

SACRED  
HEART  
COLLEGE

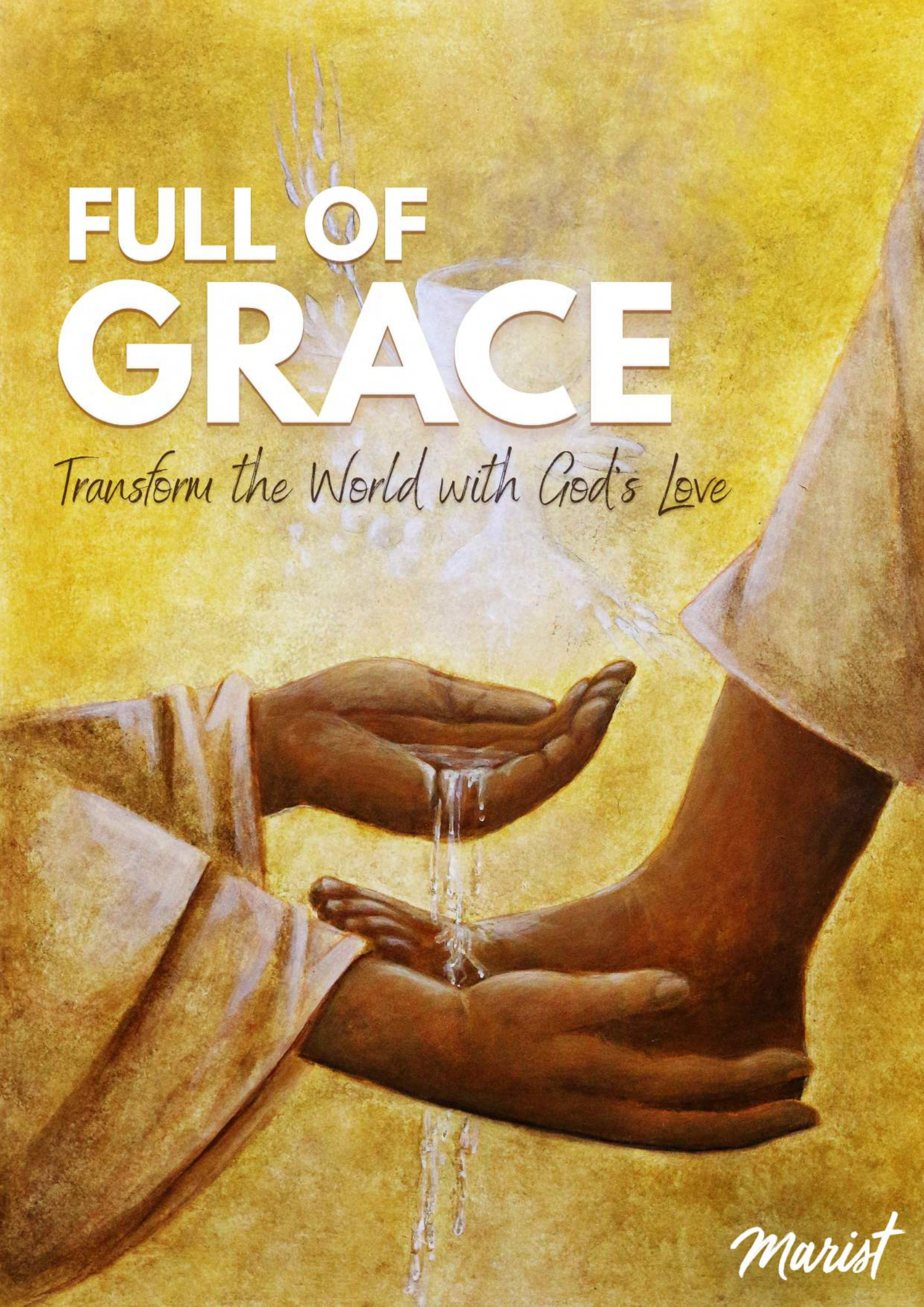
# Student Handbook

2026

Courageous Hearts.

# FULL OF GRACE

*Transform the World with God's Love*



*marist*

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**Please note that information in this document is subject to change.  
(Updated 11 February 2026)**

# About Sacred Heart College

## The Sacred Heart Vision

**'Virtus ubique vincit'**

**(Under all circumstances courage triumphs)**

As a place of acceptance, belonging and holistic development we are committed to empowering our young people - you - to be the best they can be within a community connected by courage, a love of learning, and service to others. We share a connected vision as a Catholic College in the Marist tradition to be game changers remaining true to our Marist values in all that we do.

At Sacred Heart, we think beyond our campus gates and offer each student the opportunity to develop and grow courageous hearts. Their time at Sacred Heart College - and in the years beyond - is a journey which ignites a sense of belonging as they become an enduring part of the Sacred Heart community.

### **Marist Identity & Mission**

Sacred Heart to be a 'Home for All Hearts' further developing a contemporary Marist Family Spirit, incorporating Catholic Social Teaching principles of solidarity and care for our 'home'.

### **Learning**

Commit to a 'World Class Education' in line with the Mparntwe Declaration (2019), the OECD 2030 Educational Goals and Marist Schools Australia's improvement agenda.

### **Student Life & Wellbeing**

Review and develop Wellbeing Programs and activities which enhance 'A Home for All Hearts' by way of nurturing closer connections and support networks for students, while ensuring the dignity of all students is upheld in the context of our commitment to the Gospel values of respect, truth and justice.

### **People**

Enhance and further develop a 'whole school' culture, and develop and encourage wellbeing strategies and initiatives for the Staff and Leadership of the College.

### **Community**

Enhance celebrations of all Sacred Heart community achievements in which we develop and strengthen partnerships by way of participation in activities and organisations focused on 'the common good' by way of outreach, volunteer and immersion activities.

### **Stewardship**

Ensure sustainable financial management by way of the '10 Year Financial Plan' to enable affordability and accessibility to the College whilst maintaining fee support when needed. We also seek to continue and improve sustainable, environmentally friendly practices with a focus on the continual upgrade of all learning spaces and facilities, including the Boarding House.

(Ref: Sacred Heart College Strategic Plan 2022–2024)

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

Marcellin Champagnat: Founder of the Marist Brothers

## The Marcellin Champagnat story

Father Marcellin Champagnat, Founder of the Marist Brothers, was a peasant from the region of southern France near Lyon. He was born in 1789, the year of the French Revolution, and died from cancer in 1840. Father Champagnat was a man of immense vision, and one of his many talents was his capacity to articulate and implement his vision in simple terms. Recognising the need for the young people of the French countryside to be educated, Fr Champagnat founded the Little Brothers of Mary, the Marist Brothers, who quickly spread throughout the world, arriving in Australia in 1872 and in Adelaide in 1897, when Sacred Heart College was established.

Even though he did not write up his educational ideas, his richest thoughts have come down to us through his letters and the memories of the first Brothers. In these documents, we understand what he taught and what became known as the Marist style of education, a distinctive pedagogical approach which Marcellin and the first Marists initiated and which was innovative in many of its aspects. Today, we describe this approach with reference to the Marist characteristics of Presence, Simplicity, Family Spirit, Love of Work and acting In the Way of Mary. We seek to adopt these attitudes and values as our way of inculturating the Gospel. We believe that it is the sum and interaction of these five characteristics which gives our Marist style its spirit-inspired originality.

### The spirituality of Marist education

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

### Good example

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

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

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

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

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

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

“ *Our aim is to form good Christians and good citizens.*”

Marcellin Champagnat: Founder of the Marist Brothers

## The Marist Brothers

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

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

Our style of educating is based on a vision that is truly holistic, and that consciously seeks to communicate values. We share Marcellin's intuition that 'to bring up children properly, we must love them, and love them all equally'.

### Marist Brothers' Somerton Park Community

- Br Des Howard (Community Leader)
- Br Greg McCrystal (Assistant Community Leader)
- Br Patrick McInerney
- Br Bryan Leak
- Br John Horgan
- Father Michael Brennan (Resident Chaplain)



## The College Crest

The Sacred Heart logo was designed by Br Placid around 1914. It is the graphic representation of our school and all we represent. It enables members of the community to recognise us and understand our philosophy.

The logo comprises the name and school crest. The shield of our crest is divided into four quadrants by a Cross. The cross, in Marian blue, reminds us of the significance of Christ's death on a Cross and Mary's role in the Gospels and for us as Marists.

The **Sacred Heart of Jesus** at the centre of the Cross, accompanied with a crown of thorns and burning flames, represents the 'burning love' Jesus has for all humankind. The Sacred Heart of Jesus that began beating in the womb of the Blessed Virgin more than 2,000 years ago still beats today in the glorified humanity of the Risen Christ. In the Heart of Jesus, we experience the overwhelming mercy of God and God's infinite desire to be in relationship with us.

The **Auspice Maria** on the top left quadrant is the official monogram of the Marist Brothers. Translated from Latin, it means that, as followers of Marcellin Champagnant, we are "under Mary's patronage" or "Mary's watchfulness"; and just as her work was to give Christ to the world, so too is ours. Our primary purpose is to nurture Christ's life in the hearts and Christ's principles in the minds of our students.

The relevance of present day needs is very much in our minds as the **open book** and the **lamp of learning** on the two right hand quadrants symbolise. Students at the school are invited to develop a love and respect for learning and to acquire the skills and energy needed to

develop their God-given gifts of mind and body, thus preparing us to take our places in the world about us.

We are aware, however, that we are part of a larger community, and **South Australia's own emblem** in the bottom left-hand quadrant calls students to a sense of civic awareness and responsibility, to become, as St Marcellin Champagnat implored, “good Christians and good citizens”.

Sacred Heart College was originally known as the “College by the Sea”. Mary, the mother of Jesus, was often called the “Star of the Sea”. The **star** under the motto depicts this.

The motto on our crest sums up, as it should, the ideal we set before our students: “**VIRTUS UBIQUE VINCIT - under all circumstances courage triumphs**”. This courage is a moral strength that is prepared to face the demands of life, its duties and obligations to one’s self, to one’s neighbour, to one’s country, and to God. It demands training in control of heart and mind; and a discipline that must be exercised more and more by all Sacred Heart College students as each advances to independence and to maturity.

