



MARCELLIN COLLEGE RANDWICK

Student Wellbeing and Pastoral Care Policy

As a Marist College, we are deeply concerned about each and every student in our care. **Wellbeing** is a person's level of satisfaction about the quality of their life at school. We believe strongly that education is based on positive relationships and our Wellbeing and Pastoral Program aims to nurture this along with positive feelings and attitudes, resilience and self-confidence. (Noble, McGrath, Roffey and Rowling 2008). This definition is underpinned with the values of Catholic Education. The wellbeing of all students is at the heart of Catholic Education enabling a learning environment which provides for the spiritual, physical, emotional, cognitive and social wellbeing of its students and staff.

The National Safe Schools Framework (NSSF) (2011) has been adopted as the platform for wellbeing. The College uses the framework to plan, implement and maintain a safe, supportive and protective learning community that promotes student safety and wellbeing.

The key elements of the Framework include:

1. *Leadership commitment to a safe school* – the school leadership team develop, evaluate and maintain pastoral care and wellbeing policies and procedures.
2. *A supportive and connected school* – demonstration of positive, caring and respectful relationships
3. *Policies and procedures* – clearly understood and followed by all
4. *Professional learning* – kept up to date with research and technology
5. *Positive behavioural management* – fair, consistent and positive approaches to student learning
6. *Engagement, skill development and safe school curriculum* – enhancement of student engagement with learning
7. *A focus on student wellbeing and student ownership* – strengths based approaches to student learning and opportunities for student ownership, decision making, voice and leadership
8. *Early intervention and targeted support* – effective and respectful process for early intervention
9. *Partnerships with families and community* – collaboration with parents, carers, and wider community to extend support

Pastoral Care is the College's expression of its concern for the development of the whole person. A strong sense of belonging to the Marcellin community helps those boys who feel some dislocation in their lives to belong. Marcellin College spirit and identity is a multi-faceted phenomenon arising from many sources e.g. 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.



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Student Wellbeing and Pastoral Care Program

The Student Wellbeing and Pastoral Care Program which is overseen by the Deputy Head and the Director of Wellbeing permeates the entire care life of the College including ancillary & support staff, volunteers and maintenance staff. It operates through the Year group and the homeroom class. Each Year group is supervised by the Year Coordinator 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 Pastoral lesson program incorporates spiritual development, study skills, social and community education, and other areas of study or activities which are appropriate to each Year level. As such the lessons are structured and well-planned, based on the experience and knowledge of boys at their various levels of development. The Year Coordinators 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 time will be provided at the start of each term for Pastoral teams to fine-tune the program for the term.

All aspects of student wellbeing, pastoral care and behavior management are dealt with on a case by case basis.

Roles and Responsibilities

The ***Deputy Head*** is responsible for:

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

The ***Director of Wellbeing*** is responsible for:

- liaising with Deputy Head in the planning and implementation of pastoral/behavioural initiatives with students
- liaising with Year Coordinators in recognising students at risk
- developing relationships with and mentor students who are experiencing difficulties in classroom behaviour

The ***Year Coordinator*** is responsible for:

- the coordination of the Student Wellbeing and Pastoral Care Program at that Year level
- being the first point of contact for Pastoral programs relevant to the Year group e.g. peer support, camps, community service
- supporting and advising Pastoral teachers in regard to the Pastoral Program
- establishing procedures and agenda for Pastoral meetings
- being available to assist teachers (particularly new staff) with procedures and management of the Pastoral group
- visiting Pastoral groups on a regular basis
- maintaining regular contact with the Deputy Headmaster about the programs' progress and initiatives

The ***Homeroom /Pastoral Care Teacher*** is responsible for:

- developing 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.
- facilitating prayer on a daily basis to complement the religious life of the College.
- communicating regularly with students in order to know their names, preferred name and important background and family information.
- fulfilling daily administration duties by marking the attendance roll accurately to identify patterns of absenteeism and lateness, which will be communicated to the Year Coordinator in order to facilitate the cohesive operation of the school day.
- checking diaries regularly to ensure effective communication with parents and to identify issues of concern in relation to behaviour and/or work ethic of the student.
- communicating 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.
- liaising with the Year Coordinator on consistent or significant issues for individual students to ensure the effective and consistent management of student issues.
- assisting the Year Coordinator in the implementation and monitoring of management strategies for students who consistently breach College expectations.
- liaising regularly with the Year Coordinator in relation to Year group initiatives, Pastoral Programs, and areas for improvement to ensure the consistent communication of College expectations.
- liaising with the Year Coordinator to develop a coordinated and meaningful Pastoral Program.
- facilitating the presentation of Pastoral Care lessons to assist in the development of all students.
- participating in Year group activities to develop the trust of students in the Year group
- monitoring 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
- Parent and Son Mass
- Graduation Mass

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 imbibe a sense of personal self-worth and to know that their gifts are appreciated. Affirmation seeks a new creation in each person, touching the dream time of another, 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.

Reference

Noble, T., McGrath, H., Roffey, S., & Rowling, L. (2008) A scoping study on student wellbeing. Canberra, ACT, Australia: Department of Education, Employment & Workplace Relations.

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