



PARRAMATTA MARIST HIGH SCHOOL

PASTORAL CARE POLICY

This policy is currently under review. Staff will have the opportunity to offer ideas over the coming weeks.

PASTORAL CARE- A DEFINITION, A PHILOSOPHY

Pastoral Care is the unifying focus for the spiritual, academic, social and emotional aspects of school life.

Pastoral Care is the school expression of its concern for the development and the sustainment of the whole person. Parramatta Marist is a Catholic Boys High School founded in the tradition of Marcellon Champagnat. We focus on educating young men in Marcellon's ethos of Firm, Fair and Friendly. The school motto which is inscribed on the school badge reiterates this philosophy:

Fortio Ito_ Go Forth With Strength

RATIONALE

Parramatta Marist is committed to developing a climate which fosters mutual trust and respect designed to assist students and parents.

The Pastoral Care Policy at Marist embraces the diversity of all people and cultures, and promotes collaborative practice which will encourage students and staff to strive for personal growth. It has at its core the Marist Charism and the teachings of our founder Marcellin Champagnat.

As a Marist school, we are deeply concerned about each and every student in our care. We believe strongly that education is based on sound relationships and our Pastoral Program aims to nurture this relationship. At Parramatta Marist it is expressed through:

- the development of quality relationships
- the provision of satisfying learning experiences
- the establishment of an effective care network
- the effective implementation of the College Behaviour Management Policy

Duty of Care

The School owes a duty of care to its staff and students. It is expected that all staff contribute towards the fulfilment of this legal duty. Staff will exercise with diligence, the duty of care that they owe to the students. In addition to this, staff are expected to take all reasonable steps to protect students from risk of harm. This may require making formal notifications/reports to government agencies as well as referring matters of concern to relevant personnel.

Staff are also expected to cooperate with the school to maintain a workplace environment that is positive, open and healthy for members of the school community. Each staff member has a significant role to play in achieving and maintaining this objective. It is expected that any matters that threaten the fulfilment of this objective are reported to the School Executive.

Child Protection Legislation

Up to date information on Child Protection Legislation can be found on the Parramatta CEO Website.

www.cecnsw.catholic.edu.au/protection.pdf

We explicitly teach this through the Marist Ethos of Firm, Fair and Friendly.

FIRM

At Parramatta Marist we establish this by:

- Setting high standards and expectations
- Providing an active learning environment
- Clarifying boundaries
- Expecting and only accepting positive behaviour

FAIR

At Parramatta Marist we establish this by:

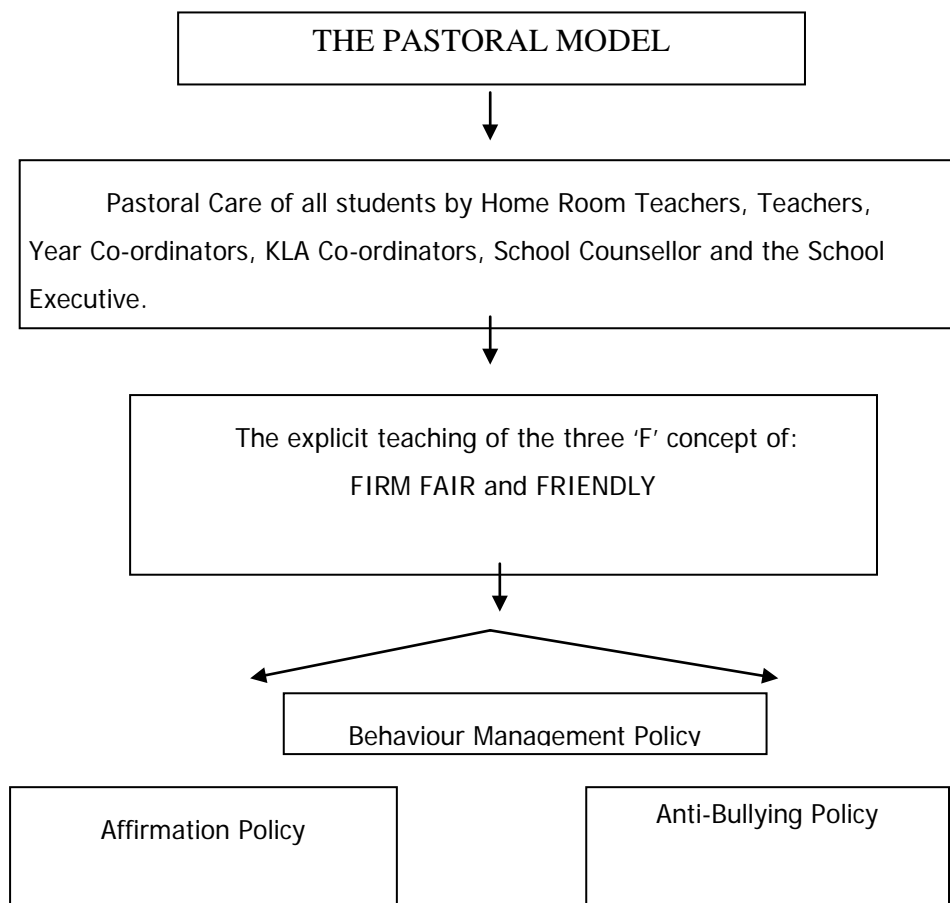
- A consistent approach
- Seeking justice
- Listening to both sides of the story
- A bias approach to those less fortunate
- Giving people the opportunity to learn from their mistakes

FRIENDLY

At Parramatta Marist we establish this by:

- Welcome greetings to others
- Enquiring about family
- Open to others views
- Awareness of the needs of others
- Praying for others and those in need
- Learning to love each other

THE STRUCTURE



TEACHING AND LEARNING

In an educational context, an essential requirement for Pastoral Care is that we are effective teachers.

