



## **St. Mary's Primary School Casino Pastoral Care Student Policy - QUICK REFERENCE GUIDE**

### **WHY PASTORAL CARE AT SMP?**

Pastoral Care is central to the mission of Catholic education and has its origins in the Christian belief that each person is made in the image and likeness of God and deserves to be treated accordingly. The inspiration and basis for Pastoral Care in Catholic education is founded in Jesus Christ and the living out of the Christian way of life embedded in the Gospels and teaching of the Church.

Pastoral Care seeks to promote physical, social, emotional, psychological, intellectual, cultural and spiritual wellness. It acknowledges that each student experiences life uniquely and so requires a different expression of care.

### **WHOLE SCHOOL APPROACHES - TIER 1**

#### **SCHOOL VISION**

In order to provide and promote 'Fullness of Life', At SMP we lead the way in Love, Learning, Faith, School Spirit, Sport and Community. All staff who work at our school are expected to fully commit to:

#### **LOVE:**

- We welcome all with Love
- All teachers know all kids' names. Class teachers know their students deeply.
- Every child is treated through the lens of one of God's Beautiful Creations, this includes knowing when to show tough love.
- To provide a sense of Joy, we create exciting and fun playgrounds.

#### **LEARNING:**

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- All teachers have High Expectations of all kids & follow up (Unpack High Expectations).
- All teachers embed learning agreed practices.
- We reflect on our practice as a professional learning team.
- We know our impact and achieve our desired results.

#### **FAITH:**

- All teachers actively & freely talk about their Faith to students, staff & parents.
- All teachers attend and take turns leading Staff Prayer & at least one sacrament a year (Confirmation or Eucharist)
- We pray together and show the face of Jesus

#### **SCHOOL SPIRIT:**

- We aim to provide a healthy sense of belonging.
- We are proud of who we are and where we have come from.

- We celebrate events and people who have walked before us.

#### **SPORT:**

- We are honest and fair in our play. We promote this to our students during all opportunities.
- We understand that sport is the outlet and chance for success for some students who find it challenging in the classroom.

#### **COMMUNITY:**

- We are intrinsically connected to our local community.
- All teachers attend at least 2 community events each year. (ANZAC, Beef Week, NAIDOC, Fun Run,)
- All teachers facilitate &/or participate & share the workload with the 'little extras' e.g. Breakfast Club, Poetry
- All teachers participate in some form of Acts of Mercy (Completed at staff meetings)

#### **SCHOOL LEADERSHIP PRESENCE & 'OPEN DOOR POLICY'**

The school leadership team has a strong presence on the playground and in the classroom. This is a deliberate approach to build relationships and have positive connections with the students. The Principal and Assistant Principals have an 'open door policy'.

#### **POOR AND MARGINALISED**

At SMP, we make a strong commitment and dedication to providing a preferential treatment of the poor and marginalised, just like Christ did. This belief is permeated through all decision making, allocation of resources, support, enrolments etc.

#### **POSITIVE RELATIONSHIPS**

Positive relationships are the cornerstone of how we support the wellbeing of students in our school. SMP has high expectations for how relationships are developed, maintained and nurtured within our school environment. This includes student-teacher, student-student, teacher-teacher and teacher-family relationships. We promote our staff to spend quality time getting to know our students and being proactive in relationship building.

#### **POSITIVE BEHAVIOUR SUPPORT SYSTEMS**

**Awards, Rewards and Student Recognition** - Students will be given every opportunity at school to exhibit the best of themselves in all areas of the School Vision. In doing so, the school recognises that this effort should be acknowledged and rewarded on a regular basis.

**Class Rewards Systems** - Each classroom will have in place some form of positive rewards system for preferred behaviours. This may vary from classroom to classroom and term to term. These systems are designed to reward and encourage positive day to day classroom expectations and behaviours. Teachers will communicate this system to their students and are responsible for ensuring that it is fair, reasonable and consistent.

**Vision Awards** - Each week, two students from each class are presented with a Vision Award for doing 'whatever it takes' to achieve in one of our Vision areas; Love, Learning, Faith, School Spirit, Sport or Community. The classroom teacher determines the recipients of these awards.

**Awards** - Throughout the school year, students will have many opportunities to receive awards for outstanding achievements, behaviour and learning. These include Student of the Month Awards, Learning Achievement Awards, Sports Awards, Faith-based Awards and other certificates for school events.

**Report Cards** - Behaviour Benchmarks are the expectations made clear to all students regarding the Vision Intentions and are reported in each student's semester reports.

### **AUTHENTIC STUDENT PARTICIPATION**

An important element of student participation is for students to have a 'voice' or 'a say' in different areas of school life. SMP aims to enhance student agency within our school and does this through opportunities such as:

- Student surveys
- Classroom expectations
- Topics of learning
- Assessment
- Approaches to learning and teaching
- Lunch activities/initiatives
- Fundraising activities
- School Masses or prayer services

### **CHILD PROTECTION**

All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.

All staff are Mandatory Reporters. This means they have a duty to adhere to mandatory procedures for conveying risk of harm concerns to the principal or assistant principal as well as adhering to mandatory procedures for reporting risk of significant harm to the Department of Communities and Justice.

