



ST CATHERINE'S CATHOLIC COLLEGE

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PASTORAL CARE POLICY

Responsible Officer	College Principal Assistant Principals
Effective Date	February 2017
Superseded Documents	Pastoral Care Policy 2013
Review Date	2019
Associated Documents	Anti-Bullying Policy 2013 Diocesan Pastoral Care Policy 2003 Aboriginal Education Policy 2015 Diocesan Serious Incident Policy 2015 College Uniform Policy 2017 Student Driving Policy 2016 Mental Health Policy 2017 Special Needs Policy 2016 Faith and Spirituality Plan 2015-2018

PASTORAL CARE POLICY AND PROCEDURES

Pastoral Care Policy

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 - c) Reporting
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PASTORAL CARE POLICY

PREAMBLE:

The Pastoral Care of students at St Catherine's Catholic College follows the philosophy of 'The Catholic School on the threshold of the Third Millennium.'

"The Catholic School as a place of integral education of the human person through a clear educational project of which Christ is its foundation ... all human values find their fulfilment and unity in Christ" (pp. 7, 12)

The policy follows the philosophy that we are ambassadors for Christ, striving to bring faith, integrity and culture into peace and harmony. It reflects the idea of knowledge and culture set in the context of faith, leading to the development of wisdom and life vision. The aim is to humanise and ennoble the spirit.

RATIONALE:

Together we grow in Harmony, Faith and Integrity through the pillars of Making Jesus Real, Liturgy, Care for our Environment and Social Justice. Pastoral Care refers to the total care of students and all others in the College community. It acknowledges that the responsibility of care is entrusted to all members of the College community to make the school a safe, secure and healthy environment. Pastoral Care seeks, celebrates and affirms the giftedness of each person. It recognises that quality relationships are fundamental to effective learning and genuine Pastoral Care.

AIMS:

The essential aim of the Pastoral Care policy is to develop structures, policies and practices which support the individual students and all members of the College community.

Teachers support students at St Catherine's Catholic College to become people who value:

- ***faith***, with an awareness and openness to spiritual formation in a Catholic School context
- ***relationships*** that reflect understanding of Gospel values
- ***their community***, and show a sense of belonging and commitment to the community, to be supportive and inclusive
- ***learning*** to build confidence, resilience and independence.

STRUCTURAL OVERVIEW:

The Pastoral Care Policy of St Catherine's Catholic College is made up of components which are all designed to enhance the life of all members of the College community:

- Affirmation of Students
- Behaviour Management
- Support for Staff and Students
- Bullying Prevention
- Roles of Personnel
- Faith and Spirituality

IMPLEMENTATION:

Pastoral Care is the responsibility of all members of the learning community. The use of professional judgement and collaboration is to be encouraged at all times. The Pastoral Care policy should be read in conjunction with existing documents issued by the Catholic Schools Office and St Catherine's Catholic College. (Refer to Page 4 of Diocesan Pastoral Care Policy.)

The College behaviour management strategies reflect this Pastoral Care Policy. Pastoral Care principles underpin all relationships. All staff members have a responsibility to be appropriate role models:

- through their interactions with students
- with other staff members
- with parents
- through the facilitation of curriculum
- through specially developed programmes and initiatives
- by living out Christian values

Programs and initiatives that are utilised to support and enhance Pastoral Care include:

- Positive Behaviour Support
- Restorative (Real) Justice
- eSmart
- Better Buddies
- Making Jesus Real (MJR) and Being Good News (BGN)
- Rock and Water
- Retreats
- Community Days
- Feast day and other liturgical celebrations
- Values education
- Parenting Ideas (supporting parents through the newsletter)
- Mind Matters
- Kids Matter
- Cool & Friendly
- Aboriginal initiatives and celebrations

Staff members will use the Sentral Wellbeing database to log the Pastoral Care issues, academic achievement, affirmations and behaviours of students. The data collected will be used to track the progress of all individual students but will also provide data to help shape Pastoral Care programmes that are developed and implemented within the College. The data can also be a useful source of information for parent and teacher discussions.

PASTORAL CARE TEAM

The Primary and Secondary teams meet regularly to discuss and support wellbeing concerns. Each team consists of:

- Primary or Secondary Student Co-ordinators
- Counsellors
- Special Needs Co-ordinator
- Aboriginal Education Teachers
- Assistant Principals
- Principal

The teams will devise and implement strategies to support the wellbeing of all students.

PROFESSIONAL DEVELOPMENT:

All staff will be encouraged to increase their knowledge, understanding and skills in the area of Pastoral Care through workshops, staff meetings and other Professional Development opportunities as they arise.

BUDGET:

A budget will be allocated across K-12. Part of this budget will support Professional Development and other programs and resources.

CONCLUSION:

Pastoral Care at St Catherine's Catholic College is based on witnessing Gospel Values, through Restorative Justice, affirmation and reconciliation. The dignity of each person is affirmed, and positive involvement with the community is encouraged.

EVALUATION:

This policy will be evaluated biennial by the Pastoral Care Policy committee.

PROCEDURES

1. AFFIRMATION OF STUDENTS

a) Informal Affirmation

We recognise the importance of giving students positive affirmation for their efforts if we wish to reinforce positive behaviours, be they inside or outside the classroom. We acknowledge that students will give their best, when they are rewarded with recognition of their efforts.

All staff are encouraged to affirm students for:

- working to potential
- meeting expectations of behaviour and effort in or out of class
- demonstrating citizenship
- being involved in extra-curricular activities
- witnessing Gospel Values in their dealings with others
- sharing their gifts with the community

Affirming students can take the form of verbal praise, demonstrating a student's work to others, a tangible reward, affirmation in the College newsletter or acknowledgement at school assemblies/stage meetings or other special events. Students can also be affirmed by teacher contact to parents through the school diary, email, phone call or other informal discussions.

b) The Awards System

The Award System:

- Encourages students to strive for their best.
- Identifies and appreciates the talents/skills of all students.
- Fosters the Gospel values of service.
- Recognises achievement in all aspects of College life.

