



SACRED HEART PRIMARY SCHOOL

SACRED HEART PRIMARY SCHOOL MILDURA

2022 PARENT HANDBOOK



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Facebook



The official Sacred Heart Primary School Facebook page:

<https://www.facebook.com/shpsmildura/>

SIMON Everywhere



- 1 - Download the "SIMON everywhere" app from the Apple app store or Google play store.
- 2 - Allow notifications when prompted.
- 3 - Launch the app and register your device with a name and your mobile number.
- 4 - When you verify you will be sent a code by SMS. Enter the verification code.
- 5 - From the menu (lines at the top left hand side of your screen) select 'add school' then select Sacred Heart Primary School Mildura (be sure it says Mildura)
- 6 - Login in with your PAM credentials (please contact the school office if you need these reset)
- 7 - Select Home from the menu.

Schoolzine App



SZapp is a free and allows people to view and access Schoolzine newsletters, documents, website, calendar and get live notifications from your school!

- 1 - On your device, open App Store or Play Store
- 2 - Search for SZApp
- 3 - Download and install SZApp.
- 4 - Search Asia Pacific. In 'search' type Sacred Heart Primary School. In 'select region' choose Victoria.
- 5 - Select Sacred Heart Primary School Mildura

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PRINCIPAL'S WELCOME

Welcome to Sacred Heart Primary School, Mildura.

Mark Gibson - Principal

Welcome to Sacred Heart Primary School. Sacred Heart is recognised for proudly offering a quality inclusive Catholic Education. As the school has grown and changed, it has continued to build on the traditions established by the Sisters of Mercy. Their spirit of commitment, service, compassion and quality still flows through the total school community and is further strengthened by the traditions established by the parents, staff and students over the past 116 years

We have high expectations for our students academically and deliver an innovative and comprehensive curriculum which promotes creativity, curiosity, tolerance and nurtures self-worth and self-expression. In 2017 we became one of the first Catholic schools in Australia to be accredited as an internationally recognised model "PLC School". This places us at the forefront of contemporary educational practice.

A distinctive mark of Catholic schools is the emphasis on community – principals, teachers, staff and parents working together and with the wider community to educate and develop the whole child: emotionally, academically, physically, socially and spiritually.

Positive relationships with the students and their families, based on trust, respect and support are built. Each student is highly valued, as is their time with us. We endeavour to unearth their talents, arouse their interests, promote the development of citizenship and personal character and nurture and guide individual growth.

Walking into a school is the perfect way for you to gain an understanding of what it can offer your child and what is valued in the school community. We warmly invite deep and abiding parental involvement in student learning and school life.

Communication and consultation are key to ensuring our partnership benefits your child. When we ask our current parents, what drew them to Sacred Heart they often comment that it was the 'feel' or 'vibe' of the school.

We welcome your interest and feedback and would be pleased to communicate with you further. Please do not hesitate to contact the Office on 50 231204 to discuss any aspect of our school.

Yours sincerely,

Mark Gibson



SCHOOL HISTORY

Sacred Heart Primary School opened in 1906. The Sisters of Mercy conducted classes in what was then the Parish church, situated in Pine Avenue. This arrangement continued until 1914 when a new school was built in Walnut Avenue. Around 1924, this building was moved to a site at the rear of the present church. The school continued to operate out of this building and over the years it was extended and renovated. This building now serves as the Parish Hall.

On 24th April 1955, the Most Reverend J.P. O'Collins, Bishop of Ballarat, blessed and opened the first stage of the buildings we now occupy. Additional classrooms were added in the 1960s. Further renovations and additions took place in 1984, when new toilets, change rooms and a multi-purpose room were constructed. Works were completed in 1996-1997, when the Tamarisk Wing classrooms were added, the library and administration areas were extended and the rest of the school was extensively renovated.

In May 2008 the Olive Grove Wing was opened along with the upgraded adventure playground re-situated in the courtyard. A partially completed administration wing was opened in August 2009, providing a new formal entrance to the school, upgraded reception, office, teacher planning and resource centre, toilets and first aid facilities. National School Pride monies allowed for the construction of a shaded and grassed outside Performing Arts area. In 2010, with the assistance of Federal Government funding (Building the Education Revolution) we completed the refurbishment of the library and technology centre and the construction of our stadium, which includes a stage, general learning areas, offices, storage, kitchen and toilet facilities.

Our school enrolment peaked at around 550 children in 1974, immediately prior to the opening of our second Parish school, St. Paul's, in September of that year. Our school's enrolment remained stable in the years since, remaining at around 350 children.

The Sisters of Mercy continued their work in the school until 1976. In 1977, the first lay Principal was appointed and since that time, the school has been serviced by dedicated educators.

The original church and school building, constructed in 1896, is still in use. It has been relocated to St. Paul's Primary School.

From 2014-2016 Sacred Heart School underwent further renovations. The children's toilet amenities were upgraded, as were the staff-room, library and office areas. A dedicated technology 'lab' was created, and the 2016 purchase of a neighbouring

house on Olive Grove allowed the school to open an 'Art House', dedicated to visual and performing arts.

Portable

Our school currently has an enrolment of around 350 students, with 16 classrooms. The general teaching program is complemented by specialist teaching in Physical Education, Digital Technology, Performing Arts and Languages (Italian). All Sacred Heart students are supported by a specialised Learning Support Team.



2022 SCHOOL STAFF

LEADERSHIP TEAM

Principal.....	Mr Mark Gibson
Deputy Principal/Religious Education Leader.....	Mr Ryan O'Callaghan
Learning Diversity Leader.....	Mrs Jacinda Deacon
Learning and Teaching Leader.....	Mrs Loretta Thompson

CLASSROOM TEACHERS

Prep	<i>Cooinda</i>	Mrs Rebecca O'Callaghan
	<i>Wahroonga</i>	Miss Courtney Sheridan
Year 1	<i>Karinya</i>	Mrs Katrina Groves (Mon-Thur) & Mrs Amilea Pacher (Fri)
	<i>Bundaleer</i>	Mrs Maree Irvin (Tue-Fri) & Mrs Amilea Pacher (Mon)
Year 2	<i>Barramunga</i>	Miss Georgina Hewitt
	<i>Waminda</i>	Mrs Chris Carmichael
	<i>Kyema</i>	Mrs Kim Taylor
Year 3	<i>Eumeralla</i>	Mrs Sarah Beckwith
	<i>Minga</i>	Mrs Cathryn Rowles
Year 4	<i>Amaroo</i>	Mrs Natalee Johnson
	<i>Yongana</i>	Mr Corey Barbary
	<i>Mootwingee</i>	Miss Sophie Price
Year 5	<i>Illawarra</i>	Miss Belinda Zappia
	<i>Myalla</i>	Mrs Kerry Weaver (Mon-Wed) & Mrs Emma Kotsiakos (Wed-Fri)
Year 6	<i>Narooma</i>	Mrs Jo Campbell
	<i>Dourim</i>	Mrs Xana Priestley

LEARNING & WELLBEING SUPPORT TEACHERS

Senior Unit Support.....	Mrs Maria Beer and Mrs Danielle Gunn
Prep & Middle Unit Support.....	Mrs Christine Sherry
Junior Unit Support.....	Mrs Wendy Collins
Reading Support.....	Mrs Marion Guthrie
Wellbeing Support Teacher.....	Mrs Samantha Lowe (Mon-Wed)

SPECIALIST TEACHERS

Performings Arts.....	Mrs Clare Taylor
Physical Education.....	Mr Jacob Burford
Languages (Italian).....	Mrs Lisa Cirillo
Digital Technology.....	Mr Isaac Fabich

SCHOOL OFFICERS

Mrs Carmel Pollifrone	Mrs Fiona Driscoll	Mrs Wendy Kerr
Miss Abbey Madden	Miss Tayler Brooks	Mr Kyle Dashington
Miss Brittany Huddleston	Mrs Carissa Ernesti	Mrs Simone Scott

SCHOOL ADMINISTRATION

Business Manager.....Mrs Mary Avery
Reception.....Mrs Candy Fleming

ANCILLARY STAFF

Wellbeing Officer.....Mrs Jo Finlayson (Wed-Fri)
Canteen.....Mrs Agata Gray, Mrs Grace Rodriguez and Mrs Tanya Littore
Cleaners & Maintenance.....Mr Kenneth Richards, Mr David Paar and Mrs Bev Potts
Garden Group Support.....Mr Wayne Carmichael



2022 SCHOOL CALENDAR

2022 PUBLIC HOLIDAYS WITHIN TERMS

Below we have a list of 2022 Public Holidays that fall within the School Terms.

Holiday	Date
Labour Day	Mon 14 March
ANZAC Day	Mon 25 April
Queens Birthday	Mon 13 June
Melbourne Cup	Tue 1 November



2022 PUPIL FREE DAYS

During the year, the school has pupil free days that allow for staff to engage in Professional Development as a whole group. On these days students will not attend school. In 2022 we have the following days listed as Pupil Free Days:

Date	Activity
Friday 28th January	Staff Induction
Wednesday 23rd February	Rethinking Learning and Teaching Environments (ReLATE) Professional Development
Friday 4th March	Literacy Professional Development (Writing Essentials)
Friday 12th August	Rethinking Learning and Teaching Environments (ReLATE) Professional Development
Monday 31st October	First Aid Training
Friday 16th December	Religious Education Professional Development

** Please note that these dates are subject to change. This will be communicated.*

2022 TERM DATES

Period	Start	Finish	Length
Term 1	Friday 28 January	Friday 8 April	11 weeks

Period	Start	Finish	Length
Term 2	Tuesday 26 April	Friday 24 June	9 weeks
Term 3	Monday 13 July	Friday 18 September	10 weeks
Term 4	Monday 3 October	Friday 16 December	11 weeks

2022 SPECIAL SCHOOL COMMUNITY EVENTS & PERFORMANCES

Over the year Sacred Heart has many special events that bring the community together. Below we have a list of some of our important events that parents may like to place in their diaries so that you are able to attend.

Activity	Description	Date/Time
Whole School Assemblies	Classes take turns to host the assembly each week. This gives students the opportunity to celebrate their achievements as a class group and experience presenting to a large audience. Parents and family members are more than welcome to attend. At each assembly we present a variety of awards. If your child has been selected to receive an award, the administration staff ensure an SMS message is sent to you the day before, so that you may make arrangements to come along.	Held each Friday at 2.30pm in the stadium. If the day or time is changed for any reason, we will notify families via the SIMON Everywhere App.
Beginning of Year Mass	The whole school attends Mass to celebrate the new school year. Children sit in their class groups. Families are welcome to attend and sit behind the class groups.	10th February
Shrove Tuesday	Community gather on the oval to eat pancakes. Parent helpers are very much appreciated!	Tuesday 1st March 7:50am-8:40am
Ash Wednesday Mass	The whole school attends Mass. Families are welcome to attend and sit behind the class groups.	As per Liturgical Calendar
Cross Country	Have our Cross Country at the Athletics track at the Aero Ovals. Students compete against students of similar age and earn points for their house colours.	

