Our Lady of the Way Primary School

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Pastoral Care Policy

Updated 2023

1.0 INTRODUCTION AND PURPOSE

Pastoral Care from staff to students is directly related to the quality of pastoral care among staff. It is a witness to the Gospel imperative – *"Love one another as I have loved you."* School staff, who have a team approach to pastoral care, express a nurturing companionship in a network to support systems, shared planning and the celebration of a common vision.

The community of *Our Lady of the Way School* provides an environment that enhances Gospel values and embraces the diversity of people and cultures. The school is committed to fostering the growth and development of each student, by developing self-discipline and value based decision making skills, so that they can make appropriate choices and take responsibility for their actions.

Our vision for Pastoral Care demands an environment where justice and faith are central to the life of the school. These are demonstrated through three dimensions:
● Quality relationships
● Satisfying learning experiences
● Establishment of an effective care network

2.0 Aims

2.1 To create an environment where everyone is treated equally regardless of his or her differences.

2.2 To create an environment where all students and staff are safe and feel they belong to the community.

2.3 To create an environment where justice and faith are central to the life of the school.

2.4 To encourage ownership of the policy by all members of the community by developing its three dimensions -
   - Quality relationships
   - Satisfying learning experiences
   - Establishment of effective care networks.

2.5 To develop a sense of responsibility for students' and staff actions.

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3.0 Definitions

Quality Relationships
Quality Relationships are characterised by four important things;
  (1) they are empowering.
  (2) they provide you with a sense of trust.
  (3) they are respectful.
  (4) they allow you to be your authentic self.

Satisfying learning experiences
Learning experiences are satisfying when learning is planned to be
  - Engaging.
  - Within the zone of proximal development.
  - Students experience success.
  - Diverse needs are met through differentiation.
  - Students receive ongoing feedback regarding next steps.
  - Student success is celebrated.

Establishment of effective care networks
School is a place where students recognise they are safe and their needs are supported.

4.0   Implementation

Dimension 1 QUALITY RELATIONSHIPS	
OUTCOMES	**STRATEGIES**
Individuals are respected, valued and encouraged	❖ Individual potential is recognised and nurtured. ❖ Positive encouragement of all ❖ Acknowledgment of individuals at assembly ❖ Principal's postcards; class reward systems
There is broad participation in decision making	❖ School & Parish ❖ School captains ❖ Co-operative planning ❖ SRC
Conflict is resolved constructively	❖ Development of positive class/school environment ❖ Conflict resolution processes
People working together towards common goals	❖ Parents & Friends (P&F) ❖ Professional Learning Meetings ❖ Leadership Team Meetings ❖ Staff Briefing ❖ Case Management Meetings ❖ Goal setting meetings ❖ RRF ❖ Instructional Walks
Positive student management strategies are practised	❖ Home/school congruence ❖ Awareness of rules and consequences ❖ Adherence to school policies
Opportunities exist for extended responsibility / leadership	❖ School leadership team ❖ Staff leadership initiatives ❖ Organising sport/swimming carnivals and special occasions for the school ❖ Religious celebrations
Development of interpersonal skills	❖ Opportunity for Professional Development
Foster self esteem amongst staff members	❖ Involvement in regular staff reflection and prayer times to bond with the spirit and renew our vision of hopes and dreams of our vocation. ❖ Participating in staff formation sessions. This is a reminder that staff are not alone in their task and recalls the promise of the Lord to be always with us.