It is based on a belief that affirmation should take place at all levels. This affirmation should include; written and verbal comments from teachers, class awards and on-going commendation for academic and/or behavioural excellence relative to the individual student's potential or ability.

The Structure of the Award System

- The award system is used throughout the College K-12. Awards earned in Primary School may carry over to contribute towards higher awards in Secondary School.

The structure is as follows:

- a) Level One - Encouragement Award
- b) Level Two - Merit Award
- c) Level Three - Award of Excellence
- d) Level Four - Award of Distinction

a) *The Encouragement Award*

All teachers are able to present an Encouragement Award. Once the student has attained four of these awards, they present them to the Primary/Secondary Student Co-ordinator.

b) ***The Merit Award***

On presentation of the four Encouragement Awards to the Primary/Secondary Student Co-ordinator, a Merit Award Certificate is issued. This award is presented to the student at an assembly. Once the student has attained four of these awards, they present them to the Primary/Secondary Student Co-ordinator.

c) ***The Award of Excellence***

On presentation of the four Merit Awards, the Award of Excellence is presented by a member of the College Executive at an assembly. Notification of this award will be published in the College Newsletter. K-6 students will take home a note the week before they are presented with this award.

d) ***The Award of Distinction***

On presentation of three Awards of Excellence to the Primary/Secondary Student Co-ordinator, students are eligible of an Award of Distinction. This is presented by a member of the College Executive at an assembly. Notification of this award will be published in the College Newsletter. K-6 students will take home a note the week before they are presented with this award.

c) **Reporting**

The College conducts a review of students in Year 1 to Year 11 in Term 1. Year 12 do not receive an Interim Report, as they will receive a Mid Course Report early Term 2. Kindergarten students receive a Student Review in April. The Term 2 and Term 4 Semester Reports present a more comprehensive summary of a student's progress. The purpose of reporting is to give parents useful feedback about their child's progress and to acknowledge high levels of application and effort. It can also affirm students for effort and improvement.

2. BEHAVIOUR MANAGEMENT

The aim of the College behaviour management structures are to guide the development of the students' skills and attitudes towards the attainment of good standards of self-discipline so each student is confident, resilient, and aware of their responsibilities as part of the Christian and wider community.

A Restorative Justice approach is used to encourage all students and staff to restore and maintain right relationships that are reflective of Gospel Values of forgiveness and reconciliation. Positive behaviour support affirms students and maintains focus on students who strive to do the right thing.

Strategies for rewarding positive behaviours could include: verbal affirmations, positive notes/phone calls to parents/guardians, awards, special privileges, choice from a mystery prize box, stickers, awards, raffle tickets drawn at Assemblies, leadership opportunities, etc. (Money will not be used for rewarding positive behaviours).

The Student Expectation Matrix has been developed to guide students on positive behaviours displayed by students of St Catherine's Catholic College:

ST CATHERINE'S PASTORAL CARE

St Catherine's has adopted a framework of Pastoral Care that is based upon the motto of "Harmony, Faith and Integrity." These qualities are supported by foundational pillars of Making Jesus Real, Social Justice, Liturgy and Stewardship of our Environment.

Through this framework, there are three foundational student expectations:

1.-I am Safe and Responsible

2. I am Respectful

3. I try my best

Student Expectation Matrix

	I am Safe and Responsible	I am Respectful	I try my best
Pastoral Time	<ul style="list-style-type: none"> Return notes promptly Arrive on time Follow attendance procedures 	<ul style="list-style-type: none"> Follow all directions 	<ul style="list-style-type: none"> Complete all assigned work/ jobs Participate in all activities
Community Gatherings	<ul style="list-style-type: none"> Enter and exit quietly Be careful when carrying items for celebrations Sit correctly Follow instructions 	<ul style="list-style-type: none"> Allow others to listen without disturbing Behave with reverence and respect Listen and respond to those speaking Celebrate the achievements of others 	<ul style="list-style-type: none"> Respond appropriately Be proud of my achievements Participate in activities Willingness to take specific roles of responsibility
Learning Spaces	<ul style="list-style-type: none"> Enter and exit quietly Keep the room clean and tidy Be prompt Sit correctly Bring correct equipment and use properly 	<ul style="list-style-type: none"> Follow teacher expectations Listen to opinions of others Help others Respect environment and equipment Return school equipment promptly 	<ul style="list-style-type: none"> Do my best work Value all learning Challenge myself
Playground/ Oval	<ul style="list-style-type: none"> Keep the school environment clean Take care of all equipment Be aware of the rights of others Walk, don't run in passive areas Participate in school approved games only Be sun safe 	<ul style="list-style-type: none"> Include all students Follow the teacher's instructions 	<ul style="list-style-type: none"> Demonstrate leadership Show good sportsmanship
Canteen	<ul style="list-style-type: none"> Wait patiently in line Put lunch orders in on time 	<ul style="list-style-type: none"> Use manners Eat food in designated areas 	<ul style="list-style-type: none"> Help out at the canteen when needed
Arrival/ Dismissal	<ul style="list-style-type: none"> Walk carefully to the vehicle Stay safe in the vehicle Sit or stand quietly and wait patiently Follow road rules Student drivers follow driving policy 	<ul style="list-style-type: none"> Older students are to look out for younger students Show the driver respect Listen carefully and follow the teacher's instructions 	<ul style="list-style-type: none"> Have my bus pass Board the correct bus Show courtesy
Evacuation/ Lockdown	<ul style="list-style-type: none"> Follow the teacher's instructions Move promptly and sensibly to designated areas 	<ul style="list-style-type: none"> Be helpful to others 	<ul style="list-style-type: none"> Stay calm
Excursions and Incursions	<ul style="list-style-type: none"> Bring permission notes/money on time Bring all required equipment 	<ul style="list-style-type: none"> Be polite to all visitors and other members of the community Follow all teacher instructions 	<ul style="list-style-type: none"> Fully participate in all learning activities Be a good ambassador for our College
Uniform	<ul style="list-style-type: none"> Wear the correct shoes and uniform for practical lessons 	<ul style="list-style-type: none"> Follow the uniform policy every day 	<ul style="list-style-type: none"> Wear my uniform with pride
Outside of school time	<ul style="list-style-type: none"> Stop and think of consequences for all actions 	<ul style="list-style-type: none"> Follow the values modelled by Jesus Communicate with your parents Be respectful to all people 	<ul style="list-style-type: none"> Complete Homework and assessments on time Contribute to the family and community

a) NEEDS OF STUDENTS

Our aim is to develop students who value faith, relationships, community and learning. Our responsibility as staff is to have an understanding of the needs of our students. St Catherine's is an inclusive college community where all are welcome and entitled to support regardless of race, cultural background, gender, ability or religious affiliation.

