up areas are designated places where you can quickly set down and pick up your children. They create a safe environment for children and keep traffic moving. However, there can often be queues at drop-off and pick-up areas outside schools. Please discuss with your son(s) alternative pick-up and drop-off points which might alleviate congestion and be safer for all concerned.

Drop off (mornings) – Thirza Avenue, Walter Avenue (Western car park), Percy Avenue and the front car park.

Pick up (afternoons) – Thirza Avenue, (northern side only) Walter Avenue (Western car park) and Percy Avenue.

When using a drop-off and pick-up area you:

- Must use the area like a quick moving taxi rank.
- Need to move forward in the queue of vehicles to the designated area.
- May get out of your vehicle if inside the school grounds to quickly help your children get in and out safely—however you must not walk away from your vehicle.
- Will need to drive round the block and queue to enter the area again if your children are not ready to get straight into your vehicle at pick-up time. Should only let your children out once you have pulled into the designated area (it is dangerous to let them out while waiting in a queue).
- Should teach your children to look out for your vehicle and to get in quickly when you pull up.
- Must enter front in (never reverse).

Car Parks and Disability Access

The Middle School provides a limited number of car parking spaces for members of our community and visitors who hold a Disability Parking Permit. We would like to remind our families that these car parks are for permit holders only; they are not drop off zones.

Parking safety tips for drivers

If you choose to park on the roads or streets around our school it is important to follow some simple safety rules:

- Observe school speed limits – there's a 25 km zone around schools when children are present.
- Ensure that children exit their car onto the footpath.
- Never call out to your child from the other side of the road, walk across the road and meet your children after school.
- Try to leave home early to avoid arriving at the busiest times.
- Follow the directions of all signs. Do not park or stop in no standing zones (e.g. bus zones) or across school entrances.
- Park a safe distance from all crossings.
- Respect local neighbours and their right to access their driveways and take your litter with you.
- Always single park (double parking causes accidents and traffic jams).
- Try parking a few streets away from the school and walking with your children.
- Organise a carpool with other parents/caregivers.

- Remember that local councils enforce parking regulations and police will take action against traffic offences.

Reporting illegally or dangerously parked vehicles

If someone parks a vehicle illegally or dangerously they can be given a fine and their vehicle may be towed. You can help keep your children's school zone safe by reporting cars parked inappropriately. Contact Marion Council to report an illegally or dangerously parked vehicle.

Parent specific information

We acknowledge and appreciate the time all families devote to their child's education and school experience ranging from time spent on homework activities, attending performances to transporting the boys to and from sporting fixtures and supporting from the side lines.

There are, however, members of our community who find themselves in a position to contribute additional time as volunteers in our canteen, on excursions, at special events, as coaches and as members of the SHC Council and Finance Sub-Committee.

As a school we believe that educating and supporting boys is best achieved when there is a strong sense of partnership between parents/carers and school staff. Therefore, we welcome questions, comments and support from parents/carers. All teachers can be contacted by telephone and email.

Volunteering

Whether large or small, every amount of time that a volunteer is able to give to the school community is highly valued. We also recognise, however, that many families are not in a position to volunteer, but support their son's schooling in many other ways.

If you are thinking about coaching, managing a team or helping with cooking a bbq, excursions or canteen, contact the Front Office to speak to the CEA Coordinator or other staff. Alternatively, please complete and return the Volunteer Forms that are located on the College website and you will be placed on our Volunteer Register.

When volunteering, a Police Clearance must be obtained and kept current. Please contact the College to obtain a Police Clearance if you do not hold one.

Good News Assemblies

Assemblies are conducted at the completion of each term to recognise the achievements of the boys. Parents/carers and friends are most welcome to attend these functions. Good News Assemblies are normally held on the last day of each term.

Parent/Caregiver/Coach Induction Nights

We appreciate the support of a large number of parents/caregivers who coach and manage sporting teams throughout the year. Without their assistance we would not be able to offer the students such a comprehensive range of activities in summer and winter. We will be conducting induction nights for coaches in order to provide them with greater support in this role.

Parent/Carer/Teacher/Student Interviews

These are held in the first and second terms and at other times as necessary. Interviews give parents/carers the opportunity to speak to the teachers about their son's progress. Parents/caregivers may also request an interview with their son's homeroom or subject teachers should the need arise.

Reports

Reports are issued on the last day of each term and provide a structured means of communication between parents/caregivers and teachers about each boy's progress.



Teaching and Learning at the Middle School

Liturgy, Faith and Ministry

The Religious Education and Faith Formation Program is integral to the life of the Middle School, consisting of the formal classroom Religious Education Program, the liturgical celebrations within the life of the school, active Social Justice outreach supporting Project Compassion and the Marist Asia Program, together with various opportunities for prayer and celebration. Significant celebrations are advertised via the *Hearts Newsletter*.

Staff Formation

Teaching staff regard it as a privilege and a duty to work cooperatively with the parents and guardians of our students to nurture and develop within them a deep love of God borne out of the knowledge of how deeply God loves each of us.

Curriculum

We believe that curriculum is holistic and generic, which means it encompasses all we do to support the academic, spiritual, social and emotional growth of our students. This is underpinned by strategies employed to cater for the needs of boys and their learning styles and the needs of preadolescent and adolescent students in contemporary society.

Fundamental and contemporary approaches to learning and teaching in Middle Schooling are supported when and where:

- Authentic learning engages students in deep and meaningful learning experiences.
- Learning and teaching processes are constantly constructed and reconstructed to respect the particular needs and circumstances of the learner, with a view to elevating and enhancing their life chances and choices.
- Students not only learn basic skills, but incorporate these skills into tasks requiring complex thinking and in-depth knowledge which is then used to solve problems and create actual products. These products should have value in settings outside the classroom.
- Physical aspects such as timetabling and lesson allocation allow for relationships to develop between teacher and student.
- The teacher utilises information and data collected about how students learn and designs learning experiences and tasks based upon this knowledge. At the Middle School we use a three phase learning style (preliminary, consolidating, culminating) as a framework for lesson task design and structure.

- Higher-order thinking skills are taught so that students are able to 'manipulate' information and ideas in ways that transform their meaning and implications. Student talk and engagement are encouraged through the use of significant ideas and questions that facilitate this style of authentic learning.
- Students feel connected to the world beyond the classroom and authentic instruction connects the classroom to some 'real world public problem' or personal experiences that the student can relate to.

The curriculum ethos of the Middle School is holistic, focussing on all aspects of personal development with a specific focus on our boys' learning. Through the provision of a contemporary Curriculum we strive to provide all students with an education that enables them to grow physically, socially, emotionally, intellectually and spiritually; it is education with a distinctive Marist style.

The Middle School continues to be at the forefront of contemporary curriculum change. The development of the Australian Curriculum has provided us with a chance to review and redevelop our current curriculum not just in terms of content, but also relating to Cross-Curriculum Priorities such as sustainability, Capabilities such as literacy, numeracy and ICT, assessment and more and we are formally planning, assessing and reporting using the Australian Curriculum and Standard Referenced Assessment.

At the Middle School we aim to meet the needs of our students through Differentiated Instruction providing students with multiple entry and exit points where we can monitor the individual growth of students, whilst monitoring their individual needs.

The required documentation and methodologies of the teaching staff reflect the current expectations of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the use of a student-centred approach to teaching and learning.

Middle School Daily Timetable

LESSON AND BELL TIMES - MONDAY TO FRIDAY			
Homeroom	8:40 am	8:55 am	8:40 am
Lesson 1 (45 min)	8:55 am	9:40 am	8:55 am
Lesson 2 (45 min)	9:40 am	10:25 am	9:40 am
Lesson 3 (45 min)	10:25 am	11:10 am	10:25 am
Recess	11:10 am	11:30 am	11:10 am
Lesson 4 (45 min)	11:30 am	12:15 pm	11:30 am
Lesson 5 (45 min)	12:15 pm	1:00 pm	12:15 pm
Lunch 1	1:00 pm	1:20 pm	1:00 pm
Lunch 2	1:20 pm	1:40 pm	1:20 pm
Lesson 6 (45 min)	1:40 pm	2:25 pm	1:40 pm
Lesson 7 (45 min)	2:25 pm	3:10 pm	2:25 pm
Homeroom	3:10 pm	3:15 pm	3:10 pm
Dismissal	3:15 pm		

The Student Diary

While many students use electronic means for organisation and communication such as email and Google Classroom, the diary acts as a tool to support this process.

Students are provided with a diary and expected to take it with them to all classes to assist with:

- recording due dates and homework
- communication tool between parents and staff
- recording movement around the school to ensure duty of care.