In conjunction with at least one member of the school Pastoral Care team (principal, assistant principals and school counsellor), staff who have concerns regarding students at risk of harm are to follow the school's [MRG Reporting Policy](#).

### **ANTI-BULLYING**

SMP strongly rejects all forms of bullying behaviour including online (or cyber) bullying and we work hard to provide safe, inclusive, and respectful learning communities that promote student wellbeing. All staff have a responsibility to report incidents of bullying directly to the Principal or Assistant Principals.

### **STAFF DUTY EXPECTATIONS**

When on their daily duty, SMP staff are encouraged to be proactive, build relationships and support our students when they make a mistake. Staff are expected to be on time, focused on the students and engaged with what is going on.

We have staff rostered onto duties at gate entrances in the morning to help support students who require extra support transitioning into school.

### **STAFF PASTORAL CARE**

SMP has a commitment to supporting the wellbeing of staff through a "[Staff Pastoral Care Policy](#)".

## **COMMUNITY CONNECTIONS**

Casino is the Beef Capital of Australia. We are proud of who we are and where we come from. We are a unique community made up of many cultural backgrounds and have families from a variety of socio-economic backgrounds. We are fully committed to celebrating our town's annual events such as Beef Week and NAIDOC Week. SMP promotes the continual relationship building between our staff and local businesses and sporting and community clubs.

## **PRAYER**

As a school, we make a commitment to prayer and aim to promote this at all times. We pray as a school community at all assemblies. Each classroom teacher is expected to start their day with prayer, pray before meals and breaks with their students and conclude the day as well.

Our staff pray together every Wednesday morning, taking turns to each lead this in their unique way. We also meet to pray during tough times as well.

## **STUDENT VOICE SURVEYS - *TELL THEM FROM ME* (TTFM)**

SMP supports authentic student voice and participation through the Tell Them From Me (TTFM) surveys. All students in Years 4-6 will complete the TTFM surveys in Term 1 and 3 each year. The data from these surveys helps us to find our strengths and identify our weaknesses. Staff and parents also complete these surveys.

## **BERRY STREET EDUCATION MODEL**

St Mary's Primary uses the Berry Street Education Model (BSEM) to support the teaching and learning in PDHPE. The BSEM provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

## **PDHPE**

SMP utilises the Berry St Education Model to help support the teaching and learning of mandated PDHPE Outcomes.

## **PROTECTIVE BEHAVIOUR EDUCATION**

Child protection education is required to be taught in every stage of learning from Kindergarten to Year 6 as part of Personal Development, Health and Physical Education (PDHPE).

## **BEHAVIOUR MANAGEMENT APPROACHES**

If students are involved in behaviour that is considered to be inappropriate, then the following consequences may be required.

## **CLASS MANAGEMENT SYSTEM**

Each classroom has a consistent response to inappropriate behaviour which consists of 4 steps: a warning, time out, time in another room and a Sit and Think. These steps are reset each day and allow the chance for students to correct their behaviour before it, or the consequence, escalates.

## **SCHOOLWIDE BEHAVIOUR RECORDING**

- Unacceptable and inappropriate classroom or playground behaviour is to be recorded under the 'Behaviour' Chronicle in Compass.
- All staff will use the Classroom Management Guide to assist with Classroom Behaviour Management.
- It is the responsibility of all staff to have a working knowledge of Compass and be able to enter data.
- The Assistant Principals and Additional Needs Teacher will monitor entries made in Compass.
- Classroom Teachers will be notified via email if a Compass entry is made for a student in their class.
- Staff can either enter a warning, a record/note or a Sit and Think. Sit and Thinks will be actioned by an Assistant Principal and communicated to parents if necessary.
- If entered by the classroom teacher as a Sit and Think, the student will complete this the next day at lunch and recess or the same day if practical. Sit and Think sessions may last longer than one day depending on the severity and frequency of the behaviour. An Assistant Principal will make this decision in conjunction with the reporting teacher and classroom teacher. Sit and Think sessions may last up to a week.

### **SIT & THINK**

All behaviour incidents requiring a "Sit and Think" are recorded in student profiles in Compass. When a record is made, the Assistant Principals, Additional Needs Teachers and Class Teacher are notified via email. Sit and Thinks are usually supervised by the Assistant Principal and students are removed from the playground for a period of time - usually 1-3 days - depending on the behaviour. Restorative Justice Practices are used to help our students mend relationships if required.

### **INTERNAL & EXTERNAL SUSPENSION**

Please see the CSO Suspension & Expulsion Policy.

### **SCHOOL DOG**

We have a school dog named Vinnie, who walks alongside our students, staff and families. He spends time equally among classes and has a team who supports him during the day. Our students enjoy talking, reading and playing with Vinnie.

### **BREAKFAST CLUB**

SMP has a Breakfast Club every day from 8:30am serving toast for any student who would like some. Our teachers and some community volunteers run this daily.

