



PASTORAL CARE POLICY

MISSION AND VALUES

Vision Statement

With Jesus Christ as their role model, all children can and will achieve.

Mission Statement

Inspired by Saint Mary of the Cross MacKillop and in partnership with parents, our Parish and the wider community, we aim to impart a holistic education on all children in our school.

We endeavour to live by the values of our school motto: Learning, Understanding and Peace. St. Joseph's is distinguished by a great sense of belonging, where each person is valued and where learning is enjoyable.

St. Joseph's Primary School provides a Catholic educational environment that nurtures, encourages and challenges children to develop their potential as a unique person. In order to do this it is necessary to provide a safe and secure environment for each person, where they can satisfy their needs in a way that respects the rights of others, where they can learn to take responsibility for their actions, and where they can feel a sense of belonging.

DEFINITION OF PASTORAL CARE

Pastoral Care in a Catholic school is the climate of care which originates in the attitude of respect, acceptance, understanding, real interest and love which teachers show their students individually in the various dimensions of school life.

Within St Joseph's School the Pastoral Care Program is based on Jesus' command (John 13:34 – 35) "love one another as I have loved you." The whole school community is therefore involved in an interaction of mutual love and respect, which can only be maintained by the determination of teachers to build and foster the attitude by:

- (a) Care and concern for each other.
- (b) Care and concern for the students.
- (c) Caring interaction with parents.

Pastoral Care within the school has many faces. At one level there is explicit pastoral care such as a program in self esteem. However, much of what happens in pastoral care is implicit, such as celebrating birthdays, congratulating students for success achieved, sharing the pain of students who are suffering in any way or just taking time with the shy or quiet child.



The atmosphere of sincere pastoral care is achieved when the teaching community enjoy working together, and let their enthusiasm flow through to the children and their parents.

AIMS

1. To integrate pastoral care into all aspects of the daily life of the school.
2. To create a school environment where the rights of all are preserved and respected at all times.
3. To assist children to become responsible members of our society through the development of self esteem, self discipline and respect for the rights of others.
4. To inform parents of the Pastoral Care Policy and support parents in the task of guiding their children in becoming responsible members of society.

AGREED PRACTICES

Although it is essential that the executive show leadership in Pastoral Care, **ALL** teachers within the school are responsible for Pastoral Care. All those within the school community must nurture the climate of care – teachers, priests, students and parents but the teachers are the ones who are responsible for establishing this. All interactions with one another, with students, with parents and with the wider community must be undertaken with Christ's precepts in mind. "Love one another as I have loved you."

It is important therefore that the communication system within the school, between teachers, between teachers and students, between teachers and parents, between teachers and priests and between the school and the wider community be clear, sincere and frequent.

The dignity of each individual must be recognised and upheld. Affirmation of all within the school by all within the school community is important. The merit system we operate at each assembly is helpful here but it does not replace the constant and incidental affirmation necessary within the classroom and the playground. Again, the system is not a top-down model and all within the school community should affirm one another and not merely rely on the built-in structures.

To nurture the climate of care it is important that all those within the school community are treated with love and justice. Regulations should be upheld firmly and fairly with each situation being considered individually. Discipline is the responsibility firstly of the classroom teacher and any larger problems should be referred to the Principal.

However, no amount of administrative policy can ensure that Pastoral care exists within the school. This depends very much on the goodwill and care of all those



within the school community. It is important that all those who work in the school should feel a sense of belonging and although policies to allow for this can be written into school documents, no amount of policy making can ensure that the climate of care exists within the school. This relies upon individuals within the school community, particularly upon the teachers.

PASTORAL CARE INDICATORS

Indicators of Pastoral Care may be found within the administrative structures of the school as well as in the more intangible aspects such as school climate.

Student Welfare Policy

- Care for the development of the whole student is expressed within this document.
- Programs of work are designed to fully develop each child
- The needs and talents of all the students are recognised and opportunities are provided
for the development of these talents.
- Opportunities for prayer are provided for the pupils.
- Positive aspects of the students' behaviour are recognised.
- Consequences are fair and appropriate.

Occasions of Importance

- All of the 'rites of passage' e.g. sacraments, special occasions, special achievements are
recognised and these are celebrated in a joyful manner to allow for full and
meaningful
participation.

Tradition

- The tradition of the school is recognized and valued.
- The celebration of St. Joseph's Day.
- The celebration of Mary MacKillop's Feast Day

Parent Participation

- Parents as well as teachers should feel a sense of belonging to the school.
- It must be ensured that parents are invited to all school celebrations and that they feel
welcome there.
- Opportunities for meaningful participation within the academic and sporting programmes should be provided for parents also.