Homework

Homework is valued highly at the Middle School. Each year level has distinctive practices that have been specifically tailored to suit boys at different stages of their academic development; however, all of these practices share the following common principles regarding homework:

- Supports classroom (and wider) learning
- Is useful as an instructional and extension tool
- Reinforces what has been learned in class
- Focuses on completion and achievement
- Does not assume that parents/carers are experts on content
- Enables parents/carers to support through clarification and focuses on skills, summaries and structure

- Is rigorous
- Where possible follows clear and established routines
- Places learning at the centre
- Focuses on Literacy and Numeracy.

Parents/Carers are encouraged to help:

- Listen to reading
- Proof read any written work
- Check deadlines/monitor progress
- General discussion of subject content
- Monitor time spent on homework.

Students are encouraged to develop good study skills by:

- Establishing a homework routine
- Planning ahead for assignment completion
- Communicating any difficulties as early as possible.

Year 6-9 Recommended Stationery Requirements

Each year level will require certain stationery items for each subject. Please click on the links below to download the relevant Booklist and ordering instructions for your child's year level in 2018.

[Year 6 Stationery List 2018](#)

[Year 7 Stationery List 2018](#)

[Year 8 Stationery List 2018](#)

[Year 9 Stationery List 2018](#).

Classroom Structures

As our students are in their 'middle' years, our educational offerings must be relevant, dynamic, divergent and allow students to make some decisions about their own learning. The Middle School addresses this not only through the appropriate classroom pedagogy but through the structure of the curriculum.

Students across Year 6–9 usually have two key teachers who facilitate their learning in at least two Learning Areas; for example, one teacher may take a class for Mathematics and Science, and another for English and HaSS (Religious Education would usually be taught by one of these teachers too). Students then experience different teachers in classes in Performing Arts, Visual Arts, Languages, Design and Technology (Metal, Timber and Food) and Physical Education. Students have the opportunity to interact with these key teachers in a variety of areas of learning and hence build genuine dynamic relationships with them.

Students in Years 6–9 also have the opportunity to participate in programs designed to assist them in all matters related to their wellbeing including their social, emotional and spiritual development.

Programs include Restorative Justice, Rock and Water, Cyber-Safety, Choice Theory and The Rite Journey.

Camp Program

Camp activities are designed to align with the curriculum at each year level. We try to extend the demands on their physical endurance and help them to accept challenges in well supervised situations. These experiences are considered to be very important in the development of social and emotional maturity, as well as in leadership training. Thus, they are a compulsory component of the curriculum.

Next year, the following camps may take place:

- Year 6: Orientation Camp, Wellington
- Year 7: Camp Canberra, Canberra and Mittagong
- Year 8: Aquatics Camp, Hindmarsh Island
- Year 9: Camp Flinders, Bendleby Ranges (Rite Journey focus).

Student Wellbeing and Responsibilities

Code of Conduct on Public Transport

Students are expected to be aware that we create our own future as a consequence of our actions: Students are responsible for their own behaviour whilst on public transport. Any breach of acceptable conduct will have consequences at home, school and with Transport Authorities. Students are reminded that State Government Laws apply when using public transport. Consistent breaches of the Code of Conduct will result in students losing the privilege of using public transport to and from school.

Student Property/Valuables

- Each student is responsible for his own property and individual lockers are provided for security. To minimise the possibility of theft, lockers must have a combination lock attached. Replacement locks can be purchased from the Middle School's Front Office.
- The trading or selling of items is not permitted at school except as part of an official organised event determined by the Head of the Middle School.
- Students should avoid activities which might lead to injury to persons or damage or unnecessary wear and tear of property.
- Students need permission to enter teaching areas before school, at recess and lunchtime, and after school. Students will be informed about areas which are off limits unless accompanied by a teacher or other staff member.

- All students are strongly discouraged from bringing any expensive items to school including: MP3 players, iPods, etc., jewellery of any kind, cash.

Counselling Services

Specialised support is available to students through the Middle School's Counsellor. Counselling Services can initiate and plan a collaborative approach for early intervention, working with the student and the school in maintaining the young person's education. When the need arises, the Counselling and Wellbeing Team supports students in accessing services in the wider community and liaises with these services where applicable.

A Pastoral Support and Wellbeing Officer is also available to support Aboriginal and Torres Strait Islander students as well as assisting students in their transition to high school.

Marcellin Resource Centre (Library)

The Marcellin Resource Centre provides an extensive collection of resources in both print and electronic formats to support students in their academic endeavours and personal interests.

The Library provides a warm and inviting environment for all students who wish to read the latest novels, newspapers, graphics novels and explore relevant online information.

Students may use the library to study or relax with friends before school from 8.00am and after school until 4.00pm, Monday to Friday.

Information literacy is a focus for all students and library staff are available to assist students with their novel selections or research assignments.

Canteen

The canteen provides a range of recess and lunch options for students daily. Lunch orders must be made during morning Homeroom or at recess.

Canteen Hours – 10.15am to 1.20pm.

Volunteering in the Canteen

Parent/carer help ensures the viability of this service. The phone number of the Canteen is 8275 5929. It is hoped that many parents/caregivers, particularly those new to Middle School, will avail themselves of the chance to assist in the canteen.

Volunteering in the canteen does several things:

- Gets an important job done
- Gives each parent/caregiver the chance to meet other parents/caregivers
- Gives you a regular chance to speak to your son's teachers

- Keeps prices down
- PLUS the fact that your son loves to see you!

The roster is worked out on a once-a-month basis, however, some parents/carers find this a bit difficult so even if you can only manage once a term, it would be appreciated. We also have an emergency helpers list.

Morning Tea and Lunch is provided for volunteers.

Curriculum Extension Activities (CEA)

Sport

Sports available at the Middle School may include:

SUMMER SPORTS (T1 & 4)	WINTER SPORTS (T2 & 3)
Athletics	Australian Rules Football
Badminton	Basketball
Baseball	Cross Country
Basketball (6/7)	Futsal
Canoeing/Kayaking	Golf
Cricket	Rugby
Golf	Soccer
Swimming	Squash
Tennis	Table Tennis
Volleyball	

Please note: Sports offered in 2018 may differ and are dependent on level of student interest.

Music

Students are provided with an opportunity to take up an array of musical instruments including vocals and an opportunity to play in an ensemble or sing in the Middle School choir. Through private instrumental and vocal study students have the opportunity to develop an interest and standard through which satisfaction and enjoyment is gained.

Other Curriculum Extension Activities

SHC encourages participation in a variety of programs designed to enhance the curriculum—these may include State and National competitions, Debating, Tournament of Minds, Chess and Pedal Prix.

Middle School Uniform and Grooming Expectations

Students are reminded that the correct wearing of the uniform as outlined in this handbook is a pre-requisite for attendance. Non-compliance with uniform regulations may result in the student being sent home for the matter to be rectified. The complete uniform should be neatly worn when travelling to and from school or school events. This also applies to after school sports training nights, unless students are being picked up by car.

Any student who is unable to wear the correct uniform should have a note of explanation from a parent/carer, and this is to be shown to his Homeroom Teacher.

All clothing and effects should be clearly labelled with the student's name.

The Middle School has a Sun Safe Policy which prescribes the wearing of the SHC wide brimmed hat or SHC cap and the use of 30+ Sunscreen by all staff and students is encouraged (30+ Sunscreen is provided in classrooms and staffrooms). Students are required to have their hat in good condition and at school at all times.

Students are required to wear their SHC hat and sunscreen from 1 September to 30 April each year and when the UVR is 3 or above at other times (as per Cancer Council SA guidelines):

- During recess and lunch breaks.
- In all Physical Education lessons and outdoor activities.
- When representing the College in outdoor sports.
- When travelling to and from school.

Students who do not have their hat with them and in good condition are asked to stay in a designated area protected from the sun.

School Bag – The only approved school bag is the official SHC bag. This is obtainable from the Uniform Shop. The bag will be free of any graffiti or stickers. If a second bag is required for sporting gear a plain blue sports bag is preferred.

Grooming

Grooming involves adequate standards with regard to personal cleanliness and presentation. Presentation includes regular washing and combing/brushing of hair. Tie and shirt should be worn neatly e.g. shirt tucked in. Shoes must be clean.

Jewellery – Students may wear discreet items of jewellery, in line with the following guidelines:

- One necklace
- Piercings (including transparent or clear studs) and rings are not permitted
- No offensive symbolism.

Hair – Hair is to be clean, neat and tidy, out of the eyes and without extremes of colour or style. Hair should not be over the collar (no ponytails or topknots). Students should be clean-shaven. Examples of what is considered 'extreme' are any:

- razor cuts, patterns cut into the hair or 'rats tails'
- cutting/shaving/gelling/tinting of the hair that leads to a 'Mohawk' style
- multi-coloured streaks or patterns including large patches of different colour
- cuts shorter than a 'number 3'.