Activity	Description	Date/Time
ANZAC Ceremony	The whole school gathers for a respectful and reverent ANZAC service, hosted by our Student Leaders.	As close as possible to ANZAC Day (25th April)
Mother's Day Breakfast	Mums or Special Friends gather for a special breakfast. Parent helpers are very much appreciated!	
Mother's Day Stall	The P&F holds a stall at which students can purchase a gift for their mums or other special caregivers in their lives. This usually costs around \$5 per gift.	week before Mother's Day
Journey Pole Painting	Each class in the school is allocated a 'Journey Pole', situated on the St. Joseph's side of the oval. The poles are repainted each year, representing a new beginning. Each class may then decorate their pole using symbols that represent their learning journey for the year.	Prior to Catholic Education Week
Catholic Education Week	Catholic Education Week is an opportunity for all Catholic schools to celebrate and promote their distinctive mission and ethos. During this week we join with all the Parish schools and St. Joseph's College to celebrate Mass and socialise together.	Varies
Senior Disco	Our Year 3-6 students are invited to school disco. This occurs in the evening and is a purely optional social event.	The last Thursday of Term Two
Feast of the Sacred Heart	On (or close to) the Feast of the Sacred Heart, we celebrate Mass as a school and then break into multi-age 'Family Groups' to participate in fun activities.	As per Liturgical Calendar
NAIDOC Week	NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. We have a special Mass and a week full of enriching activities.	As close as possible to official NAIDOC Week (July)

Activity	Description	Date/Time
Grandparents' Day	On the Feast Day of Jesus' grandparents, we celebrate Mass with our grandparents or other special people in our lives. We then invite them back to school to work on creative activities in family groups and share morning tea.	On or around the Feast of St. Ann and St. Joachim 26th July
Athletics Carnival	Athletics Carnival at the Athletics track at the Aero Ovals. Students compete against students of similar age and earn points for their house colours. Parent helpers are very much appreciated!	
Junior Unit Social	Parents are invited to watch their child perform a special dance at school and are invited to join them for some special dances.	
Eisteddfod	As well as our choir entries, we often enter some of our young dancers into the local Eisteddfod competition.	
Feast of the Assumption	The whole school attends Mass if this Holy Day of Obligation falls on a week day.	15th August
Kids Teaching Kids Week	Kids Teaching Kids is an education model that uses local environmental issues as a theme for learning. Our Environmental Team members (SHEC) take this opportunity to educate and inspire their peers.	September
Father's Day Stall	The P&F holds a stall at which students can purchase a gift for their dads or other special caregivers in their lives. This usually costs around \$5 per gift.	Friday before Father's Day
Father's Day Breakfast	Mums or Special Friends gather for a special breakfast. Parent helpers are very much appreciated!	
AFL Day	The staff and students dress in their AFL team colours and have a footy-themed day, a highlight of which is a pie lunch followed by a staff vs students footy match.	Last Day of Term Three

Activity	Description	Date/Time
Mission Month	During the month of October, all Catholic schools are called to raise funds for the missions. We have a close relationship with a school program in Lima, Peru and generally focus on this partnership during Mission Month. Many fundraising activities take place across the school (e.g. icy pole sales, 'how many lollies in the jar', crazy hair day etc). We also celebrate Mass together during this time.	October
Book Week	We generally hold a special book-themed day during Book Week, where children again work in family groups to complete fun reading activities. Children may dress in book-related costumes.	As close as possible to National Book Week but may vary
Remembrance Day	On Remembrance Day our Student Leaders proudly represent the school at the local service. If this falls on a school day, the whole school attends. If not, students are invited and encouraged to attend the weekend service in their school uniform.	On and/or as close as possible to Remembrance Day (11th November)
Student Leadership Day	Our Years 4 and 5 students participate in leadership focused workshops and presentations, to prepare them for future school leadership.	Mid Term Four
End of Year Concert	At the end of the school year we host a concert that involves all Sacred Heart students, to varying degrees. Families are invited along and may be asked to provide simple costumes.	
Graduation Dinner	The graduating Year 6 students and their teachers have dinner together and the students are formally farewelled. A parent committee is formed to organise this event.	Night before last day of school
End of Year Mass	The entire school gathers together for a final Mass, at which leaving students, families and staff members are farewelled. This mass includes a graduation ceremony.	

Activity	Description	Date/Time
Class Masses	Each class takes it in turns to attend a weekday Mass. Parents may come along and sit behind the class group.	Throughout the school year
Chess Tournaments	Our Chess Club members compete in two inter school tournaments per year.	One per semester - different dates each year
GRIP Student Leadership Conference	The core Student Leadership Team participates in a full day workshop which concentrates specifically on training student leaders for their role as School Leaders.	Early Term Two
Special Interests Day	Children are allowed to bring toys, sporting equipment, trading cards etc. from home (at their own risk!). These are not usually allowed at school, but this day is an exception.	Usually the last day of each term
Italian Day	This is a day filled with cultural activities that support and promote Italian learning outcomes and celebrate the rich Italian culture within our region. Children and staff usually dress in Italian colours or related costumes (e.g. Soccer uniforms).	Varies (Biennial)



OUR SCHOOL VISION AND MISSION

STATEMENT OF IDENTITY

In line with the Ballarat Diocesan Education Vision and as partners in Catholic Education we are open to God's presence and pursue fullness of life for all. We are a Professional Learning Community striving to achieve and celebrate excellence.

OUR VISION

We strive to be the presence of Christ for one another, as we collaborate to create a child safe school and an inspiring, sacramental learning culture that empowers all members of our community to contribute positively to our world.

OUR MISSION

We share a common commitment to:

- Living our Catholic Christian tradition.
- Believing that all children can learn and achieve their full potential given an engaging, positive and supportive learning environment.
- Prioritising student safety, dignity, inclusion, diversity and wellbeing.
- Trusting in ourselves whilst constantly seeking ways to improve learning for all.
- Working interdependently, supporting and challenging one another to provide high-quality, student-centred learning.
- Knowing our students and our curriculum.
- Using data and results to identify individual student needs.
- Applying research and evidence based teaching practices.
- Partnering with students, staff, families, Parish and the wider community to ensure successful outcomes for all.

SACRED HEART - A CATHOLIC SCHOOL

In partnership with families, Sacred Heart provides high-quality academic, social, physical and religious education for our students.

Sacred Heart is a distinctly Catholic school within a wider Parish community. We invite our students and their families to celebrate God's presence in their daily lives. Our everyday practice is grounded in the good news of the Gospels; God loves us and we are called to love one another. We promote and strive to enact a philosophy grounded in scripture and Catholic tradition.

Catholic schools provide a welcoming, inclusive and safe environment focused on your child's wellbeing, achievement, challenge, creativity and enjoyment. Catholic school leaders and teachers are committed to an education that integrates and celebrates faith, learning and life. They provide religious education and opportunities for faith development in communities where prayer and sacramental celebrations are integral to life. Students are encouraged to engage in civic and public life, involving community service and working for social justice.

Religious Education is delivered from Prep-Year Six to all students, with a focus on 'recontextualisation' rather than literal belief. This means (very simply) that we encourage our students to consider the spiritual truths in the stories of God and Jesus, and to reflect upon how these truths can relevantly guide and enhance our lives in the 21st Century. The 'Awakenings' document informs all R.E in the Ballarat diocese and aims to support students as they explore life experiences within the context of Church teachings and traditions.

As well as presenting a rigorous Religious Education curriculum, we also provide a tangible sacramental culture and daily opportunities for prayer, reflection and worship. Our school is visibly Catholic, and our daily routines include prayer, hymns, seasonal observations, Mass attendance and meditation. All our learning spaces include 'prayer tables' and symbols of our faith tradition.

Baptised Catholic children in the Sacred Heart Parish have the opportunity to celebrate the Sacraments of Reconciliation, Eucharist and Confirmation during their primary school years. These Parish-based events are supported by the school and connect closely to the school curriculum.

Sacramental preparation in a family setting is the most desirable way for children to complete their Christian Initiation; this is based on the following Church teachings:

- The family lies at the heart of Church life

- Parents are the first teachers of their children in all things, including faith
- For the most part, faith is celebrated in a family context
- Sacraments, as the high point of the celebration of faith, are best expressed as a family celebration.

We have many opportunities during the school year to come together at Church to celebrate the Eucharist. Our regular Masses include (but are not limited to) the Beginning of Year Mass, Ash Wednesday, Feast of the Sacred Heart, Catholic Education Week, Grandparents' Day, NAIDOC Week Mass, Mission Mass, Feast of the Assumption and End of Year Mass. Parents and families are always welcome to join us at these celebrations as well as Year-Level Masses.

Catholic primary schools located in the parishes across the Diocese of Ballarat come under the jurisdiction of the bishop. From 2021 onwards, all parish primary schools within the Diocese of Ballarat will be owned and governed by the company limited by guarantee named Diocese of Ballarat Catholic Education Limited (DOBCCEL). Our Catholic parish primary schools will continue their connection with our local parish and the parish community.

Our Religious Education Leader is Mr Ryan O'Callaghan. If you have any queries please don't hesitate to contact him.



YOUR CHILD'S LEARNING

Sacred Heart provides a foundation of faith based on Catholic tradition and teachings. We also assist your child to develop knowledge and understanding, skills, capabilities and dispositions necessary for lifelong learning.

Sacred Heart has a particularly strong emphasis on engaging students in a faith-based education where high standards are maximised in all areas of the curriculum, particularly in literacy and numeracy. Our school provides an environment which encourages your child to be confident and excited about learning from the start of school life.

The child is at the centre of all learning arrangements. Sacred Heart recognises that students are individuals, each with diverse learning needs. Teachers design learning experiences that are responsive to the different ways in which students achieve their best.

Our school provides facilities that enable your child to use and develop skills in various technologies, as well as to learn in engaging and effective ways.

CORE CURRICULUM STRUCTURES

Sacred Heart has strong processes for curriculum implementation that are supported by three school-wide core structures. These structures underpin our practice and are overseen by the Leadership Team.

PLC	Professional Learning Community
RtI	Response to Intervention
PBS	Positive Behaviour Support

Each of these approaches are research and evidence based and they enable the school to prioritise curriculum planning, monitor student progress, apply appropriate intervention strategies, improve teacher capacity and develop transparent procedures. It is difficult in this short space to provide detailed explanations of each of the core structures, so please feel free to seek more information online or speak to our Leadership Team if you would like to know more.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A professional learning community (PLC) in schools involves collaboration, sharing and ongoing critical interrogation of teaching practices in line with professional

standards. PLCs should be learning-oriented and promote the growth of teachers and students.

THE THREE BIG IDEAS:

- Focus on Learning
- Build a Collaborative Culture
- Focus on Results

THE SIX GUIDING QUESTIONS:

- What do we want the students to learn?
- How will we know they've learnt it?
- What will we do if they don't learn it?
- What we will do if they already know it?

THE SIX ESSENTIAL CHARACTERISTICS

- Shared Mission, Vision, Values and Goals
- Collaborative teams focused on learning
- Collective inquiry
- Action orientation and experimentation
- Commitment to continuous improvement
- Results orientation

In 2017 Sacred Heart became an accredited PLC Model School. This is a proud achievement and recognises the ongoing efforts of our teaching teams.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention is a systematic approach for achieving higher levels of academic and behavioural success for all students. The fundamental principles of Rtl are:

- All students can succeed
- Effective schools enable a culture of learning
- Effective teachers are critical to student learning success
- Teaching and learning is inclusive
- Inclusive schools actively engage with the wider community
- Fairness is not sameness
- Effective teaching practices are research based

Rtl emphasises:

- Quality teaching
- Earliest possible intervention
- Progress monitoring
- Explicit instruction
- Collaborative problem solving

Rtl is based on a three tier system. The three tiers are fluid and students move in and out of levels as required.