Teachers need to recognise

- Teachers are allowed to develop a sense of belonging through the recognition of their



talents and needs.

- Events such as birthdays are recognised and formal and informal social events are celebrated so that all members of staff can participate.
- Staff prayer and retreats are an integral part of the life of the school.
- All staff should be aware that their role in implementing the Pastoral Care document is pivotal to its success.
- CEO. plays a role in the development of teachers.
- The school executive is open to listen to and support the teachers of the school.
- An atmosphere should exist where all staff feel comfortable to discuss various aspects of their professional involvement in the school with other staff members.

Relationships

- Relationships between all members of the school community pastor, teachers, students and parents, should be based on Jesus' command, "Love one another as I have loved you" (John 13:34-35).
- Relationships should be characterised by openness.

Resolution of conflict

- Any conflicts which occur between members of the school community are resolved quickly and fairly with the minimum loss of self esteem to all concerned.
- A discipline policy exists within the framework of the Pastoral Care policy and is understood by all and implemented consistently by all.

Physical Environment

- The physical environment should be comfortable, aesthetically pleasing and conducive to Pastoral Care.
- Care is taken of the school environment and pride and care is shown by all.

Liturgy

- Students are encouraged to develop liturgies around themes that arise in their study and relationships within the school community so that they are meaningful.
- Prayer is a special and meaningful part of the everyday life of the students.
- Special feast days are recognised and celebrated.

STRUCTURES OF PASTORAL CARE AT ST. JOSEPH'S SCHOOL



Support Networks

At St. Joseph's School all staff members provide a support network for the students in their class. When and where appropriate the Principal will work with and support individual children. Outside agencies may be engaged to assist an individual child if it is considered necessary by the school administration or parents.

Children with Special Needs

St Joseph's School has a 'whole school' approach to meeting the special needs of children. This is co-ordinated by the Principal in consultation with the class teacher. This approach involves parents, teachers, children, CEO personnel and support agencies working together to meet the child's present and future needs. It includes:

- identification of students at risk
- assessment of child's needs
- application for funding support
- meetings between Class teacher, Support teacher and CEO personnel to develop I.E.P. (Individual Education Program)
- classroom support

School Enrolment Policy

This is based on the Diocesan Enrolment Policy.

Student Leadership

Student leadership is encouraged, particularly in Years 5 and 6. Leadership roles include:

- School Captains
- Sport Captains
- Peer Support
- Peer Tutoring

Orientation of New Students

Enrolment of Kindergarten students begins in June. Individual parents and students attend an Enrolment meeting with the Principal for screening and assessment of specific needs. An orientation program is held in Term 4 for all new students.

Children Enrolling during the School Year

Children are enrolled throughout the year. Appointments are made with the Principal and Parish Priest. The Principal, child and parents meet.

Teaching/ Learning Groups

Children are organised into classes depending on the current enrolment. From one year to the next school class numbers and multi stage structures can vary. Attention is given to a balance of gender, academic ability, and emotional and social needs.



Awards

Awards are an integral part of the fortnightly assembly. Teachers give class and sport awards. A Principal's Award is also given based upon outstanding merit. Awards, competition results and significant events are published in the Newsletter.

Child Protection

Staff have participated in Child Protection inservice training and have been informed of the legislation. Any issues in this area are reported to the Principal who will take appropriate action.

Student Health

Specific student health concerns are brought to the staff's attention. Appropriate staff inservice will be carried out to provide information and support to enable staff to deal with concerns about individual children.

Student Interaction Within The School

As a school community, the children are encouraged to interact with each other not only within their own class groups but also with children from different classes and from different grades. This is encouraged through the following:

☐ **Inter-class activities** - Class activities that involve other classes are an excellent means of increasing the self esteem of the children. This is achieved especially during our regular Assemblies where the children are given the opportunity to share the work they have been doing with other children of the school and with the parents. This is also achieved with special days eg. Bookweek

☐ **Orientation Days** - Children enrolling at St. Joseph's school have the opportunity to come to the school with other enrolling children in Term 4 to become familiar with the school.

Opportunities also exist for students in year Six to attend orientation days at the high schools in Molong and Orange in which they have enrolled for Year Seven.

☐ **Liturgies**

As the focus of our Christian beliefs, the Mass and special liturgies play an important part in the life of our school community. School masses and liturgy are held several times a term.

☐ **House System** - The children in each class from Kinder to Year Six are in House groups. The groups that operate are Maroon and Gold. The house groups allow for mixing between grades and ages across the school. Athletics and swimming are particularly good ways for this to happen.



☒ **Sporting** - children have the opportunity to participate in carnivals for Cross Country, Swimming, Athletics and to represent at school, diocesan and State levels.

