

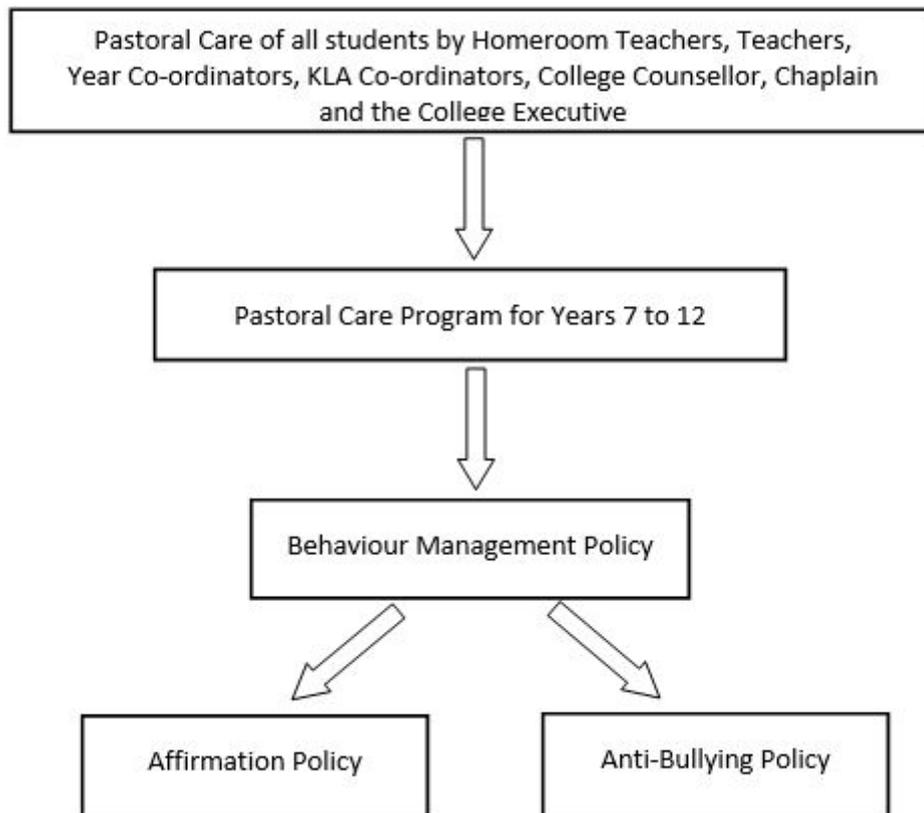


# Marist College Kogarah

## PASTORAL CARE POLICY

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### Pastoral Model



As a Marist College, we are deeply concerned about each and every student in our care. We believe strongly that education is based on sound relationships and our Pastoral Program aims to nurture this relationship. Pastoral Care is the College's expression of its concern for the development of the whole person. At Marist College Kogarah it is expressed through the -

- development of quality relationships;
- provision of satisfying learning experiences;
- establishment of an effective care network; and
- effective implementation of the College Behaviour Management Policy.
- Nurturing of the Gospel and acceptable society values

At Marist College Kogarah, we encourage all students to fulfil their potential by providing each with a high quality holistic education in a nurturing community and a Christian environment richly modelled on the charisma of St Marcellin Champagnat. In light of St Marcellin's axiom *to love all students equally*, teaching and pastoral activities in the College are conducted in an equitable manner that takes account of the special gift and needs of each student.

## **Excellence in Teaching and Learning**

In an educational context, an essential requirement for Pastoral Care is that we are effective teachers. Lessons should be well-prepared, innovative, challenging, interesting and student-centred. Assignments should be corrected in a reasonable time. Work, either at home or the College, should be checked regularly and every opportunity taken to give credit for effort made. Students should be continually challenged to reach their potential.

## **Sense of Belonging, College Morale and Family Spirit**

A College with a strong sense of belonging helps those boys who feel some dislocation in their lives to belong. A College that fosters a sense of belonging offers the students some community and family spirit, which is welcoming and stable in a world of change. College spirit and identity is a multi-faceted phenomenon and seems to rise from many sources, eg the Orientation Program for incoming students and parents, regular College assemblies and liturgies, participation in public events together (such as cultural and sporting fixtures), the loyalty of teachers for the College, celebration of College events, College rituals and the development of parent and student loyalties to the College. Bonding of students occurs when they experience an affinity for the College as a place where they are recognised as people and feel linked with others. Bonding offers support and affirmation for each person in the College Community. They know that their presence in the College Community is significant to the group and they have some real contribution to make to its growth.

In order to facilitate these expressions, key structures are in place to support the care of students.

## **Year Group, Homeroom and Pastoral Care Program**

The Pastoral Care Program which is overseen by the Assistant Principal permeates the entire care life of the College, including ancillary and support staff, volunteers and maintenance staff. It operates through the Year Group and the homeroom class. Each Year Group is supervised by the Year Co-ordinator who is responsible for their respective Year Group and is assisted by the homeroom teachers who take care of the homeroom classes.

This system provides an opportunity for staff to develop a very positive relationship with a group of boys outside what is experienced in the classroom. It reflects a concern not just for the intellectual growth of the boys, but the development of the whole person - spiritual, academic, social, physical and emotional. As such, the Homeroom Teacher is well-placed to be the first point of contact for parents.