*This is an adaptation of Brother Kenneth Harris’ fine explication of Sacred Heart College’s badge. Brother Kenneth was Principal of the College from 1964 – 1969.*

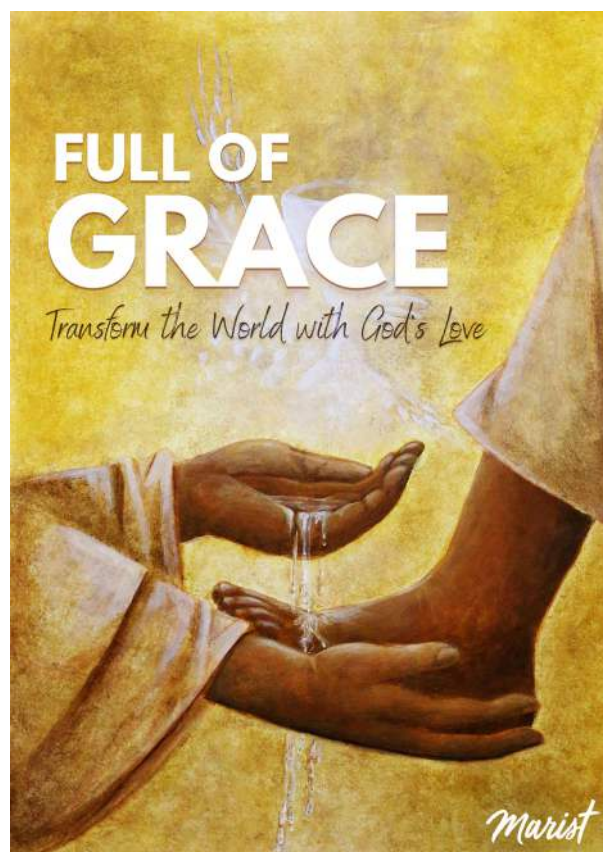
## 2026 Marist Theme

**‘Full of Grace: Transform the world with God’s love.’**

The 2026 Marist theme ‘**Full of Grace: Transform the world with God’s love**’ explains GRACE as God’s love, freely given, undeserved, unmeasured, without conditions and offered to everyone. When received with an open mind and heart, something begins to change within us, reshaping our actions, our capacity to love, and how we engage with the world.

Grace, like love, is always a gift. Once accepted, it overflows from our hearts and radiates outward, moving us to share God’s love with others. Grace is not abstract or distant; it is the living presence of God in the ordinary: a word of encouragement, listening with patience, a hand extended in peace. In these small acts, God’s love moves through us, shaping us into instruments of grace.

We live in a world that longs for peace and understanding, where fear and division can often overshadow hope. Yet grace shows us another way. It invites us to be bridge-builders where there are walls, to show understanding where there is judgement, and to choose love even when it feels easier to walk away. Grace is God’s love in action: listening deeply, serving humbly, washing feet, kneeling in honour of the dignity of others, and rising with the conviction to stand for those who are powerless.



# Important information for students

## 2026 term dates

### Term 1 (10 weeks)

#### Tuesday 27 January – Thursday 2 April

|                                   |                                                                               |
|-----------------------------------|-------------------------------------------------------------------------------|
| Monday 26 January                 | New boarders arrive                                                           |
| Tuesday 27 January                | Returning boarders, Year 7s, Year 10s, Year 12s and all new students commence |
| Wednesday 28 January              | Term 1 commences for all returning students in Years 8, 9 and 11              |
| Thursday 2 April                  | Term 1 concludes                                                              |
| Tuesday 7 April – Friday 10 April | Staff Professional Learning Week (no students)                                |

### Term 3 (10 weeks)

#### Monday 20 July – Friday 25 September

|                     |                  |
|---------------------|------------------|
| Sunday 19 July      | Boarders return  |
| Monday 20 July      | Term 3 commences |
| Friday 25 September | Term 3 concludes |

### Term 2 (10 weeks)

#### Monday 27 April – Friday 3 July

|                 |                  |
|-----------------|------------------|
| Sunday 26 April | Boarders return  |
| Monday 27 April | Term 2 commences |
| Friday 3 July   | Term 2 concludes |

### Term 4 (8 weeks)

#### Monday 12 October – Wednesday 2 December

|                      |                                                                                                |
|----------------------|------------------------------------------------------------------------------------------------|
| Sunday 11 October    | Boarders return                                                                                |
| Monday 12 October    | Term 4 commences                                                                               |
| Thursday 22 October  | Year 12 students' last official day of classes (SWOT VAC exam preparations the following week) |
| Thursday 12 November | Year 11 students' last official day of classes (exams the following week)                      |
| Thursday 19 November | Year 10 students' last official day of classes (exams the following week)                      |
| Wednesday 2 December | Term 4 concludes for Year 7–9 students                                                         |

## Campus specific school hours

### Champagnat school hours

Monday 8.40am – 2.00pm  
Tuesday – Friday 8.40am – 3.20pm

### Marcellin school hours

Monday 8.45am – 1.25pm  
Tuesday – Friday 8.45am – 3.25pm

Outside of Curriculum Extension Activities (CEA) and other scheduled school events, students should not be on school premises before 8.00am and after 4.00pm.

Supervision is provided from 8.20am in the Champagnat school yard and from 8.25am in the Marcellin school grounds.

## Student Lateness and Absence

### Punctuality

Punctuality is a valued life skill. It is a desirable attribute that later in life will be sought after by employers. We encourage punctuality and students arriving on time for the start of the school day. Students are expected to travel directly from home to school and to plan that journey so that they arrive ready to begin at 8.40am.

### Extended absences during term time

Students of compulsory school and education age (6–17 years of age) require an exemption if their absence is greater than five days if they:

- wish to travel or go on a family holiday during school time.
- have a medical condition that prevents them from attending school (evidence is required such as a letter from a medical practitioner stating the reasons why they deem the student unable to attend school).

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

Parents are required to:

- telephone the Student Absentee Line on 8350 2594 (Parents will be issued with a Form B - Exemption from School Attendance Form which must be signed and returned to the College Front Office).
- make contact with their son/daughter's Homeroom Teacher.
- inform the appropriate Head of House.
- make external arrangements for the student to receive any necessary assistance to successfully complete the missed work (for example, employ a tutor).

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

### Illness at school

If a student is unwell at school, they should attend the Health Care Centre at their relevant campus in the first instance rather than contact a parent/caregiver. Healthcare staff will contact parents/caregivers if they are required to go home.

### Student expectations whilst absent from school

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

Students who miss work have the following responsibilities:

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

To negotiate any extensions to assignments using the correct protocols (refer to the Assessment Provisions Policy (which relates to: Extensions to Deadlines, Absence from Tests/Examinations, Redeemability and Special Provisions). The College suggests that in these circumstances parents initiate contact with the school – the level of action being informed by the length of time missed and the likely impact on the students' learning program.

## Healthcare for students

The College has a Health Care Centre at each campus, both staffed with Registered Nurses who care for the health needs of boarding and day students. The Health Care Centres play a vital role in promoting the well-being of children by providing accessible healthcare within the education environment. Our Registered Nurses are key members of the multidisciplinary team and are responsible for caring for student health. Their scope of practice extends beyond basic first aid, to include health assessments, chronic disease management, immunisation programs, health education and emergency interventions.

Parents/Caregivers must contact the Health Care Centre Registered Nurses throughout the school year to inform of changes to their child's health and/or their health support needs. To assist the College in supporting your child's health care needs we require the following:

### 1. Medical Record

All parents/caregivers (of both new and current students) are required to complete a Student Medical Form at the commencement of each year. This record is confidential, provided only to relevant staff (e.g. Registered Nurses, Teachers, Medical Personnel, sports coaches, Counsellors) at the discretion of the Principal or Head of School. Parents/Caregivers should ensure the information is current. This includes emergency contact details and any medications that your child requires routinely or for specific health symptoms that the Registered Nurse may be required to administer.

### 2. Health Support Plan

If your child has a health condition, which may require specific support when at school, parents/caregivers must provide a written letter and/or Health Care Plan from your child's doctor. This information should detail care and treatment required and should include; triggers, signs and symptoms exhibited by your child, routine and emergency management and any other information the doctor believes is necessary for the Registered Nurse to provide safe and appropriate care. A health plan for school ensures quick responses in emergencies, helps to identify and manage students health conditions and promotes student safety.

### 2a. Anaphylaxis

Anaphylaxis is a severe and life threatening form of an allergic reaction. Parents/Caregivers are to notify the College if your child is at risk of anaphylaxis. An Anaphylaxis Action Plan is to be provided to the Health Care Centre at the beginning of the school year. If the Action Plan states that an Epipen and/or medication is required, this must be provided. All medication, including the Epipen must be in its original box, with a pharmacy label with the students name, be within date and with a visible expiry. It is the parents/caregivers responsibility to replace any expired medication before it expires and to notify the Health Care Centre if there are changes to their child's health and/or Action Plan.

### 3. Medication Administration

***To keep students safe and support individual health needs, specific guidelines and procedures for medication management are essential at school.***

- Medications administered to students, whether prescription or non-prescription (over the counter), must be authorised, in writing with a Medication Authority Form by a parent/caregiver and some restricted medications must have an appropriate Registered Health Professional authority sign off. If you require a form, please contact the Health Care Centre.
- Parents/Caregivers are required to inform the Health Care Centre and provide a written statement of all medications their child is taking/may take at school.
- All medications taken during the school day will be stored in the Health Care Centre (unless a specified alternative agreement has been made with the parent/caregiver, student and Registered Nurse).
- All medications must be provided in their original container with a pharmacy label, be within date and have a visible expiry. It should be noted that a pharmacist will provide a pharmacy label for over the counter medications on request.
- The Registered Nurse and/or other authorised staff will supervise, administer and manage all medications at school. All medications are documented and require records to be maintained for each medication given/taken by the student. If medication administration requirements change (such as time, dose, strength or route of administration) an updated written authorisation form must be provided before the Registered Nurse can administer.

- Administration of mild pain reliever medicines requires parental consent. A single nurse-initiated dose of Paracetamol or Ibuprofen may be given if consent is indicated on a signed Student Medical Record Form. Any subsequent doses will not be given without a Medication Authority. Students requesting/ requiring a second dose of nurse-initiated pain reliever medicine within the school day will be assessed by the Registered Nurse and if required, parents/caregivers will be contacted to collect the student.
- If a student requests or requires a second dose of nurse-initiated pain reliever within a 48 hour period (i.e. the following consecutive school day), parents/ caregivers will be contacted immediately and required to give consent (over the phone) for this dose to be given.
- Students requiring more frequent administration of pain reliever medications will be advised to seek advice from their medical practitioner and provide a written Medication Authority for ongoing administration of pain reliever medication for school.

**NOTE: Boarding students should have a Medication Authority completed at the beginning of the school year for pain reliever medications, and an antihistamine (for mild allergies such as hayfever) in anticipation/ preparation for such an event as per the Boarding Medication Policy.**

## Information Technology and student devices

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

### Student expectations

- Devices must be brought to school each day fully charged and in good working order.
- All devices must be used in accordance with the Information and Communication Technology Student User Agreement and the Acceptable Use of Information and Communication Technology policy.
- Students are responsible for all activities associated with using and caring for their Device.
- Devices should be labelled for identification.

