



PASTORAL CARE POLICY

Updated: June 2012

Vision

At St Bernadette's parents are acknowledged as the primary educators of their children. It is in the family that children experience a secure community of love and acceptance. It is in the family that children first experience the nature and personality of God.

The dignity of each person is of paramount importance in all areas of school life – because this is how the presence of Christ in our world becomes a reality for all. Staff, parents and parish form a powerful union in caring for the children attending St Bernadette's.

At St Bernadette's we recognise that children are individuals, each a unique person. We seek to build a school culture where the dimensions of quality relationships, satisfying learning experiences and effective care networks are central to the life of the school. Our vision for Pastoral Care demands an environment where justice and faith are demonstrated by:

- ❖ the promotion of individual worth
- ❖ responsible self-discipline
- ❖ effective communication
- ❖ positive relationships
- ❖ supportive structures and care networks
- ❖ a Jesus centred community in the living of the Catholic ethos.

To ensure that this vision becomes reality requires a sense of ownership, just practice and a secure, positive climate.

Principles

At St Bernadette's we recognise that the uniqueness of the individual person created in the image of God is paramount and that as a school community all members of the community are called to be part of the pastoral ministry of the Church. A sense of belonging by each member of the school community is a fundamental characteristic of the St Bernadette's community. We recognise that all members of our school community are individuals with unique personalities, backgrounds and learning styles that require nurturing and care in order for growth to occur. The roles of parents, priests, teachers and students are complementary in enabling each other to reach for growth. When conflict does occur within the school community positive conflict resolution practices are critical to problem solving and behaviour management. This policy aims to promote guidelines for the interaction of the members of the St Bernadette's School Community, so that equity, dignity and responsibility are nurtured and so that all actions reflect gospel values and the school's educational philosophy.

Aims

- ❖ To identify the shared beliefs of the St Bernadette's Primary School community concerning the way everyone should be treated.
- ❖ To outline support structures and processes within the St Bernadette's Community that help to facilitate the development of quality relationships
- ❖ To ensure that all members of the St Bernadette's Primary School Community are aware of the expectations regarding behaviour and the accepted processes used to deal with behaviour management.
- ❖ To ensure that staff and families new to the St Bernadette's community are inducted into the community and introduced to the pastoral care processes of the school.



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QUALITY RELATIONSHIPS	
OUTCOMES	STRATEGIES
❖ Individuals are respected, valued and encouraged	<ul style="list-style-type: none"> ❖ Individual potential is recognised and nurtured. ❖ Positive encouragement of all ❖ Acknowledgment of individuals at assemblies ❖ Merit cards are given as positive reinforcement.
❖ There is broad participation in decision making	<ul style="list-style-type: none"> ❖ P & F Association ❖ Student Leadership Meetings ❖ Co-operative planning across grades
❖ Conflict is resolved constructively	<ul style="list-style-type: none"> ❖ Development of positive class/school environment ❖ Conflict resolution processes <p><i>At no time and in no case is corporal punishment used or condoned as a means of disciplining students or as a consequence for student behaviour at St Bernadette's.</i></p>
❖ People working together towards common goals	<ul style="list-style-type: none"> ❖ Whole School Programming ❖ CARITAS initiatives ❖ PRC completion
❖ Positive student management strategies are practised	<ul style="list-style-type: none"> ❖ Home/school congruence ❖ Awareness of rules and consequences
❖ Opportunities exist for extended responsibility / leadership	<ul style="list-style-type: none"> ❖ School and Sports Captains ❖ Student Leadership Recognition of Year 6 students ❖ Staff initiative encouraged ❖ Staff take leadership roles as grade leaders, organising sport carnivals and special occasions for the school ❖ Religious celebrations
❖ Development of interpersonal skills	<ul style="list-style-type: none"> ❖ Opportunity for professional learning ❖ Staff Spiritual Formation Days ❖ Opportunities for students to work collaboratively and cooperatively