Tier 1: The general education setting.

Students receive research-based instruction and progress monitoring is used to identify students at risk of having difficulties. Students not responding to Tier 1 instruction move into Tier 2.

Tier 2: Students receive research based tutoring in a small group setting. Progress is monitored and students who are not responding to Tier 2 instruction move into Tier 3.

Tier 3: Individualised research-based interventions are applied and explicit monitoring continues.

POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support is an approach to discipline and behaviour management which emphasises whole-school systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments.

In the past, school-wide discipline measures have focused on reacting to misbehaviour. PBS requires the school to introduce, model and reinforce positive social behaviours. Research has shown that teaching consistent behavioural expectations and rewarding children for following them is a more positive and effective approach than waiting for misbehaviour to occur and then responding. At Sacred Heart, a PBS school, appropriate behaviour is the norm and all students know the school rule:

At Sacred Heart we are Respectful, Responsible and Safe.

DEEP LEARNING AND POWERFUL TEACHING

In their approach to learning, teachers at Sacred Heart:

- aim to maximise growth and progress for all students

- enable students to develop deep understandings about the world and how to operate effectively in that world
- build capacity for lifelong learning
- use questions and issues as drivers for learning
- create flexible learning opportunities in response to the different ways in which students learn and achieve their best
- encourage effective use of technologies to deepen and accelerate student learning, both inside and outside school
- encourage learners to think and work creatively, explore and experiment, plan and reflect, communicate and collaborate

create learning opportunities in different environments within and beyond the classroom.

CURRICULUM

Our curriculum is planned carefully to ensure the development of the whole child, including intellectual, spiritual, physical, emotional and social dimensions.

The curriculum is based on the dignity of the human person, a culture of community, and a commitment to social justice and service for the common good. It is designed to prepare students to be lifelong learners who can respond creatively to the challenges of the future, including rapid developments in science and technology, the environment, global activity and social change.

All our schools meet the curriculum, assessment and reporting requirements set by the Victorian and Australian governments. Catholic schools base their curriculum on the Victorian Curriculum F–10, including Towards Foundation Levels A–D, which sets out what every student should learn during their first 11 years of schooling.

The curriculum is the common set of knowledge and skills required by students for lifelong learning, social development, and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum, and reflects Victorian priorities and standards.

Most of our primary schools use an integrated curriculum to structure the teaching and learning program. This helps students make meaningful links between different learning areas and supports the exploration of ideas and themes of study, particularly through an inquiry approach to learning.

For more information on the Victorian Curriculum, see <https://victoriancurriculum.vcaa.vic.edu.au>.

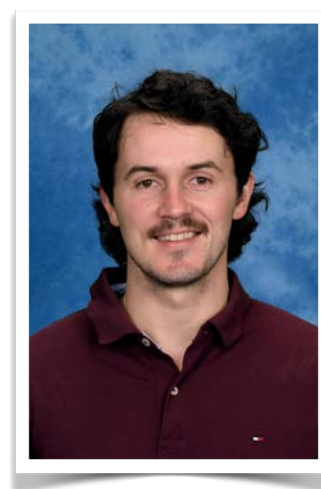
SPECIALISTS SUBJECTS

At Sacred Heart in Prep students take part in one 60-minute session of each specialist subject once per week. In addition to this, there are also celebrations and special days throughout the year for some specialist classes, for example, Cross-Country House-Sports, Athletics House Sports, Italian Day, Junior Unit Social and School Concert.

PHYSICAL EDUCATION

The Physical Education Program for each class is composed a once a week lesson taken by the Physical Education teacher. Our school promotes the development of a healthy lifestyle by providing a well-organised and active environment in which students can participate in a wide range of sports and physical activities. As well as improving fitness, participation in sport and physical education develops a sense of fair play, self-confidence and an ability to work with others as part of a team.

All students at Sacred Heart are allocated to a family-based house team..



Murray	Kulkyne	Hattah	Mallee
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PERFORMING ARTS

The Performing Arts program occurs once a week lesson taken by Ms Clare Taylor. This learning area enables exploration of the dynamic relationships between the four arts subjects: dance, drama, media arts and music. This involves students making and responding to artworks in many forms using various materials, techniques and technologies. Within all arts subjects, design facilitates the creative and practical realisation of ideas. develops student enjoyment, appreciation, creativity, skills and understandings.



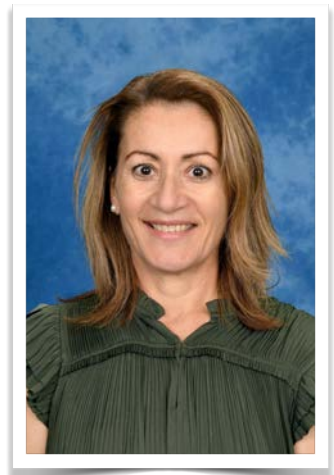
DIGITAL TECHNOLOGY

Digital Technology occurs once a week lesson taken by Mr Isaac Facich. Digital Technology ensures that all students benefit from learning about and working with the many forms of technology that shape the world in which we live. This learning area encourages students to apply their knowledge, practical skills and processes when using technologies and other resources to create innovative solutions that meet current and future needs. The technologies learning area includes design and technology, and digital technologies.



LANGUAGES

The Language that we teach at Sacred Heart is Italian. This occurs once a week lesson taken by Mr Lisa Cirillo for students from Year 1 - Year 6. The study of languages is an integral part of a broad and balanced education for all learners. An understanding of more than one language offers students cultural and intellectual advantages and the potential to become genuine citizens of the world.



TIMETABLE

Here is a sample of the day in the life of a student at Sacred Heart Primary School.

Time	Activity
8.15	Student Supervision Begins
8.20	Classrooms Open
8.38	School Day Begins <i>Any child who arrives after the 8.45am is LATE and must come through the school office and sign in.</i>
8.38 - 8.55	Classroom Administration & Prayer
8.55 - 10.55	Morning Teaching Block
10.55 - 11.27	Morning Recess Children may eat a snack if they wish
11.27 - 1.27	Middle Teaching Block
1.27 - 2:07	Lunch <i>All children are supervised by teachers during the 10 minute eating time from 1:27-1:37.</i>
2.10 - 3.10	Afternoon Session
3.10	End of the school day



CAMPS & EXCURSIONS

School camps and excursions are regarded as an essential part of our curriculum. During the year the children are involved in many different educational excursions in the local area. These include such things as Open Water Learning, a tour of Psyche Pumps and a trip to the Mildura Show. Excursions always link to the curriculum for the particular year level involved.

The following is the annual progression of “camp” activities in our Outdoor Education Program:

Prep	Prep Breakfast Prep Tea	On separate occasions, children have dinner and breakfast at school
Year One	Year One Stayback	Dinner and activities at school
Year Two	Year Two Sleepover	A one night sleepover at school
Year Three	Swan Hill Camp	An overnight camp at Swan Hill Pioneer Settlement
Year Four	Roses Gap (Grampians)	A two night camp
Year Five	Ballarat Camp	A two night educational excursion to Sovereign Hill, Ballarat
Year Six	Melbourne Camp	A four night educational excursion to Melbourne

NB: We are ever conscious of the cost of camps and excursions and ask that any family who is burdened by the cost of these activities, contact the Principal to discuss the matter rather than deny their child the opportunities that other children have.

Camp fees are charged at the start of the school year and may be paid as direct debits and also in instalments if preferred (as per school fees).



LEADERSHIP AND PEER SUPPORT PROGRAMS

Where opportunities are available, students are encouraged to be involved in student representative councils (SRCs) and programs within their time at Sacred Heart.

There are several leadership and peer support programs available in schools to encourage self-awareness and personal development:

STUDENT LEADERSHIP

At Sacred Heart Primary School, we believe that the Student Leadership Program should:

- reflect the values of the school;
- involve an element of service to other students, the school, the parish and the wider community;
- incorporate effective preparation of students for their leadership duties and responsibilities;
- have clear target goals for students to implement and achieve;
- be supported by an adult mentor;
- have a component for feedback and review so that it always stays relevant and meets the needs of the current cohort of students.

The current Student Leadership Program structure includes:

- Two School Captains;
- Two captains for each of the School Houses - Murray, Mallee, Kulkyne and Hattah;
- A captain for each class from Years 3-6;
- Opportunities for involvement in environmental or other curriculum-based programs;
- A Year 5 led Positivity, Leadership and Activated Youth (PLAY) Program.

The following selection procedures for positions and length of office for each role include:

- School Captains - a boy and a girl from Year 6 elected by their peers with whole staff discretion;
- House Captains - a boy and a girl for each House from Year 6, elected by their peers;

- Class Captains - Year Three & Four elected each semester by their class peers.
Year Five & Six elected annually by their class peers.

Year 4 and 5 students will be involved in a Student Leadership Day at the end of each year facilitated by the Student Leadership Coordinator and Year 5 teachers.

School, House Captains and Year 5 and 6 Class Captains have regular opportunities to meet as our core School Student Leadership Team. Formal meetings and development opportunities are a part of our ever-evolving School Leadership Program facilitated by a member of Staff.

Each student in their capacity as a School, House or Class Captain at Sacred Heart School is expected to:

- stay focused on class work during class time;
- work to the best of their ability at all times;
- give up their own time to attend meetings as required;
- model our core behaviours of Respect, Responsibility and Safety both in and out of the classroom and actively encourage their peers to model our core behaviours and adhere to all school rules.



BUDDY PROGRAM

Our Buddy program begins in Term 3 each year, as children in Year 5 are matched to a child enrolled for Prep in the following year. Year 5 children write letters to their Buddy and then during Term 3 they visit the child's kinder/day care venue. When the new Prep visits the school for transition and orientation sessions, their Buddy is there to help. We host a BBQ for the Buddy families to meet each other, usually in late November.

At the start of the new school year, the now Year 6 Buddy greets their Prep Buddy each morning and spends time helping them settle into school. Throughout the year various other Buddy activities occur, culminating in a 'Buddy Mass'. The relationships between buddies and their families are highly valued, extremely supportive and often continue into secondary school and beyond.

The 'buddy' system has two main benefits – the older student learns to take on leadership and responsibility, while the younger student knows they have another student at school to whom they can turn for assistance.



ASSESSMENT AND REPORTING - YOUR CHILD'S PROGRESS

Teachers will continually observe and assess your child's learning in class. At different times, an assessment task or test may be set to gain a clearer idea of how well your child understands what has been taught. This important assessment assists the teacher to fine-tune teaching strategies for the individual student.

GET TO KNOW YOU INTERVIEWS

Sacred Heart

WRITTEN REPORTS

You will receive two comprehensive written reports each year. These are sent home in June and December. These include:

- A 'dot' graph rating the student's achievement against curriculum benchmark for each learning area. (Well Below - Well Above expectation).
- A 'dot' graph rating the student's learning dispositions. (Poor - Excellent).
- Personalised comments regarding the student's learning profile and progress towards academic and social goals.

Reports can be viewed and downloaded by parents through their PAM account.