### Purchasing a Chromebook

The SHC Device Portal helps facilitate the purchase of Chromebook devices as well as carry-bag options to complement student education. Purchasing a Chromebook from the portal enables the College ICT team members to support students with Warranty or Accidental Damage Insurance claims. Please allow for the delivery time indicated on the portal when placing your order.

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

### Champagnat (Years 7–9)

Champagnat students are required to bring a Chromebook as part of their day-to-day school requirements. The purchase of a Chromebook is the responsibility of the parents/caregivers and must be completed using the [SHC Device Portal](#). Please note that Chromebooks cannot be purchased at the College. The SHC Device Portal offers extended on-site warranty and accidental damage insurance options which are highly recommended by the College.

## Marcellin (Years 10–12)

Marcellin students are required to bring a digital device as part of their day-to-day school requirements. The College recommends that students select a Chromebook from the [SHC Device Portal](#) with extended warranty and accidental damage insurance. However, Marcellin students are able to choose a Windows or MacOS laptop if they are competent in its use.

If a Windows or MacOS laptop is chosen, it must:

- Be a currently supported version and be regularly updated with security patches
- Run a current and supported anti-virus software
- Have at least 8Gb RAM and a SSD type disk
- Have a 5GHz WiFi adapter
- Have a battery capable of surviving all day (Chargers are not permitted to be used at the College)
- Allow a trusted root certificate to be installed. Note: This is to enable the College to filter the internet while at the College
- Be in good working order.

## Chromebook and IT support

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

Replacements and repairs for any device with expired warranty is the responsibility of the parents/caregivers. Any hardware failures that occur on devices that have been purchased outside of the SHC Device Portal will be the responsibility of parents/caregivers.

The College's ICT Department will provide 'best effort' configuration support for non-Chromebook devices that adhere to the College device requirements.

In cases where a problem cannot be resolved, students will be directed to seek support from an independent computer technician. To assist the ICT Department with non-Chromebook devices, students should have a good working knowledge of their device.

## Device Damage

Similar to other personally owned items, Sacred Heart College is not liable for loss, damage, misuse, or theft of Chromebooks.

## Loan Chromebooks

A limited number of short-term loan Chromebooks will be available when devices are unusable due to damage or failure. Loans are only available for a three week period to allow for repair or replacement of the students device. Should a student cause damage to a loan Chromebook Device either accidental or deliberate, the student/family will be responsible for a \$100 insurance excess. This will be billed to the family account as an incidental cost, with payment required within 30 days of invoice.

## Responsibility

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

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

## Student Use of Mobile Devices Policy

Student mobile devices are an important communication medium and have significant benefits for use in the broader community. However, research has found that "Mobile digital device use in schools has the potential to disrupt student wellbeing and affect the education of the whole child" (Griffiths & Williams, 2018).

Students are not to use their personal mobile devices on school grounds during school hours; this includes before school, during lesson times, recess, lunchtime, in between lessons, during afterschool detentions and during optional workbacks.

If a student chooses to bring their personal mobile devices(s) to school, the personal mobile device(s) must be on silent, locked in the student's locker and must not be accessed during school hours. No liability will be accepted by the College in the event of loss, theft or damage of the mobile digital device.

For full details, please refer to the Student Use of Mobile Devices Policy on the College website at [shc.sa.edu.au/our-college/our-policies](http://shc.sa.edu.au/our-college/our-policies).

## Management of Student Electronic Devices

Should students choose to bring electronic devices onto school grounds, they are required to adhere to all College policies and, in particular, the expectations outlined above. If these expectations are not met, the following process will occur:

1. Students who are seen breaching the Student Electronic Devices Policy are required to give the device to a staff member immediately and it will be securely stored. Staff will record the breach on SEQTA and the device will be returned before the student departs that day.
2. Heads of House will monitor repeated breaches of policies and issue consequences as required.
3. Should there be no improvement in the student's ability to follow the Student Electronic Devices Policy, students will be placed on an electronic device management plan.

## College uniform requirements

At all times, students are ambassadors of the school and are expected to wear the uniform in a way that presents a positive face of Sacred Heart College.

### Uniform requirements

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

1. The summer uniform must be worn in Terms 1 and 4, and the winter uniform in Term 2 and 3.
2. The uniform is to be worn in its complete and approved form:
  - a. When travelling to, from and during school hours
  - b. To all official functions and excursions
  - c. At other times, as directed.
3. The summer dress must touch the knee. Given they are worn with the Blazer, the winter skirt must be no shorter than the bottom of the knee. Skirts must not be rolled up at the waist.
4. Other items of Sacred Heart clothing (such as Year 12 Hoodies and other commemorative jumpers/ items) are not, under any circumstances, a part of the College uniform and are therefore not permitted to be worn (unless specified) to school.
5. If injuries restrict the wearing of the College uniform, negotiations may be made with the appropriate Head of House, who will seek approval from the Deputy Principal.
6. It is every student's personal responsibility to ensure that they arrive each morning, and remain throughout the day, within the expectations outlined within this policy.

### Jewellery

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

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

## Hair and grooming

Hair for all students must be clean, neat and well-groomed at all times. Cuts and styles which, in the opinion of the College, are extreme, or attract attention, are not acceptable. If in doubt, students should consult their Head of House, who will seek approval from the Deputy Principal, before making radical changes to hair.

1. Hair that is of shoulder length must be tied up and neatly off the face.
2. A ribbon or scrunchie may be worn in College blue.
3. Hair length should be evenly cut (i.e.; no undercuts).
4. Hair should be no shorter than a "Number 2".
5. Dreadlocks are not permitted.
6. When students colour their hair, it must be on the condition that the colour is a natural tone
7. Students must be clean shaven upon their arrival at school each morning, and side burns may be no longer than the middle of the ear.

## Make-up

1. A very light, barely visible foundation is the only make-up that will be accepted.
2. Acrylic, gel, or shellac nails are not permitted.
3. No eye make-up, no coloured nail polish or lipstick may be worn.
4. Eyelash extensions are not permitted.

## Tattoos

Students are not permitted to obtain tattoos.

## Breaches of the uniform and grooming policy

Consequences for breaching this policy include:

1. Item(s) confiscated,
2. Removal from class or school until the breach is addressed/rectified,
3. Personal Responsibility Sessions (lunch, after school, Saturday).

Continued breaches will result in:

1. Meeting with parents/caregivers
2. Ongoing suspension from classes.

## Details of College uniform requirements (including sporting teams)

### Girls uniform

#### Girls summer uniform (Terms 1 and 4)

SHC Summer Dress (must touch the knee) **or**  
Navy shorts with black belt **or**  
Grey pants with black belt  
Short sleeved shirt  
SHC blue pullover/vest  
SHC dress sock with pale blue trim if dress/shorts worn **or**  
grey socks if pants worn

#### Girls winter uniform (Terms 2 and 3)

Pleated winter skirt (must touch the knee) **or**  
Grey pants with black belt  
Grey socks if pants worn  
Blue blouse and SHC tie with blouse tucked in  
SHC blue pullover/vest  
SHC blazer - gold buttons included  
Dark blue stockings - may be wool blend

### Girls accessories

Black leather lace up school shoes  
Hair ribbons in school colours  
SHC crested backpack  
College hat or cap  
College scarf (optional, however no other scarves may be worn)

### Boys uniform

#### Boys summer uniform (Terms 1 and 4)

a) Navy blue shorts worn with Belt  
and open-necked, short sleeved, side split, pin-striped blue shirt  
**or** long-sleeved, pin-striped blue shirt and SHC tie  
with shirt tucked in  
**and** blue marle socks  
SHC blue pullover/vest

#### Boys winter uniform (Term 2 and 3)

Long grey trousers worn with Belt  
Long sleeved pin-striped blue shirt and SHC tie with shirt tucked in  
SHC blue pullover/vest  
SHC blazer - gold buttons included  
Grey socks

**Boys accessories**

Black leather lace up school shoes  
SHC crested backpack  
College hats or cap  
College scarf (optional, however no other scarves may be worn)

**PE uniform (all students)**

SHC crested polo shirt  
SHC PE shorts  
SHC track jacket or crested rugby top  
SHC track pants  
SHC PE socks  
Sports shoes with non-marking soles

**Individual sports team uniforms****Athletics:**

- SHC crested athletics singlet (provided by the College for Athletics Carnivals)
- SHC PE shorts
- SHC PE socks

**Badminton / Squash / Table Tennis:**

- SHC PE crested polo shirt
- SHC PE shorts
- SHC PE socks

**Baseball / Softball:**

- SHC crested PE polo shirt
- SHC PE shorts
- SHC PE socks

**Basketball:**

- SHC reversible basketball singlet
- SHC basketball shorts
- SHC PE socks

**Cricket:**

- SHC crested cricket polo shirt (white)
- SHC white trousers
- SHC cricket cap or broad brimmed white hat

**Football:**

- SHC football guernsey – sleeveless
- SHC football shorts
- SHC football socks
- SHC Yellow training guernsey (1st XVIII squad only)

**Netball:**

- SHC netball dress
- SHC netball shorts
- SHC PE socks

**Rugby:**

- Rugby Uniform top provided
- SHC football shorts
- SHC football socks

**Soccer:**

- SHC soccer top
- SHC soccer shorts
- SHC football socks

**Swimming:**

- SHC bathers or plain navy or black one piece bathers
- SHC swim cap

**Tennis:**

- SHC tennis polo shirt (white)
- SHC PE shorts
- SHC PE socks
- SHC Drive Tennis cap (Drive team only)

**Touch Football:**

- SHC crested touch football singlet
- SHC PE shorts
- SHC PE socks

**Volleyball:**

- SHC volleyball shirt
- SHC PE shorts
- SHC PE socks

**Water Polo:**

- SHC bathers or plain navy or black one piece bathers
- Water polo swim caps provided, which include appropriate safety ear caps, etc.