Expressions of fashion and style are permitted, however the College reserves the right to determine what constitutes appropriate grooming and students will be expected to comply with that standard. This will be at the discretion of the Director of Students.

The Uniform Shop stocks the approved style/colour of all uniform needs.

Summer Uniform (Terms 1 and 4)

Shirt: Fine striped blue and white with short sleeves.

Shorts: Navy shorts, with elastic back – no belt required. Navy shorts, with belt loops – black belt and plain buckle.

Pullover: (Optional) SHC blue jumper.

Blazer: (Optional) must be worn with the tie.

Socks: SHC Navy Marle

Shoes: Black leather lace-up school shoes – polished (No coloured stitching, ripple soles, boots or slip-ons).

Hat: SHC wide brimmed hat or SHC cap (parent/caregiver choice).

Boys wearing the winter uniform (i.e. winter shirt) must also wear the College tie.

Winter Uniform (Terms 2 and 3)

SHC Blazer (to be worn to and from school)

SHC Tie (top button on shirt must be done up)

Shirt: Fine striped blue and white with long sleeves, tucked into trousers.

Trousers: Grey long trousers with black belt and plain buckle.

Pullover: (Optional) as for summer.

Vest: (Optional) as for summer.

Shoes: As for summer.

Socks: Grey marle

Hat: SHC wide brimmed hat or SHC cap (parent/caregiver choice).

Please note that T-shirts worn under the uniform should not be at all visible and no printed or coloured T-shirts or skivvies as undershirts.

Sports Uniform

Sports Uniform may be worn to and from school on days on which students have timetabled Physical Education.

Boys unable to wear complete sport uniform on scheduled Physical Education days are to wear normal uniform, bring sports gear in their bag then change immediately before and after that lesson.

Boys travelling home from school after sport practice must do so in complete sport uniform unless they are picked up by car. The items below have been chosen by the uniform sub-committee to provide a presentable and economical uniform. All purchases (except sports shoes) must be made at the Uniform Shop – no substitutes allowed:

SHC Sports Polo Shirt; Sports Shorts (with zip pocket); Track Pants; Rugby Top or Track Jacket; wide-brimmed hat or cap; Sports Socks. Sports Shoes in any colour or black will be permitted. No extremes in fashion and no casual shoes.

Inter-School Sports Uniform

The SHC rugby top or the SHC track jacket and SHC track pants may be worn with the following before or after each fixture. No other alternatives allowed. No other coloured jackets, caps, etc, permitted.

Athletics: SHC sport shirt and shorts, sport socks. Athletic singlets will be provided on loan to athletes representing the College.

Baseball: SHC sport polo shirt, shorts or grey baseball pants (optional), sport socks, cap.

Basketball: SHC basketball shorts, basketball singlet and sport socks.

Cricket: SHC Cricket Polo and white pants, white cricket hat (washable), SHC wide brimmed hat, SHC crested cricket cap or Marist cap, white or blue helmet.

Football: SHC Guernsey, football shorts, football socks.

Rugby: SHC Rugby Jersey, rugby shorts and football socks.

Soccer: SHC soccer shirt, soccer shorts, soccer socks.

Swimming: SHC bathers, SHC swimcap.

Table Tennis: SHC tennis polo, sport shorts, sport socks.

Tennis: SHC tennis polo, sport shorts, sport socks, wide brimmed hat or cap.

Touch: SHC sport shirt, sport shorts, sport socks.





SECTION 3

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The Senior School

Contacting the Senior School

For all enquiries regarding the academic progress and/or wellbeing of your child, the first point of contact is your child's Homeroom teacher. The Homeroom teacher will then refer specific matters to the relevant coordinators where necessary.

Sacred Heart College Senior School

195-235 Brighton Road, Somerton Park SA 5044

Phone: 08 8350 2500

Absentee SMS: 0467 777 000

Absentee Phone: 08 8350 2594

Email: enquiries@shc.sa.edu.au

Facsimile: 08 8295 8461

Senior School Hours

Monday – Friday 8.00am to 4.30pm

Parents/caregivers are encouraged to make appointments to see their student's Head of House, Head of Learning Area, Subject or Homeroom teachers at any mutually convenient times throughout the year. It is unreasonable to expect staff to be available without notice. Generally, teaching staff are unavailable to take telephone calls during lesson times. Parents are able to leave messages for teachers and other staff members with the receptionist or to email a teacher.

If a student is absent from school for sickness or any other reason, parents/caregivers are asked to notify the school office (8350 2594) between 8.00 and 9.00am.

Any student arriving late for school must report to the Front Office where the arrival time will be recorded.

Given the nature of our timetable and its early dismissal on Monday, we ask that parents and students organise their appointments for students in the off-site time. There should be no need (except in emergencies) to interrupt school time.

Student Attendance and Absences

Student Absentee SMS: **0467 777 000** or

Student Absentee phone: **8350 2594**

(Please notify the College before 9.45am).

If a student is going to be late or absent from school through sickness or any other reason, parents/caregivers are asked to notify the school before 9.45am.

Late Arrivals

If your son/daughter will be arriving late to school, please call the absentee line and leave details on the message recording (name, reason for late arrival and an estimated time of arrival). Students are to then sign in at the Front Office when they arrive.

Requests for Absence

This service can also be used to advise the College of your daughter/son's early departure for an appointment or family event. Otherwise please write a note of explanation in their diary. In either case students must sign out at Front Office before leaving College grounds.

Illness at School

If your son/daughter is unwell at school, we would prefer that they did not contact parents in the first instance. Rather they should attend the Health Care Centre to see the nurse who will contact you if the student needs to go home.

For further enquiries, please call Reception: 8350 2500

Your cooperation in these matters will be greatly appreciated by College staff and will assist us in maintaining accurate attendance records.

Extended Absence Procedures

An extended absence refers to an absence of one week or more, and relates to matters of the student's or family's own choosing.

From time to time families inform us that their son/daughter will be absent from school for an extended period of time. Reasons for such absence include but are not limited to: overseas exchange, family holiday, and sporting competition (elite level). Please note that absences in this context do not include illness nor other circumstances that qualify for special provisions. Refer to the Assessment Provisions Policy in these instances.

Issues arise from these extended absences which are varied and dependent on such factors as the length of time missed, the year level of the student and the nature of the subjects in the learning program. Whilst the College understands that there are many valid reasons why parents would, from time to time, take students out during term time, it is important not to lose sight of the fact that in some cases this may have quite a significant impact on the students' learning program.

Procedures

Teachers are expected to provide an assessment plan and a subject outline in all subjects. These provide the sequence of learning activities and the timing of all assessments.

Students who miss work have the following responsibilities:

- To inform the teacher of the absence (email is a good source of communication)
- To make sure they are aware of topics/concepts missed and any assessments
- Where possible to complete work to keep up with the learning program. Teachers will not be in contact with the student whilst the student is on extended absence.

To negotiate any extensions to assignments using the correct protocols (refer to the Assessment Provisions Policy (which relates to: Extensions to Deadlines, Absence from Tests/Examinations, Redeemability and Special Provisions)).

The College suggests that in these circumstances parents initiate contact with the school – the level of action being informed by the length of time missed and the likely impact on the students' learning program. It is appropriate for parents to do one or more of the following:

- Telephone the Student Absentee Line on 8350 2594.
- Make contact with their son/daughter's Homeroom Teacher.
- Inform the appropriate Head of House.
- Email subject teachers to assess the likely extent of missed work at this time.
- Make external arrangements for the student to receive any necessary assistance to successfully complete the missed work (for example, employ a tutor).

In all instances of extended absence, families are informed that it is the responsibility of the student to catch up on missed work.

Punctuality

Punctuality is a valued life skill. It is a desirable attribute that later in life will be sought after by employers. We encourage punctuality and acknowledge that parents/carers who support their child to arrive on time for the start of the school day help to develop good time management skills, good organisation and politeness. Students are expected to travel directly from home to school and to plan that journey so that they arrive ready to begin at 8.40am.

Getting to and from School

Travelling by Bus or Public Transport

Students and families are advised to visit the website below to remain up-to-date with regard to bus routes and timetables.