Staff must show understanding that certain circumstances may affect the wellbeing and behaviour of a student. Teachers must be prepared to give consideration to the students and listen to them. In this way, students will feel that their needs are important and they can approach teachers when the need arises.

To be self-disciplined and responsible, students need to learn to make positive decisions about their actions in a variety of contexts. For students to develop an awareness of required standards of behaviour, teachers should ensure consistency and fairness in combination with clear expectations of correct behaviour. Students who make wrong choices in their behaviour must learn to accept responsibility for the consequences of their decisions- for themselves and others.

b) INDIVIDUAL STAFF CLASSROOM MANAGEMENT PLANS

All staff members are encouraged to develop their own Classroom Management Plan, in keeping with Diocesan and College policies. These plans take into consideration all students in their classes, especially those with special needs, and involve strategies teachers will use to manage student behaviour. Staff members are encouraged to develop these plans in collaboration with students to foster a positive and focused teaching and learning environment for all in the classroom.

c) IDENTIFYING TIERS OF INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES

Inappropriate behaviours may compromise a student's ability to become a person who values community and learning and develop relationships that reflect an understanding of Gospel values. Inappropriate behaviours may be of varying degrees of seriousness, depending upon their impact on others. Whilst fairness and consistency are important in the implementation of behaviour management strategies, it is also important to determine consequences for inappropriate behaviour in consideration of age, maturity, circumstance and cognitive level of the student.

Inappropriate behaviour can be categorised in Tiers that display three levels of seriousness. Some behaviours may be present in any Tier, depending upon the degree and frequency of the behaviour, but some general guidelines are given below:

Low Level Inappropriate Behaviours-Tier 1

Clearly low level inappropriate behaviours should attract less severe consequences than high level behaviours. Equally clearly, if such behaviours recur, they may no longer be deemed to be a low level of behaviour.

Examples of low level inappropriate behaviours:

- eating in classrooms or other inappropriate areas
- chewing gum
- breach of the College Technology agreement (i.e. texting, making/receiving phone calls, playing games in class, etc.)

- talking out of turn or calling out
- speaking disrespectfully or making inappropriate comments to others
- not being prepared for class/failure to bring equipment
- littering
- using equipment or school facilities carelessly and/or without permission
- uniform infringements
- being late to class without permission
- failure to complete work
- breaking class rules
- carrying medications without permission
- rough play
- running in passive areas of the playground or corridors
- failure to follow “hands off” expectations
- engaging in gossip or spreading rumours
- general mischief
- other behaviours contrary to the Student Expectation Matrix

Medium Level Inappropriate Behaviours-Tier 2

Repetition and/or escalation of low level, Tier 1 behaviours may result in such behaviours being deemed medium level. Often these behaviours are the type that inhibit the teaching and learning in the classroom, affecting both teacher and other students.

Examples of medium level inappropriate behaviours:

- throwing objects
- serious misuse of technology (accessing inappropriate sites, filming/recording without permission, etc)
- swearing or unacceptable language/comments to others
- using banned substances, such as aerosol deodorants, liquid paper, permanent markers
- disrupting the class
- disobedience
- being out of bounds
- unsafe actions
- fighting or inciting a fight **
- vandalism **
- other activities deemed serious/dangerous by the College **

(NB. ** these behaviours may be regarded as high level, depending on the seriousness of the action)

High Level Inappropriate Behaviours-Tier 3

These behaviours seriously hinder the enjoyment of others of facilities offered by the College, which threaten the health or safety of the offender or of others, which seriously affront a teacher or challenge a teacher’s authority, which deny other students the opportunity to learn or which upset the smooth running of the College.

Examples of high level inappropriate behaviours:

- extreme defiance or disobedience of staff
- swearing at a member of staff
- examination infringements
- possession of and/or selling cigarettes, weapons or other banned/illegal items
- stealing
- truancy

- intentional victimisation or discrimination of others
- violent or threatening behaviour
- refusal to attend formal detentions
- smoking (including e-cigarettes), use of alcohol, and/or use of other illicit substances
- fighting or inciting a fight
- vandalism
- other activities deemed serious/dangerous by the College

NB. Selling, possession or use of illegal drugs or weapons means an automatic referral to the Principal, and will generally result in the termination of enrolment and police notification. (Refer to Diocesan guidelines).

d) STRATEGIES FOR MANAGING INAPPROPRIATE BEHAVIOURS

1. Classroom teachers use a range of strategies from correction in class, isolation within the class, and occasionally lunch time detention or time out strategies.
2. Teachers often use a restorative approach to have students reflect on their behaviour, and its effect on others. They may remind the student about Gospel Values or asked “What would Jesus do?”
3. Issues needing to be passed on to a Co-ordinator:
 - Studies Co-ordinator or Primary Co-ordinator, if behaviour is an in-class incident,
 - Primary or Secondary Student Co-ordinator, if behaviour is outside the classroom, or across classes.
 - Repeated incidents of inappropriate behaviours, failure of the student to respond to a variety of strategies or other cases of a serious nature.

These may result in further attempts to use a restorative conferencing approach, or may result in detention or loss of privileges.