## 2026 staff list

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

### College Executive

|                           |                                          |
|---------------------------|------------------------------------------|
| Principal                 | Daniel Lynch / Daniel Head (Acting TI)   |
| Deputy Principal          | Daniel Head / Danielle Greig (Acting TI) |
| Head of Marcellin Campus  | Danielle Greig / Tim Fernandez (Acting)  |
| Head of Champagnat Campus | Beth Caldwell                            |
| Director of Business      | Andrew Boeyen                            |
| Director of Boarding      | Robert Gill                              |

### Champagnat Leadership

|                                   |                      |
|-----------------------------------|----------------------|
| Head of Champagnat Campus         | Beth Caldwell        |
| Director of Teaching and Learning | Meagan Kozlowski     |
| Director of Students              | Riley Atkinson       |
| Director of Learning Enrichment   | Loren Ryall (Acting) |
| Director of Marist Mission        | Belinda Barrile      |

### Marcellin Leadership

|                                   |                                         |
|-----------------------------------|-----------------------------------------|
| Head of Marcellin Campus          | Danielle Greig / Tim Fernandez (Acting) |
| Director of Teaching and Learning | Alex Daw                                |
| Director of Students              | Alex Penhall                            |
| Director of Learning Enrichment   | Brett Pinder                            |
| Director of Marist Mission        | Tim Fernandez / Tara Salter (Acting)    |
| Director of Boarding              | Robert Gill                             |

### Champagnat Heads of House

|                             |                        |
|-----------------------------|------------------------|
| Head of Chanel              | Damien Cardone         |
| Assistant Head of Chanel    | April Carney (Acting)  |
| Head of Chavoin             | Samantha McLean        |
| Assistant Head of Chavoin   | Paul Beecroft (Acting) |
| Head of Fourviere           | Sharon Bentley         |
| Assistant Head of Fourviere | Rubi Oka (Acting)      |
| Head of Marian              | Troy Rowland           |
| Assistant Head of Marian    | Blake Harding          |
| Head of Montagne            | Bianca Ferraro         |
| Assistant Head of Montagne  | Nick Vasic             |

### Marcellin Heads of House

|                             |                                                |
|-----------------------------|------------------------------------------------|
| Head of Chanel              | Rebecca Bond                                   |
| Assistant Head of Chanel    | Joel Broadway                                  |
| Head of Chavoin             | Stephen Kay                                    |
| Assistant Head of Chavoin   | Sean Kuerschner / Adrian Veljkovic (Acting TI) |
| Head of Fourviere           | Daniel Rabbett / Sean Kuerschner (Acting TI)   |
| Assistant Head of Fourviere | Amanda Graham-Sutton                           |
| Head of Marian              | Catherine Bradley                              |
| Assistant Head of Marian    | Zoe Siviour                                    |
| Head of Montagne            | Shannon Jones                                  |
| Assistant Head of Montagne  | Tara Salter / Patrick Pivato (Acting)          |

## Champagnat Heads of Learning

|                                |                    |
|--------------------------------|--------------------|
| The Arts                       | Jacinta Vistoli    |
| English and Literacy           | Cameron Fullerton  |
| Health and Physical Education  | Georgia Hext       |
| Humanities and Social Sciences | Kahrynn Hartshorne |
| Languages                      | Melissa Loy        |
| Mathematics                    | Oliver Garrett     |
| Religion Studies               | Moira Petrallas    |
| Science                        | Emily Upton        |
| Technology                     | Tim Wright         |

## Champagnat Specialist Coordinators

|                                |               |
|--------------------------------|---------------|
| Director of Data and Analytics | Brigitta Ragg |
| Director of Timetabling        | Meagan Heinze |
| Boys Sports Coordinator        | Georgia Hext  |
| Girls Sports Coordinator       | Jacqui Schar  |
| Music Performance Coordinator  | Bec Page      |

### Leaders of Learning and Professional Practice:

|                                 |                                                                                                       |
|---------------------------------|-------------------------------------------------------------------------------------------------------|
| Leader of Numeracy              | Natasha Smith                                                                                         |
| Leader of Student Transition    | Kate Casciano                                                                                         |
| Leaders of Learning Enrichment  | David Higgins (Year 7)<br>Beau Lee (Acting) (Year 8)<br>Susan Hammer-Irving (Year 9)                  |
| Leader of Professional Practice | Laura Parsons                                                                                         |
| Literacy Coaches                | Jess DeSilva (Leader)<br>Celine Grandioso<br>Kerri Griffiths<br>Bianca Raslan / Sharyn Davis (Acting) |
| Gifted & Talented Coordinator   | Danielle Wilkey                                                                                       |

## Marcellin Heads of Learning

|                                        |                                            |
|----------------------------------------|--------------------------------------------|
| The Arts and Performance               | Anita Wallace /<br>Angie Logan (Acting TI) |
| Cross Disciplinary Studies             | Caitlin Rayner                             |
| English                                | Jessica Hirschausen                        |
| Health and Physical Education          | Garreth Hutton                             |
| Humanities and Social Sciences         | Rachel Weidemann                           |
| Languages                              | Melissa Loy                                |
| Mathematics                            | Rebecca Jasper                             |
| Music                                  | Fleur Summers (Acting)                     |
| Religious Education and Marist Support | Damian Ruiz                                |
| Science                                | Nick Macgregor                             |
| Technology                             | Scott Smelter                              |

## Marcellin Specialist Coordinators

|                                             |                   |
|---------------------------------------------|-------------------|
| Director of Data and Analytics              | Brigitta Ragg     |
| Director of Timetabling                     | Meagan Heinze     |
| Aboriginal Education Coordinator            | Luke Hildyard     |
| Assistant Director of Teaching and Learning | Caitlin Rayner    |
| Boys Sports Coordinator                     | Gavin Pinnington  |
| Girls Sports Coordinator                    | Laura Breeding    |
| e-Learning Coordinator                      | Bernadette Thorpe |

### Leaders of Learning and Professional Practice:

|                                                     |                                                                                  |
|-----------------------------------------------------|----------------------------------------------------------------------------------|
| Leader of Numeracy                                  | Natasha Smith                                                                    |
| Leader of Student Transition                        | Alison Iwanowitsch                                                               |
| Leaders of Learning Enrichment                      | Amanda Byrne (Year 10)<br>Erin Pick (Year 11)<br>Jordan Walker-Roberts (Year 12) |
| Leader Professional Practice                        | Meghan Otte                                                                      |
| Pathways Coordinator                                | Rachel Aldrich                                                                   |
| Vocational Education and Training (VET) Coordinator | Sarah Benedictson                                                                |

## College news

The College publishes a blog/newsletter called the 'Hearts News' each fortnight on even weeks (Weeks, 2, 4, 6, 8, 10) during each term. The Hearts News celebrates College events and student achievements, and is emailed directly to parents/caregivers and published online, available to read via the College website at [shc.sa.edu.au/news-and-events/college-news](http://shc.sa.edu.au/news-and-events/college-news)

# Student Wellbeing

## College policies and procedures

Sacred Heart College has policies in place which reflect our Mission, Values and Vision. These policies are available on the College website via [shc.sa.edu.au/our-college/our-policies](https://shc.sa.edu.au/our-college/our-policies)

## Child safeguarding

All children and young people who come to Sacred Heart College have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

We have a zero tolerance for child abuse and other harm and are committed to acting in students' best interests and keeping them safe from harm.

The College regards its child safeguarding responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the College community has a responsibility to understand the important and specific role that they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision that they make.

Our staff are all Mandatory Notifiers, have undertaken relevant RAN training and have up to date Working with Children Checks. As do all of our coaches and volunteers.

We have also implemented an Anonymous Reporting Tool, STYMIE, to enable our young people to report any behaviour or interaction that they find concerning. These reports are followed up by our Head of House and Campus Leadership Teams. STYMIE can enable students to report concerning behaviour and can be accessed via SEQTA or at the website below.

[www.stymie.com.au](https://www.stymie.com.au)

Students will also participate in the Keeping Safe Curriculum Program through Extended Pastoral Care. This rigorous program will ensure that our young people can recognise warning signs and keep themselves safe at all times.



# Discrimination, bullying and harassment

## Context

As a Marist School, the Sacred Heart community believes that all human beings are created equally in the image of God. Through Jesus' words "to do unto others as you would have them do to you", "love your neighbour as yourself", and "love others as I have loved you" each person is called to give witness to these Christian values.

## Principles

EVERY PERSON AT SACRED HEART HAS A RIGHT TO:

- be treated as an individual and with dignity
- be able to feel safe
- be able to learn, free from anxiety
- feel the strength of community, consistent with Christian living.

## Definition

### What is harassment?

Harassment is an act of aggression causing embarrassment, pain or discomfort to another person.

Harassment can take a number of forms:

- psychological
- physical
- sexual
- verbal
- exclusion
- extortion
- individual or group.

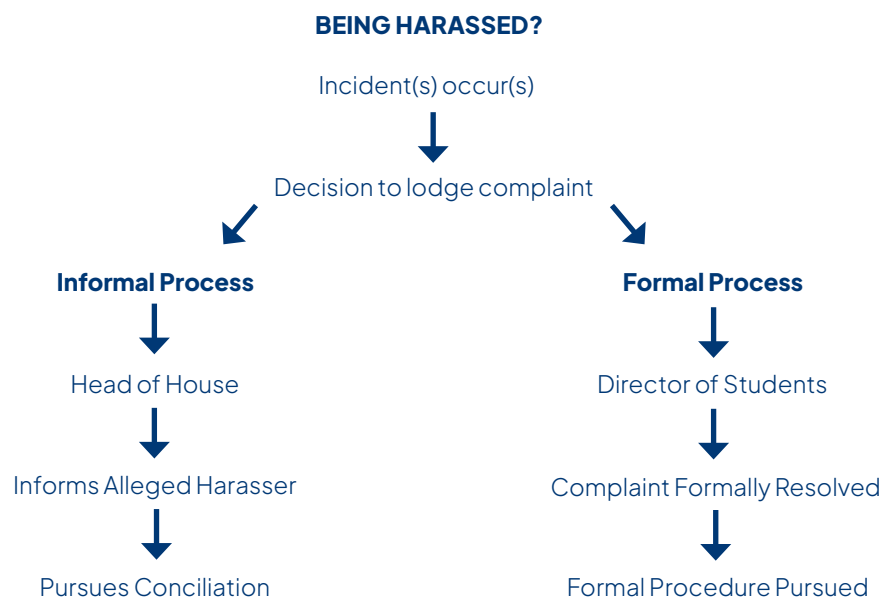
Harassment may be planned or unintentional.

Passive harassment in the form of watching others involved in bullying and not doing anything about it, is damaging and contrary to the spirit of the school.

Harassment is unlawful and may have serious consequences.

Examples of harassment:

- hitting
- pushing
- spitting
- stealing
- hiding property
- excluding
- teasing
- spreading rumours
- name calling
- damaging property
- ridiculing success, failure or appearance
- using IT to insult or abuse
- writing offensive graffiti
- making degrading comments about culture, race, gender, age, disability or social background
- standing by and watching it happen to others
- using technology to demean, embarrass or humiliate others.



## Procedure

Sacred Heart College encourages the reporting of complaints related to bullying and harassment, either formally or informally. All complaints must be dealt with consistently, fairly and quickly.

### Grievance Resolution Procedure

1. If a person is being harassed they must ask the person who is responsible to STOP. Make it clear that the behaviour is causing discomfort and that it is unacceptable.
2. If the behaviour does not stop, or if the person who is responsible is too intimidating to approach, then the matter should be discussed with their Head of House and/or a Homeroom teacher.