- Lessons should be well-prepared, innovative, challenging, interesting and student-centred
- Assignments should be corrected in a reasonable time.
 - Work at home or at school should be checked regularly and every opportunity taken to give credit for effort made.
- Students should be continually challenged to reach their potential.

PARRAMATTA MARIST FAMILY

A school with a strong sense of belonging helps those boys who feel some dislocation in their lives to belong. A school that fosters a sense of belonging offers the students some community and family spirit, which is welcoming and stable in a world of change.

School spirit and identity is a multi-faceted phenomenon and seems to rise from many sources e.g. the Orientation Program for incoming students and parents, regular school assemblies and liturgies, participation in public events together (such as cultural and sporting fixtures), the loyalty of teachers for the school, celebration of school events, school rituals and the development of parent and student loyalties to the school.

Bonding of students occurs when they experience an affinity for the school as a place where they are recognised as people and feel linked with others. Bonding offers support and affirmation for each person in the school community. They know that their presence in the school community is significant to the group and they have some real contribution to make to its growth.

In developing the whole person Parramatta Marist extends itself in developing innovative and on-going programs to support and challenge students in attaining the best results possible.

YEAR GROUP AND HOME ROOM

The Pastoral Care Program which is overseen by the Deputy Headmaster permeates the entire care life of the College. It operates through the Year group and the Home Room class. Each Year group is supervised by the Year Co-ordinator who is responsible for their respective Year group and is assisted by the Home Room teachers who take care of the Home Room classes.

This system provides an opportunity for staff to develop a very positive relationship with a group of boys outside what is experienced in the classroom. It reflects a

concern not just for the intellectual growth of the boys but the development of the whole person - spiritual, academic, social, physical and emotional. As such, the Home Room teacher is well-placed to be the first point of contact for parents.

ROLES AND RESPONSIBILITIES IN PASTORAL CARE

Deputy Headmaster

- oversees the implementation of the Pastoral Care Program
- oversees the development of policies and procedures that assist the Pastoral Care Program
- oversees the implementation and development of the Behaviour Management Policy
- ensures that all procedures and policies are followed in line with School expectations and the policies of the Catholic Education Office, Parramatta.

Welfare Coordinator

- responsible for the implementation of the Pastoral Care Program
- responsible for the development of policies and procedures that assist the Pastoral Care Program
- responsible for the implementation and development of the Behaviour Management Policy
- assists the deputy principal in ensuring that all procedures and policies are followed in line with School expectations and the policies of the Catholic Education Office, Parramatta.

Year Co-ordinator

- to co-ordinate the Pastoral Care Program at that Year level
- to be the first point of contact for events relevant to the Year group e.g. peer support, camps, community service
- To be available to assist teachers (particularly new staff) with procedures and management of the Year group.
- To visit Home Room classes on a regular basis.
- To maintain regular contact with the Deputy Headmaster about the students in the Year group.

Home Room Teacher

- To develop a relationship with members of the Home Room Class in order to become the first contact point for students who need assistance with routine support in the College.
- To facilitate prayer on a daily basis to complement the religious life of the College.
- To communicate regularly with students in order to know their names, preferred name and important background and family information.
- To fulfil daily administration duties by marking the attendance roll accurately to identify patterns of absenteeism and lateness, which will be communicated to the Year Co-ordinator in order to facilitate the cohesive operation of the school day.
- To check diaries regularly to ensure effective communication with parents and to identify issues of concern in relation to behaviour and/or work ethic of the student.
- To communicate with students on issues raised in the diary in order to seek reasons for behavioural or work related issues and to develop simple strategies to overcome minor issues.
- To liaise with the Year Co-ordinator on consistent or significant issues of concern for individual students to ensure the effective and consistent management of student issues.
- To assist the Year Co-ordinator in the implementation and monitoring of management strategies for students who consistently breach College expectations.
- to liaise regularly with the Year Co-ordinator in relation to Year group initiatives and areas for improvement to ensure the consistent communication of College expectations.
- To participate in Year group activities to develop the trust of students in the Year group.
- To monitor student uniforms and ensure Home Room is clean and graffiti free in order to maintain consistent standards across the Year group and the School

The Role of the School Counsellor

The school Counsellor is responsible for the provision of psychological services to boys with special needs. In addition to this the School Counsellor serves as a consultant to Pastoral Care staff through the promotion of best practice procedures for the healthy development of young people.