PARENT TEACHER INTERVIEWS

Arrangements will be made for at least one parent/teacher interview where you can discuss your child's progress with the teacher. In addition, you can always contact the school to arrange a meeting with the teacher if you have any concerns or would like an update on progress. A 10 minute discussion between parents and teachers regarding the student's achievements, needs, interests, preferences and progress occurs at these meetings.

SEE SAW DIGITAL LEARNING PORTFOLIO

The Learning Portfolio/Journal is a digital collection of annotated work samples that provides a snapshot of a child's learning and evidence of the major achievements. Students' work can be viewed via their Seesaw account. This allows for ongoing viewing of student work and achievement throughout each semester.

DIVERSE LEARNING NEEDS

Our school assists all students, including students with diverse learning needs.

Our teachers continually fine-tune teaching strategies for individual students and through this process may identify students requiring additional supports. We also request information about your child's specific needs through the enrolment process. When needed our school will establish a Program Support Group (PSG) when necessary, so that those with knowledge of the child can meet to plan adjustments which may include specific support plans or medical management plans.

Your child may present with difficulties accessing and participating in education. In consultation with parents, the school may access the services of the following consultants and/or allied health professionals in order to better inform the educational programming of your child:

- psychologists
- speech pathologists
- learning consultants: diversity, autism spectrum disorder/behaviour, vision impairment, hearing impairment, physical/chronic health impairment and new arrivals/refugees.

If we believe your child would benefit from these services, we will contact you and ask for your approval for the direct involvement of learning diversity staff with your child. You may contact our school for more information.

LEARNING DIVERSITY

Sacred Heart has long been acclaimed for its exemplary approach to supporting children who have additional learning needs.

At Sacred Heart, Learning Support is based on the Response to Intervention (RtI) framework and the terms are used interchangeably. Through RtI, we consistently use data to identify students at risk of poor learning outcomes, monitor progress, provide research-based interventions and adjust the intensity and nature of these interventions depending on student response. This enables us to identify and provide for the needs of all students.

We allocate significant school resources to Learning Support, and staff this area of the school with experienced educators who are committed to enhancing the learning and well being of our students. These teachers lead a team of Learning Support Officers (LSOs), have a dedicated work area and liaise closely with classroom teachers, other

staff and families. The overall role of the Learning Support Team is to provide additional school-wide time and support to ensure all students achieve academic and behavioural success and learn at high levels.

Sacred Heart has available for use a variety of researched and evidenced based intervention programs. The Learning Support Team are trained to implement these and they include academic, social/emotional and special interest interventions and programs.

We recognise that children who are gifted and/or talented may also be at risk and also require special provisions. We meet these needs in a variety of ways. The Catholic Education Office in each diocese offers educational consultancy and access to resources which assist schools to identify gifted students and make appropriate programming modifications. In 2022 our Learning Diversity Leader is Jacinda Deacon.



SPECIALISED THERAPY

Sacred Heart works in collaboration with specialised organisations in developing educational programs for students with diverse needs and these are personalised to meet the needs of the individual student.

Students who present with physical/chronic health impairment or complex care needs, requiring substantial or extensive adjustments to their educational program, may be eligible to access physiotherapy and/or occupational therapy services through the Catholic Education Commission of Victoria Ltd (CECV). Applications for therapy services must provide evidence that the student requires physiotherapy and/or occupational therapy as an integral component of their submitted student program. In a small number of cases, where specialised support is required, speech pathology services may be provided. You may contact your child's school for more information.

National Disability Insurance Scheme (NDIS) and external providers may be granted access to the school via a provider agreement. We will be able to provide you with the forms required for the application process.

NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD)

The federal and state governments provide funding to Victorian Catholic schools to assist with the ongoing costs of education. The Australian Education Act 2013 and subsequent amendments introduced the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD count occurs as part of the school census in August of each year.

Many students who need help at school can be counted in the NCCD, including children with learning problems (e.g. specific learning disability or reading difficulty – sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disabilities (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, autism spectrum disorder or anxiety). You may contact your child's school for more information.

Termly or bi annual Program Support Group (PSG) meetings are required for all students deemed eligible for SWD/NCCD funding. Meetings can also be held for students who are experiencing learning difficulties, but may not necessarily be eligible for funding. Personalised Learning Plans, Behaviour Support Plans and Student Management Plans are developed to ensure the learning of students is targeted to their particular area of need.



YOUR CHILD'S HEALTH, SAFETY AND WELLBEING

Students thrive at school when they feel happy, confident and secure. Your child's wellbeing is our first priority.

Our school works with parents to strengthen the wellbeing and learning outcomes of all children within a safe, inclusive and respectful learning environment. Strategic planning focuses on the development of school-wide practices and cultures that enable children to reach their potential in all areas – spiritually, cognitively, physically, emotionally and socially.

Policies, curriculum design and teaching practices, which align with the Australian Student Wellbeing Framework, are based on evidence that highlights strong links between safety, wellbeing and learning.

For more information on the Australian Student Wellbeing Framework, see <https://studentwellbeinghub.edu.au/parents/framework>.

Our school has policies regarding positive relationships, student wellbeing and behaviour management. These include positive behaviour plans and protocols. The documents outline expectations and responsibilities that promote mutual care, acceptance, courtesy and respect.

Our school also has policies and strategies for preventing and/or responding to bullying behaviours and serious offences. These policies and strategies are based on government requirements and the pastoral care policy of the Catholic Education Office in each diocese.

We have a dedicated wellbeing leaders to work with the Principal, Learning Diversity Leader and other teaching staff to promote wellbeing and support services.

Our school has access to a wide range of student wellbeing support in areas which include:

- child protection
- student health services
- personal development
- safety
- student voice
- resilience and mental health
- behaviour management

- anti-bullying education
- cyber safety
- drug education
- sun protection.

WELLBEING OFFICER (JO FINLAYSON)

A Wellbeing Officer is available to staff, students and their families. The Wellbeing Officer is onsite three days per week and works primarily as a member of the school's Learning Support/Wellbeing team, in the delivery of student wellbeing services, in order to contribute to improving student engagement and connectedness and to provide a safe, inclusive and supportive learning environment. The Counsellor/Wellbeing Coordinator works in close association with the Learning Diversity Leader and the Deputy Principal responsible for student and staff wellbeing.



CHILD SAFE STANDARDS

Sacred Heart is a place of welcome and safety for students and their families. Children have the right to be safe and protected, including at school. As a parent of a student in our school it is important you feel confident that your child is safe and well in the care of our school.

Our school leadership team regularly reviews and strengthens our child safe practices, and work with staff and parents to maintain a culture of child safety across all aspects of their school community. Our dedicated Child Safety Officer is Jacinda Deacon.

Sacred Heart has a duty of care to ensure children are learning, not only in a safe physical environment, but within a community where child safety is embedded in the school culture. This requires respect, understanding and compassion for others as an integral part of all that we do.

As a school we have to meet legal requirements for the care, safety and welfare of students. Since 1 August 2016, we have had to meet the Victorian Child Safe Standards.

For information about the Victorian Child Safe Standards in Catholic schools, see www.cecv.catholic.edu.au/Our-Schools/Child-Safety.

RELATE - RETHINKING LEARNING AND TEACHING ENVIRONMENTS

In 2022, Sacred Heart School will start a partnership with MacKillop Family Services Institute to introduce the MacKillop Education's ReLATE - Rethinking Learning and Teaching Environments model.

Developed by MacKillop Family Services for the Australian education context, ReLATE creates a culture of safety, inclusion and wellbeing for optimal learning across the whole school, informed by international trauma-informed education principles.

Sacred Heart has always placed a strong focus on Student Wellbeing prior to ReLATE. We believe ReLATE will further enhance and support us to do even better in building a safe, positive school climate to support the social/emotional and academic needs of all our students, staff and the wider community.

At its core, ReLATE promotes safe relationships - not only for students, but equally for families, teachers and other staff who provide education and support services.

In such a culture, safe and supportive learning environments are maintained in classrooms where students are not just known but understood, stress is minimised and teachers are supported in their professional growth.



BULLYING AND CYBERSAFETY

Catholic schools take bullying seriously and have a commitment to the safety and protection of all children in their care. Likewise, parents have a key role in preventing and responding to bullying.

Learning what bullying is and what it is not is the first step in talking about how to prevent or respond to bullying with your child. 'Bullying' is a word that is sometimes used for a range of incidents and quarrels that may not be bullying. These other behaviours may be just as serious, but require different responses.

We know bullying, including cyberbullying, can make people feel unsafe at school and miserable when they get home. We believe it is important that all children and young people know they are being heard, their feelings matter and their issue will be investigated respectfully.

The best outcomes to address bullying are achieved when teachers work with you to help resolve ongoing conflicts at school. This may include teachers working with parents of other students who may be involved. Establishing a shared understanding of bullying across the entire school community is an investment in positive and lasting solutions.

The Bullying. No Way! and eSmart websites provide useful information about bullying and online safety for students, parents and teachers.

The Australian Government Department of Education's Student Wellbeing Hub provides advice to help parents support their child, build positive communication with their child's school and contribute actively to the wider school community.

To learn more about the online environment and keep up to date on the use of technology for children, see the Office of the eSafety Commissioner's information for parents at www.esafety.gov.au/parents.

CLASSROOM AND PLAYGROUND SAFETY

The care and safety of children is a priority for our staff and their communities.

Creating child safe environments involves the active participation of teachers, students, families and communities. Teachers work hard to build positive relationships within the classroom and the wider school community, and to help young people understand the impact of their behaviour on those around them.

You as parents play a vital role in the mental health, happiness and wellbeing of your child, which in turn affects their sense of identity as well as their achievement. Through effective communication channels, families and teachers are able to work

together to develop students' resilience skills, and strengthen their relationships and school connectedness.

Children and young people in Catholic schools are empowered to be the best they can be through a nurturing environment where they are respected, their voices are heard, and they are supported to develop responsibility for their safety and the safety of others.

We know that when parents work in partnership with their child's school, there is a shared understanding of the values and behaviours that contribute to a respectful and supportive learning environment.

For information about dealing with bullying, coping with anxiety and helping your child to develop positive relationships, see the [Student Wellbeing Hub](#).








HEALTHY EATING

To sustain learning and promote healthy eating we encourage students bring to school predominantly healthy food choices.

STEPS TO PLANNING A HEALTHY LUNCHBOX

- Make time to prepare. Have fresh fruit and vegetables, milk and yogurt, bread and crackers all bought in advance.
- Shop wisely and save money. Buy fresh fruit and vegetables in season to ensure good quality and value for money.
- Make your own snacks. For example snack packs from fresh ingredients which you can buy in bulk.
- Look after the environment. Put sandwiches and other items in reusable containers. This uses less packaging and creates less rubbish.
- Choose a variety of foods from the 5 food groups (see table below).