Some of your choices are:

- To take the matter no further
- To ask someone to speak for you (Informal process)
- To ask that the matter be dealt with formally (Formal process).

## Consequences for harassment

Harassment is a very serious matter.

All episodes of harassment are required to be reported and will be dealt with.

Depending upon the nature and frequency of the behaviour, consequences for harassment include:

- Formal interviews between the school and persons involved
- A formal written apology
- Counselling
- Disciplinary Action (including detentions/suspensions)
- Where necessary, termination of enrolment.

In cases of significant and ongoing harassment police action may well be involved.

Other outside agencies, such as the Police, Catholic Education Office, Equal Opportunity Commission of South Australia and the Commonwealth Human rights and Equal Opportunities Commission may also become involved in cases of serious and ongoing harassment.

The full policy can be found on the College website at [shc.sa.edu.au](http://shc.sa.edu.au).

## Student personal responsibility

All students have a right to learn and need to respect the rights of others to learn. Student Personal responsibility is the notion that students choose, instigate, or otherwise cause their own actions. Positive and responsible student behaviours are essential to the smooth running of the school, to achieve optimal learning opportunities, and to develop a supportive and cooperative school environment.

Sacred Heart College aims to:

- build a school environment based on positive behaviour, mutual respect and cooperation where students can develop their potential socially, culturally, and academically.
- encourage students to respect and support the rights of others in the school community, including their right to learn.
- nurture the young person's growth in self-esteem and self-discipline.
- provide a sequence of consequences for inappropriate behaviour that encourages students to develop a sense of accountability and personal responsibility. This will be based on the philosophy of restorative justice.

## Student property/valuables

- Each student is responsible for their own property and individual lockers are provided for security. To minimise the possibility of theft, lockers must have a combination lock attached. Replacement locks can be purchased from the Front Office at each campus.
- The trading or selling of items is not permitted at school except as part of an official organised event determined by the Head of Campus.
- Students should avoid activities which might lead to injury to persons or damage or unnecessary wear and tear of property.
- All students are strongly discouraged from bringing any expensive items to school.
- The College will not take responsibility for any personal items lost or stolen on campus grounds, or for damage caused to Chromebooks.

### Personal responsibility on public transport

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

## Support structures

Specialised support is available to students through the Champagnat and Marcellin Counselling Teams. Counselling teams provide short term, solution focused counselling, they initiate and plan collaborative approaches for intervention, working with the student, family and the school in supporting the young person's education and wellbeing. If students require ongoing or additional supports, the Counselling Team can support in linking students to external service providers and liaise with these services where applicable.

Counsellors can be contacted via email or via the College switchboard on 8350 2500.

### Champagnat Counsellors

**Jay Pozniak**

[jaypozniak@shc.sa.edu.au](mailto:jaypozniak@shc.sa.edu.au)

**Kelly Pritchard**

[kellypritchard@shc.sa.edu.au](mailto:kellypritchard@shc.sa.edu.au)

**Rachel Dryden**

[racheldryden@shc.sa.edu.au](mailto:racheldryden@shc.sa.edu.au)

### Marcellin Counsellors

**Tony Finamore**

[tonyfinamore@shc.sa.edu.au](mailto:tonyfinamore@shc.sa.edu.au)

**Kirstie Salter**

[kirstiesalter@shc.sa.edu.au](mailto:kirstiesalter@shc.sa.edu.au)

**Rachel Dryden**

[racheldryden@shc.sa.edu.au](mailto:racheldryden@shc.sa.edu.au)

### Aboriginal and Torres Strait Islander students

An Aboriginal Education Program Support Officer is available to support Aboriginal and Torres Strait Islander students learning and well being, as well as assisting students in their transition to high school.

The Aboriginal Education Program Coordinator is Luke Hildyard who oversees the well being, learning and cultural development of the Aboriginal students in our care.

**Luke Hildyard**

[lukehildyard@shc.sa.edu.au](mailto:lukehildyard@shc.sa.edu.au)

8350 2500

### Other support services

No matter how well-placed the school is to provide support for young people, there may be cases where further support will be needed. The following community agencies may be useful resources in these cases:

### Access Programs

33 Wakefield Street, Adelaide  
1800 812 300

### Child and Adolescent Mental Health Services (CAMHS)

Level 8, The Tower, Marion Shopping Centre, Oaklands Park  
8298 7744

### Headspace ([headspace.org.au](https://headspace.org.au))

233 Sturt Road, Marion  
8490 7700

### Marion Youth Centre

8377 1055 or 8375 6063

# Studying at Sacred Heart College

## House System and Pastoral Care

Pastoral Care in the school is based on a House System. There are five Houses: Chavion, Chanel, Fourviere, Marian and Montagne. Heads of House are responsible for the day to day welfare of students in their House and strive to create smaller communities within the larger campus community. Houses provide pastoral care and create a community where each student is known. Heads of House are supported by Homeroom Teachers, and are overseen by the Director of Students.

## Homeroom

At both campuses, Homerooms are vertically grouped. That is 7–9 at the Champagnat campus, and 10–12 at the Marcellin campus. Incoming students will be allocated to a Homeroom in a House and remain in the same Homeroom throughout their time at either Champagnat or Marcellin.

At both campuses, attendance in Homeroom is compulsory as it provides an opportunity for the Home Room teacher to check in on students, disseminate College information, and engage with our Pastoral Care Program. Champagnat Homeroom occurs each day after recess, except for Monday, where it is intentionally at the beginning of the school day. Marcellin Homeroom occurs daily at 8.45am. Attendance at weekly extended pastoral care sessions is also compulsory.

### House

### Ethos

#### Chanel (red)



St Peter Chanel, "the man with a good heart," joined the Marist Brothers in 1831, and responded to the call of Pope Gregory in travelling as a missionary throughout the Southwest Pacific.

#### Chavoin (purple)



Jeanne-Marie Chavoin was founder of the Marist Sisters, called to "do the work of Mary". Like Mary, Chavoin "lived simply", and was attentive to the needs of others.

#### Fourviere (yellow)



Before the Black Madonna in the Chapel of Fourviere on 23 July 1816 a small group of young men pledged to find a religious congregation of "Marists". Their dream became a reality in the foundation of the Marist family of religious and lay men and women.

#### Marian (white)



In devotion to Mary, inspired by Mary, and as the inspiration for Marcellin. Gentle, open minded, and with an open heart.

#### Montagne (green)



Jean Baptiste Montagne was dying, aged 16, and was ignorant to matters of faith. Marcellin instructed him, heard his confessions and prepared him for death, and was inspired thereafter to begin a community of teaching brothers.

## Student Leadership

Students at Sacred Heart College will have the opportunity to nominate for Student Leadership positions in the following areas:

- College Captain (Year 12 only)
- Campus Captain (Year 9 only)
- Aboriginal Program Leader (Year 10–12)
- Mission Leader (Year 7–12)
- Arts Leader (Year 7–12)
- Sport Leader (Year 7–12)
- Boarding House Captain (Year 10–12)
- Deputy Boarding Captain (Year 12 only)
- House Leader (Year 7–12)
- Deputy House Captain (Year 12 only).

## Marist Mission

The Marist mission of the College is brought to life through: liturgical celebrations & prayer, Marist Solidarity (MSol), Game Changers, Marist immersion trips and retreat experiences.

### Liturgical Celebrations & Prayer

As a Catholic school in the Marist tradition, students and staff engage in daily prayer during morning homeroom. Liturgical celebrations throughout the year include contemporary music, Scripture and meaningful reflections, allowing students to actively participate and be able to contemplate their relationship with God.

Liturgical celebrations during the year include:

- Beginning of Year Mass
- House Masses
- Ash Wednesday Liturgy
- Holy Week Liturgy
- Mass for the Feast of St Marcellin Champagnat
- Mass for the Feast of the Assumption
- Marist Day Liturgy
- End of Year Liturgy.

### Marist Solidarity (MSol)

MSol (Marist Solidarity) is a group where students volunteer their time to make a difference. Students engage in meetings throughout the year to raise awareness and funds for the less fortunate in our local and wider community.

Students participate in the following types of activities:

- Soup making throughout the winter for the Adelaide Day Centre
- Walk A Mile in My Boots for the Hutt Street Centre
- Winter Sleep Out for the St. Vincent De Paul's Society
- Supporting the annual Christmas Drive
- Fundraising for various Catholic charities.

### Game Changers

Game Changers is a comprehensive Marist youth ministry program for students in Years 7–12. Highlighted by a strong sense of community, regular meetings, creative faith formation, and service opportunities, Game Changers forms faith-filled leaders and agents of change within our College community. The program is facilitated by 'Mentors', who are Sacred Heart College old scholars that accompany students on their journey of faith formation and leadership. This journey is divided into three tracks that are ground

### Marist Immersion Program

The Year 11 immersion trip has been held annually since 1995. In late 2026, Immersion teams will travel to the Solomon Islands, Fiji, India and the Philippines, visiting Marist communities and other organisations to interact with the local people and gain a first hand insight into how other parts of our world live and work. The College community engages in fundraising opportunities throughout the year, for which our Immersion teams are very grateful.

## Learning Enrichment

The Learning Enrichment Team supports students with additional learning needs to access and succeed in the classroom and around the campus, in line with the adjustments outlined in their Personalised Plan for Learning (PPL). Students with additional learning needs, and their families, are supported on an individual basis by Leaders of Learning Enrichment and the Director of Learning Enrichment.

The Learning Enrichment Centre (LEC) provides students who have additional learning needs or difficulties with extra group support or one-on-one assistance. The Centre is staffed by a team of LEC Tutors and managed by the Learning Enrichment Team. This space is open Monday to Thursday until 4.30pm for any students who wish to access close support outside of school hours.

## Campus facilities

### Canteen

A Canteen is available at both Champagnat and Marcellin Campuses and each provides a range of recess and lunch options for students daily. The Canteen accepts orders for lunch only. Alternatively, both hot and cold items are available to students during both breaks.

The Canteen is cashless and students are able to use EFTPOS (debit card) or their Student ID Card (which parents/caregivers can add money to via [Flexischools](#)).

Students are NOT permitted to use their mobile phone to pay at the Champagnat Canteen.

The Canteen is open at both campuses at Recess and Lunch, with the exception of Mondays at Marcellin Canteen, which is only open at Recess due to the 1.25pm dismissal.

Most dietary requirements are catered for. While gluten free items are available, please note that the kitchen is not gluten free and other meals containing gluten are prepared in this space. Both sites are also Nut-free.

### Library

Both Champagnat and Marcellin campuses have a Library, designed to foster a love for reading, research skills, and independent study.