Referral Procedure for the School Counsellor

1. All referrals must be submitted in writing to the School Counsellor.

2. Referrals of an urgent nature may be given verbally. However, the referral paperwork must be completed and attached to the student's file as soon as possible.
3. Staff referrals of students MUST be lodged through the Year Coordinator, Welfare Officer, and School Executive or directly by the student.
4. Feedback (where appropriate) is provided by the School Counsellor when a follow up meeting is arranged by the referring teacher.

Year Coordinator Meetings

These meetings take place weekly and involve the Deputy Principal (Pastoral Care), Welfare Officer and each Year Coordinator. As part of these meetings information is disseminated regarding student welfare issues.

OUR RITUALS

Central to the development of good Pastoral Care is the development of rituals that support and maintain a good relationship between, school, home, church and education. In specific ways every day and each year we proclaim that we are members of the Church and manifest Jesus to our Community through:

- daily prayer in classrooms and at assemblies
- staff prayer in meetings
- our commitment to our Marist identity and Mary as Mother and Patroness of the College.
- our proclamation of Saint Marcellin Champagnat (founder of the Marist Brothers) as Model and Patron of the College.

Our major Liturgies:

- Inaugural Mass
- Champagnat Day Mass (June 6)
- Mother and Son Mass
- Graduation Mass

TEACHER-STUDENT RELATIONSHIPS

Much Pastoral Care is experienced by casual and incidental teacher student interaction. Teachers should try to be present, at least from time to time, where the students are gathered. The recreation yard, before school, in the classroom, sport

fields and canteen are some of the areas where students gather for sharing and peer interaction. The listening presence of a teacher in such areas allows dialogue between students and teachers to happen outside structured and more formal classroom periods.

Pastoral Procedures for Enrolment of New Students

Following the initial formal procedures as outlined in the school enrolment policy new students are guided through the following process:

- The student is met at the front office by the appropriate Year Coordinator.
- The Year Coordinator greets the student and assists with any immediate needs. This may involve organising a school diary, pens paper etc.
- The Coordinator arranges a meeting with the Deputy Principal (Curriculum). The student is allocated to classes and given a timetable.
- The Year Coordinator may take the opportunity to introduce the student to the Deputy Principal (Pastoral Care).
- The Year Coordinator assigns a buddy to the student and the student is taken to class.
- The Year Coordinator checks on the student during roll call that afternoon and informs them of the location of their office.

Assessment and Reporting of Students Progress

Minor Concerns

- A student progress report is sent to teachers following a parent, teacher or Year Coordinator request.
- Information is collected on the basis of academic and/or behaviour concerns.
- The Year Coordinator will arrange an interview with the parents to discuss the reports.

Serious Concerns

- A student progress report is sent to teachers following a parent, teacher or Year Coordinator request.
- Information is collected on the basis of academic and/or behaviour concerns.
- The information is discussed with the principal and the Deputy Principal (Pastoral Care).
- The counsellor is consulted where appropriate.
- A meeting is arranged with parents/Guardians
- If the matter is reportable Parramatta CEO is informed and we act on the advice given to us. This may involve informing the Department Of Community Services and or contacting the NSW Police.

Procedures for Induction of Staff In Relation to Pastoral Care

As part of the Induction process new staff are educated in the Pastoral Care approach and philosophy at Parramatta Marist. The Induction process is outlined in the Induction Policy.

Procedures for Evaluation of Pastoral Care

The policy is reviewed every three years.

- The whole staff are involved initially through:
 - Discussion at staff meetings
 - Surveys
- The information is collated and discussed by the Deputy Principal (pastoral Care) and the Year Coordinators. Further changes may be made at this level.
- The Principal, Deputy Principal (Pastoral Care), Deputy Principal (Curriculum) review all the documentation and staff are informed if changes are to be made.

Legal Responsibility

Please refer to the following policies for information regarding legal responsibilities pertaining to student safety:

- **Child Protection Policy**
- **Anti Bullying Policy**
- **Bushwalking Policy**

- **Road Safety**
- **Rugby League Policy**
- **School Excursion Policy**
- **Spinal Health Policy**

Detailed information can be accessed through the Parramatta CEO website.

AFFIRMATION

A climate of affirmation encourages students to imbibe a sense of personal self worth and to know that their gifts are appreciated. Affirmation seeks a new creation in each person, touching the dream time of another, allowing talents to come to fruition.

Pastoral Care seeks a climate whereby boys are provided with opportunities for realising the talents which are theirs and that due recognition is given to such talents. Affirmation reaches to all aspects of school life, from formal school assemblies, to individual presence in the classroom, to the challenge to the peer group which inhibits or stunts the giftedness of other students. (See Affirmation Policy)

BEHAVIOUR MANAGEMENT

Behaviour Management is an important part of any school. Its purposes are to direct the students towards worthwhile goals and to maintain levels of accountability. At Parramatta Marist, Behaviour Management is structured according to levels. These levels relate to the degree of seriousness and provide a framework for helping students develop better self-management. (see Behaviour Management Policy).