<http://www.adelaidemetro.com.au/Timetables-Maps/Special-Services/School-Services>

To Sacred Heart Senior School (Morning)

School Bus 979	(from Aberfoyle Hub)
School Bus 980	(from Marion Centre Interchange)
School Bus 777	(from Noarlunga Centre)
School Bus 671	(from Fulham Gardens)
Public Bus 263	(from City via Anzac Highway)
Public Bus 265	(from Brighton Station via Seacliff)

From Sacred Heart Senior School (Afternoon)

School Bus 980	(to Marion Centre Interchange)
School Bus 982	(to Clovelly Park)
School Bus 670	(to Fulham Gardens)
School Bus 777	(to Noarlunga Interchange)
School Bus 981	(to Flinders Medical Centre)

Travelling by car - Student Drivers

Students who have current driving licences and who have parental approval may apply for permission from the Head of Senior School to drive to school. Permission will be granted on the condition that:

- The student provides the registration number and make of car he/she is driving.
- A written authority has been obtained from the parents.
- Students do not use their cars as a place for recreation or leisure.
- Students do not use their cars to leave the school property without appropriate permissions.
- The car is parked in the designated parking area, and never on College grounds.

Students may carry passengers to school only on the condition that a parent or guardian of such a passenger has completed the form which authorises them to be transported by the student who is named in the letter.

Any breaches in this agreement may result in the student concerned being denied permission to drive to school.

Car Parks and Disability Access

The Senior School provides a limited number of car parking spaces for members of our community and visitors who hold a Disability Parking Permit. We remind families that these car parks are for permit holders only; they are not drop-off zones.

Parent Specific Information

Students and parents/caregivers are urged to maintain the closest possible contact with the school. There are many informal ways in which this is possible (e.g. attending sporting fixtures, casual meetings in the school yard, house functions, etc.). There are also a number of formal ways in which this occurs:

Reporting

Students will be issued with reports as follows:

- Progress Reports: Succinct reports of student progress will be issued half-way through each semester.
- Statement of Results: A summary of final semester results will be issued at the completion of each semester.

In addition, parents will have access to our Parent Portal to access their child's individual subject assessment task results at any time.

Parent-Teacher evenings

These will occur in two basic forms:

- Parent-Teacher Interview Nights: These are held after Progress Reports have been issued and parents will have the opportunity to speak with subject teachers about the progress of their sons and daughters. These will be held in the Br Stephen Debourg Performing Arts Centre. A second opportunity for interviews occurs in August/September.
- SACE Information Evenings: These are held in Semester Two and will be directed towards discussion of the subject selection students are making for the following year. They will involve Year 10 and Stage 1 students only.

Parents are urged to check their sons' and/or daughters' diaries as the diaries are the primary form of communication between themselves and the teacher.

Parents are encouraged to accept the usual invitation extended by staff to be in contact if they wish to explore any area of concern. In the first instance this contact will be the Homeroom teacher. Similarly, teachers will use their initiative and contact parents if the need arises.

The College Council and Parents and Friends are the two main parent organisations in the College. The Parents and Friends provides a lively forum for the exchange of ideas and is a support group for activities such as the social and sporting functions. Sacred Heart College has a long-standing reputation for hospitality at its sporting functions; parents of these players are strongly encouraged to keep this tradition intact.

Teaching and Learning at the Senior School

Liturgy, Faith and Ministry

There are eight key elements of how liturgy, faith and ministry is lived out at the Senior School.

Liturgy and Mass

As a Catholic school in the Marist tradition, celebrating the Eucharist is of the utmost importance, as the Catechism of the Catholic Church declares that, "The Eucharist is the 'source and summit of the Christian life'". Each student celebrates the Eucharist several times throughout the year, at their House Mass, as well as whole-school Masses such as:

- Opening Mass
- Mass for the Feast of St Marcellin
- Mass for the Feast of the Assumption
- Easter Liturgy
- Ash Wednesday.

Religious Education

We believe that the College based Religion courses offer richness in the Marist tradition and opportunities for growth to all our students. We hope that during these final challenging academic years, the fruits of discussion, research and input in RE will reinforce within the students a deeper understanding of their individual worth, of their capacity for making a real difference to the quality of life of others and of the hope that exists within Christianity. Throughout the trials and difficulties of life, God is always present, renewing us and loving us.

Marist Solidarity

MSol (short for Marist Solidarity) is a group where students volunteer their time to make a difference within our community. Students engage in meetings throughout the year and raise awareness about issues important to the group.

Students participate in the following types of activities:

- Soup making throughout the winter for the Adelaide Day Centre
- Walk A Mile in My Boots for the Hutt Street Centre
- Winter Sleep Out for the Adelaide Day Centre
- Red Cross Blood Donations as part of Red25
- Supporting the annual Christmas Drive
- Other Fundraisers.

Marist Immersion Experience

Sacred Heart College conducts a number of Immersion trips for Year 11 students. Immersion groups travel to Marist communities in India, the Philippines and Fiji. The trips require a year-long commitment from students, both to prepare and also raise a significant amount of money to donate to these communities.

Involvement in an Immersion Program is guided by the following aims:

- For young adults to form and experience living in a Marist Community, sharing life and faith together, while being involved in ministries with people living on the margins.
- To deepen awareness and understanding of the economic, social, spiritual and cultural aspirations of people who live simply, and to enter into partnership with them, to work for a more just and sustainable world.
- To enable participants to achieve greater self-reliance, inter-dependence, spiritual insight and personal development that will assist in discerning the next stage of their personal and vocational journey in life.

Remar

Remar is a school-based Marist Youth Ministry which operates in Catholic schools in a number of countries. In Australia it is coordinated out of the Marist Centres in Melbourne and Sydney, offering students in Years 10, 11 and 12 an inspiring and engaging way to live out gospel values.

It has four areas of focus:

1. Evangelisation and faith development
2. Personal development and leadership formation
3. Strong experience of being a part of a community
4. Social justice, ministry and service to others.

Retreats

Students in Year 11 and Year 12 are involved in Retreat programs where they investigate their identity, family connections, and faith development. The Year 11 program is a one day Reflection Day while the Year 12 program is a three day live-in event.

Staff Formation

Teaching staff regard it as a privilege and a duty to work cooperatively with the parents and guardians of our students to nurture and develop within them a deep love of God borne out of the knowledge of how deeply God loves each of us.

Curriculum

The focus of the curriculum at Sacred Heart College Senior School is to provide a broad range of subjects where students develop critical thinking skills to assist them to make sense of their world and their role in it. Central to this is the student's ability to sift, sort and evaluate the many forms of information available to them, to analyse and synthesise that information and knowledge, and to apply higher order thinking skills.

The heart of the curriculum and community at the College centres on the Marist ethos and the pedagogy it determines.

Information on the Sacred Heart College Senior School curriculum can be found in the Curriculum Handbook which is available in hard copy and on our website www.shc.sa.edu.au.

Learning Enrichment

The Learning Enrichment Centre (LEC) provides students who have special needs or learning difficulties with extra group support or one-on-one assistance. The Centre is staffed by a team of LEC Tutors and managed by the Learning Enrichment Coordinator.



Senior School Daily Timetable

The timetable is represented by the following diagram, where the numbers refer to lines (and for students, individual subjects).

LESSON	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM	HOMEROOM: 8.45 am – 8.58 am (13 minutes)				
1 9.00 – 10.20 (80 minutes)	LINE 2	LINE 1	PASTORAL CARE	LINE 6	LINE 4
RECESS	10.20 am – 10.35 am (15 mins)				
2 10.40 – 12 (80 minutes)	LINE 3	LINE 2	LINE 3	LINE 1	LINE 5
3 12.05 – 1.25 (80 minutes)	LINE 6	LINE 5	LINE 4	LINE 3	LINE 1
LUNCH	Early Dismissal at 1.25 pm 1.25 pm – 2.05 pm (40 minutes)				
4 2.10 – 3.30 (80 minutes)	STAFF MEETING	LINE 4	LINE 5	LINE 2	LINE 6

- All lessons are 80 minutes long and each subject has 3 lessons per week.
- Year 10 students study 6 subjects each semester.
- Even though Year 10 students study a combination of full-year and semester-long courses, individual timetables change each semester. Consequently, teachers for year-long subjects are often different after the change of semester.
- 8:45am start every day. Students should be ready for homeroom and move off to the classroom at 8:40am.
- The College Leadership may alter the bell times to suit changing circumstances.
- There are no "hot" or "wet" weather arrangements.
- Students should arrive punctually and may not leave the school grounds during the day unless they acquire formal permission (being recorded in the student's diary) by a member of the Leadership Team. Students who receive these permissions are required to record this information with the Front Office before taking leave.
- Attendance in class is an integral element of formal subject assessment. Parents are requested to ensure that students attend school on all nominated school days.
- Special days such as the Sports Day, Retreat Days, Marist Mission March and Feast Day Mass are an integral part of the school curriculum and therefore attendance is compulsory on these occasions.