Food group	Nutrients	Examples
Grain foods 	Carbohydrate providing energy for brain and body. Choose wholegrain options for more fibre and longer lasting energy.	<ul style="list-style-type: none"> - All types of bread – whole meal, multigrain, white, pita or other flat breads, fruit loaf - Rice, pasta, crispbreads, rice crackers
Fruit 	Carbohydrate for long lasting energy, vitamins, minerals and fibre.	<ul style="list-style-type: none"> - Fresh whole fruits or cut up and placed in a container - Dried fruit mix, canned fruit
Vegetables 	Vitamins, minerals and fibre for healthy gut and strong immunity.	<ul style="list-style-type: none"> - Cherry tomatoes, capsicum strips, snow peas, small corn cob or baby corn spears - Carrot, celery and cucumber sticks - Salad vegetables or coleslaw in a sandwich
Milk, yoghurt & cheese 	Major source of calcium for strong bones and teeth.	<ul style="list-style-type: none"> - Milk poppers - Cheese slices, cubes or sticks - Tub of yogurt
Lean meats, fish, poultry, egg, nuts and legumes 	Protein, iron and zinc for growing bodies.	<ul style="list-style-type: none"> - Cold lean meats or chicken - Tinned fish such as salmon, tuna or sardines - Boiled eggs, baked beans, hommus

- Include a bottle of water. No need for sweetened drinks such as juice, cordial or soft drink as these contain too much sugar which is not good for teeth. Non-

water drinkers usually start drinking water with the example of other children. Freeze a small quantity each night and top up with cold water in the morning for a cool summer drink.

RECESS SNACK

We encourage parents to pack fresh fruit or vegetables in your child’s recess snack box. The students eat their fruit (or vegetables) first at recess time. Students are often very hungry so you may like to pack one or two other snack items for them at this time, or another sandwich. This snack is eaten at 10:55am.

LUNCH SNACK

The main meal of the school day; a sandwich or roll, a salad or a slice of quiche. A ‘treat’ may also be appropriate here. Lunch is eaten at 1:27pm.

BRAIN FOOD

Brain food is a small piece of fruit or vegetables packed each day in addition to our recess snack and lunch. Each morning the Prep students eat brain food at 9:55 am.

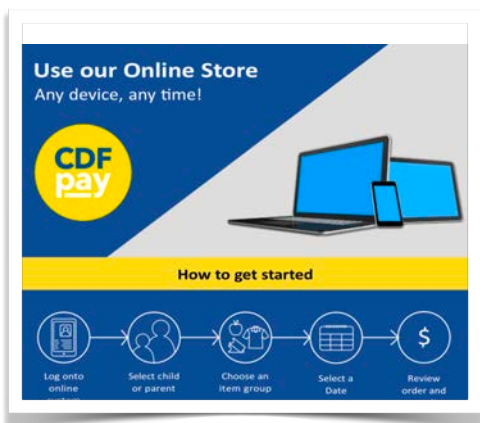
PACKING FOOD

The school has a bank of refrigerators for the storage of students’ food. For the ease of packing and unloading the fridges, we ask that parents provide separate, small, well-labelled containers or zip-lock bags for their child’s recess snack and lunch. Insulated ‘puffy’ lunchboxes and ice-blocks are not required.



SCHOOL CANTEEN

Our School Canteen operates on a Wednesday and Friday and provides a range of lunch options at low cost. The current menu and prices can be accessed through and ordered via the CDFpay website <https://shmildura.cdfpay.org.au>



SUN PROTECTION

Too much exposure to the sun's ultraviolet (UV) rays can cause sunburn, skin and eye damage, and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

Two in three Australians develop some form of skin cancer before the age of 70; however, most skin cancer is preventable. Our schools have sun protection policies and practices to minimise the risk of skin and eye damage, and skin cancer.

Sacred Heart is committed to implementing a combination of sun protection measures (clothing, sunscreen, hats, shade and sunglasses). Sun protection is required whenever UV levels reach three and above – the level that can damage skin and eyes. Students need to wear a hat from September through April.

As a parent, you have an important role in ensuring that your child develops and maintains healthy sun protection habits from the early years. Being a role model of sun-protective behaviours is one way to help your child do this. Another is being aware of when UV rays will be dangerous and require sun protection. Parents are encouraged to apply sunscreen to students prior to school on days where protection from the sun will be required.

For useful ideas and more information about sun protection and skin cancer prevention, including a SunSmart app which highlights daily sun protection times, see Cancer Council Victoria's SunSmart website www.sunsmart.com.au.

COLLECTING AND DROPPING STUDENTS OFF SAFELY

KISS AND GO

There are 'No Parking' signs on 12th Street in front of Sacred Heart and this is known as the 'Kiss and Go' zone. This zone is used for morning drop-off and afternoon pick-up. The idea is that cars form a moving procession coming from the 11th Street end of Olive Grove, into 12th Street and into the Kiss and Go zone. Cars are parked for a maximum of two minutes to drop-off or pick-up children and then drive down 12th Street towards Deakin Avenue (no u-turns).

Entry into the Kiss and Go area via Walnut Avenue and 12th Street is strictly prohibited. The Kiss and Go can only be entered via Olive Grove. There is to be no parking or stopping on either side of Olive Grove as this will be part of the moving 'pick-up & drop-off' line. Under no circumstances are students to be picked up or dropped off in Olive Grove.

Those students being picked up at the end of the school day from the Kiss and Go area assemble in front of the school on 12th Street and are directed to leave when their vehicle is in this area, via the supervised Kiss and Go gate.

ALTERNATIVE “DROP-OFF” ARRANGEMENTS

Some children walk, or ride bikes or scooters to school, and they are asked to enter via either the 12th Street entrance or the Tamarisk Grove entrance at the back of the oval.

Parents may choose to accompany their children into the school grounds in the morning. If you choose to do so, please join us in fostering independence, by encouraging your child to undertake his/her morning routine (changing library books, greeting friends and teachers, putting lunch orders in, etc.) with as little help as possible.

ALTERNATIVE “PICK-UP” ARRANGEMENTS

You are more than welcome to come into school to pick your child up from his/her classroom. This is a great way to meet other parents, informally chat to the teachers and ensure your child has everything organised at the end of the school day. If you do so, please park appropriately and make sure you are outside the classroom by the 3.10 bell, otherwise your child will be sent to wait in the supervised Kiss and Go area.

BUSES

Several of our students catch buses home from the St. Joseph’s bus stop on 11th Street. Each day a teacher gathers these children together and accompanies them to the bus stop to supervise until they are all safely on the bus.

WALKING HOME OR ALTERNATIVE PICK UP PLACES

You may wish for your children to walk home, or to your place of work after school. If so, we ask that you provide written permission to the school, stating that you authorise your children to leave the school unaccompanied by an adult. These children must leave either through the main 12th Street gate OR walk with the 11th Street bus group through Tamarisk Grove.

For safety reasons, we strongly discourage families from making arrangements whereby children leave school at the end of the day and go and wait at an unsupervised public pick-up location (e.g. on Walnut Avenue).

IDEAL DROP OFF AND PICK UP TIME

Ideal **‘Drop Off’** Time: 8.20 - 8.30 This allows children time to get themselves oriented to the school day. We recommend that students are not dropped at school earlier than 8.15am, as they will not be supervised.

Ideal **'Pick Up'** Time: 3.10 - 3.15 We appreciate that from time to time you may run late when picking up your child at the end of the day. However, if this is a regular occurrence, or the pick-up can't occur by 3.30, you are kindly asked to enrol your child/ren in After School Care.

MEDICATION AND FIRST AID

Sacred Heart Primary School maintains First Aid facilities and an appropriate number of staff members, non-teaching staff, casual relief teachers with current First Aid accreditation to ensure effective administration where required.

Students are supervised at all times during the school day. If minor First Aid such as cleaning and dressing a grazed knee is required, this will be done by the supervising staff member. If more substantial treatment is required the following process occurs:

- The supervising staff member contacts either the school office or the teacher on 'First Aid Duty'. For serious issues, an ambulance may be called.
- The affected student is sent or brought to the First Aid room, if possible. If it would be inappropriate to move them, they will be comfortably seated or placed in the recovery position.
- The office staff or the First Aid Duty teacher checks the child's details on PAM, to determine whether there are any medical alerts such as an allergy to dressings or penicillin, provides the appropriate treatment and, if necessary, contacts the child's parents or other emergency contacts. Please note that ALL head injuries are reported to parents as a matter of course.
- Parents or carers may be asked to come and collect the child from school to either seek further medical assistance or to allow the child to rest and recover at home.
- All First Aid treatment is reported to class teachers and parents via a 'green slip' that provides written details of the injury or ailment and the treatment provided.

If your child requires regular administration of medication whilst at school (either on a long or short term basis) you must provide the medicine in original packaging to the school office together with the following written details:

- Student's full name and class
- Reason for medication
- Full name of medication
- Dosage
- Time it must be administered

- Parent's signature

All medication must be kept in the school office. Parents must bring the medication to school and inform the child's teacher.

There are separate guidelines for the management of allergies, asthma and other medical conditions.

DAILY HEALTH

If your child shows any sign of illness you should keep him or her at home, both for individual recovery and the protection of other children and staff. If a child comes to school with clear signs of illness, their parents or other emergency contacts will be contacted and asked to collect them as soon as possible.

HEAD LICE

These unwelcome little visitors sometimes find their way to school and require constant vigilance and attention. Please notify the school in the event of discovery, so that we can take necessary precautions. If we notice a case of head lice during the school day, parents will be contacted immediately and asked to collect affected children. A standard letter will be provided to parents regarding the procedure for re-admission of the child to class. Head lice checks and clearances are conducted by specifically trained members of staff.



INFECTIOUS DISEASE

If a student is diagnosed with an infectious disease he or she must stay home until free from the disease or as indicated by the following table (please note this is a summary list; for full information see <https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion>)

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
13	Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

Regulation 111

A person in charge of a primary school, education and care service premises or children's services centre must not allow a child to attend the primary school, education and care service premises or children's services centre for the period or in the circumstances:

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.



ANAPHYLAXIS, ASTHMA AND ALLERGIES

Parents of students who have Asthma, Allergies, Anaphylaxis or other medical conditions requiring management and/or medication must upload to PAM the up to date Management Plan and provide the school with a clearly marked and current supply of medication and administration devices. We will include over the coming pages the preferred plans we use as a school. Failure to upload these plans and provide the school with a copy may result in exclusion of the child from school or off-site activities.


For students who have these plans they may be required to meet with an Office staff member to formulate a Risk Minimisation Plan. This will look at ways we can minimise risk and confirm how medication will be stored.

All our teachers and non-teaching staff undertake training in First Aid, Asthma and Anaphylaxis management. Many of our staff members have also completed the Diabetes in School training. We work towards educating students about these and other medical matters, and encourage all in our community to be informed and supportive. As advised by the relevant authorities, we do not support a 'blanket ban' of any foodstuffs or other allergens.

Sacred Heart has up to date Asthma, Allergy and Anaphylaxis policies in place, which can be provided to parents upon request. We uphold all valid and current legislative orders and departmental requirements in regard to management of these conditions.

ASCIA ACTION PLAN FOR ANAPHYLAXIS (RED) 2021 EPIPEN

This plan is provided to people with allergies who have been prescribed EpiPen adrenaline autoinjectors. To access please go to: <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>



australian society of clinical immunology and allergy

www.allergy.org.au

ACTION PLAN FOR Anaphylaxis

Name: _____ For use with **EpiPen®** adrenaline (epinephrine) autoinjectors

Date of birth: _____

Photo

Confirmed allergens: _____

Family/emergency contact name(s):

1. _____
Mobile Ph: _____

2. _____
Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np): _____

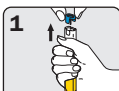
The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian.