Each Library aims to be a welcoming and supportive learning environment for students in all year levels, offering a diverse collection of age-appropriate books, resources, and digital materials to support academic learning across curriculum areas and enhance student learning.

Our Teacher Librarians and library staff are on hand to assist students in finding resources, learning effective research methods, and developing critical thinking skills.

With quiet study areas, and group collaboration spaces, both libraries provide a versatile space that encourages students to engage, explore, and succeed.

**The Champagnat Library** is open to students:

Monday – Friday 8.00am – 4.00pm

**The Marcellin Library** is open to students:

Monday and Friday 8.00am – 4.00pm

Tuesday – Thursday 8.00am – 5.00pm

(8.00pm close Tuesday and Wednesday for Year 12 students only)

At the Marcellin Library, teaching staff and tutors are available to support students in their learning each Tuesday, Wednesday and Thursday. The roster is published and shared with students each semester. The Library is also open for individual, quiet study, some days during the school holidays. These dates and times are published prior to the holiday break.

# Champagnat specific information (Year 7–9)

## Champagnat daily timetable

| Lesson          | Monday            |
|-----------------|-------------------|
| <b>Homeroom</b> | 8.40am – 8.50am   |
| L1              | 8.50am – 9.35am   |
| L2              | 9.35am – 10.20am  |
| <b>Recess</b>   | 10.20am – 10.40am |
| L3              | 10.40am – 11.25am |
| L4              | 11.25am – 12.10pm |
| <b>Lunch</b>    | 12.10pm – 12.30pm |
| L5              | 12.30pm – 1.15pm  |
| L6              | 1.15pm – 2.00pm   |

\* Please Note – Students will finish at 2.00pm on Mondays.

| Lesson          | Tuesday–Friday    |
|-----------------|-------------------|
| L1              | 8.40am – 9.25am   |
| L2              | 9.25am – 10.10am  |
| L3              | 10.10am – 10.55am |
| <b>Recess</b>   | 10.55am – 11.15am |
| <b>Homeroom</b> | 11.15am – 11.40am |
| L4              | 11.40am – 12.25pm |
| L5              | 12.25pm – 1.10pm  |
| <b>Lunch</b>    | 1.10pm – 1.50pm   |
| L6              | 1.50pm – 2.35pm   |
| L7              | 2.35pm – 3.20pm   |

\* Please Note – Students will have an Extended Pastoral Care lesson on Fridays during Lesson 4.

## Homework

### Homework expectation:

- Year 7s complete 1 hour per night
- Year 8s complete 1 hour and 15 minutes
- Year 9s complete 1½ hours

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

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

### Parents/caregivers are encouraged to help:

- Proof read any written work
- Check deadlines/upcoming assessments via SEQTA Engage
- General discussion of subject content
- Monitor time spent on homework, 1 – 1.5 hours as a guide.

### Students are encouraged to develop good study skills by:

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

Champagnat will run a Homework Club **every Monday from 2.00–3.30pm** and **Wednesday 3.30–4.30pm** in the Marymount Building. Students will be supported by both our Learning Enrichment Tutors and teachers.

Students are encouraged to enter Homework via SEQTA Learn and set regular goals in regard to learning. Teachers post Homework details and requirements on Google Classroom.

Students with a Personalised Plan for Learning (PPL) may have modified homework expectations.

## Academic integrity

### Context

Sacred Heart College is committed to providing quality education, in keeping with its Catholic and Marist tradition and ideals. Sacred Heart upholds the principles of academic integrity through the pursuit of learning and scholarship by way of truth, honesty and fairness.

Academic integrity can be defined as a set of intellectual and moral values that involves a measure of honesty and trust between students, as well as, between students and teachers. Academic integrity is compromised and trust is breached, when submitted assessment work has been completed through plagiarism, collusion, cheating or deadlines not being met.

### Aims

- To promote a view of knowledge that has its origin and intent centred around a search for faith and teachings of the Gospel;
- To promote a climate of learning that reflects the values and ethics of the school such as honesty, mutual trust, respect for self and others.

### Procedures

Central to the learning and ultimately the assessment process, is the submission of work that consists of original effort and independent work. Original work demonstrates that concepts learned have been understood and have been interpreted through application. Original work consists of the development of one's own ideas and concepts, and can also be obtained from the combination of ideas from other sources. However, it is inappropriate for a student to copy work from other sources and submit it as their own.

Plagiarism and collusion are methods of cheating that seek to obtain academic merit that is not reflective of a student's learning and are serious offences that strike at the core of a school's values and academic integrity.

### Plagiarism

Plagiarism is the presentation of work that has been copied in whole or in part from another person's work. It is also the practice of presenting work from other sources such as the Internet, books or periodicals without correct acknowledgment.

Students will:

- Acknowledge the use of work that has been copied directly from the source text by using quotation marks and footnotes;
- Acknowledge the ideas of others that have been summarised or paraphrased by using either footnotes or suitable bibliography (other referencing methods);
- Correctly record the reference of the source.  
Please refer to the [SACE Board's Student Guide to Referencing](#).

### **Consequences of plagiarism**

It is the responsibility of the student to ensure that submitted work follows the guidelines outlined above. If plagiarism is detected in work submitted by the student for marking, the teacher will mark ONLY the work that has been done by the student (ie plagiarised work will not contribute to the assignment grade).

Additional disciplinary action and re-submission requirements may also be imposed.

## **Other information**

### **Wearing sports uniform to school**

Sports uniform may be worn to and from school only on days which students have timetabled practical Physical Education, Dance or Sports Science (Year 9 only).

Students travelling home from school after sports practice must do so in complete sport uniform unless they are picked up by car. All sports uniform (except sports shoes) must be purchased at the Uniform Shop - no substitutes are allowed.



# Marcellin specific information (Year 10–12)

## Marcellin daily timetable

| Lesson                                    | Monday                                                   | Tuesday                                                  | Wednesday | Thursday      | Friday |
|-------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-----------|---------------|--------|
| Homeroom                                  | Homeroom: 8.45 am – 8.58 am (13 minutes)                 |                                                          |           |               |        |
| Lesson 1<br>9.00 – 10.20<br>(80 minutes)  | LINE 3                                                   | LINE 1                                                   | LINE 6    | LINE 2        | LINE 4 |
| Recess                                    | 10.20 am – 10.40 am (20 mins) – movement bell at 10.35am |                                                          |           |               |        |
| Lesson 2<br>10.40 – 12.00<br>(80 minutes) | LINE 2                                                   | LINE 4                                                   | LINE 3    | LINE 1        | LINE 5 |
| Lesson 3<br>12.05 – 1.25<br>(80 minutes)  | LINE 6                                                   | LINE 5                                                   | LINE 4    | PASTORAL CARE | LINE 1 |
| Lunch                                     | Early Dismissal<br>at 1.25 pm                            | 1.25 pm – 2.05 pm (40 minutes) – movement bell at 2.00pm |           |               |        |
| Lesson 4<br>2.10 – 3.25<br>(80 minutes)   | Staff Meetings                                           | LINE 2                                                   | LINE 5    | LINE 3        | LINE 6 |

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

- All lessons are 80 minutes long and each subject has 3 lessons per week.
- Year 10 and 11 students study 6 subjects each semester.
- Year 10 and 11 students receive new timetables at the change of each semester.
- 8:45am start every day. Students should be ready for Homeroom and move off to the classroom at 8:40am.
- The College Leadership may alter the bell times to suit changing circumstances.
- There are no “hot” or “wet” weather arrangements.
- Students should arrive punctually and may not leave the school grounds during the day unless they acquire formal permission by a member of the Leadership Team. Students who receive these permissions are required to record this information with the Front Office before taking leave.
- Attendance in class is an integral element of formal subject assessment. Parents are requested to ensure that students attend school on all nominated school days.
- Special days such as the Sports Day, Retreat Days, Founder's Day and Feast Day Mass are an integral part of the school curriculum and therefore attendance is compulsory on these occasions.

## Homework

### Rationale

It is school policy at Sacred Heart College Marcellin that homework shall be set on a regular basis from Year 10 to Stage 2. The amount of homework will vary from one year level to another. The nature of homework will vary not only from one year level to another but also between subjects and within a subject. Homework includes work of a formal nature specifically set by a teacher to be completed outside of timetabled lessons.

An appropriate homework program will enhance student learning by being sensitive to the individual differences of students. An appropriate homework program can also reduce the stress experienced by students.

A homework program can offer other benefits to student such as:

- Provide for students an extension of learning processes.
- Assist students to acquire and develop a variety of independent learning skills where they are responsible for their own organisation of time, space, material.
- Encourage students to organise their time effectively so that all activities (school, family, church, social) are well integrated.
- Reinforce and consolidate basic skills and newly introduced work.
- Enable students to learn through experiences which cannot always be provided in school.
- Encourage the discipline of routine learning.
- Help students develop the concept that learning is a life-long process, not restricted to school hours.

### Homework organisation

Homework for Year 10 to Stage 2 will be set according to the following program.

The expectation is that:

- Year 10s will complete 2 hours per night.
- Year 11s will complete 2½ hours per night.
- Year 12s will complete 3 hours per night.

## Study habits

Students coming to Sacred Heart to begin Year 10 will find that a positive attitude towards study will reap rewards for them in their academic careers at the College. Some simple ideas, if faithfully followed, will be of considerable help in developing good study habits. 'Success' is best measured by the degree to which we are able to achieve our goals. No matter what field we are in, we need to set ourselves goals to strive for. This is particularly true for students. They need to have clearly-defined long-term goals (e.g. to be a Doctor or a Mechanic), medium-term goals (e.g. complete Stage 1), and short-term goals (e.g. improve in English).

Students, teachers and parents/caregivers must constantly monitor performance to discover strengths/weaknesses and take appropriate action when necessary.

All students should have a HOMEWORK/STUDY TIMETABLE. Time not spent at school should be allocated between leisure activities and study rather than adopt a haphazard approach. An efficient use of time will yield the best results.

All students should have an appropriate STUDY ENVIRONMENT. This should be a place of quiet where the student can concentrate on work. It should be well lit, properly ventilated and comfortable.

REGULAR EXERCISE will help considerably in maintaining mental alertness, particularly in times of stress such as that associated with exams. The old saying 'A healthy mind in a healthy body' is definitely correct.

The correct LISTENING, READING and NOTING skills are extremely important in the search for knowledge. These are things which need to be learnt and practised whenever possible. The ability to CONCENTRATE and MEMORISE information are additional skills which will be taught and reinforced in the course of the student's career at Sacred Heart.

One thing is critical in ensuring whether study techniques actually yield dividends to students: A POSITIVE ATTITUDE to school and study. Students must want to succeed in their work. If this desire is not present, then all the 'tricks' in the book will be of little help.