House System and Pastoral Care Structure

Pastoral Care in the school is based on a House System. There are five Houses, consisting of nine Homerooms each:

HOUSE	ETHOS
Chanel (Red)	St Peter Chanel - "the man with a good heart". St Peter joined the Marist Brothers in 1831, and responded to the call of Pope Gregory in travelling as a missionary throughout the Southwest Pacific.
Chavoin (Purple)	Jeanne-Marie Chavoin was founder of the Marist Sisters, called to "do the work of Mary". Like Mary, Chavoin "lived simply", and was attentive to the needs of others.
Fourviere (Yellow)	Before the Black Madonna in the Chapel of Fourviere on 23 July 1816 a small group of young men pledged to find a religious congregation of "Marists". Their dream became a reality in the foundation of the Marist family of religious and lay men and women.
Marian (White)	In devotion to Mary, inspired by Mary, and as the inspiration for Marcellin. Gentle, open minded, and with an open heart.
Montagne (Green)	Jean Baptiste Montagne was dying, aged 16, and was ignorant to matters of faith. Marcellin instructed him, heard his confessions and prepared him for death, and was inspired thereafter to begin a community of teaching brothers.

Heads of House are responsible for the overall welfare of students in their House. This includes leadership, academic and personal counselling, discipline and the keeping of appropriate student records. Heads of House are supported by Assistant Heads of House, Homeroom Teachers, and are overseen by the Director of Students.

Homerooms

Homerooms are vertically grouped which means that they are comprised of Year 10, Year 11 and Year 12 students. Incoming Year 10 students will be allocated to a Homeroom in their House and will remain in the same Homeroom throughout their time at the Senior School.

Pastoral Care Lessons

The Pastoral Care lesson (lesson 1 each Wednesday morning) is an important part of the week and is carefully planned in the College Calendar. The Pastoral Care lesson provides time for important whole of school events such as assemblies, masses and liturgies. The lesson also facilitates the Student Wellbeing Program which aims to develop students' academic, social and emotional wellbeing consistent with mandatory Child Protection Curriculum.

Some of the topics covered in the Student Wellbeing Program include:

- Road Awareness and Safety Training
- Cyber Safety
- Drug and Alcohol Education
- Rights and responsibilities in relationships
- Understanding the Law and Citizenship
- Education on Refugees
- Effective Revision and Motivation Strategies
- Managing Stress
- Self Defence Strategies
- Preparing for 'Life After School'
- Mediation and mindfulness.

Student Leadership

Year 10 students have the opportunity to elect their House representatives (one male and one female for each House) at the end of Term 1. Voting follows the candidates speaking to their Year 10 House group as well as interviews with their Heads of House.

The Student Diary

As emerging adults, students in a senior school should be developing a measure of autonomy regarding personal management and organisation. However a school diary continues to have an essential role in the routines associated with school life.

Students are encouraged to:

- Carry the diary to all classes and to homeroom.
- Put parent notes such as absence from classes in the diary.
- Maintain the diary neatly and legibly.

The School Diary as a management and communication tool

While modern technology offers alternatives, students are encouraged to use the diary as a means of organising school commitments. Important information such as due dates, required homework, test results and personal study programs are readily managed through the use of the diary.

The student diary also contains useful information relating to school policies and procedures as well as the yearly calendar.

The diary is also an important means of communication between parents, students and staff. Some examples of this include notes for absence or appointments and notifications to parents. Parents and staff are therefore encouraged to review student diaries to monitor any concerns.

As such, the diary must be recognised as a relatively public document and not a private journal. When asking whether a comment or drawing, etc. is appropriate for a school diary, students should consider if it would be acceptable to their homeroom teacher, their parents or the College Principal; all of whom may see the diary at some time.

Students should also be aware that taking someone else's diary without his/her knowledge and writing in it is a form of vandalism. They could be asked to replace the diary and persistent abuse will be punished.



Years 10-12 Recommended Stationery Requirements

Students purchase their own general stationery. It is suggested that students use a large pencil-case which will hold a Graphics Calculator. All subjects may require lined pad paper, pens, HB pencils, ruler, highlighters and eraser. Students may also wish to purchase other items for organisation (e.g. plastic sleeves, dividers for folders, etc).

Learning Area	Subjects	Stationery
English, EAL and LOTE	all English subjects	<ul style="list-style-type: none"> Display folder Dictionary (SACE Board approved dictionaries)
	Japanese	<ul style="list-style-type: none"> Display folder Pocket Collins Dictionary (Japanese/English)
	Italian	<ul style="list-style-type: none"> Display folder Pocket Collins Dictionary (Italian/English)
Mathematics	All Mathematics subjects	<ul style="list-style-type: none"> 2 x graph (5 mm) exercise books Graph (5 mm) pad Display folder (20 plastic sleeves) Geoliner/protractor Compass Graphics Calculator (NOT for Essential Maths students) Scientific Calculator (for Essential Maths students ONLY)
Science	All Science subjects	<ul style="list-style-type: none"> 2 x Display folders (20 plastic sleeves)
Humanities and Social Sciences	Includes Economics and Business, Geography, History, Great Australian Trials, My Money My Life	<ul style="list-style-type: none"> A4 loose leaf ring binder (NOT lever arch) Plastic sleeves Wallet folder
Religion Studies		<ul style="list-style-type: none"> Display folder (20 plastic sleeves)
Health and Physical Education	Includes HPE, Food and Hospitality	<ul style="list-style-type: none"> A4 loose leaf ring binder folder
The Arts	Includes Art, Design, Drama, Music, Dance, Photography	<ul style="list-style-type: none"> Display folder
Technology	Includes Web Design, 3D Design and Manufacture, Furniture Construction, Databases and programming, F1 Cars in Schools	<ul style="list-style-type: none"> Display folder (20 plastic sleeves) 48 page exercise book A4 sketch book Graph (5mm) pad

Please note:

Students will be issued with text books from the library. It is the responsibility of students to ensure they have the appropriate stationery as required by individual teachers. Students must carry their library card at all times as texts are borrowed via the library system.

Student Wellbeing and Responsibilities

Code of Conduct on Public Transport

Students are expected to be aware that we create our own future as a consequence of our actions: Students are responsible for their own behaviour whilst on Public Transport. Any breach of acceptable conduct will have consequences at home, school and with Transport Authorities. Students are reminded that State Government Laws apply when using public transport. Consistent breaches of the Code of Conduct will result in students losing the privilege of using public transport to and from school.

Student Property/Valuables

- Each student is responsible for his/her own property and individual lockers are provided for security. To minimise the possibility of theft, lockers must have a combination lock attached. Replacement locks can be purchased from the Senior School's Front Office.
- Students should avoid activities which might lead to injury to persons or damage or unnecessary wear and tear of property.
- All students are strongly discouraged from bringing any expensive items to school.

Counselling Services

The school counsellors have a significant role in all aspects of pastoral care at Sacred Heart College. They work with students, staff, parents and caregivers.

School Counsellors report directly to the Principal and Deputy Principal, and liaise closely with the Head of Senior School and all members of the pastoral and learning area teams.

Each School Counsellor:

- Counsels individual students and families in relation to needs identified by the parent, staff member or student. Areas of concern may include anxiety, depression, School refusal, behavioural concerns, motivation issues, family and relationship difficulties, and peer and social relationships.
- Assists members of the Senior School staff to meet students' specific emotional and social needs, and, in particular, assists members of staff to identify and help students at risk, and those students who need personal encouragement.
- Guides families in relation to referral to outside counsellors, professionals and support services when required.
- Follows up such referrals to assist parents and students, and provides feedback to Heads of House.

- Attends key meetings to provide advice and information to staff members.
- Conducts parent and student information programmes on issues concerned with the emotional and social health of young people.

Careers and Pathways

Over the course of the students' time at the Senior School, most students will find their way to the Careers and Pathways Office for a career counselling session (undertaken by all Year 11 students), to ask a question or make an inquiry, or to respond to information they have received via email, daily notices, career newsletter or another source. In all instances, the Careers and Pathways Counsellor will help students to find the answers to their questions or queries.

The Library

The Library at the Senior School aims to support students in their learning by providing a wide range of resources, along with a quiet study space and staff assistance.

The Library is open to students at the following times:

Monday: 8am - 4pm

Tuesday - Thursday: 8am - 4.30pm

Friday: 8am - 4pm

Please note that from Week 4 of Term 1 until Week 4 of Term 4, there are Workbacks on Tuesday, Wednesday and Thursday, 3.30- 5pm.

During this time, teaching staff volunteer to support students in their learning. The roster is published and shared with students each semester.

The Library is also open for individual, quiet study, some days during the school holidays. These dates and times are published prior to the holiday break.

The Canteen

The canteen is open at recess everyday (Mon-Fri) and at lunch, Tuesday to Friday. The canteen is not open for lunch on Mondays due to the 1.25pm dismissal.