4. Parents/guardians may be notified of inappropriate behaviour in a variety of ways, such as a phone call, note in the student diary, formal letters or by using a Behaviour Notification form. *(Teachers are asked to speak to the appropriate Primary / Secondary Student Co-ordinator before making a phone call to parents/guardians).*
5. Inappropriate behaviour of a serious or repeated nature may result in:
 - loss of privileges, such as removal from a rep sports team,
 - after school detention,
 - Off Playground in K-6.
6. As a rule, students must be directly supervised at all times. Therefore, students should NOT be placed in a room without a teacher present, nor sent out of the classroom out of the vision of the teacher.
7. Kindergarten to Year 6 teachers employ a buddy procedure for teachers requiring immediate assistance in the classroom to deal with behaviour issues. In Year 7 to 12, teachers phone for assistance or by sending the student to the office. They may also contact their Studies Co-ordinator for support.

NB. Teachers wishing to report inappropriate behaviour are asked to document this in Sentral and/or fill in a Behaviour Notification form (also found in Sentral). They should notify the appropriate Primary or Secondary Co-ordinator. If teachers have addressed behaviours and/or applied strategies and the inappropriate behaviour of the student continues (or they do not complete consequences), the staff member should also complete a notification in Sentral.

e) THE ROLE OF THE PRIMARY AND SECONDARY CO-ORDINATORS IN BEHAVIOUR MANAGEMENT

The function of the Primary and Secondary (Student and Studies) Co-ordinators in the Behaviour Management process is to instigate strategies / tools for managing inappropriate behaviour. These may include:

- monitoring student behaviour/development of behaviour plans
- liaison with the Special Needs Co-ordinator in the implementation of mental health plans
- interviewing students
- investigation of issues
- communicating with parents and staff
- consulting on the removal of student privileges, such as withdrawal from representative sport

Primary and Secondary Co-ordinators use all the processes of Restorative Justice to restore faith, harmony and integrity for students, staff and families.

They identify behaviour that is damaging to relationships and to students' learning, and its effects on others, especially where that behaviour:

- is a matter of safety and/or wellbeing
- is undermining the teacher's authority in the classroom.

They empower the students to restore their own integrity by recognising and owning their behaviour and by repairing any damage to relationships.

They support staff by being able to identify and recommend strategies for managing issues impacting on students' behaviour, and make appropriate referrals where needed.

They give students the opportunity to seek and receive forgiveness.

f) OFF PLAYGROUND PROCEDURE (K-Year 6)

Students are placed on a 20 minute off playground time for behaviours that may be unsafe or are a breach of school rules. This is held in the last half of the second break twice per week. It is supervised by Primary Co-ordinators.

Staff are asked to fill in the Off Playground book, kept in the Staff lunch room, as well as a formal notification of the incident leading to the student being given this consequence, which is sent home to the parents of the child. During Off Playground, the supervising teacher may engage the students in a Restorative Justice conversation, to encourage the children to look at their own behaviour in the light of its consequences for themselves and for others.

If a child has been placed on Off Playground on repeated occasions, a parent interview will be sought. This interview may involve the Primary Co-ordinator, class teacher, parent and child. An Individual Behaviour plan may be decided upon. This may include a daily Behaviour card for up to a two week period.

NB. Off Playground is NOT to be used for homework catch-up, or as a punishment for students not completing their work in class or at home.

g) HANDS-OFF POLICY

Hands-Off consists of two components:

1. Hands off in affection
2. Hands off in aggression

This directive aims to:

- provide students with a safe environment
- enforce appropriate standards of behaviour in a social setting
- restrict rough play

Hands-Off simply means that students are not to touch other students and/or their belongings.

The punishment for failing to follow this directive varies according to the circumstances, but may include exclusion from the playground or afternoon detention, in the event of aggressive or persistent affectionate behaviours.

h) AFTER SCHOOL DETENTION (Years 7-12)

High Level inappropriate behaviours or repetitions of lower level behaviours may be dealt with through after school detention.

- After school detentions are held ONCE per fortnight (alternate Thursdays)
- The Secondary Co-ordinators supervise these hour long detentions.

A copy of the detention notification is given to the student by the issuing teacher, and a copy is to be sent home to parents via mail.

After school detentions operate in the following ways:

- Students present supervisor with their signed detention slip
- Students are to copy the College rules from their diary or complete an alternate task
- Students may be given a further task to reflect upon their behaviour
- Students may be given an alternate task, e.g. playground beautification, depending upon the reason for the detention
- At the end of the detention, supervisor collects all completed work. The supervisor will notify the Student Co-ordinator of any student who fails to attend or fails to fulfil the requirements of the detention. The Student Coordinator will meet with the student and/or contact parents for further action.
- Students observe strict silence during detention
- Failure to observe detention rules will result in a further detention
- Failure to attend detention will result in an automatic doubling of the detention owing. Failure to attend this further punishment will result in suspension and parent interview
- After three afternoon detentions, the Secondary Student Co-ordinator is notified and **a parent interview will take place.** (NB. The Co-ordinator rostered on to detention will check students attending detention that day have not accumulated three detentions. If they have, they will pass this information onto the Secondary Student Co-ordinator)

Detention Slips

Detentions issued at St Catherine's Catholic College fall in to three categories.

- Out of class detentions – eg. truancy, playground etc.
- In class
- Uniform

Out of class detentions are negotiated through the relevant Secondary Student Co-ordinator. In-class detentions are negotiated through the respective Studies Co-ordinator, before final consultation with Secondary Student Co-ordinators. Uniform detentions are negotiated through the Assistant Principal Welfare.

Out of Class Detentions

The detention slip is signed by:

- Relevant Secondary Student Co-ordinator
- Pastoral Teacher
- Issuing teacher
- Parent / Guardian

The Secondary Student Co-ordinator determines the date of the detention prior to signing. A check of the Detention folder will be necessary. Once the detention has been completed, the documentation is to be lodged with the respective Secondary Student Co-ordinator for filing.

In-Class Detentions

The detention slip is signed by:

- Relevant Studies Co-ordinator
- Pastoral Teacher
- Class Teacher
- Parent / Guardian

The Secondary Student Co-ordinator is consulted, and determines the date of the detention, checking the Detention folder. Again, documentation is lodged with the Secondary Student Co-ordinator, after the detention has been completed.

NB. The Studies Co-ordinator will liaise with the Secondary Student Co-ordinator over the incident.