☒ **Farewells** - The Year Six farewell is celebrated at the end of school year function. Year Six is usually involved in the Liturgy and the captains present a speech. Children in Year Six receive a gift from the school. Parents of Yr. Six children are thanked for their contribution to the school during their years their children have attended St. Joseph's.

During the year some children may leave the school. Students in their class often prepare a morning tea to farewell them. Families leaving the school and arriving new to the school are mentioned on the school newsletter
Staff farewells usually comprise of a staff get-together. Pupils from the particular class usually organise a 'surprise' morning tea.

☒ **Inter-school visits** - Staff are aware of the small school atmosphere our children work in and when occasions arise, inter-school visits such as St. Joseph's Day, CEMMY Sports Day, RE Concerts are organised

☒ **Special Jobs / Responsibilities** - Each class in the school is assigned particular duties around the school to ensure that the school environment is maintained in a pleasant and attractive fashion.

Student Interaction Within The Community

Pupil involvement is encouraged in a wide range of community service activities. Children are involved in the following areas :-

- **Mission Days** - These are coordinated at different times throughout the year to raise money for missionary work being carried out in other countries.
- **Fund Raising Days** - These are included as part of a three year plan.
- **Senior Citizens** - Children have the opportunity to visit or entertain Senior Citizens, mostly at Christmas time.
- **Gifted and Talented Children** -
 - Children have the opportunity to sit for the University of N.S.W. International Competitions for Assessment in Schools in Maths, English, Science and Writing.
 - Children display outstanding work at assemblies. Class work has scope to allow talented children to produce a higher standard of work especially with assignment work.
 - Children have the opportunity to participate in external competitions such as Nestle Write Around Australia.



- **Orange Eisteddfod** - The Orange Eisteddfod provides an opportunity for classes to participate in Verse Speaking and /or Vocal and Instrumental.
- **C.W.A.- Public Speaking** - Children from Year Three to Year Six are involved in the C.W.A. Public Speaking Competition each year. Following a school based competition, one student from each primary grade are selected to represent the school.
- **Anzac Day** - Each year the children in all classes are invited and encouraged to participate in the Molong Anzac Day March. The school banner is carried during this march and the school captains lay a wreath during the service. Every second year one of the School Captains reads one of the prayers during the service.
- **M.S. Read-a-thon** - Students from Kindergarten to Year Six have the opportunity to support this community activity.
- **Molong Show** - Students are encouraged to enter the various sections of the Molong Show.
- **Molong Music and Arts Festival** - The school is invited to participate in the events planned for the festival.

STAFF CARE

Mentoring

The CEO has a Mentor Program that supports teachers in their first year of service.

Orientation of New Staff

Selection and appointment are in accordance with CEO policy. New teachers are invited to visit the school, meet staff and familiarise themselves with school procedures. The Principal and REC provide ongoing support and supervision. Stage teachers also provide support.

Teacher Professional Development

Staff is provided with ongoing staff development. School based staff development is part of the regular staff meeting agenda.

Each year a subject area is prioritised for whole staff development. Staff development days and release from face to face are budgeted for to allow staff to participate. Individual staff members are invited to attend CEO sponsored staff development sessions. Each staff member meets with the Principal to share



information on the children's progress and on their own professional successes and challenges.

Staff Support

- Birthdays are celebrated.
- A social gathering is organised at the end of the year and as the opportunity and need arises.
- Principal has an open-door policy.

Anti-Harassment Policy:

St Joseph's School upholds the CEO Harassment and Bullying Policy that proclaims the intrinsic dignity of all people, and promotes behaviours reflective of that dignity.

Harassment is any form of behaviour that is not wanted and not asked for which offends, humiliates or intimidates a person. For behaviour to constitute harassment it must be unwanted and uninvited. It may be one incident or a series of incidents and the behaviour may be intentional or unintentional.

For further information see CEO Harassment and Bullying Policy.

BASIC COMMUNICATION CIRCUIT

Weekly parent newsletter

Class newsletters for special events affecting one or two classes.

Newsletters concerned with organisation of sporting teams and teams that represent the school.

Parent / Teacher nights / interviews.

Parents and Friends Meetings

Parents and Friends Newsletters

Sacramental Newsletters.

Orientation Night for parents of new Kindergarten enrolments.

Staff noticeboard

Weekly Staff newsletter

School assemblies

Regular Staff meetings

PLEASE NOTE For the ease of reading the Discipline and Anti Bullying Policies are separate inclusions within the General Policies and Procedures document as is an outline of the Merit System.



This policy is in the process of revision with the above being the result of so far.

Date of Implementation	Term 2 2018
Date of Last Review	Term 2 2022
Date for Next Review	Term 2 2024