Curriculum Extension Activities

Sport

Sports available at the Senior School may include:

SUMMER SPORTS (T1 & 4)	WINTER SPORTS (T2 & 3)
Athletics (mixed)	Australian Rules Football (Boys and Girls)
Badminton (mixed)	Basketball (Boys)
Baseball (Boys)	Cross Country and Triathlon (mixed, Boys and Girls)
Basketball (Girls)	Golf (Boys and Girls)
Cricket (Boys)	Hockey (Girls)
Golf (Boys and Girls)	Korfball (mixed)
Surfing (Boys and Girls)	Netball (Girls)
Swimming (Boys and Girls)	Rugby (Boys)
Tennis (Boys and Girls) Drive Tennis (mixed)	Soccer (Boys and Girls)
Touch Football (Girls)	Squash (mixed)
Water Polo (Girls)	Surfing (Boys and Girls)
	Volleyball (Boys and Girls)

Please note: Sports offered in 2018 may differ and are dependent on level of student interest.

Music

Concert Choir; Drum Line; Guitar Band; Jazz Ensemble; RE Ensemble and Stage Band.

Other opportunities

Sacred Heart College vs Assumption College Kilmore Exchange, Victoria; Debating; SHC vs Rostrevor Intercol; College Musical (bi-annual) and the Br Cletus Howley Oenology Club.



Senior School Uniform and Grooming Expectations

Sacred Heart College Senior School is a Catholic School in the Marist tradition. It boasts a proud tradition which requires all members of the community to present themselves in a way which reflects the values and standards of the school.

Necessarily, uniform places restrictions on personal choice and requires consistency in presentation of students. At all times, students are ambassadors of the College and therefore need to be mindful of enhancing the reputation of the College.

Uniform Requirements

It is a condition of enrolment at Sacred Heart College Senior School that the uniform be worn correctly, and as described in this policy, at all times.

1. The summer uniform must be worn in Terms 1 and 4, and the winter uniform in Term 2 and 3.
2. The uniform is to be worn in its complete and approved form:
 - When travelling to and from school,
 - To all official functions, and
 - At other times, as directed.
3. Students are required to wear the full and correct uniform, as a prerequisite for attending classes
4. Girls' summer dresses must touch the knee. Given they are worn with the Blazer, winter skirts must be no shorter than the bottom of the knee. Girls' skirts must not be rolled up at the waist.
5. Other items of Sacred Heart clothing (such as Year 12 Jumpers and other commemorative jumpers/items) are not, under any circumstances, a part of the College uniform and are therefore not permitted to be worn to school. This extends to commemorative T-shirts from the Middle School, Marymount, or elsewhere – these are not part of the Senior School uniform and are not permitted to be worn during school hours.
6. Students are expected to wear the College uniform when injured. Variations may be made in negotiation with the relevant Head of House, however, students MAY NOT wear the entire PE uniform, when nursing an injured shoulder or ankle (for example).
7. It is every student's personal responsibility to ensure that they arrive each morning, and remain throughout the day, within the expectations outlined within this policy.

Jewellery

In general terms, jewellery and body piercing is not permitted to be worn with the school uniform. The exception to this is the wearing of discreet earrings and watches.

- Students may wear one plain, small pair of gold, silver, pearl, diamond sleepers or studs, in the lower lobe only. Multiple studs and larger/ornate earrings are not permitted.
- Earrings are not to be worn during sporting activities.
- No other visible jewellery is permitted.
- Facial/Body piercings are not permitted (and students are not permitted to wear band aids to cover piercings)
- One simple neck chain with religious medal or cross, tucked into the uniform, (and therefore not visible) may be worn.

Hair and Grooming

Hair for all students, must be clean, neat and well-groomed at all times.

Cuts and styles which, in the opinion of the College, are extreme, or attract attention, are not acceptable. If in doubt, students should consult their Head of House before making radical changes to hair.

- Hair that is of shoulder length must be tied up in a ponytail, and neatly off the face (no "top buns" are permitted).
- Hair ties/hair wear need to be in school colours.
- Hair length should be evenly cut (i.e.; no under-cuts).
- Hair should be no shorter than a "Number 2".
- Dreadlocks are not permitted.
- When students colour their hair, it must be on the condition that:
 - The colour is natural and;
 - The hair is one colour.
- Students must be clean shaven upon their arrival at school each morning, and side burns may be no longer than the middle of the ear.

Make-Up

- A very light, barely visible foundation is the only make up that will be accepted.
- Acrylic nails are not permitted.
- No eye make-up, no coloured nail polish or bright lipstick may be worn.

Tattoos

Students, given their age, are not permitted to obtain tattoos. No visible tattoos are permitted when wearing the uniform. Students are expected to wear adequate uniform to cover such tattoos.

Breaches of the Uniform and Grooming Policy

- Consequences for breaching this policy include:
- Item(s) confiscated,
- Removal from class until the breach is addressed/rectified,
- Detention (lunch, after school, Saturday).

Continued breaches will result in:

- Meeting with parents/caregivers
- Ongoing suspension from classes.

GIRLS' UNIFORM

Girls' Summer Uniform (Terms 1 and 4)

Dress: SHC Dress (must touch the knee).

Pullover: SHC blue pullover/vest.

Socks: Day socks with double blue trim.

Girls' Winter Uniform (Terms 2 and 3)

Skirt: Pleated winter skirt (must touch the bottom of the knee).

Shirt: Blue blouse and SHC tie with blouse tucked in.

Pullover: SHC blue pullover/vest.

Blazer: SHC blazer - gold buttons included. House braid available from Head of House.

Stockings: Dark blue stockings - may be wool blend.

Girls' Accessories

Shoes: Black lace up shoes - no T-bars, sneakers, boots, ripple soles, etc.

Hair Accessories: Dark blue hair ribbons.

School bag: SHC crested backpack.

Hat: College hat or cap (recommended).

Scarf: (Optional) College navy scarf (no other scarves may be worn).

Girls' PE Uniform

Shorts: SHC sports shorts.

Shirt: SHC crested polo sports shirt.

Pullover: SHC track jacket or crested rugby top.

Pants: SHC track pants.

Socks: Uniform sports socks.

Shoes: Sports shoes with non-marking soles.

BOYS' UNIFORM

Boys' Summer Uniform (Terms 1 and 4)

Shorts: Navy blue shorts worn with belt.

Shirt worn with shorts: open-necked, short sleeved, pin-striped blue shirt or long-sleeved, pin-striped blue shirt worn with SHC tie and shirt tucked in.

Socks with shorts: Blue marle walk socks.

Trousers: Long grey trousers worn with belt.

Shirt worn with trousers: Open-necked, short sleeved, pin-striped blue shirt or long-sleeved, pin-striped blue shirt worn with SHC tie and shirt tucked in.

Socks with trousers: Grey socks.

Pullover: SHC blue pullover/vest.

Boys' Winter Uniform (Terms 2 and 3)

Trousers: Long grey trousers worn with belt.

Shirt: Long sleeved pin-striped blue shirt worn with SHC tie with shirt tucked in.

Pullover: SHC blue pullover/vest.

Blazer: SHC blazer - gold buttons included. House braid available from Head of House.

Socks: Grey socks.

Boys' Accessories

Shoes: Black leather dress shoes.

School bag: SHC crested backpack.

Hat: College hat or cap (recommended).

Scarf: (Optional) College navy scarf (no other scarves may be worn).

Boys' PE Uniform

Shorts: SHC sports shorts.

Shirt: SHC crested polo sport shirt.

Pullover: SHC track jacket or SHC crested rugby top.

Pants: SHC track pants.

Socks: Uniform sport socks.

Shoes: Sports shoes with non-marking soles.

Inter-School Sports Uniform

Please visit the College website at www.shc.sa.edu.au to view all inter-school sport uniform requirements for Senior School students.



SECTION 4

College Policies

College Policies 33

College Policies

At Sacred Heart College, policy formation is the process by which consistent, coherent and concise principles and processes are devised that will enable each aspect of school life to be acknowledged and responded to, essential for the effective operation and governance of Sacred Heart College.

Policy statements are required to identify the rich Marist tradition that provides the framework for educational priorities and initiatives at the school.

All policies, in intent, substance, process and review must be in harmony with the espoused view and values of both Sacred Heart College and Catholic Education.

Copies of all College Policies are available on our website www.shc.sa.edu.au.