SATISFYING LEARNING EXPERIENCES	
OUTCOMES	STRATEGIES
<ul style="list-style-type: none"> ❖ The needs of individual children are met through various programs 	<ul style="list-style-type: none"> ❖ Special Needs Committee ❖ Learning Support Program ❖ Literacy Support ❖ New arrivals program ❖ Numeracy support ❖ Hearing / sight impaired support ❖ Early assessment programs to determine intervention
<ul style="list-style-type: none"> ❖ Assessment and reporting strategies that respect the dignity of the individual child 	<ul style="list-style-type: none"> ❖ Communication among teachers ❖ Accurate and positive reporting ❖ Parent input into reporting procedures ❖ Reports which give open and honest communication to parents ❖ Opportunities for self assessment by children ❖ Parent / teacher interviews
<ul style="list-style-type: none"> ❖ Achievements and efforts are recognised and encouraged by all 	<ul style="list-style-type: none"> ❖ Merit and Social Skills awards and certificates for individual effort ❖ Recognition of extra-curricular achievements ❖ Principal Awards and Principal Morning Teas ❖ Acknowledgment of community celebrations eg. Confirmation



SATISFYING LEARNING EXPERIENCES	
OUTCOMES	STRATEGIES
❖ Children demonstrate a love of learning	<ul style="list-style-type: none"> ❖ Stimulating presentation of learning activities ❖ Provision of relevant resources ❖ Learning activities which allow for success ❖ Programs which provide intrinsic motivation
❖ Children are prepared to take risks in their own learning	<ul style="list-style-type: none"> ❖ Provision of challenging teaching / learning programs ❖ Professional Learning for teachers to promote risk taking activities ❖ Provision of appropriate resources
❖ Children demonstrate on-going positive development in the teaching / learning program	<ul style="list-style-type: none"> ❖ Developmental programs ❖ Communication between teachers ❖ Evaluation of children's development
❖ The multi-cultural dimension of the school is respected	<ul style="list-style-type: none"> ❖ Development of positive attitudes in all students to all cultural groups
❖ Equity and gender issues are integrated into the broader curriculum	<ul style="list-style-type: none"> ❖ Professional Learning for teachers in current equity and gender issues ❖ Use of inclusive language and practices
❖ A variety of parent programs are implemented	<ul style="list-style-type: none"> ❖ Provision of parent resources eg Parenting Newsletters ❖ Provision of curriculum outlines ❖ On-going review of relevant parent programs



ESTABLISHMENT OF AN EFFECTIVE CARE NETWORK	
OUTCOMES	STRATEGIES
❖ Individuals feel supported in times of crisis / need	<ul style="list-style-type: none"> ❖ Reminders that there are support systems (faith, parents, teachers, peers) ❖ Children join the Seasons for Growth Program
❖ Significant achievements in individual's lives are acknowledged and celebrated	<ul style="list-style-type: none"> ❖ Share achievements, experiences at assembly ❖ Newsletter
❖ Effective care networks exist between school and parish	<ul style="list-style-type: none"> ❖ Explicit links with the Parish Priests
❖ School is a welcoming and pleasant place where a sense of belonging is promoted	<ul style="list-style-type: none"> ❖ Children welcome visitors to the school ❖ The Grade contact parents group welcome new families ❖ New students are welcomed at their first school assembly after their arrival at St Bernadette's ❖ Orientation day for new parents ❖ Family BBQ at the beginning of the school year to welcome new families
❖ Quality relationships between parents, teachers and children are evident	<ul style="list-style-type: none"> ❖ Buddy Program ❖ Positive affirmation by peers, teachers and parents
❖ Staff feel supported in all aspects of their role	<ul style="list-style-type: none"> ❖ Peer, Executive and Principal support easily accessed
❖ Effective communication is established	<ul style="list-style-type: none"> ❖ All opportunities for parent / teacher communication taken ❖ On-going feedback to affirm child, carer and teacher ❖ Class contact parents