Uniform Detentions

The detention slip is signed by:

- Relevant Student Co-ordinator
- Pastoral Teacher
- Assistant Principal Welfare
- Parent / Guardian

i) BEHAVIOUR MONITORING CARD

A short term behaviour monitoring card may be used for students who are exhibiting inappropriate behaviours in the classroom and/or playground to evaluate improvement, in addition to other strategies employed by teachers. This would be reflective of specific goals for the student.

j) BEHAVIOUR MONITORING BOOKLETS

Students who fail to respond to a number of strategies may be placed on a Behaviour Monitoring Booklet. Booklets are completed by teachers for two weeks and are to be signed each evening by a parent/guardian. Behaviour Monitoring Booklets give students and their parents/guardians feedback on behaviour (including affirmation for positive improvements), preparation for class (completion of homework and bringing all required equipment) and application in each lesson. Pastoral Teachers will check booklets each morning and comment on Uniform, Punctuality and Cooperation/Participation. At the conclusion of two weeks, evaluation of a student's attempt to improve inappropriate behaviours is made by the staff member who issued the booklet. There are three levels of Behaviour Monitoring Booklet:

-Tier One Behaviour Monitoring Booklet (issued by a Student Coordinator after contact with a parent/guardian). If the student displays improvement, they will be released from the monitoring booklet. If the student fails to satisfactorily improve behaviour within two weeks, they will move to a...

-Tier Two Behaviour Monitoring Booklet (issued by an Assistant Principal in conjunction with a parent and student conference at the school). If the student displays dedicated improvement, they will move to a Tier One Monitoring Booklet. If the student fails to satisfactorily improve behaviour within two weeks, they will move to a.....

-Tier Three Behaviour Monitoring Booklet (issued by the Principal in conjunction with a parent and student conference at the school). If the student displays dedicated improvement, they will move to a Tier Two Monitoring Booklet. If the student fails to satisfactorily improve behaviour within two weeks, they will face suspension (type and period of time determined by the Principal).

Students who exhibit a single, highly inappropriate behaviour may be placed directly on any Tier of booklet at the discretion of the Student Coordinator, Assistant Principal or Principal.

Students who are absent from school while on a booklet must make up days missed during the two week period, before consideration to remove them from any tier of Behaviour Monitoring Booklet.

Students who move in and out of the Behaviour Monitoring Booklet system or remain on a booklet for extended periods of time may be placed directly on suspension. Students and parents may be requested to attend an interview with the College Principal to discuss termination of enrolment.

Students who are on Behaviour Monitoring Booklets may also have additional behaviour support activities required such as anger management programs, counselling, anti-bullying worksheets, Restorative Justice Conferences, etc. Students may be denied special privileges, the ability to represent the school in special events or excluded from participation in excursions at the discretion of the teacher who placed them on the booklet, in consultation with staff.

k) SUSPENSION AND EXPULSION PROCEDURES

Suspension means a temporary withdrawal of student's right to participate in and attend school. This may take the form of short or long suspension, and may be in-school or out-of-school.

St Catherine's Catholic College recognises that this is a serious disciplinary measure and should only be used when other disciplinary measures have not produced a satisfactory outcome. It may also be used when a student commits a highly serious offence. The decision to suspend a student the type of suspension and length of the suspension is to be made by the Principal.

In normal circumstances Suspension is subject to:

- That appropriate welfare strategies and discipline options have been applied and documented
- That appropriate support personnel within the College have been involved
- That discussion has occurred, prior to suspension, with the student and parent regarding unacceptable behaviour
- That factual records of all discussion and action have been taken
- That appropriate communication processes are in place, including with the student and student's parent / guardian
- A student is not sent home before the end of the school day until a parent / guardian has been informed, and if necessary, agreement reached about arrangements for the collection of the student from school
- The student should take home a letter informing of the suspension, the reasons for it, and the process to be followed for interview

NB. The complete **Diocesan Suspension and Expulsion Processes** is in the Catholic Schools Office Pastoral Care Policy, available on the Catholic Schools Office website www.mn.catholic.edu.au

I) CORPORAL PUNISHMENT

St Catherine's Catholic College recognises that the use of corporal punishment is abhorrent and illegal. Under no circumstances is corporal punishment allowable or acceptable within the College's Pastoral Care and Discipline procedures.

The College does not encourage or endorse the use of corporal punishment by parents, as a response to incidents that have taken place at school.

m) PROCEDURAL FAIRNESS

Procedural fairness is a right of anyone who is dealing with someone in authority. It is important that in every circumstance, students have the right to be heard without bias and to be told why a consequence is being applied. Policies and procedures must be consistently applied except in extenuating circumstances.

3. SUPPORT FOR STAFF AND STUDENTS

a) Students' Rights and Responsibilities

The basis of the Pastoral Care policy at St Catherine's Catholic College ensures the rights and responsibilities of all students. The policy outlines the standard of behaviour that is expected of students and the consequences of their behaviour. The rights of students who want to learn and the rights of teachers who are trying to teach are paramount.

Students who 'do the right thing' will be rewarded under the College's Award system, while students who choose to place themselves outside the College's expectations will be given strategies to assist them to improve their behaviour.

It is our hope that all students will develop a positive attitude towards their learning and the relationships they develop with others in the community. We hope that they will grow in self-discipline and learn the importance of assuming responsibility for their own actions.

b) Pastoral Care Periods

Kinder – Year 6

There is a focus on “Making Jesus Real” as part of each teacher’s program. In addition, there are informal sessions to address particular issues for individual year groups when needed.

On alternate Friday afternoons, assemblies are used to present awards to students who have achieved Merit Awards or other awards, and to emphasise important aspects of student interrelationships.

Years 7 – 12

Weekly welfare periods are an opportunity for Pastoral Teachers and Secondary Student Co-ordinators to meet with students in a semi-formal atmosphere for:

- Information giving, e.g. Board of Studies documentation, assessment handbooks, addressing pastoral issues
- Presentation of awards/Acknowledgement of student achievements
- Planning and preparing for events in the liturgical calendar
- Community building
- Special education programs
- Reinforcement of procedures and school rules
- Time for Pastoral Teachers to further develop relationships with students within their groups.