The program for the Pastoral lessons is an integrated one incorporating spiritual development, study skills, social and community education, and other areas of study or activities which are appropriate to each Year level. The Year Co-ordinators determine the program in consultation with the Pastoral teachers, and together they form the Pastoral team at each Year level - monitoring the boys' academic progress and ensuring their wellbeing. Meeting times will be provided each term for Pastoral teams to fine-tune the program.

## **Diverse Learning**

Marist College Kogarah is comprehensive high school that caters for students from a wide range of backgrounds and academic ability. As such we cater for diverse learners, students that are academically gifted, students who need special assistance, EAL/D students and students of Aboriginal and Torres Strait backgrounds.

Diverse Learning at Marist College Kogarah encompasses many and varied areas of specialist education. These specialist programs include:

- A Challenge Class in Years 7 – 10.
- Special Needs and learning support programs in Years 7-12 including the Special Provisions Program across all Key Learning Areas
- Whole school subject specific Literacy initiatives across all Key Learning Areas and all stages Years 7-12.

# Pastoral Care Procedures

## Roles and Responsibilities

### **Assistant Principal**

- Oversee the implementation of the Pastoral Care Program.
- Oversee the development of policies that assist the Pastoral Care Program.
- Oversee the implementation and development of the Behaviour Management Policy.
- Ensure that all procedures and policies are followed in line with College expectations and the policies of Sydney Catholic Schools.

### **Year Co-ordinator** (*Key Tasks in Relation to the Pastoral Program*)

- Co-ordinate the Pastoral Care Program at that Year level.
- First point of contact for Pastoral programs relevant to the Year group, eg peer support, community service.
- Support and advise pastoral teachers in regard to the Pastoral Program.
- Establish procedures and agenda for Pastoral meetings.
- Available to assist teachers (particularly new staff) with procedures and management of the pastoral group.
- Visit pastoral groups on a regular basis.
- Maintain regular contact with the Assistant Principal about the programs' progress and initiatives.

### **College Counsellor**

- Participate in the development and implementation of the College's Pastoral Care Program.
- Liaise with the Assistant Principal and Year Co-ordinators to identify students "at risk".
- Provide counselling services to support students identified as being "at risk".
- Provide support to teachers and College staff who are experiencing personal or work-related distress.
- Assist in the development of Behaviour Management Strategies for students requiring guidance in this area.
- Continue to maintain presence and be available to students by daily attendance at recess and lunch in the school yard.
- Attend College Pastoral Care activities such as camps, integration and reflection days, and other activities/events as required.

### **Homeroom / Pastoral Care Teacher**

- Develop a relationship with members of the Pastoral Class in order to become the first contact point for students who need assistance with support in the College.
- Facilitate prayer on a daily basis to complement the religious life of the College.
- Communicate regularly with students in order to know their names, preferred name and important background and family information.
- Fulfil daily administration duties by marking the attendance roll accurately to identify patterns of absenteeism and lateness, which will be communicated to the Year Co-ordinator in order to facilitate the cohesive operation of the school day.
- Check diaries regularly to ensure effective communication with parents/guardians and to identify issues of concern in relation to behaviour and/or work ethic of the student.
- Communicate with students on issues raised in the diary in order to seek reasons for behavioural or work-related issues and to develop strategies to overcome minor issues.
- Liaise with the Year Co-ordinator on consistent or significant issues for individual students to ensure the effective and consistent management of student issues.

- Assist the Year Co-ordinator in the implementation and monitoring of management strategies for students who consistently breach College expectations.
- Liaise regularly with the Year Co-ordinator in relation to Year Group initiatives, Pastoral Programs, and areas for improvement to ensure the consistent communication of College expectations.
- Liaise with the Year Co-ordinator to develop a co-ordinated and meaningful Pastoral Program.
- Facilitate the presentation of Pastoral Care lessons to assist in the development of all students.
- Participate in Year Group activities to develop the trust of students in the Year Group.
- Monitor student uniforms and ensure homeroom is clean and graffiti-free in order to maintain consistent standards across the Year Group and College.

## **Our Rituals**

Central to the development of good Pastoral Care is the development of rituals that support and maintain a good relationship between the College, home, church and education. In specific ways every day and each year we proclaim that we are members of the Church and manifest Jesus to our Community through:

- Daily prayer in classrooms and at assemblies
- Staff prayer in meetings
- Our commitment to our Marist identity and Mary as Mother and Patroness of the College
- Our proclamation of Saint Marcellin Champagnat (founder of the Marist Brothers) as Model and Patron of the College.

## **Our Major Liturgies**

- Inaugural Mass
- Champagnat Day Mass
- Mother's/Father's Day Masses
- Graduation Mass
- Easter Liturgy
- Advent Liturgy

## **Teacher/Student Interaction**

Much Pastoral Care is experienced by casual and incidental teacher student interaction. Teachers should try to be present, at least from time to time, where the students are gathered. The recreation yard, before school, in the classroom, sport fields and canteen are some of the areas where students gather for sharing and peer interaction. The listening presence of a teacher in such areas allows dialogue between students and teachers to happen outside structured and more formal classroom periods.

## **Affirmation**

A climate of affirmation encourages students to develop a sense of personal self worth and to know that their gifts are appreciated. Affirmation encourages a new creation in each person, touching the dreamtime of another and allowing talents to come to fruition.

Pastoral Care seeks a climate whereby boys are provided with opportunities for realising the talents which are theirs and that due recognition is given to such talents. Affirmation reaches to all aspects of College life, from formal College assemblies, to individual presence in the classroom, to the challenge to the peer group which inhibits or stunts the giftedness of other students.