A

[Academic Integrity Policy](#)

[Acceptable Use of Information and Communication Technology Policy for Students](#)

[Ambulance Policy](#)

[Assessment and Reporting Policy](#)

B

[Bursary Policy](#)

C

[Camps, Excursions and Retreats Policy](#)

[Child Protection Policy](#)

[Code of Conduct Policy](#)

[College Flat \(Dareau\) Policy](#)

[Communications Technology Overarching Policy for Staff and Students](#)

[Community Use of College Facilities Policy](#)

[Critical Incident Policy](#)

[Curriculum Policy](#)

D

[Duty of Care Policy](#)

[Duty of Care to Students Policy](#)

E

[Electronic Devices Policy](#)

[Employment Policy](#)

[Enrolment Policy](#)

[Enrolment Policy Supplement](#)

[Extra Curricula Activities Policy](#)

F

[Fundraising Policy](#)

G

[Gifted and Talented Policy](#)

[Grievance Policy](#)

H

[Harassment Policy](#)

L

[Lock-In Policy](#)

O

[Overseas and Interstate Tours Policy](#)

[Overseas and Interstate Tours Policy - Appendices A, B and C](#)

P

[Personal Responsibility Policy](#)

[Privacy Policy](#)

[Professional Standards for Staff Policy](#)

[Professional Standards for Staff Policy Supplement](#)

S

[School Fees Policy](#)

[SHC Privacy Statement \(2016\)](#)

[Staff Appraisal Policy](#)

[Students with Disabilities Policy](#)

[Substance Abuse Policy](#)

[Sun Safe Policy](#)

[Suspension and Expulsion Policy](#)

U

[Uniform and Grooming Policy](#)

[Use of Equipment Off Campus Policy](#)

W

[Work, Health and Safety Policy](#)



