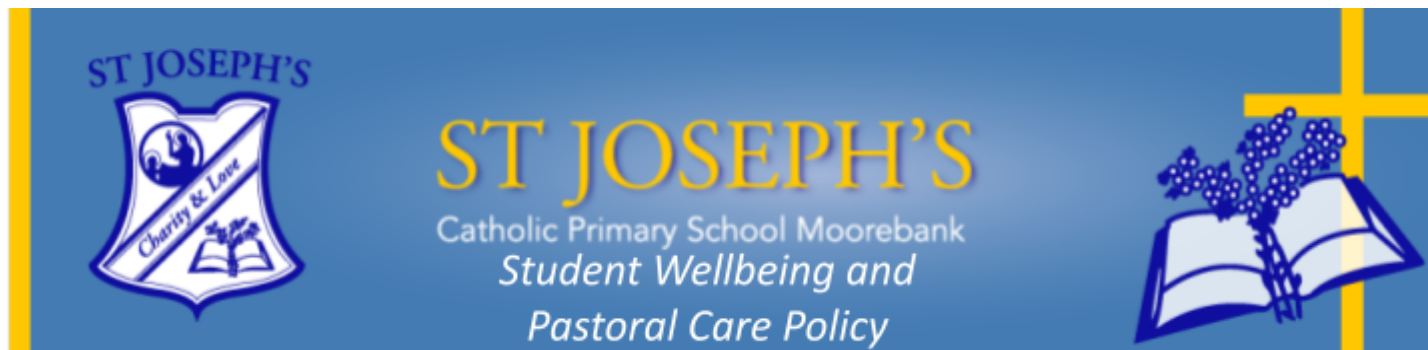




POLICY STATEMENT

Sydney Catholic schools are commissioned by the Archbishop's Charter to "care for students through an inclusive curriculum, pastoral care and student wellbeing policies and practices that are consistent with the mission of the Catholic school."

In our schools, wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences (e.g. Noble and Wyatt, 2008). Wellbeing is best promoted in a safe and supportive school.

In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

(National Safe Schools Framework (NSSF, p.2)

At St Joseph's we believe that:

- Wellbeing is central to learning
- Learning contributes to wellbeing
- Each student has inherent dignity
- Each student is unique
- Wellbeing is nurtured in the context of community
- Parents play a key role in promoting wellbeing

Key Principles of the School

St Joseph's has a supportive and connected school culture

The school provides a clear demonstration of respect and support for student diversity through its inclusive actions and structures. Positive, caring and respectful relationships are evident throughout the school community.

We have a positive behaviour management system

Fair, consistent, and positive approaches to student learning, support and challenges are understood and implemented by all staff. Students and, where appropriate, their parents are involved in positive behaviour planning. Early intervention for students who struggle is offered through a range of programs and initiatives.

Teachers are to:

- Create and maintain safe and positive learning environments
- Model and promote socially responsible values and behaviour
- Explicitly teach socially acceptable and responsible behaviour
- Follow SCS and whole school policies and procedures to promote learner safety and wellbeing

Students are to:

- Follow school policies, procedures and guidelines in relation to wellbeing
- Contribute positively to the development of safe and inclusive learning environments
- Report all concerns about their own wellbeing and that of fellow students

School Practices

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

Homework Statement

Formal homework is provided to students in years 1-6. Homework is not to cause hardship for students and their families. Please refer to school's Homework Policy for further explanation about homework expectations and guidelines.

Rights and Responsibilities

Students have the right to be respected and treated with dignity and have the responsibility to respect others and in turn to ensure they themselves act in such a way as to maintain the dignity of others.

Social Justice and Catholic Social teaching

We provide a range of programs and local initiatives which educates students to respect the human dignity of all persons including; supporting the St Vincent De Paul Winter and Christmas Appeal, Caritas, Catholic

Mission, Captiv8, Year 6 Prayer Leaders initiative, Pope Francis Award Program and the local parish church mission outreach.

Effective Networks of Care

The school actively seeks to support families in times of crisis and instability. Outside agency resources such as STAR program, Wellbeing Program, Seasons for Growth, Kids Matter and Catholiccare programs are available. Referrals are made to the Principal or Assistant Principal who then undertakes the referral paperwork to the outside agency with parent support.

Early identification and support

The school offers a supportive play program for students who struggle in social situations. The play program is available each break time and supervised by a teacher. The goal is to learn and practice social skills in a small group setting and develop confidence to apply these skills in a broader play setting outside the supportive play program.

Wellbeing Teacher

The school has a teacher appointed to the role as a Wellbeing teacher who is available at break times to support students and to liaise with other staff members and parents as required. The Wellbeing Teacher leads the Kids matter program within the school.

Safe School Environment

The school adopts a no tolerance position to anti-social behaviour. The school supports the Sydney Catholic Schools Anti-bullying, Cybersafety and Staff Social Media Policies. The school's Anti-bullying Policy is located on the school website. A reporting tool located on the school's intranet is available for all staff to access and record information about students who have demonstrated bullying behaviours.

Student Award System

An award system includes; weekly cumulative silver, gold, principal awards, Charity and Love Award, annual Year 6 Student Awards (see Student Awards System) and the weekly 'Bucket Filler' initiative to foster positive behaviours.

Staff Wellbeing

The wellbeing of staff is an important consideration at St Joseph's. Staff members undertake a PPPR process annually to grow in their professional competence. Staff consultation processes are available through GB meetings, surveys, individual meetings and google docs as required. A staff social committee is formed each year with opportunities for staff members to gather socially. The staffroom is a place within the school for staff to unwind and share time positively with colleagues. Communication processes include General Business meetings/agenda, staff handbook, school intranet, email, whiteboard in staffroom and individual meetings as necessary. Staff birthdays are celebrated each month. School policies are available on the staff intranet and communicated through GB agenda or intranet notices. Staff are informed of the availability of the ACCESS program in times of need.

Students with Special Needs

The school follows the SCS Enrolment procedures for students with special needs. The school follows the RTI (Response to Intervention) model to provide necessary adjustments for students identified with learning support needs. Regular meetings are held with class teachers and Learning Support Team (AP, Learning Support Teacher, EALD teacher and R/R teacher) to make adjustments. Student work samples, classroom observations and assessment data is collected. IAP's are written by class teacher and Learning Support Teacher as required and signed by parents. IAP's are stored in student files. SSO timetables are stored on Compliance shared folder. The PP Tool is updated annually and monitored by the Learning Support Teacher.

Diverse Learners

Aboriginal and Torres Strait Islander, Gifted Learners, EAL/D Students, Special Needs Students

The school addresses the Cross Curriculum Priorities in all subject areas as mandated by each syllabus. Addressing the needs of each diverse learner is the responsibility of class teachers supported by the EAL/D teacher, Gifted Reference teacher and Learning Support teacher. Learning Programs are collected each term by the leadership team and viewed to identify the learning program's adjustments that are deemed necessary for all learners to maximise their learning potential. Assessments are differentiated to enable all students to demonstrate their learning progress and therefore inform further learning experiences.

Policy review

This policy was reviewed and published on 29 May 2017 by Principal

Policy to be reviewed in 2019