Whilst this plan does not expire, review is recommended by DD/MM/YY

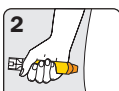
Signed: _____

Date: _____

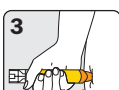
How to give EpiPen®

1 

Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE

2 

Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)

3 

PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds REMOVE EpiPen®

EpiPen® is prescribed as follows:

- EpiPen® Jr (150 mcg) for children 7.5-20kg
- EpiPen® (300 mcg) for children over 20kg and adults

SIGNIS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Tingling mouth
- Hives or welts
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person, call for help and locate adrenaline autoinjector
- Give antihistamine (if prescribed) _____
- Phone family/emergency contact






Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult or noisy breathing
- Difficulty talking or hoarse voice
- Swelling of tongue
- Persistent dizziness or collapse
- Swelling or tightness in throat
- Pale and floppy (young children)
- Wheeze or persistent cough

ACTION FOR ANAPHYLAXIS

- 1 LAY PERSON FLAT - do NOT allow them to stand or walk**
- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

- 2 GIVE ADRENALINE AUTOINJECTOR**
- 3 Phone ambulance - 000 (AU) or 111 (NZ)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline may be given if no response after 5 minutes**
- 6 Transfer person to hospital for at least 4 hours of observation**

IF IN DOUBT GIVE ADRENALINE AUTOINJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE AUTOINJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms


Asthma reliever medication prescribed: Y N

Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

© ASCIA 2021 This plan was developed as a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and cannot be altered without their permission.

ASCIA ACTION PLAN FOR ANAPHYLAXIS (RED) 2021 GENERIC

This plan is provided to people with allergies who have been prescribed any brand of adrenaline injectors. To access please go to: <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>



ACTION PLAN FOR Anaphylaxis

For use with EpiPen® adrenaline (epinephrine) autoinjectors

Name: _____
Date of birth: _____

Photo


Confirmed allergens: _____

Family/emergency contact name(s):
1. _____
Mobile Ph: _____
2. _____
Mobile Ph: _____
Plan prepared by doctor or nurse practitioner (np): _____

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian.
Whilst this plan does not expire, review is recommended by DD/MM/YY

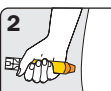
Signed: _____
Date: _____

How to give EpiPen®



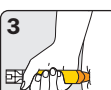
1

Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE



2

Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)



3

PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds REMOVE EpiPen®

EpiPen® is prescribed as follows:

- EpiPen® Jr (150 mcg) for children 7.5-20kg
- EpiPen® (300 mcg) for children over 20kg and adults

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person, call for help and locate adrenaline autoinjector
- Give antihistamine (if prescribed) _____
- Phone family/emergency contact


Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

- 1 LAY PERSON FLAT - do NOT allow them to stand or walk**
- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright



- 2 GIVE ADRENALINE AUTOINJECTOR**
- 3 Phone ambulance - 000 (AU) or 111 (NZ)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline may be given if no response after 5 minutes**
- 6 Transfer person to hospital for at least 4 hours of observation**

IF IN DOUBT GIVE ADRENALINE AUTOINJECTOR
Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE AUTOINJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms


Asthma reliever medication prescribed: Y N

Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

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ASCIA ACTION PLAN FOR ALLERGIC REACTIONS (GREEN) 2021

This plan is provided to people with allergies who have not been prescribed an adrenaline injector. To access please go to: <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>



australasian society of clinical immunology and allergy
www.allergy.org.au

ACTION PLAN FOR Allergic Reactions

Name: _____
Date of birth: _____

Photo

Confirmed allergens: _____

Family/emergency contact name(s):
1. _____
Mobile Ph: _____
2. _____
Mobile Ph: _____
Plan prepared by doctor or nurse practitioner (np): _____

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian, including use of adrenaline if available.
Whilst this plan does not expire, review is recommended by DD/MM/YY

Signed: _____
Date: _____

Note: This ASCIA Action Plan for Allergic Reactions is for people who have allergies but do not have a prescribed adrenaline (epinephrine) injector. For instructions refer to the device label or the ASCIA website www.allergy.org.au/anaphylaxis
Adrenaline injectors are given as follows:

- 150 mcg for children 7.5-20kg
- 300 mcg for children over 20kg and adults
- 300 mcg or 500 mcg for children and adults over 50kg

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Tingling mouth
- Hives or welts
- Abdominal pain, vomiting - **these are signs of anaphylaxis for insect allergy**

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person and call for help
- Give antihistamine (if prescribed) _____
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis






WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult or noisy breathing
- Difficulty talking or hoarse voice
- Swelling of tongue
- Persistent dizziness or collapse
- Swelling or tightness in throat
- Pale and floppy (young children)
- Wheeze or persistent cough

ACTION FOR ANAPHYLAXIS

1 LAY PERSON FLAT - do NOT allow them to stand or walk

- If unconscious or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright

2 GIVE ADRENALINE INJECTOR IF AVAILABLE

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Transfer person to hospital for at least 4 hours of observation

IF IN DOUBT GIVE ADRENALINE INJECTOR

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE INJECTOR FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: Y N

Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

© ASCIA 2021 This plan was developed as a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and cannot be altered without their permission.

VICTORIAN SCHOOLS ASTHMA ACTION PLAN – PUFFER AND SPACER

This plan is provided to people who have asthma and require a puffer and spacer. To access please go to: <https://asthma.org.au/about-asthma/live-with-asthma/asthma-action-plan/>

FOR USE WITH PUFFER AND SPACER

ASTHMA ACTION PLAN


VICTORIAN SCHOOLS

Student's name: _____

DOB: _____

Confirmed triggers: _____

PHOTO



Child can self-administer if well enough

Child needs to pre-medicate prior to exercise

Face mask needed with spacer

ALWAYS give adrenaline autoinjector **FIRST**, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms.

Adrenaline autoinjector prescribed: Y N Type of adrenaline autoinjector: _____

ASTHMA FIRST AID

For Severe or Life-Threatening signs and symptoms, call for emergency assistance immediately on Triple Zero "000"

Mild to moderate symptoms do not always present before severe or life-threatening symptoms

1. **Sit the person upright**
Stay with the person and be calm and reassuring
2. **Give ___ separate puffs of Airomir, Asmol or Ventolin**
Shake the puffer before each puff
Puff 1 puff into the spacer at a time
Take 4 breaths from spacer between each puff
3. **Wait 4 minutes**
If there is no improvement, repeat step 2
4. **If there is still no improvement call emergency assistance**
Dial Triple Zero "000"
Say 'ambulance' and that someone is having an asthma attack
Keep giving ___ puffs every 4 minutes until emergency assistance arrives

Commence CPR at any time if person is unresponsive and not breathing normally.

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma.

SIGNS AND SYMPTOMS	MILD TO MODERATE	SEVERE	LIFE-THREATENING
	<ul style="list-style-type: none"> Minor difficulty breathing May have a cough May have a wheeze Other signs to look for: <div style="border: 1px solid #ccc; height: 40px; width: 100%; margin-top: 5px;"></div>	<ul style="list-style-type: none"> Cannot speak a full sentence Sitting hunched forward Tugging in of skin over chest/throat May have a cough or wheeze Obvious difficulty breathing Lethargic Sore tummy (young children) 	<ul style="list-style-type: none"> Unable to speak or 1–2 words Collapsed/exhausted Gasping for breath May no longer have a cough or wheeze Drowsy/confused/unconscious Skin discolouration (blue lips)

Emergency contact name: _____

Plan prepared by Dr or Nurse Practitioner: _____

Work ph: _____


Signed: I hereby authorise medications specified on this plan to be administered according to the plan

Home ph: _____

Date prepared: _____

Mobile ph: _____

Date of next review: _____



- Place mouthpiece of spacer in mouth and ensure lips seal around it.
- Breathe out gently into the spacer.
- Press down on puffer canister once to fire medication into spacer.
- Breathe in and out normally for 4 breaths (keeping your mouth on the spacer).


- Assemble spacer.
- Remove cap from puffer.
- Shake puffer well.
- Attach puffer to end of spacer.

VICTORIAN SCHOOLS ASTHMA ACTION PLAN – PUFFER ONLY

This plan is provided to people who have asthma and require a puffer and spacer. To access please go to: <https://asthma.org.au/about-asthma/live-with-asthma/asthma-action-plan/>

FOR USE WITH A PUFFER

ASTHMA ACTION PLAN



VICTORIAN SCHOOLS

Student's name: _____

DOB: _____

Confirmed triggers: _____

PHOTO

Child can self-administer if well enough
 Child needs to pre-medicate prior to exercise

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms.

Adrenaline autoinjector prescribed: Y N Type of adrenaline autoinjector: _____

ASTHMA FIRST AID

For Severe or Life-Threatening signs and symptoms, call for emergency assistance immediately on Triple Zero "000"
Mild to moderate symptoms do not always present before severe or life-threatening symptoms

1. **Sit the person upright**
Stay with the person and be calm and reassuring
2. **Give _____ separate puffs of Airomir, Asmol or Ventolin**
Shake the puffer before each puff
Get the person to hold their breath for about 5 seconds or as long as comfortably possible
3. **Wait 4 minutes**
If there is no improvement, repeat step 2
4. **If there is still no improvement call emergency assistance**
Dial Triple Zero "000"
Say 'ambulance' and that someone is having an asthma attack
Keep giving _____ puffs every 4 minutes until emergency assistance arrives

Commence CPR at any time if person is unresponsive and not breathing normally.

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma.

SIGNS AND SYMPTOMS

MILD TO MODERATE

- Minor difficulty breathing
- May have a cough
- May have a wheeze
- Other signs to look for:

SEVERE

- Cannot speak a full sentence
- Sitting hunched forward
- Tugging in of skin over chest/throat
- May have a cough or wheeze
- Obvious difficulty breathing
- Lethargic
- Sore tummy (young children)

LIFE-THREATENING

- Unable to speak or 1–2 words
- Collapsed/exhausted
- Gasping for breath
- May no longer have a cough or wheeze
- Drowsy/confused/unconscious
- Skin discolouration (blue lips)

Emergency contact name: _____

Work ph: _____

Home ph: _____


Mobile ph: _____

Plan prepared by Dr or Nurse Practitioner: _____

Signed: I hereby authorise medications specified on this plan to be administered according to the plan _____

Date prepared: _____

Date of next review: _____



- Place mouthpiece, between the teeth, and create a seal with lips.
- Press once firmly on puffer while breathing in slowly and deeply.
- Slip puffer out of mouth.
- Hold breath for 5 seconds or as long as comfortable.

- Remove cap from puffer and shake well.
- Tilt the chin upward to open the airways, breathe out away from puffer.

1800 ASTHMA (1800 278 462) | asthma.org.au

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PARENTS AND SCHOOL WORKING TOGETHER

Catholic schools work with you in educating your child. The partnership between you and the school, especially your child's teachers, is crucial to ensuring that your child has the best opportunities to enjoy the school experience and learn effectively.

As a parent, you can contribute your own knowledge and skills at all levels to assist your child's learning, support the school's goals and promote the principles of Catholic education.

There are many ways in which parents and schools can work together to improve the educational experience and outcomes for their children. You can help your child in many areas of school life, as suggested in the list below.

WHAT YOU CAN DO TO HELP YOUR CHILD AT SCHOOL?

