



St Bernadette's PASTORAL CARE POLICY

Updated: April 2020

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. ***At no time and in no case is corporal punishment used or condoned as a means of discipline for students or as a consequence for student behaviour at St Bernadette's.***

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.



PASTORAL CARE POLICY

QUALITY RELATIONSHIPS	
OUTCOMES	STRATEGIES
Individuals are respected, valued and encouraged	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	P & F Association Student Leadership Meetings (SRC and School Leaders) Co-operative planning across grades
Conflict is resolved constructively	Development of positive class/school environment Conflict resolution processes – restorative practice approach <i>At no time and in no case is corporal punishment used or condoned as a means of discipline students or as a consequence for student behaviour at St Bernadette's.</i>
People working together towards common goals	Whole School Programming CARITAS initiatives PRC completion Student Representative Council
Positive student management strategies are practised	Home/school congruence Awareness of rules and consequences and responsibilities
Opportunities exist for extended responsibility / leadership	School and Sports Captains Student Leadership Recognition of Year 6 students Student Representative Council Membership (2-6) Staff initiative encouraged Staff take leadership roles as grade leaders, organising sport carnival and special occasions for the school Religious celebrations

Development of interpersonal skills	Opportunity for professional learning Staff Spiritual Formation Days Opportunities for students to work collaboratively and cooperatively
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SATISFYING LEARNING EXPERIENCES	
OUTCOMES	STRATEGIES
The needs of individual children are met through various programs	Special Needs Committee Learning Support Program Literacy Support New arrivals program Numeracy support Hearing / sight impaired support Early assessment programs to determine intervention
Assessment and reporting strategies that respect the dignity of the individual child	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
Achievements and efforts are recognised and encouraged by all	Student of the Week, Social Skills and School Values awards Recognition of extra-curricular achievements Principal Awards and Principal Morning Teas Acknowledgment of community celebrations eg. Sacramental Celebrations

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 Promotion and encouragement of a Growth Mindset 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 Organisation of Parent Workshops to support learning On-going review of relevant parent programs

ESTABLISHMENT OF AN EFFECTIVE CARE NETWORK	
OUTCOMES	STRATEGIES
Individuals feel supported in times of crisis / need	Reminders that there are support systems (faith, parents, teachers, peers) Children nominated by parents and teachers for the Peaceful Kids Program
Significant achievements in individual's lives are acknowledged and celebrated	Share achievements, experiences at assembly Newsletter
Effective care networks exist between school and parish	Explicit links with the Parish Priests Collaboration between class teachers and School Counsellor
School is a welcoming and pleasant place where a sense of belonging is promoted	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	Buddy Program Peer Support Program Student Representative Council Positive affirmation by peers, teachers and parents
Staff feel supported in all aspects of their role	Peer, Executive and Principal support easily accessed
Effective communication is established	All opportunities for parent / teacher communication taken On-going feedback to affirm child, carer and teacher Class contact parents

Review: June 2021