We see this as essential and invaluable to the education of the ‘whole’ child – spiritually, emotionally and socially.

The benefits for students are many, but include:

- increased levels of self-esteem
- awareness of challenges in society
- encouragement to follow school rules
- enhancement of school spirit
- development of peer relationships
- development of staff / student rapport
- witnessing teachers beyond being purely academic leaders
- recognition of extra-curricula activities.
- Addressing topical issues

c) Mentoring Programs

Students in Year 12 are involved in a mentor program with staff.

AIMS

- To provide support for students undertaking their HSC examination
- To assist in the development of study skills
- To monitor stress levels of students
- To assist in motivation for Year 12 students
- To assist in maximising the results of Year 12 in the HSC

IMPLEMENTATION

- During Term One of the HSC year students are asked to select a staff mentor
- Students nominate teachers and present this to the Year 12 Co-ordinator
- Staff are encouraged to have no more than 2 students whom they mentor

- Students and mentor arrange a suitable time to meet on a weekly/fortnightly basis
- Mentors provide study timetables, study skills sheets and monitor the progress of students
- The mentors are recorded by the Year 12 Co-ordinator

Students in Kindergarten are involved in a “Buddy” program with Year 6 students.

AIMS

- To assist Kindergarten students to settle in and learn about the school environment (i.e. canteen, playground, etc)
- To accompany Kindergarten students to Mass, liturgies, computer log in, etc.

IMPLEMENTATION

- During week 1 of Kindergarten, students meet their Year 6 “buddy.”
- Various meetings will be facilitated as needed throughout the year.

New staff members are involved in a mentoring process with other staff members

AIMS

- To assist new staff members to become familiar with the College environment, culture, policies and procedures.

IMPLEMENTATION

- Staff induction process during Term 1.
- Informal meetings with their appointed mentor and/or relevant Co-ordinator

d) Professional Development and Pastoral Care of Staff

St Catherine’s Catholic College recognises the need for all staff to continue training in welfare programs, to ultimately benefit the students of the College.

Staff are encouraged to learn these new skills and feed the information back to the combined staff as part of regular staff meetings, Professional Learning Workshops or Professional Learning Teams (PLT)

Some of the courses staff members are trained in include:

- Positive Behaviour Support
- Seasons for Growth
- Resourceful Adolescent Program – Adolescence (RAP-A)
- Resourceful Adolescent Program – Parents (RAP-P)
- Rock and Water
- Mindmatters
- Kidsmatters
- Restorative Justice
- Making Jesus Real (MJR)
- Drug Awareness courses
- Peer Support Training
- Pastoral Care
- eSmart/Cybersafety
- Non-violent Crisis Intervention

Throughout each year, these programs will be developed further so that they will ultimately benefit all students of the College.

In addition, each month staff members participate in:

- Primary or Secondary welfare discussions at staff meetings, and
- Whole School Professional Learning Workshops.

The wellbeing of staff is also an important part of Pastoral Care at St Catherine's. Support of colleagues promotes Gospel Values in the College community and is an essential part of the development of Professional Learning Communities. Positive interactions between staff members provides a model for students to follow as they learn to interact with their peers. Celebrations of staff birthdays, social functions, morning teas, charity raffles and other activities facilitated by the social committee help to foster a harmonious and supportive atmosphere in the staffroom. Staff members who are experiencing illness or other difficulties are also supported by professional colleagues, the School Executive, Zimmerman Services and the "Access" program, provided by the Catholic Schools Office.

4. BULLYING PREVENTION

Bullying is not acceptable. Bullying can impact on the capacity of children to achieve their God given potential. Bullying is not a normal part of growing up and it is not a part of any 'toughening up process' that a child has to go through. Bullying can seriously harm a child physically and emotionally.

St Catherine's Catholic College, as part of the schools in the Maitland-Newcastle Diocese, is committed to supporting schools in continuing to develop positive, supportive, physically and psychologically safe schools.

Students who experience bullying should report this to the school. Students who bully others should expect to receive consequences for their behaviour, which may also take the form of support in modifying their interactions with others in more positive ways.

Further information for Parents can be found in the College and Diocesan Anti-Bullying Policies.

5. ROLES OF PERSONNEL

All staff are responsible for the Pastoral Care and welfare of students at St Catherine's Catholic College. The roles of specific staff are outlined below.

a) Pastoral / Home class teacher

The Pastoral / Home class teacher has an important role to play within their Pastoral / Home class. They are to be a friendly face to start the school day in a safe, caring environment. They are to act as mentor for the students, to be a positive role model and someone for students to approach as their first port of call. They also have a responsibility to report any concerns to the relevant Primary and Secondary Student Co-ordinator, or the College Executive.

A guide for Pastoral / Home class time includes the teacher:

- Beginning with a prayer. Each classroom should have a prayer book or folder. Pastoral / Home classes are required to establish their own Sacred Space within their room
- Marking the roll according to processes outlined in the Pastoral / Home class folder
- Reading the Weekly Notices to K-Year 6 students or Daily Notices to Year 7-Year 12 students
- Collecting return slips, excursion notes, etc, and marking off on attached rolls
- Inspection of student uniform

- During the remaining time, teachers are encouraged to spend time with students, developing a rapport with them

The role of the Pastoral teacher (Years 7-12) and Home class teacher (Kindergarten-Year 6) is vital in the overall progress of students assigned to their care. The Pastoral / Home Class teacher is the first point of reference for each child at the commencement of the day, for the Secondary Student and Primary Co-ordinators and the College Executive.