FAITH DEVELOPMENT

- Attend school and parish liturgies and Masses, sacramental education and faith development evenings.
- Participate in and discuss religious education learning activities and social justice initiatives.
- Encourage respectful conversations about faith, beliefs and values.
- Build a partnership with the school and teachers to support your child's faith and learning.

LEARNING

- Encourage your child to take increasing responsibility for their learning and organisational skills.
- Talk to your child about their learning and progress, using the language you know best. In conversations with your child, encourage respectful listening and sharing of opinions, beliefs and feelings.
- Establish regular contact with your child's teacher to discuss their learning and progress, and share knowledge of your child and how they learn.
- Encourage reading by setting an example – reading yourself.
- Read to your child and listen to your child's reading.
- Discuss the content of what has been read with your child and ask to see any work they complete in response to these books.

WELLBEING

- Encourage a balanced diet, regular routines, sufficient sleep and regular physical activity.
- Encourage positive attitudes, values and behaviours such as courtesy, confidence, persistence and 'doing your best'.
- Celebrate your child's successes.
- Encourage self-management, independence and resilience. Talk to your child's teacher about how you can support the school's focus on these important life skills.
- Help your child balance the amount of time spent in school work and play.

SCHOOL ACTIVITIES

- Attend school events, displays or productions in which your child is involved.
- Become involved in school community activities through parent groups, parent education programs, excursions and classroom assistance.



SCHOOL ATTENDANCE

Regular attendance at school is vital if your child is to obtain maximum benefit from the educational and social opportunities that the school can offer.

Students at Sacred Heart are expected to attend school every day from 8.40am - 3.10pm unless there is a valid reason for non-attendance. Direct parent notification is required to explain student absences. This can occur in the form of a written note, email, the parent notified absence on the SIMON Everywhere app. Our school must advise parents of unexplained absences on the same day via a SMS or a phone call.

If an occasional dental or medical appointment is necessary during school hours, the student can be collected from the school office, where they will be signed out. They are then to be returned to school via the office in order to be signed back in.

You are responsible for ensuring that your child attends school every day, on time, and for explaining absences in a timely manner. Please be aware that repeated absences or frequent late arrivals to school have a significant negative impact on a child's academic and social/emotional development.

Your child's teacher is responsible for monitoring daily attendance and patterns of absences and lateness, while the principal is responsible for determining if any irregular attendance or sustained absence is reasonable. If there are concerns about a student's record of attendance, the matter may be referred to a government Attendance Officer who has extensive powers of inquiry to investigate absences from school without a reasonable excuse.

In accordance with the Education and Training Reform Act 2006 (Vic.), schooling is compulsory for children and young people aged 6–17 years unless an exemption has been granted.

There may be occasions when your child is reluctant or refuses to attend school. Such occasions may increase in frequency and reflect a pattern of worrying behaviour. You are strongly encouraged to work in partnership with your child's teacher to address factors which may be causing the problem and to implement agreed strategies to promote attendance.

For further information and tips to improve your child's attendance at school, see www.education.vic.gov.au/parents/going-to-school/Pages/attendance-missing-school.aspx.

LEARNING AT HOME

Sacred Hea

YOUR CHILD'S PROGRESS

Communication between you and the school about your child's progress is important. There are formal and informal occasions for this, both face-to-face and in writing. Keep in contact with your child's teacher and contact the school if you have concerns.

CONTACT INFORMATION DETAILS

It is important that you keep the school up to date with your contact telephone numbers and those of an emergency contact. In cases of emergency or ill health, the school will immediately contact you so you can collect your child or approve the appropriate medical attention. It is also important that the school is kept up to date about any changes to your child's medical or healthcare needs.

ANNUAL SCHOOL REPORT

Every Victorian Catholic school provides an annual school report on its activities to parents and the wider community.

This report gives parents a clearer idea of the nature and outcomes of each school. The report includes important information such as enrolment and financial data, student attendance, the range of activities provided, overall performance of students on tests such as NAPLAN, results of parent and student surveys, and teacher qualifications.

The annual school report is normally found on the school's website, as well as on the State Register. Similar information about every school in Australia may also be found on the My School website.

For the State Register, see www.vrqa.vic.gov.au.

For My School, see www.myschool.edu.au.

SCHOOL ADVISORY COUNCIL (SAC)

The Sacred Heart School Advisory Council (SAC) is one way in which parents can become involved in enhancing the education of all children. It is an advisory body of the school that brings together our Parish Priest, Principal, staff and parents in a spirit of collaboration to realise the school's vision and achieve its educational aims. The SAC may provide advice in areas such as school improvement and the development of policy. This group meet six times a year on the fourth Tuesday of most months from 5:15pm-6:30pm.

PARENTS AND FRIENDS (P&F)

Sacred Heart has a Parents and Friends Association which offers an opportunity for parents to gather and become involved in the life of the school. All families, upon enrolment, become automatic members of the P&F and are most welcome to have input into school activities and enjoy the friendship offered. The meetings occur on the first second Tuesday of every term, in the Staff Room.

This group provides support for the school in the following areas:

- social functions that build community and enhance connection between parents
- provide input into where money for our fundraising levy goes
- voluntary support for educational programs.

Parent groups can also assist in fostering the intellectual, cultural, social and spiritual interests of their members, and provide opportunities for the development of community spirit among the staff, parents, parish and wider community. Often little sub-committees are formed to organise events or activities. These groups meet separately from the P&F Meetings at a mutually convenient time.

CLASSROOM HELPERS

Classroom helpers are vital to the success of our teaching and learning programs. We warmly welcome parent or grandparent helpers in all classrooms, from Prep-Year Six however, we absolutely RELY on this support in the junior years. Please consider giving as much time as you can, whether it's two hours per week or one hour per year. You will make an enormous difference to the learning of many children.

THE ROLE OF CLASSROOM HELPERS

- Under the direction of the classroom teacher/s, you will support learning by:
- Working with a small group of children or an individual
- Generally helping children settle and stay focused (particularly when the teacher is working with a small group)
- Modelling good learning behaviours (listening, looking, being positive etc.)
- Encouraging children to do their best
- Helping to engage and extend children, particularly 'early finishers'
- Supporting children to articulate their learning; "Jenny, you just put a full stop at the end of your sentence. Why is that a really important thing to do?"
- Pausing, Prompting, Praising...and praising again, and again, and again!

AS A CLASSROOM HELPER IT IS VITAL TO:

- Undergo a brief induction at the school office, provide a valid Working With Children Check and sign off on a volunteer application, duty statement and Code of Conduct.
- Maintain confidentiality: It would be highly inappropriate to mention your observations about children or teachers with whom you work in front of your own children or other parents.
- Beware of making judgements: All children can learn. Children learn at different rates and have different needs. Comparing children is unnecessary and can be destructive.
- Avoid any form of disruption to learning: (e.g. Coming in late, using class time to talk to the teacher, distracting your own child, having your mobile switched on and so on).
- Treat the children and their learning with utmost respect. Never criticise their efforts, never write on their work or ask them to rub work out/start again. Leave all disciplinary matters to the teacher.
- Seek clarification or advice as soon as possible from the teacher you are working with. If you have any concerns, ideas or questions, the best thing to do is speak with or email the teacher or leadership team.
- But most importantly, never forget how HUGELY you are appreciated and what an enormous contribution you make to the learning of the children and the life of our school.

CLASS CONTACTS

Each class at Sacred Heart Primary School is supported by a 'Class Contact'; a parent volunteer who provides a link between the class, the teacher and families. This is an informal and pastoral role that may be shared between two or more parents for each class. This role is also an official school role, so all Class Contacts must be inducted as volunteers at the Office, provided the Office with Working With Children Checks and must uphold and promote school programs, policies and practices.

The main duties of the Class Contacts include:

Parent Assistance: Ensure that there are fully-inducted parent volunteers available to assist teachers on excursions (as requested by the teachers). Assist the teachers by ensuring their 'classroom helper' rosters are filled in. Promote and enlist parent participation in school events.

New Families: Welcome new families who arrive during the school year; either via a 'phone call or face-to-face meeting.

Home/School Communication: Liaise closely with the classroom teacher in order to be able to provide up-to-date and correct information about upcoming events and also to alert the teacher (or leadership team) of any queries, problems or ideas.

Family Celebrations and Events: Represent the class by sending a card, flowers or small gift if a new child is born, or if there is a loss in the family.

Social Opportunities: Create informal opportunities for class families to get together (e.g. for coffee or a picnic).

It is the responsibility of the Class Contact to ensure that his/her contact details are shared with all members of the class. The Class Contact must also ensure that all correspondence, invitations, updates etc are inclusive of all families and that the school (either via the classroom teacher or the leadership team) is included and/or informed.

School-endorsed methods of communication must be used for the work of Class Contacts; i.e. Hard-copy notes and SIMON Everywhere App notices. Email and SMS may also be used if these methods are determined to be inclusive of ALL families. Facebook Messenger and similar social media are not to be used for school-based correspondence.

PAM (PARENT ACCESS MODULE)

St Joseph's uses PAM (Parent Access Module) which is also available as a mobile Application called Simon Everywhere. PAM allows parents to access our school intranet on PC's laptops, tablets or smartphones to view important information about their children. This platform is our main form of communication.

The following information is available through PAM (Parent Access Module). Each family has a unique login ID. This will give you access, in real time, to:

- Notify of student absences
- Update student medical information
- Consent to excursions & camps (will be added soon)
- Weekly eNewsletters
- School Calendar
- Student Reports

- Parent Teacher Interview/PSG bookings
- Student Commendation & letters

Instructions are available below to download the 'Simon Everywhere' App which replicates PAM but allows a more user friendly approach. Parents are issued with a username and password upon enrolment.

Please note that it is the responsibility of parents to ensure their child's medical and contact details are up to date and complete. In the event of an emergency the school staff will rely on the information provided via PAM.

DOWNLOADING SIMON EVERYWHERE APP

Once families have received PAM details, please use the below instructions to download the app.

1. Download the "SIMON everywhere" app from the Apple app store or Google play store.
2. Allow notifications when prompted.
3. Launch the app and register your device with a name and your mobile number.
4. When you verify you will be sent a code by SMS. Enter the verification code.
5. From the menu (lines at the top left hand side of your screen) select 'add school' then select Sacred Heart Primary School Mildura (be sure it says Mildura)
6. Login in with your PAM credentials (please contact the school office if you need these reset)
7. Select Home from the menu.



COMPLAINTS

The school should always be your first point of contact and will have its own complaints policy to which you should refer. You may advise the school of your concern in a number of ways:

- write an appropriate note or email to the relevant person (e.g. classroom teacher, year level coordinator)
- make an appointment to speak on the phone or meet with the relevant person

- speak with the school's student wellbeing leader, if appropriate.

Ensure the relevant person is given a reasonable amount of time to take the steps required to resolve or address the concern, and arrange meetings or phone calls through the school office.

After discussing your concern with the school, if the matter is not resolved satisfactorily, you may wish to refer to the complaints policy for our diocesan office to see what options are available. The Diocese of Ballarat Catholic Education Limited (DOBCEL) can be contacted on 03 5337 7135

SUPPORTING PARENTS - ACCESS AND AFFORDABILITY

Catholic education is strongly committed to the principles of social justice and the dignity of the human person. Sacred Heart makes it a priority, therefore, to create an environment in which all parents and families feel welcomed, valued and supported.

In particular, every effort is made to support and empower students with diverse learning needs.

