

St Augustine's Parish School Narromine



Pastoral Care Procedures

Date of implementation:	November 2018
Date of Last Review:	T3 2025
Date of Next Review:	T4 2026

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Our school

VISION

At St Augustine's



**We are engaged, resilient
and empowered learners
who are always guided by
Jesus Christ and the
needs of our wider
community.**

Purpose

Through the implementation of this Policy, community groups, parents, staff and students within the school should work together to build an effective climate for pastoral care and to develop a cooperative attitude towards it. Particular care is to be given to protect those who are less able to protect their own rights due to their background or circumstances.

Expectations

Pastoral care is lived out in all dimensions of St Augustine's school life.

Each member of St Augustine's school community is responsible for living out pastoral care in his or her everyday actions.

Definitions

Pastoral care refers to the total care of the student. It is a term used to describe both an attitude and a process, and is based upon a belief in the dignity of the person. In a Catholic school, it is expressed through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network, the provision of experiences and structures that provide for the integrated spiritual and human growth of students.

Procedures

St Augustine's Parish School:

- * Takes into account the developmental needs of student
- * Provides a comprehensive curriculum in all key learning areas
- * Provides differentiated teaching and learning activities to cater for the needs of the students
- * Teaches PDHPE which covers behaviour teaching, self regulation, social skills, relationships, drug education, sexuality and well-being

- * Teaches HSIE and Religion which reinforces values education
- * Students with additional needs may receive Commonwealth funding to assist with individualised support and a personal (individual) learning plan (IEP) is implemented each term
- * Implements programs that support the school philosophy of pastoral care. These include: Weekly Psychologist visit from Toby (Psychological Solutions) Buddy System, Making Jesus Real, Stage 3 Leadership Days, Restorative Practices, Zones of Regulation, Cyber Safety including ICT user agreement, Little Saints Kinders transition Program, Sacramental Programs, Sensory room, Individual Learning Plans, Anaphylaxis Management Plans, Social Skills and Wellbeing Programs such as Kalm Kids.
- * Has structures, roles, responsibilities and procedures relating to the development and care of students
- * Follows the school/CEO policies detailing the roles, responsibilities and procedures that guide the school community in the pastoral care of the students, including: [Behaviour Teaching and Anti Bullying](#), [Positive Handling and Appropriate Touch](#), [Child Protection](#), [Critical Incident](#), [Enrolment of Students with Special Needs](#), [Excursion](#), [Work Health and Safety](#), Restorative Practices, [Use of Digital Technology](#). All policies are regularly reviewed for their effectiveness and adapted accordingly
- * Has procedures in place for the referral of students to allied health professionals for assessment and advice. The Additional Needs Teacher oversees the process. This is done in consultation with the parents.
- * Teachers' roles and responsibilities are detailed in documents on the CEO website. These roles and responsibilities are regularly reinforced at staff meetings
- * Teachers, including casual teachers, are provided with copies of duty rosters and children who have special medical needs and how these can be met. The staff handbook provides detailed information on the day to day running of the school including playground supervision expectations
- * Teachers on playground duty have access to a first aid bag and a first aid kit is taken to every sporting activity and on excursions. Staff on excursions will have a mobile phone and contact numbers for all parents/carers. At least one staff member has to have emergency care qualifications and for overnight excursions at least one staff member has to have current CPR qualifications
- * Student medication is in original packets with dosage information clearly labelled and is kept locked in the School Office. Children requiring medication report to the Office and a record is kept of all medication that is administered (please see Medication Policy)
- * Has appropriate practices which link the life of the parish and school in the provision of care for students

- * Parishioners are invited to attend school functions
- * Children participate in school and Parish Masses and in Parish gift giving programs such as St Vincent de Paul
- * Sacramental programs are taught through the school with celebration of the sacraments within the Parish community
- * Parish Priest and REC collaborate to provide spiritual leadership within the parish community
- * Implements the school Behaviour Management Policy which is supported by the Restorative Practices Policy. All policies are available on the Policies drive and in hard copy
- * Never administers Corporal punishment
- * Has procedures relating to the enrolment of students. These are outlined in the Enrolment Policy.
- * Principal interviews all parents and guardians who apply for enrolment of their child (including those parents who already have children at the school)
- * Requires at least 75% of the children enrolled should be baptised Catholics. Variations to this can be made by the parish priest and principal
- * Children from practising Catholic families will be given first priority then discussion between the principal and parish priest will determine the next priority of enrolment. The school may, in exceptional circumstances, accept the enrolment of a child for a pressing pastoral need
- * Require parents when enrolling their child, to agree to support all school policies in relation to the program of studies, sport, pastoral care, school uniform, discipline and the general operation of the school and provide the child's original documentation as outlined in the enrolment policy.
- * Has procedures relating to the assessment and reporting of students' progress. Teachers are guided by Assessment and Reporting Guidelines that are located on the website, A-E Standards and by the school's Assessment and Reporting Policy.
- * Assessment Plan indicates how students' performance in each KLA is assessed, monitored and recorded
- * Advocates an assessment for learning approach where teachers provide meaningful feedback for students in order for them to improve their knowledge, skills and understanding. This approach promotes self-reflection and self-assessment in students so that they take responsibility for their own learning
- * Assessment tasks are:

- realistic
- require judgement and innovation
- ask the student to 'do' something with their learning

- * Assessment is embedded in learning activities and informs the planning of future learning activities
- * Students receive feedback given in a way that motivates the learner and helps them to understand that mistakes are a part of learning and can lead to improvement
- * Direct feedback to the achievement of standards and away from comparisons with peers
- * Utilises a range of strategies to report student achievement, such as:
 - Informal communication i.e. workbook, telephone or email
 - Formal opportunities for discussion, such as parent-teacher meetings, information sessions, open classrooms and learning walks.
 - Samples of student work such as classroom work samples, digital work samples, performances, projects and products
 - Written reports such as reports that are issued according to Diocesan requirements and any additional written information
- * Has procedures for crisis care, including suspected or disclosed child abuse.
- * All staff are regularly in-serviced on child protection legislative requirements. Is guided by the CEO staff, who are very accessible, to the appropriate specialists/professionals to assist the child. All staff are to maintain strict confidentiality
- * Has procedures for the induction of new staff members into the pastoral care process within the school
- * New staff are given a copy of the [Staff Handbook](#) and are in-serviced in their Child Protection responsibilities. Pastoral care issues are regularly discussed at staff meetings and existing staff model the school's pastoral care process
- * Has procedures for the evaluation of pastoral care
- * In the event of any information or incident or any organisational change in the school that indicates the need, pastoral care practices are reviewed by staff. Parents and students are invited to express their concerns via surveys, discussions
- * Pastoral Care Policy is evaluated each year

Provides opportunities for the students to enjoy success and recognition through:

Student leadership system

- School Captains

- Sport Captains
- Restorative practice playground monitors

Merit/Reward system - Awards

- Awards presented at Whole School Assembly are to recognise student effort and achievement in literacy and numeracy
- Principal award handed out at whole school assembly
- Literacy/Numeracy Week - awards high achievers in literacy and numeracy

Awards presented at Annual Presentation Night

Major Awards:

- Narromine Sub Branch of RSL The Arts Award (Performing & Visual Arts) Award
- Narromine Men's Shed Kinder to Year 2 Academic Improvement Award
- Narromine Local Aboriginal Lands Council Awards
- Narromine Shire Council Sportsmanship Awards
- Narromine Lions Club Champion Sportsman & Sportswoman
- Rotary School Spirit Award
- Margaret Hill Memorial High Achiever Award
- Father FX Dunne Award for Religious Education
- MJR Award
- Dux of the School

Class Awards:

Presentation Evening

- Class Spirit
- Most consistent
- Most Improved

- * Students lead school assemblies
- * Students read at Masses
- * Vote of thanks to visitors
- * Birthdays acknowledged in the classrooms and at whole school assemblies on the rostered Fridays
- * Positive feedback from all staff
- * Visits to show work to other teachers/classes
- * Use of classroom positive reinforcements
- * Ensures staff are aware of their legal responsibility with respect to pastoral care.
- * Staff are constantly reminded of their duty of care responsibilities which are also explained in Staff Responsibilities document on CEO website.
- * All teachers are aware of their supervisory duties both on and off site and are reminded regularly at staff meetings.
- * All staff, volunteers and outside tutors and external providers are informed of their obligations

under the Child Protection Act 1998 and are required to complete relevant screening before being allowed access to the school and the students.

- * Acknowledges the rights of teachers to teach and students to learn in a safe and supportive school environment.
- * Risk assessments are completed for any activity outside the school grounds and staff are in serviced regularly on Work, Health and Safety
- * Evacuation and lockdown drills are regularly practised and recorded
- * The school community is invited to report any risk or hazard they identify and steps are taken to rectify as soon as possible.
- * An annual Fire Safety Assessment is completed
- * There is disability access to all buildings, including toilets
- * Has an orientation that empowers families and strengthens relationships between home, school and parish

The Kindergarten transition program "Play 2 Learn" provides incoming students with an 8 week program. During this time information sessions are provided for parents

- * Provides opportunities for staff to develop skills appropriate to their needs
- * Many leadership positions are offered in the school to Assistant Principal, Religious Education Coordinator, Curriculum Coordinator, Literacy Numeracy Focus Teacher, Additional Needs Teacher
- * All staff participate in professional development, provided by the school, the Catholic Education Office or by external providers. There is an allocation in the annual school budget to support teachers in accessing professional learning