The Pastoral / Home class teacher is to be aware of the individual needs and interests of their students and to assist them in their development towards positive self-esteem and maturity by:

- developing a good understanding of the family situation of each student
- taking a genuine interest in the progress and development of each student
- developing a family spirit in the Pastoral / Home class
- working in close cooperation with the Primary and Secondary Student Co-ordinators to ensure an optimum level of pastoral care is provided for each student
- carrying out daily uniform checks to ensure students are in full correct College uniform and are abiding by the regulations governing grooming, tidiness and appearance
- ensuring that students use their diaries correctly and that appropriate items are signed by the parent / guardian and Pastoral / Home class teacher
- supervising their class during Assemblies and other gatherings
- distributing letters and any other communications
- assisting, when required, in the collection of money for activities such as fund raising
- being present to the students generally to assist and be available to answer student concerns
- to be with their Pastoral / Home class once at the Assembly point during College Emergency Evacuations

b) Aboriginal Education Teachers

Aboriginal Education Teachers have a special role to play in the lives of Aboriginal Students. They liaise with teachers, co-ordinators and parents in the development of support strategies for Aboriginal students. They are responsible for:

- Monitoring the attendance and general wellbeing of Aboriginal students
- Providing extra assistance with Literacy, Numeracy and overall academic support
- Providing cultural experiences and programs for Aboriginal students

c) Primary Co-ordinator

In addition to the role described in Section 2(e), Primary Co-ordinators:

- support staff in managing student welfare
- supervise Off Playground, request parent interviews for repeat concerns, and develop behaviour plans as part of these interviews
- are available to parents regarding any concerns, as well as Home class teachers
- oversee the Awards System of Encouragement
- encourage training in, and use of, Restorative Justice
- are responsible for the orientation of new students and families
- co-ordinate Primary staff meetings and conduct professional development with staff
- liaise with other Primary Co-ordinators, Assistant Principals and Learning Support Co-ordinator regarding student issues and concerns
- liaise with staff and parents about students selected for Seasons program
- engage in one-on-one discussions with students

d) Secondary Student Co-ordinator

Secondary Student Co-ordinators are responsible for the general Pastoral Care and wellbeing of a specific group or groups of students. They are to provide opportunities, in light of Gospel Values, for the witnessing and development of the spiritual growth and faith leadership of students and staff. In addition to the role described in Section 2(e), Secondary Student Co-ordinators are responsible for:

- support of students and staff in the management of student wellbeing
- supervision of after school Detention, requesting parent interviews for repeat concerns, and development of behaviour plans as part of these interviews
- monitoring student progress through Behaviour Monitoring Booklets
- meetings with parents regarding any concerns
- overseeing the Awards System of Encouragement
- use of Restorative Justice and Student Expectation Matrix as the foundation of all Pastoral Care processes and programmes
- the orientation of new students and families
- development of Pastoral Care Programmes and facilitating form meetings, assemblies, Community Days and other gatherings of students as required
- conducting professional development of staff
- liaising with Co-ordinators, Assistant Principals, Learning Support Co-ordinator and School Counsellor regarding student issues, Mental Health Plans and development of individual strategies to assist the student.
- documenting student welfare and behaviour issues in Sentral

e) Secondary Studies Co-ordinator

Secondary KLA Co-ordinators remain responsible for students meeting expectations of behaviour and application in their subject area. In addition to the role described in Section 2(e), this may take the form of:

- support for a teacher having difficulty with a student or class
- supervision of after school Detention, requesting parent interviews for repeat concerns, and development of behaviour plans as part of these interviews
- providing strategies for teachers to use in classroom management
- supervision of staff in the area of classroom management
- working with students displaying poor behaviour or application, using Restorative Justice and Student Expectation Matrix
- notifying parents of students who are not meeting expectations, be they of behaviour or application in a subject area
- notifying parents and Secondary Student Co-ordinators and/or Assistant Principals of students failing to complete assessment tasks.
- documenting student welfare, achievement and behaviour issues in Sentral

f) The Learning Support Co-ordinator

The Learning Support Coordinator will have responsibility for the management of special needs focus programs, across the College, assistance to teachers with curriculum differentiation, supervision of support personnel as appropriate; and be able to assist schools in their professional development needs. They are responsible for:

- Coordinating the initial identification and ongoing support of students with special educational needs
- Working collaboratively with the Principal, subject teachers, Studies Co-ordinators, Learning Support Teachers, parents and students to develop appropriate assessment and reporting strategies, identify resources and implement effective strategies to create learning and social opportunities for students with special educational needs
- Facilitating referral and diagnostic assessment procedures with Catholic Schools Office staff after consultation with the Learning Support Team, Principal, teachers, and parents
- Liaising with outside agencies in consultation with the principal, teachers, parents and members of the Student Support Unit (where relevant)
- Development of Mental Health Plans with the Primary/Secondary Student Co-ordinators and Assistant Principals.

g) Principal and Assistant Principals

The Principal and Assistant Principals are responsible for working with staff and students to ensure:

- the well-being, faith development and pastoral care of all members of the community
- expectations of the Board of Studies and Catholic Schools Office are being met and that students are maximising their learning.

This may involve:

- working with Primary and Student Co-ordinators to ensure that issues involving individual students, or groups of students, are responded to and resolved
- keeping records of interviews held with students, staff and parents regarding welfare or curriculum issues
- Monitoring student progress through Behaviour Monitoring Booklets
- interviewing staff, students and parents as it becomes necessary
- regularly meeting with Primary and Secondary Student Co-ordinators to examine Pastoral Care issues
- liaising with other agencies and services providing support to students and families in the community
- interacting with students on informal level, maintaining a relationship with students
- preparing letters to parents / items for the Newsletter, about aspects of Pastoral Care or Curriculum affecting our students
- calling together the Welfare or Studies Team for regular meetings
- meeting with staff, parents and students where there is concern that a student is not meeting expectations of behaviour or application in class
- supporting Studies Co-ordinators and teachers in the monitoring of 'at risk' students
- reviewing subjects offered at St Catherine's
- meeting with parents and students regarding class placement
- overseeing curriculum issues across K-12
- developing Curriculum policies
- overseeing the Reporting process and related issues
- documenting student welfare, achievement and behaviour issues in Sentral

NB. The Assistant Principals will keep each other informed of all issues affecting students, be they wellbeing or curriculum.

h) College Counsellors

The College Counsellors are available to students and parents upon request. Appointments can be made through the relevant Primary and Secondary Student Co-ordinator, Assistant Principal or through the school office.