Support is available for students newly arrived in Australia and for families who are more comfortable communicating in a language other than English.

For families experiencing financial difficulties, the information in this section outlines a range of opportunities for assistance.

SCHOOL FEES

Attending Sacred Heart, like any other school, comes at a cost for parents. School fees, uniform costs and other charges are required but every effort is made to make attending Sacred Heart affordable and accessible to all families.

Our school is funded substantially by the Commonwealth and State Governments but is also expected to raise approximately 25% of funds locally. As the Governments increase their subsidies to meet with inflation they expect us to do the same. Below is a list of the various ways we make up our local contribution. At any time you may collect a copy of the actual fee amounts from the school office.

<p>Student Levy \$310 PER STUDENT</p>	<p>This covers the cost of items your child will use at school during the course of the year. This fee covers all student supplies (sometimes referred to as a 'booklist').</p> <p><i>Not included in this levy are: 1:1 Technology devices (Years 4-6), School Camps and Fundraising Monies.</i></p>
<p>School Fee \$1190 PER FAMILY</p>	<p><i>Families who feel they can afford to pay a little more than the set fee are encouraged to do so as a way of supporting families who are less fortunate.</i></p> <p><i>The money raised from school fees goes towards pastoral care and the general recurrent running costs associated with administering and maintaining our school buildings and grounds.</i></p> <p><i>One copy of the school magazine for each family is included in this fee.</i></p>

<p>Capital Works Fee \$280 PER FAMILY</p>	<p>Income raised here is for capital projects (e.g. new buildings, major renovations and maintenance).</p>
<p>Technology Levy \$70 PER STUDENT \$110 ONLY P-3 STUDENTS</p>	<p>This is used for the purchasing of programs and licenses that would be used to assist students with learning. Eg SeeSaw, Simon, Reading Eggs, etc. This is to assist with the purchasing of an iPad for students in Prep to use across the years P-6 at school. From 2022 students in years 3 will receive a ChromeBook. This fee would not apply to students in Yrs 4 to 6, as they have already purchased Laptops.</p>
<p>Fundraising Levy \$150 PER FAMILY</p>	<p>This covers all fundraising costs associated throughout the year. In 2022 this levy has been allocated to assist funding for new Yr 2 Classroom furniture, Music Equipment and Event Costs e.g. Shrove Tuesday, Mother's Day Breakfast and general community events at Sacred Heart Primary School.</p>
<p>Swimming Levy \$20 PER CHILD</p>	<p>Yr's 1 to Yr 6 participate in a Swim Program</p>

Prices here are approximate.

We provide a number of methods of fee payment to reduce financial burden and assist financial planning. Fees may be paid on a yearly, termly, monthly, fortnightly or weekly basis.

If you have any concerns regarding payment of school fees or charges, you are encouraged to discuss these with the Principal, rather than disregarding requests for payment. We will always strive to support families and make alternative arrangements where possible. We ensure that no child misses out on supplies, excursions, camps etc. for financial reasons. There are several forms of assistance available, including conveyance allowance and means of sponsorship. The school office will be able to provide more information about this if applicable.

All Sacred Heart families are required, as a condition of enrolment, to pay a fundraising levy. We ask all families to contribute to our annual events. The fundraising levy and other P&F (Parents and Friends) initiatives go directly towards funding the children's education. In 2022 we are planning that this money goes towards starting a music program, updating furniture in our Grade 1 and 2 classrooms and improving the sound system in the stadium.

GOVERNMENT SUPPORT

The Victorian Government Camps, Sports and Excursions Fund (CSEF) provides payments to assist eligible families (holders of valid means-tested concession cards or temporary foster parents) to cover the costs of school trips, camps and sporting activities. The annual amount per student is currently \$125 (primary school) and \$225 (secondary school).

For more information, first contact your child's school. If further information is required, see <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy>.

DOBCEL FAMILY FEE ASSISTANCE SCHEME

In all Ballarat Diocesan Catholic Primary Schools, tuition fee discounts are available to families eligible for a means tested Health Care Card, Centrelink Pensioner Concession Card or Veteran Affairs Pensioner Card. The scheme offers tuition fee discounts to both Catholic and non-Catholic families, to new and current students. Although a family may be eligible to receive a fee discount, families may choose not to apply for the fee discount and pay the full school fee.

The Family Fee Assistance Scheme will be implemented across all Ballarat Diocesan Catholic Primary Schools. Families that qualify for the scheme will pay \$520 per annum (\$10 per week) for primary school tuition fees.

The discounted fee covers tuition and capital fees only. It does not cover additional charges such as camps, book hire, subject levies; however, parents may approach the principal as it may be possible to have these additional charges discounted. If you are receiving the Family Fee Assistance tuition fee discount, your child will be able to take part in school activities, trips and excursions, however, you may be required to pay for activities which require additional payment.

To access this scheme you will need to go through the school's normal enrolment procedures in order to gain a place for your child at the school. Once a position had been confirmed, you will be informed that Family Fee discounts are available; and to gain access to the discount, parents or guardians will need to show a valid card and complete a simple application form.

It is expected the Scheme will continue to operate for the length of the child's enrolment at the school whilst a family is eligible for the Health Care Card, Centrelink Pensioner Concession Card or Veteran Affairs Pensioner Card.

SCHOOL UNIFORM

It is the responsibility of the parents to ensure, that their children come to school wearing the correct uniform. If for some reason, particular items are not available on a given day, a note should be sent with the child, to eliminate any misunderstanding.

It is the policy of the school that children are required to wear a school uniform. Decisions in regards to our uniform have been made in the past to make sure it is serviceable, practical and affordable. It is our intention that the wearing of the school uniform will:

- Provide an economical and neat mode of dress for the children at our school.
- Promote the identity of our school.
- Help develop in children a sense of ownership and belonging in regard to the school.
- Reduce unfair competition and discrimination arising from the ever-changing world of fashion.

It is the responsibility of our entire school community to ensure that the uniform regulations are enforced. However, understanding and compassion will be exercised when appropriate.

SCHOOL UNIFORM REQUIREMENTS

	Girls	Boys
Summer	Blue/white checked dress OR Pale blue school emblem polo shirt and approved navy blue shorts/skort Navy blue school emblem windcheater or bomber jacket. Pale blue socks Black leather shoes Pale blue school emblem hat for Preps	Grey school shorts (neat fitting) Pale blue school emblem polo shirt Navy blue school emblem windcheater or bomber jacket. Grey school socks (crew style) Black leather shoes Pale blue school emblem hat for Preps
Winter	Davidson Tartan skirt or slacks Pale blue school emblem polo shirt (long or short sleeves) Navy blue school emblem windcheater, bomber jacket or weather-proof jacket Pale blue socks or navy tights Black leather shoes Navy blue school emblem hat (pale blue for Preps) Navy blue school emblem scarf	Grey school trousers (neat fitting) Pale blue school emblem polo shirt (long or short sleeves) Navy blue school emblem windcheater, bomber jacket or weather-proof jacket Grey school socks (crew style) Black leather shoes Navy blue school emblem hat (pale blue for Preps) Navy blue school emblem scarf

	Girls	Boys
Physical Education	School emblem sports polo Navy blue shorts (no pockets, elastic or drawstring waist) - basketball mesh style recommended Plain navy blue track pants (no stripes or logos) White sports socks (plain or with school emblem) Suitable sports shoes Pale blue school emblem hat for Preps Year 6 students may wear their commemorative T-shirt for PE	School emblem sports polo Navy blue shorts (no pockets, elastic or drawstring waist) - basketball mesh style recommended Plain navy blue track pants (no stripes or logos) White sports socks (plain or with school emblem) Suitable sports shoes Pale blue school emblem hat for Preps Year 6 students may wear their commemorative T-shirt for PE

Year Six students also have the opportunity to purchase commemorative rugby-style tops. These can be worn year round.

PHYSICAL EDUCATION UNIFORM DAYS

Children in Prep will be required to wear their Physical Education uniform on a Monday and Friday. On these days the children wear their Physical Education uniforms to and from school.

SCHOOL HATS

It is school policy that hats should be worn from September 1st until May 1st whenever the children are outside. Outside these times the wearing of a school hat is based upon the forecast UV rating. Prep children have a light blue hat so that they are easy to identify in the playground.

SHOES

Parents are asked to give special attention to the shoes children wear to school. The uniform regulations specify black leather shoes. There are many styles on the market that fit this description, however parents are urged to avoid shoes that feature coloured stripes, logos or any other coloured decoration. Unless specifically authorised, (e.g. on Physical Education days) sneakers are not to be worn to or from school.

SOCKS

Specific attention is also drawn to the colour of the socks to be worn as part of the general uniform: pale blue for girls, grey for boys. Sacred Heart sports socks or plain white sports socks (with no logos or markings) are to be worn as part of the Physical Education uniform.

HAIR STYLES, JEWELLERY, NAIL POLISH AND MAKE-UP

The childrens' hair is to be worn in a neat and tidy style. Children with longer hair that can potentially cover their eyes are to wear it tied back or up in a ponytail, plait or some other suitable style. This includes both girls and boys. Hair ribbons, scrunchies etc. are to be of the predominant school colours of either pale or navy blue.

Jewellery is not considered part of the Sacred Heart dress code and generally is not to be worn with the school uniform. The following exceptions apply:

- A. If your child has pierced ears:
 - Plain studs only (nothing that glitters or dangles)
 - Only one stud per ear in the ear lobe
 - No other body piercing adornments are permitted
- B. Religious medals may be worn on a chain round the neck or on a pin. Care must be taken to ensure that these are worn in such a way as to be safe when the children are playing.

Nail polish and make-up are not permitted as part of the school uniform

SCHOOL UNIFORM PURCHASE

The Uniform Shop is run independently to the school through Totally Workwear. The shop is located at 87 Lime Ave, Mildura (Ph. 03 5021 4697).

SECOND HAND UNIFORM SHOP

The Parents and Friends (P&F) operate a Second Hand Uniform shop. Opening hours are usually during our School Assembly times. All items for sale are donated and all proceeds go directly to the P&F to support our school.

SCHOOL BAGS

School bags with the school emblem printed on them are available for purchase from Totally Workwear but are not compulsory.

LIBRARY BAGS

All students require a Sacred Heart Library Bag (ordered through Totally Workwear) which is used to protect books borrowed from school as well as newsletters and other correspondence.

LOST PROPERTY

Please label ALL UNIFORM ITEMS with your child's name. Lost property can be retrieved from the back of the stadium and if left unclaimed, will be donated to the second hand uniform shop.

TRANSPORT

If your family resides 4.8 km or more from their nearest Catholic school they may be eligible for transport assistance. In locations where there is not enough demand to run a free school bus service, the Victorian Government provides a conveyance allowance to help with travel costs.

For more information, first contact your child's school. If further information is required, see <https://www2.education.vic.gov.au/pal/conveyance-allowance/policy> or www.ptv.vic.gov.au/tickets/regional-tickets/victorian-school-buses/school-bus-program.

OUT OF HOURS SCHOOL CARE

Many Sacred Heart families make use of the Camp Australia After-School Care Program that is held on the grounds of Sacred Heart. Registration needs to be done through the Camp Australia website www.campaustralia.com.au. Further information can be obtained by calling 1300 105 343. Each day the office will print out a list of students attending After-School Care and notify the students at the end of the day via the announcements.