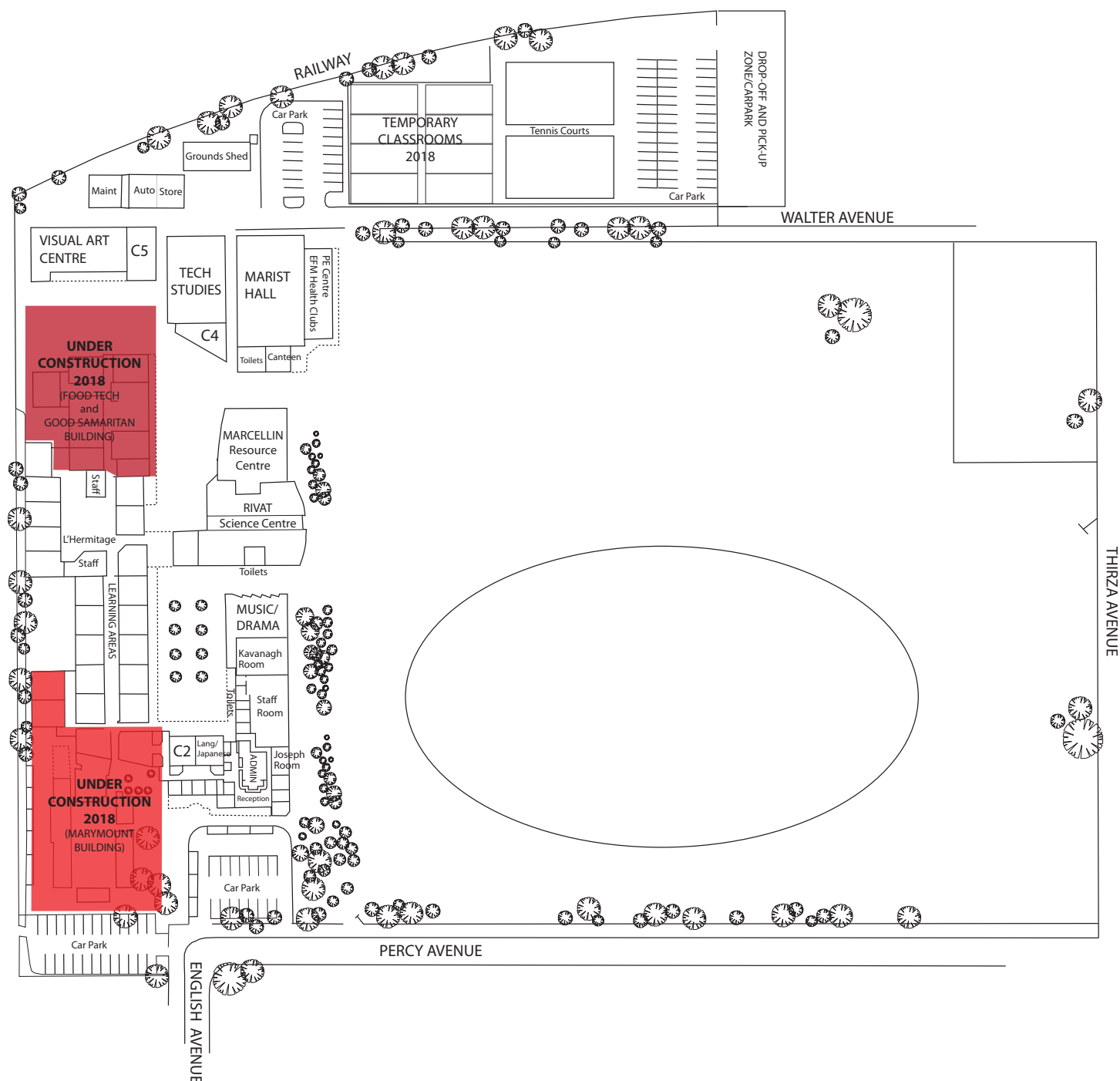
SECTION 5

College Maps

Middle School Campus	35
Senior School Campus	36

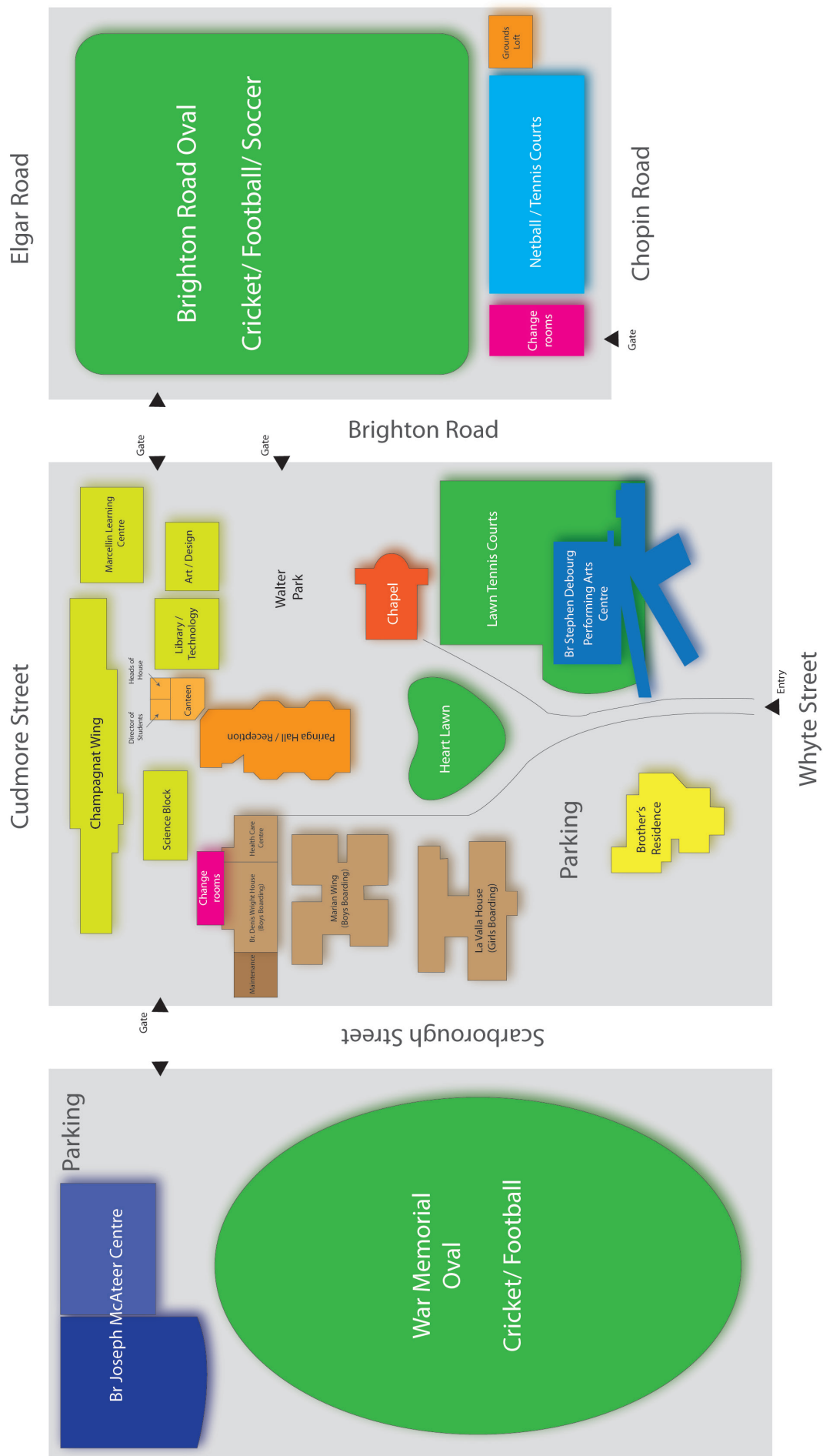
Middle School Campus

28 Percy Ave, Mitchell Park SA 5043

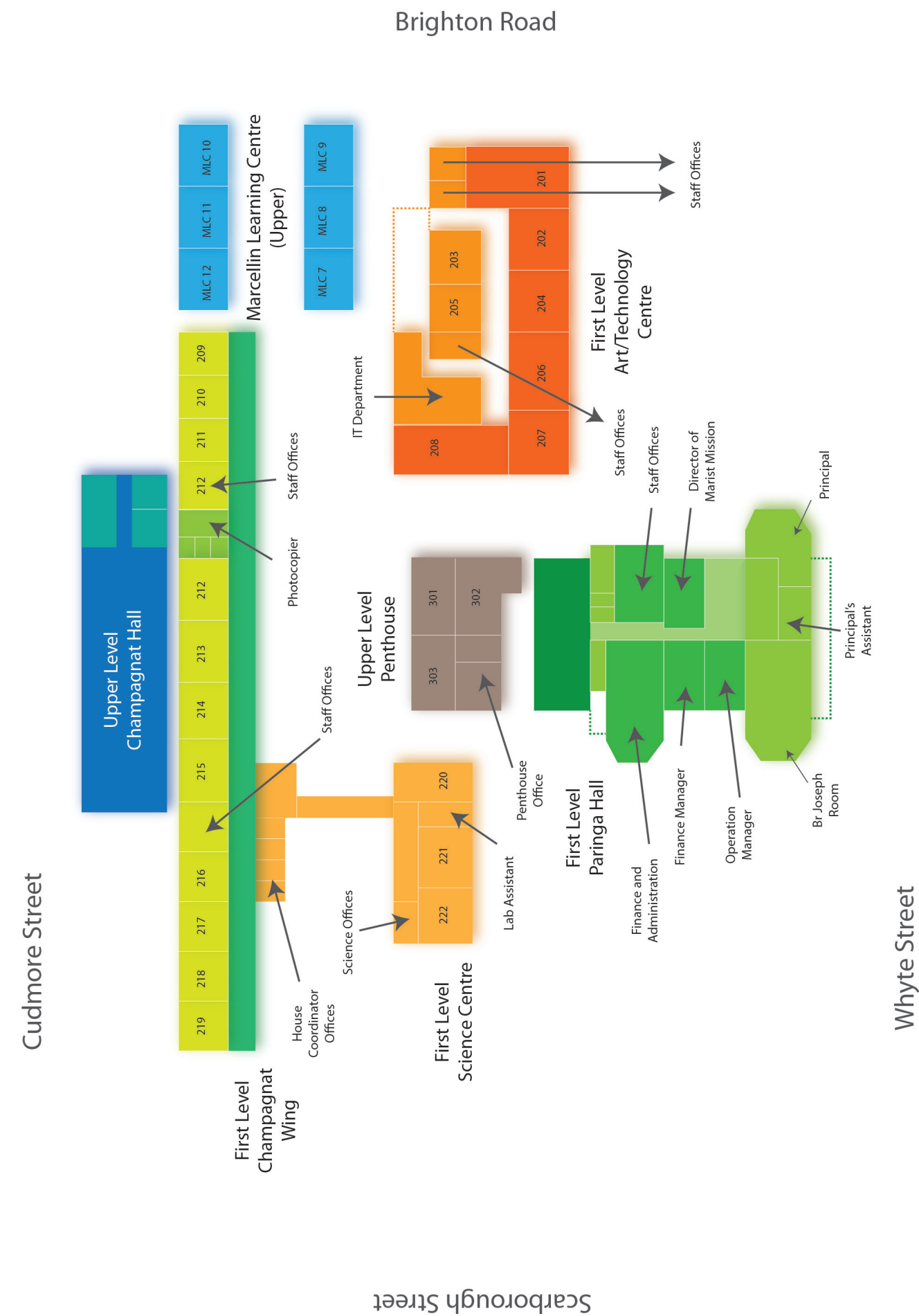


Senior School Campus

195 -235 Brighton Road, Somerton Park SA 5043

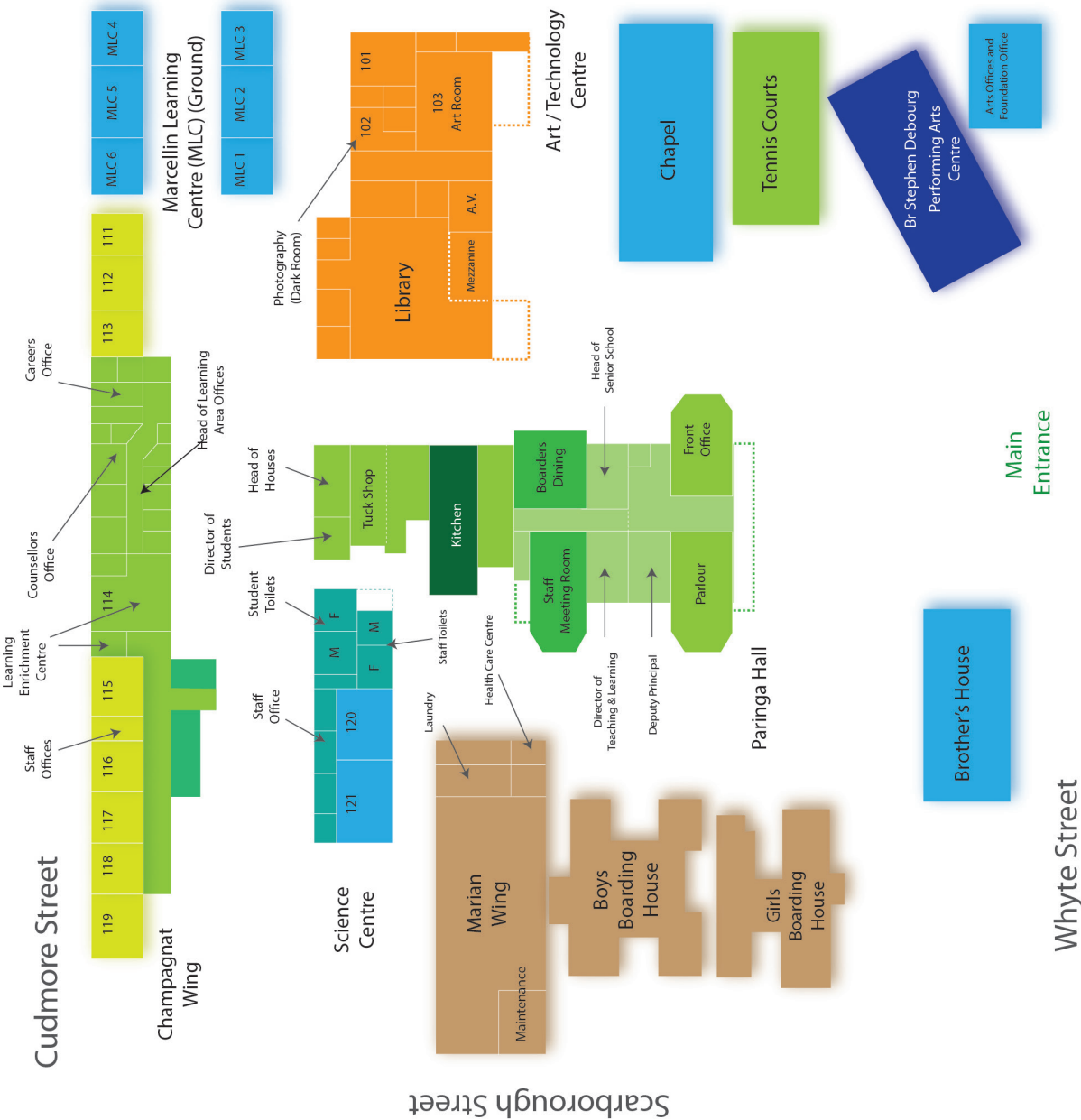


Senior School Campus - Ground Level



Senior School Campus - Upper Level

Brighton Road



Student Absentees

SMS: 0467 777 000 (both campuses)

Middle School Absentee Phone: **8275 5907**

Senior School Absentee Phone: **8350 2594**



Sacred Heart College

Middle School 28 Percy Avenue, Mitchell Park SA 5043

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