Student Referral (Secondary)

- Staff may refer a student to the Secondary Student Co-ordinator or Assistant Principal
- Secondary students may self-refer to see the Counsellor. It is inappropriate to question students about the nature of their request to see the Counsellor. Their privacy and confidentiality are to be respected at all times.
- Students with significant issues may be referred to the Counsellor as a condition of a student wellbeing plan.

Student Referral (Primary)

- Primary students must be referred using the CSO Referral Form, which must be completed and signed by the home class teacher, the Learning Support Coordinator and the student's parent/carer.

Parent Requests to see the Counsellor

- The Counsellor is available to parents who wish to discuss the wellbeing of their child. Appointments can be made through the Primary / Secondary Student Co-ordinator, Assistant Principal or Principal.

General Guidelines

- The Primary / Secondary Student Co-ordinator attempts to deal with immediate problems and issues. Significant issues that require professional counselling assistance are directed to the College Counsellor at the earliest opportunity.
- The Counsellor is used in matters of behaviour only after efforts by the Pastoral / Home class teacher and Primary and Secondary Student Co-ordinators have been exhausted.

Process (Secondary)

- An appointment book is kept by the Secondary Student Co-ordinators.
- The Counsellor writes the names of students in the appointment diary for the following week.
- The Secondary Student Co-ordinators allocate times and complete Class Passes for students.
- These are given to the Pastoral teachers for distribution in morning pastoral class. Pastoral teachers are encouraged to do this discreetly and sensitively.
- Secondary Student Coordinators and Assistant Principal Welfare liaise with the Counsellor on student progress, however, strict confidentiality is adhered to.

Process (Primary)

- Primary students must be referred using the CSO Referral Form, which must be completed and signed by the home class teacher, the Learning Support Coordinator and the student's parent/carer.
- The Counsellor schedules times with Primary students after the initial referral is submitted.
- Primary Coordinators liaise with the Counsellor on student progress, however, strict confidentiality is adhered to.

The school counsellor is allocated to schools for the wellbeing of students. Staff members who require counselling may contact the Access program for all employees of the Catholic schools in the Diocese of Maitland-Newcastle.

6. FAITH AND SPIRITUALITY

The Religious Studies / Religious Education and Ministry Co-ordinators, work closely with the Parish Priest and with the other College Executive in order to help develop and implement programs and experiences to guide the students of St Catherine's Catholic College in their spiritual, liturgical and prayer life. Our College Vision statement defines a commitment of nurturing the Pastoral Care of the whole person through the Gospel Values of Jesus by incorporating Harmony, Faith and Integrity.

- a) Each day begins with all classes saying a prayer during Pastoral. Each class has a sacred table or space. The table is covered by a cloth (in seasonal colours) and has a special class candle and Bible, as well as any other significant items for the class.
- b) Prayer is an integral part of every Secondary Religion lesson. Other subject areas are also encouraged to start lessons with a prayer.
- c) Liturgy/prayer takes an important part in all school assemblies or gatherings. Students in all years have opportunities to participate in liturgies and prayers.
- d) A whole College Assembly/Liturgy is planned at various times during the year, especially for special occasions within the Liturgical year. These times together are held at the Singleton Civic Centre to allow for all students, staff and parents to celebrate together.
- e) Students across the College are rostered to attend the Parish Mass on Wednesday mornings, approximately once each term, with particular stages/classes being invited to prepare the liturgy.
- f) The Faith and Spirituality Plan 2015–2018 outlines all liturgical and spiritual activities and offers specific reasons why and how we celebrate our liturgical life.

Students also participate in Retreats, Community days and other suitable activities which support the development of confident, resilient students, aware of their God given gifts.

General Outline

Direction of Community Days, Camp and Retreat program across Years 5 - 12

Years 11 & 12	Growth of the Individual – Relationships with self, others and God, the spiritual focus of Journey (*under review)
Years 9 & 10	PDH Focus on Sexuality and Responsible attitudes towards drugs and alcohol. Extended meaningful prayer experiences
Years 7 & 8	Concentration on building better relationships with self and others.

A spiritual dimension is included as a part of Community days.

The College Leaders attend the Diocesan Leadership Retreat in November of each year. Primary Leaders attend a one day Retreat.

Year 5 and 6 students participate in a Making Jesus Real day.

Year 6 students are also offered programs for transition into Secondary School.

Primary students participate in the Parish Sacramental Programme.

St Catherine' Catholic College Year 9 to Year 12 Program

YEAR 9 & 10

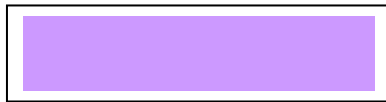
YEAR 11 & 12

Term 1

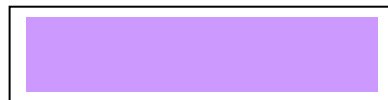
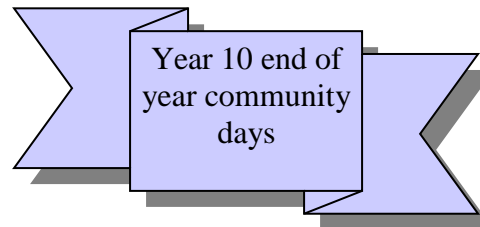
Term 2

Term 3

Term 4

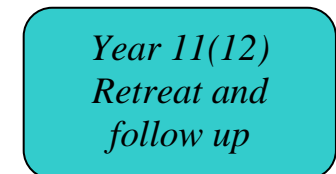
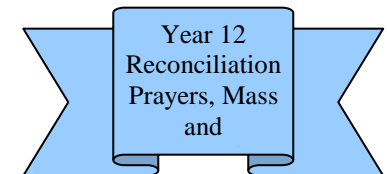


Year 10 Retreat Term 4



Diocesan
Leadership
Training

SKILLS PROGRAM



Secondary School Presentation: end of Term 4
End of Year K-12 Liturgy

St Catherine' Catholic College Year 5 to Year 8 Program

YEAR 5 & 6

YEAR 7 & 8

Term 1

Year 7 Camp

Term 2

Year 8 Community Day

Term 3

Year 5 Excursion
Sydney

Year 6 Excursion
Canberra

MJR Day

Term 4

Primary & Secondary School Presentations: end of Term 4
End of Year K-12 Liturgy