## Academic integrity

### Context

Sacred Heart College is committed to providing quality education, in keeping with its Catholic and Marist tradition and ideals. Sacred Heart upholds the principles of academic integrity through the pursuit of learning and scholarship by way of truth, honesty and fairness.

Academic integrity can be defined as a set of intellectual and moral values that involves a measure of honesty and trust between students, as well as, between students and teachers. Academic integrity is compromised and trust is breached, when submitted assessment work has been completed through plagiarism, collusion, cheating or deadlines not being met.

### Aims

To promote a view of knowledge that has its origin and intent centred around a search for faith and teachings of the Gospel;

To promote a climate of learning that reflects the values and ethics of the school such as honesty, mutual trust, respect for self and others.

### Procedures

Central to the learning and ultimately the assessment process, is the submission of work that consists of original effort and independent work. Original work demonstrates that concepts learned have been understood and have been interpreted through application. Original work consists of the development of one's own ideas and concepts, and can also be obtained from the combination of ideas from other sources. However, it is inappropriate for a student to copy work from other sources and submit it as their own.

Plagiarism and collusion are methods of cheating that seek to obtain academic merit that is not reflective of a student's learning and are serious offences that strike at the core of a school's values and academic integrity.

### Plagiarism

Plagiarism is the presentation of work that has been copied in whole or in part from another person's work. It is also the practice of presenting work from other sources such as the Internet, books or periodicals without correct acknowledgement. Copying work which is generated from an AI source, is also plagiarism.

Students will:

- Acknowledge the use of work that has been copied directly from the source text by using quotation marks and footnotes;
- Acknowledge the ideas of others that have been summarised or paraphrased by using either footnotes or suitable bibliography (other referencing methods);
- Correctly record the reference of the source. Please refer to the [SACE Board's Student Guide to Referencing](#).

### Consequences of plagiarism

It is the responsibility of the student to ensure that submitted work follows the guidelines outlined above. If plagiarism is detected in work submitted by the student for marking, the teacher will mark ONLY the work that has been done by the student (ie plagiarised work will not contribute to the assignment grade).

Additional disciplinary action and re-submission requirements may also be imposed.

### Collusion

Collusion is the presentation of work, which is the result of authorised or unauthorised collaboration with other student(s) or the student's work. Students are often encouraged to study together, but this should not result in a student handing in the same or similar work. Unless a teacher advises otherwise, students may work together in obtaining references, discussing the content of these references and how it may relate to the assignment set. However, students need to write their findings independently of each other.

Students will:

- Not produce and submit an assignment in conjunction with other people (eg. a friend, a tutor);
- Not copy another student's current assignment or work from previous semesters and submit it as their own;
- Not allow other students to have access to work or lend assignments to friends, even if other students may be having difficulties in completing the assignment or promise to use it only as a reference;
- Not share Google Docs with other students without teacher permission;
- Ensure they protect their work on their device by using password protection.

### **Consequences of collusion**

It is the responsibility of the student to ensure that submitted work follows the guidelines outlined above. It is a breach of SACE rules for a student to knowingly permit another student to copy or use his or her work.

In consultation with the Director of Teaching and Learning, the teacher will determine suitable penalties. It is appropriate to expect that a student will forfeit marks for work that is not their own. Additional disciplinary action may also be a consequence depending on the circumstances of the individual case.

### **Cheating**

Cheating is defined as an act of deception, trickery or fraud, through which a student contravenes the accepted conditions under which academic work is to be undertaken. Cheating is regarded as a very serious offence, which is likely to lead not only to forfeiture of the marks allocated to the assessment task, but also to additional disciplinary action. Plagiarism and collusion are also forms of cheating.

The following instances are also regarded as cheating:

- Using unfair assistance such as notes or prompts in tests and examinations (except where permitted, e.g. Maths exams);
- Sharing oral or written information during a test and/or examination;
- Obtaining unauthorised access to test/exam materials or content prior to the test/ exam itself;
- Having an electronic device (eg mobile phone or smart watch) in your possession for a test or exam;
- Helping another student to violate the principles of academic integrity.

### **Consequences of cheating**

Cheating is regarded as a very serious offence, which will lead to forfeiture of the marks allocated to the assessment task, and is also likely to lead to additional disciplinary action. Please note that the SACE Board is responsible for deciding on the appropriate penalty for breaches of rules that occur in external assessments, such as examinations, investigations, or performance.

### **Inability to verify work**

For assessments that are indirectly supervised (assignments, investigations, etc) it is of utmost importance that the teacher sees the work in progress.

It is the student's responsibility to provide evidence that the work submitted is his or her own, and work must be completed in the document provided. Teachers may set due dates for drafts of part or all of the assessment. Students who do not meet these due dates may be required to attend one or more after school academic detentions.

### **Further requirements**

In all instances where academic integrity is violated, a record of the incident will be recorded on the student's school file and parents/caregivers will be contacted. Sacred Heart is required to notify the SACE Board of any potential breaches of rules for Stage 2 external assessments, and documenting any penalty to be applied if a breach of rules occurs in Stage 1 or Stage 2 school assessments.

### **Completion and verification of Assessment Tasks**

This information is provided to detail how students develop drafting skills, teacher feedback and the rules and expectations surrounding verification of student work.

## **Assessment expectations**

When an assessment task is issued to students, teachers may indicate that there will be checkpoints. These checkpoints could be for a section of the assessment task or a completed draft.

If students have not completed sufficient work for checkpoints, they may be required to attend a work completion session with tutor or teacher support.

### **What students can do to improve their work**

- ensure they complete formative work to prepare them for assessment tasks
- refer to the task sheet and make sure all requirements have been met
- check the performance standards for the task
- proofread their own work and find their mistakes (eg using Google Read and Write, Grammarly)
- act on feedback
- check model texts and exemplars to identify ways they can improve their own work
- check referencing (eg using Online Referencing Generator)
- check for plagiarism (eg using Turnitin Coach)
- use and implement checklists

- participate in the feedback processes provided by teachers
- access and utilise supporting materials on Google Classroom
- ask their teacher if help/clarification is required
- reflect on past performance to identify areas for improvement
- use class time efficiently.

### **What teachers can do to assist students to improve their work**

Depending on the assessment type and subject, a teacher may:

- provide a checklist of requirements
- provide a vocabulary list
- consult and discuss work in progress during class
- provide model texts and worked examples
- unpack generic examples with the class
- clarify connections to the assessment criteria and performance standards
- have individual and/or group conversations
- implement self and/or peer review/feedback
- provide guidance on a specific part of a task
- model strategies for self-drafting
- provide supporting materials on Google Classroom.

### **From the SACE Board's 'Supervision and Verification of Student Work' Policy**

"Students must submit for school and external assessment only work that is their own, produced without undue assistance from other people or sources. All changes made in the various stages of development of written or other products submitted for assessment must represent students' own work. Work that has been subjected to detailed editing, correction, or alteration by the teacher or other people may not be further developed or copied by students for resubmission."

### **Why it is important for your teacher to see your work in progress prior to the final product being submitted**

Teachers need to be able to verify that the work you submit is your own. For some subjects, teachers have to sign a SACE Board form declaring that it is your work. This is why it is so important that teachers can see your work in progress. If teachers consult with you in the direction your work is taking (e.g. sees the work in progress) it is very easy for them to be able to verify that the final piece you produce is your own work.

### **Other considerations**

Keep in mind that the College provides additional support outside of class such as the Learning Enrichment Centre (see the Director of Learning Enrichment for more information) and "Work backs" in the library on Tuesdays, Wednesdays and Thursdays after school. Several teachers are available at these times to give students assistance across a range of subjects.

It is the teacher's role to help students if required, so students need to ensure they are communicating with their teachers to optimise their learning.

## **Assessment provisions**

### **Context**

Sacred Heart College is committed to providing quality education, in keeping with its Catholic and Marist tradition and ideals. Sacred Heart upholds the principles of fair and reasonable assessment of learning.

All students should be given the opportunity to demonstrate their learning and to achieve success in their learning. Fair and reasonable assessment occurs when all students undertake assessment under comparable conditions and when the same knowledge and skill requirements and performance standards are applied to all students.

In conjunction with the academic development of students, Sacred Heart College is committed to supporting students who find it difficult to take part in assessment tasks due to illness, injury, misadventure or interrupted schooling.

### **Principles**

This Policy is based on the following principles:

- That students who are negatively affected by illness, injury, misadventure or interrupted schooling are eligible to access fair and reasonable assessment;
- That all students at Sacred Heart undertake assessment under similar conditions;
- That special provisions are accessible under the Special Provisions and Assessment Policy (available from the Director of Teaching and Learning);
- That all students are given the opportunity to achieve the same knowledge and skill requirements, and performance standards;
- The responsibility for informing teachers of illness, injury, misadventure or interrupted schooling lies with the student;

- That evidence must be provided regarding illness, injury, misadventure or interrupted schooling;
- That no academic advantage is gained by one student over another through the implementation of this policy.

### **Procedures**

Central to the learning and ultimately the assessment process, is the submission of work in a timely manner. Making every effort to submit work by a deadline is fair to oneself and to other students who are also required to submit their work on time. In addition, work that is submitted by the due date allows teachers adequate time to assess student work.

### **Extensions to deadlines**

It is understood that extensions to deadlines are required from time to time. Extensions to deadlines apply to summative assessment tasks which have due dates attached to them.

Students may require an extension to deadlines when:

- They are absent on the due date due to sickness or injury;
- Personal issues prevent completion of the assessment by the due date;
- There is an overload of work due.

Extensions to deadlines may be granted by a teacher where the following criteria apply:

The student has made a written request for an extension prior to the due date for the assessment item;

The student has justified the request on the basis of unforeseen individual circumstances that are reasonable and likely to prevent the proper completion of the assessment by the specified due date.

When the student is absent on the due date as a result of unforeseen circumstances, it is the responsibility of the student to ensure that the teacher is informed of this absence.

Some examples of unforeseen circumstances are:

- Illness;
- Injury;
- A car accident;
- A death in the family.

Evidence is required to substantiate the unforeseen circumstance, in the form of either:

- A medical certificate (for illness or injury) or;
- A statement from parents/guardian/school counsellor supporting the situation (for other unforeseen circumstances).
- Consequence of late submission of work

It is the responsibility of the student to ensure that an extension to a deadline has been properly negotiated via email with the teacher.

### **Absence from tests/examinations**

Absence on the day of a test or examination is sometimes unavoidable. Whatever the unforeseen circumstance, the assessment must be fair both to the individual student and to all other students enrolled in the subject.

Some examples of unforeseen circumstances are:

- Illness;
- Injury;
- A car accident;
- A death in the family.