Dimension 2	
SATISFYING LEARNING EXPERIENCES	
OUTCOMES	**STRATEGIES**
The needs of individual children are met through various programs and procedures	❖ Diversity Team ❖ Personalised Programs ❖ Multi Lit Program ❖ Kindergarten & Year 1 Early Years Assessment ❖ EMU intervention ❖ Reading Recovery ❖ Targeted Learning Programs – 3rd Wave reading ❖ CSPD Student Services – counselling; itinerant staff, behaviour and special programs
Assessment and reporting strategies that respect the dignity of the individual child	❖ Communication among teachers ❖ Accurate and positive reporting ❖ Parent input into reporting procedures, including start of year parent / teacher meetings ❖ Reports which give open and honest communication to parents ❖ Opportunities for self assessment by children ❖ Mid-Year & End of Year Parent / Teacher Interviews
Achievements and efforts are recognised and encouraged by all	❖ Merit awards for individuals effort ❖ Recognition of extra-curricular achievements ❖ Acknowledgment of community celebrations e.g. Sacramental programs
Children demonstrate a love of learning	❖ 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	❖ Provision of challenging teaching / learning programs ❖ Professional learning of teachers to promote risk taking in learning ❖ Provision of appropriate resources
Children demonstrate on-going positive development in the teaching / learning program	❖ Developmental programs ❖ Communication between teachers ❖ Evaluation of children's development
Equity and gender issues are integrated into the broader curriculum	❖ Professional Development of teachers in current equity and gender issues ❖ Use of inclusive language and practices

Parent programs are implemented as required	❖ On-going review of relevant parent programs e.g. Numeracy Strategies; iPad use; Cyber safety; A-E Reporting Scale.

Foster self esteem amongst staff members	❖ Further developing staff interaction which will increase knowledge about, and show appreciation of, members as people and professionals ❖ Encouraging teachers with particular skills to demonstrate these skills at staff learning activities and/or work with other classes so that both teachers and students benefit.

Dimension 3 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) ❖ Integrated role of CSPD counsellors.
Support is available for students with health needs.	❖ Medication & First Aid Policy ❖ Sick Bay procedures ❖ Staff 1st Aid/CPR Training ❖ Modifications to school procedures on a need basis.
Significant achievements in individual's lives are acknowledged and celebrated	❖ Share achievements, experiences ❖ Parent e-Newsletter ❖ Facebook/Skoolbag ❖ Web Site
Effective care networks exist between school, parish and wider community	❖ Access to CSPD provided school counsellors for students and parents ❖ Opportunity for Converge counselling service for staff. ❖ Explicit links with the Parish ❖ Links with community agencies such as Vinnies, Penrith Community Kitchen, Mama Lana's ❖ Support offered by Penrith Police School Liaison Officer.
School is welcoming and pleasant place where a sense of belonging is promoted	❖ Children welcome visitors to the school ❖ Orientation day for new parents ❖ Kindergarten Transition Program ❖ Special Events: Mother's Day; Father's Day; Grandparents' Day
Quality relationships between parents, teachers and children are evident	❖ Positive affirmation by peers, teachers and parents ❖ PP Meetings ❖ Parent/Teacher/Student Conferences

Staff feel supported in all aspects of their role	❖ Peer, Leadership Team and Principal support easily accessed ❖ Access to counselling service. Contact is made through the Principal.
Effective communication is established	❖ All opportunities for parent / teacher communication taken ❖ On-going feedback to affirm child, carer and teacher

	❖ School e-Newsletter & Staff Memo
Foster self esteem amongst staff members	❖ Helping to create a climate of relaxation in order to manage stress effectively ❖ Have fun times of celebration and enjoy each other's company e.g. social club activities, birthdays, special morning teas or lunches. ❖ Create a staff environment that is a restful and attractive environment. ❖ Taking advantage of and benefiting from the outside interests of staff members.
Support following a Critical Incident, time of stress or other trauma	❖ Staff have access to counselling services following events that may cause anxiety, trauma, stress etc Contact is made through the Principal.

5.0 RELATED AND SUPPORTING POLICIES AND DOCUMENTS

- Our Lady of The Way Vision and Mission Statement
- Complaint and Grievances Procedure
- Positive Behaviour Support 4 Learning Policy
- Student Leadership Procedures
- Work Health and Safety
- CSPD Safeguarding Policies
- Medication Policy
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6.0 Evaluation

The Principal, with delegated responsibility to the Leadership Team is responsible for the planning, implementation and review of this policy.