



# The Assumption Catholic Primary School Bathurst

Updated August 2020  
Review 2023

## Pastoral Care & Student Welfare Policy

**'Pastoral care is an expression of the philosophy and vision of the school'.  
Kevin Treston**

The Assumption School Pastoral Care & Student Welfare Policy operates within the school community through a system of relationships, rewards and consequences. Corporal punishment is not permitted and the school has a strong and definite policy of action against bullying.

The policy is designed to progressively develop self-discipline within each child in our Catholic environment and to prepare the child for life outside school as a responsible Christian citizen.

As criteria for behaviour, the school has adopted a set of four expectations, in line with the School Wide Behaviours for Learning Framework (SPB4L), to be administered consistently by all staff. These expectations are:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

They are designed to foster in each child an active values based participation in a Christian way of life as projected by the Gospel.

In the context of the Pastoral Care & Student Welfare Policy, the roles of the Principal, the appointed school leadership team, the teachers, the Parish Priest, and student leaders are mutually supportive to the smooth organisation of the school.

In relation to Pastoral Care:

- the role of the Principal, along with the school leadership team, can be perceived as one of leaders, counsellors, establishers of discipline and liaison people;
- the role of the teacher is to provide a Christian example and a Christian atmosphere in interaction with the students. By being aware of the students and their needs as individuals, we aim to encourage children to develop positive attitudes about themselves, their work and others, thereby leading them towards self-discipline;

- the role of Parish Priest is to relate spiritually and personally to the school community. He also takes an active part in the administration of the school, as consultant and objective advisor;
- the role of the student leaders is to be involved in decision-making processes through the election and nomination of positions, taking responsibility for specific areas.

We recognise that self-discipline is a life-long goal and that all children are at different stages of development. However, during their years of schooling we anticipate they would:

1. learn to accept responsibility and display initiative;
2. show respect for persons and property;
3. co-operate and care for one another.

This will be achieved:

- through the provision of a calm, ordered and happy atmosphere;
- by careful supervision;
- by showing patience, care and concern for others;
- through discussion with parents about those matters relating to discipline and pastoral care;
- by providing a safe, secure learning environment with a zero tolerance of bullying.

The community of The Assumption Catholic Primary School, Bathurst recognises that there are discrete yet interlinking dimensions of Pastoral Care & Student Welfare. These dimensions are:

- i. Quality Relationships are fostered and developed through the implementation of the following policies and strategies:
  - SPB4L expectations of Be Safe; Be Respectful; Be Responsible; Be a Learner
  - Positive psychology practices – growth mindset, PDHPE Second Steps Program, Wellbeing initiatives
  - Community interactions
  - Student Relationships Policy; Communication Policy; Parent Partnership Code (Assumption Policies)
  - Professional Conduct Policy; Child Protection Policy; School Attendance Policy; Discrimination Policy (CEDB Policies)
- ii. Formation of self-discipline and responsibility are developed through class units of work drawn from Personal Development, Health & Physical Education Syllabus including the Second Steps Program. These are further modelled by staff and parents through discussions, class conferences, meetings, behaviour contracts and reward systems.
- iii. Pastoral programs are supported through CEDB student support initiatives, Centacare programs, school practices and ethos, established Student Individualised Plans and student support processes, behaviour management contracts, parish programs and Newsletter / Compass advertising of community support programs.
- iv. Comprehensive and inclusive approaches to teaching and learning are an ongoing challenge to staff across schools. At The Assumption Catholic School we endeavour to address this through curriculum initiatives and programs including syllabus implementation, teaching pedagogies of differentiating the curriculum, co-operative learning strategies, thinking skills and digital technology.
- v. Supportive School / Family Relationships are a key feature of The Assumption Catholic Primary School community. This is fostered through staff and parent interactions, school newsletter

inserts and messages, open and supportive communication, staff support practices for students/families in need.

vi Effective networks of care are hi-lighted through Catholic Education of Diocese, Bathurst (CEDB) student services structures; communication channels through office staff, principal, leadership team and staff; liaison with parish team. All staff assumes a responsibility for the transfer of this information as required.

vii Coordinated and supportive organisational structures are implemented through the following:

- School Staff
- Parish Priest
- Principal
- School Leadership Team
- Learning Support Staff- specifically Student Individualised Plans
- Aboriginal Education Worker- specifically student Personalised Learning Plans
- Centacare Counsellor – specifically school counselling and program support