It is the responsibility of the student to ensure that the teacher is informed of this absence. Evidence is required to substantiate the unforeseen circumstance, in the form of either:

- A medical certificate (for illness or injury) or;
- A statement from parents/caregiver/school counsellor supporting the situation (for other unforeseen circumstances).

All students must meet the same performance standards and requirements of knowledge and skills required by other students.

Consequently, tests or examinations which have been delayed due to valid reasons must be:

- Completed at another time or;
- Replaced with a different test or examination completed at another time.

### **Redeemability**

Redeemability is the re-submission of work for remarking. Seeking redeemability is also the practice of requesting the replacement of one assessment piece with another – that is, substituting a poor assessment piece with a good assessment piece.

No student may resubmit work for the purpose of remarking once it has been allocated a mark/grade. It may be resubmitted for feedback purposes only. Also, substitution of one assessment piece for another is not permitted. To avoid poor marks, students are advised to revise and edit work before final presentation for summative assessment.

### **Special Provisions**

Special provisions identify alternative arrangements for assessment for eligible students and are available to students undertaking subjects from the SACE (classified as Stage 1 or Stage 2). The SACE Board's Special Provisions in Curriculum and Assessment Policy, specifies grounds for eligibility (disability defined in the Disability Discrimination Act 1992, misadventure, personal circumstances) Sacred Heart will provide appropriate, fair and reasonable alternative arrangements for all assessment tasks.

### **To gain Special Provisions**

Stage 1 and 2 students will provide the Leader of Learning Enrichment or Assistant Director of Teaching and Learning with appropriate documentation. Students do not automatically qualify for Special Provisions.

Alternative arrangements may be put in place for special provision students who for a variety of reasons may be unable to complete the original assessment task(s).

These arrangements may include:

- Delaying the presentation of a task;
- Reducing the number of tasks while ensuring that all learning outcomes are still being addressed;
- Replacing one task with a task of a different kind (e.g. replacing a written task with an oral task);
- Using another planned task to assess more learning outcomes than originally intended;
- Using alternative arrangement to help the student to complete a task (e.g. word processor);
- Allowing the student extra time for timed tasks;
- Allowing the student rest periods during timed tasks.

The SACE Board's Special Provisions in Curriculum and Assessment Policy, specifies that special provisions "cannot be used to compensate for learning that has not occurred" (p.4). That is, special provision students must meet the same performance standards and requirements of knowledge and skills required by other students.

### **References**

Special Provisions in Curriculum and Assessment Policy located on the SACE website [here](#).

## **Careers and Pathways at Marcellin**

The Careers and Pathways Office is dedicated to supporting every student's journey through Marcellin and into their post-school life. Over the course of their time at the College, most students will find their way to the Pathways Office, whether for a scheduled career counselling session, or to follow up on information received via the student notices, or to make a specific inquiry.

The Pathways Office staff provide timely, professional guidance on subject changes and applications for academic acceleration, planning for University Studies and navigating the SATAC application process, exploring Vocational Education and Training (VET) opportunities and coordinating School-Based Apprenticeships (SBAs).

In all instances, the Pathways Office staff will disseminate expert information, ensuring students can make well-informed decisions about their academic and professional future.

## **Student drivers and cars/ motorcycles**

Students who have a current driving licence and parental approval may apply for permission from the Head of Marcellin to drive to school.

Permission will be granted on the condition that:

- The student provides the registration number and make of motor vehicle he/she is driving.
- A written authority has been obtained from the parents.
- Students do not use their motor vehicle as a place for recreation or leisure.
- Students do not use their motor vehicle to leave the school property without appropriate permissions.

- The motor vehicle is parked in the designated parking area, and never on College grounds.

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

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

To apply to drive a vehicle or ride a motorcycle to and from school, students are required to complete the [Sacred Heart College Student Agreement for Motor Vehicle &/or Motorcycle Use form](#). This form will be emailed to students early in Term 1 and at the beginning of each term thereafter.

Parents/Caregivers will need to complete the [Sacred Heart College Parent/Caregivers Agreement for Student Motor Vehicle &/or Motorcycle Use form](#).



# Curriculum Extension Activities (CEA)

## Sport

### Sport

Sacred Heart offers a wide variety of sports, which may differ each year and are dependent on level of student interest and coaching availability. All students are expected to represent the College as their first priority and in preference to other clubs. No elite sporting student is disadvantaged in any way by representing Sacred Heart College.

A full version of the College's Curriculum Extension Activities (CEA) Policy can be found at [shc.sa.edu.au/our-college/our-policies](http://shc.sa.edu.au/our-college/our-policies)

For further information regarding Sports at the College, please refer to the Sacred Heart College Sport Handbook at [shc.sa.edu.au/beyond-the-classroom/sport-and-clubs](http://shc.sa.edu.au/beyond-the-classroom/sport-and-clubs)

### Champagnat Sports Coordinators

#### Girls Sports Coordinator

**Jacqui Schar**

[jacquischar@shc.sa.edu.au](mailto:jacquischar@shc.sa.edu.au)

#### Boys Sports Coordinator

**Georgia Hext**

[georgiahext@shc.sa.edu.au](mailto:georgiahext@shc.sa.edu.au)

#### Administrative Assistant to the Sports Coordinators

**Hayley Watts**

[hayleywatts@shc.sa.edu.au](mailto:hayleywatts@shc.sa.edu.au)

### Marcellin Sport Coordinators

#### Girls Sports Coordinator

**Laura Breeding**

[laurabreeding@shc.sa.edu.au](mailto:laurabreeding@shc.sa.edu.au)

#### Boys Sports Coordinator

**Gavin Pinnington**

[gavinpinnington@shc.sa.edu.au](mailto:gavinpinnington@shc.sa.edu.au)

#### Administrative Assistant to the Sports Coordinators

**Maggie Kerr**

[maggiekerr@shc.sa.edu.au](mailto:maggiekerr@shc.sa.edu.au)

## Music

Students are provided with an opportunity to take up an array of musical instruments (including vocals) and have an opportunity to participate in a range of ensembles, including cross-campus core Ensembles. Information regarding private instrumental/ vocal tuition and/or joining an ensemble is available by contacting the relevant staff at each campus.

For further information regarding Music at the College, please refer to the Sacred Heart College Music Handbook at [shc.sa.edu.au/beyond-the-classroom/arts](http://shc.sa.edu.au/beyond-the-classroom/arts) or contact the Sacred Heart College Music and Performing Arts staff:

### Champagnat

#### Music Performance Coordinator

**Bec Page**

[becpage@shc.sa.edu.au](mailto:becpage@shc.sa.edu.au)

### Marcellin

#### Head of Learning Area: Music

**Fleur Summers**

[fleursummers@shc.sa.edu.au](mailto:fleursummers@shc.sa.edu.au)

## Other Curriculum Extension Activities and Social Justice opportunities

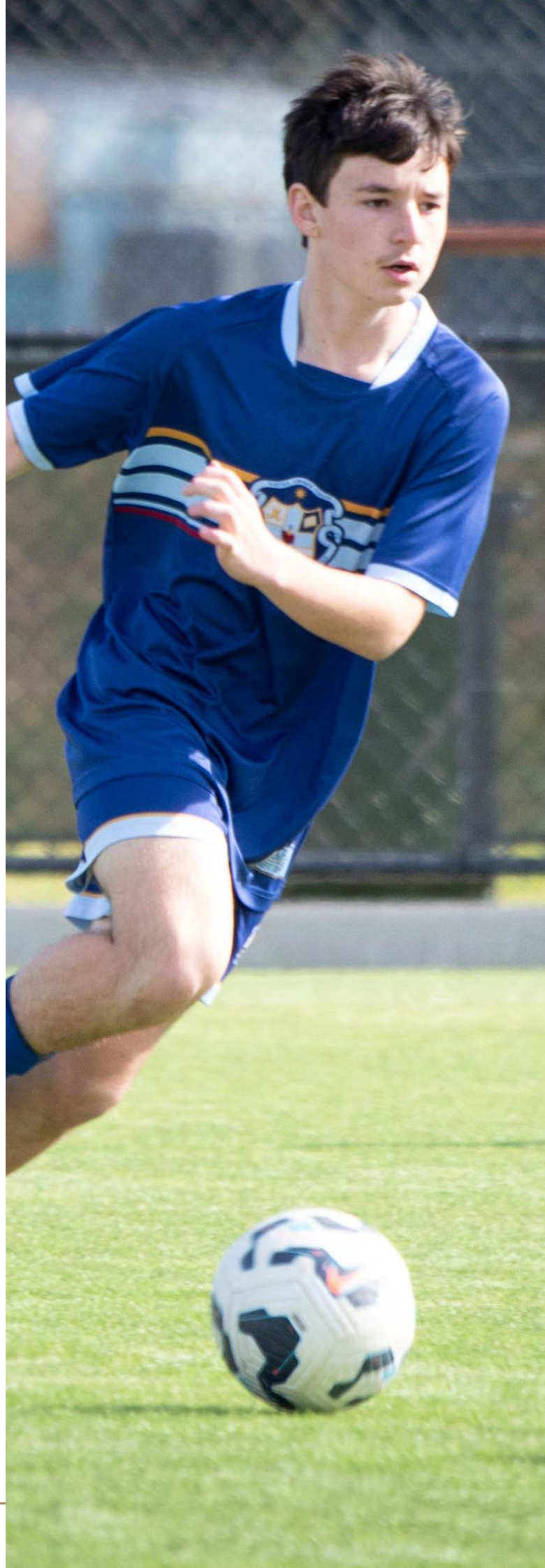
Sacred Heart College encourages participation in a variety of programs designed to enhance the curriculum.

These may include:

- Army Cadets program
- State and National competitions
- Statewide Schools Knockout Sport and Carnivals
- Intercollegiate Program and Pre-season Cup
- College Musical (bi-annual)
- CS@Hearts (computer Science)
- Debating
- Game Changers
- MSol
- Board Game Club
- Art Club
- Chess Club
- Drama Club
- Pedal Prix
- Yoga

For further information regarding co-curricular activities at the College, please visit

[shc.sa.edu.au/beyond-the-classroom/sport-and-clubs](http://shc.sa.edu.au/beyond-the-classroom/sport-and-clubs)



# College maps – Champagnat



College maps – Marcellin





SACRED  
HEART  
COLLEGE

**Champagnat Campus (Years 7 – 9)**

28 Percy Avenue, Mitchell Park SA 5043

**Marcellin Campus (Years 10 – 12)**

195 Brighton Road, Somerton Park SA 5044

(08) 8350 2500 | [enquiries@shc.sa.edu.au](mailto:enquiries@shc.sa.edu.au) | [shc.sa.edu.au](http://shc.sa.edu.au)

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