### **VERANDAH QUIET SPACE**

Every morning the verandah outside the school offices is opened for students who require extra support to transition into the school day. An SSE is always on duty in this space during the morning and is often accompanied by our school dog, Vinnie.

### **SPORT**

We understand that sport is the outlet and chance for success for some students who find it challenging in the classroom. We encourage and promote participation from all, provide opportunities for students to excel and celebrate their achievements. Our school sporting teams also provide an opportunity for us to demonstrate our School Spirit.

## **PLAYGROUNDS**

Our playgrounds are strategically created to bring joy and encourages our students to be active at play times. We have a purpose built 'Playing 4 Sheepstations' rural themed playground that was designed to celebrate the strengths of our community. We also have many sensory play options located in the playground made up of rock, sand and chip bark gardens.

## **SMALL GROUP SUPPORT - TIER 2**

### **RESTORATIVE PRACTICES SUPPORTING BEHAVIOUR MANAGEMENT**

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. The Assistant Principals aim to incorporate this into addressing behaviours where a student has caused impact toward a peer(s).

### **SEASONS FOR GROWTH**

Students negatively affected by grief and/or loss may be involved in the Seasons For Growth program. This is an evidence-based change, loss and grief education program that teaches students effective ways to respond and adapt to loss. If a teacher feels that they have a student who would benefit from the SSFG program, they must contact a member of the Pastoral Care Team to seek further advice.

## **INDIVIDUAL SUPPORT - TIER 3**

### **STUDENT CHECK-INS**

Proactive 'check-ins' with students are strongly encouraged for teachers and staff members to build positive relationships and connections with students. Often this takes place in informal situations such as general conversations, classroom check-in circles or Google Forms. Sometimes more structured check-ins take place for individual students requiring additional emotional support through journals, communication books and time to chat to the Principal or Assistant Principals.

### **PASTORAL CARE TEAM MEETINGS**

The Pastoral Care Team is made up of the Principal, Assistant Principals and School Counsellor. The PCT meets weekly to discuss students who have been identified as requiring extra support. Teachers communicate with a member of the Pastoral Care team and provide a summary overview of current behaviour and/or concerns they have for students they feel they need further advice or guidance on to support their overall wellbeing. There is a Pastoral Care Team Referral Form located on the School Portal.

### **GRIEF & LOSS**

If a staff member feels that a student's wellbeing is negatively impacted by grief and/or loss and they cannot provide the relevant support, they must contact a member of the Pastoral Care Team to seek further advice.

### **FAMILY CONNECT SERVICE**

The Family Connect Service runs in SMP and supports families by connecting them with a wide range of services such as; Accessing NDIS, linking to housing support, help with accessing welfare supports, accessing counselling services etc.

Students and families are referred to the FCS after discussions at the Pastoral Care Team meetings.

### **NATURAL DISASTERS**

At SMP, we have a supportive approach to responding to student's wellbeing after they have been impacted by a natural disaster. This is done through: identifying at risk students, mapping and monitoring students, trauma Informed practices in the classroom promoted to staff and communication with families with ongoing support and resources provided.

### **NON-ATTENDANCE**

Classroom teachers as part of their duty of care to follow up with the family when non-attendance becomes a concern. The Pastoral Care Team also monitors student attendance.

An Attendance Improvement Plan (AIP) is developed in collaboration with the student and family if repeated non-attendance occurs.

### **CASE MANAGEMENT MEETINGS (CMM)**

All teachers have an opportunity to gain further support for positive student outcomes through Case Management Meetings (CMM) which are promoted in the weekly Staff Memo. CMMs are an internal support mechanism for teachers to focus on their instruction; an opportunity in which to plan the implementation of alternative or new strategies for learners.

### **BEHAVIOUR SUPPORT PLANS**

Developed in collaboration with students, parents and key school staff, this is a school-based plan for students who require additional support and interventions. This process is generally led by an AP.

### **SHORT TERM 1-1 INTERVENTION (SCHOOL COUNSELLOR)**

The role of school counselling is to effectively respond to the needs of the student and support the development of positive health and wellbeing outcomes. In the school context, person-centred therapeutic counselling and/or group work are available to enable the young person to gain skills to achieve positive wellbeing outcomes personally, academically, emotionally and socially.

## **TEACHER REFERRAL FOR SCHOOL COUNSELLOR**

#### **Step 1-**

- Document observations of concern.

#### **Step 2 -**

- Complete the referral to the Pastoral Care Team providing as much detail as is available [Click Here](#)

#### **Step 3 -**

- Wait for a reply from the Pastoral Care Team and continue to document observations.

#### **Step 4-**

- Teacher to contact the student's parents to inform of the Pastoral care outcome. If relevant propose possible school counsellor involvement as a segway to further intervention.

#### **Step 5-**

- If School Based Counselling is requested/agreed and appropriate (see Process Map below):

#### **Step 6-**

- Upon receipt of the student's reported needs, parents will be contacted by the school counsellor and an assessment phase will begin by collecting data about the student. This may include classroom/playground observation, self-report measures, parent interview/questionnaires, teacher questionnaires/ anecdotal reports.
- These results will inform:
  - recommendations to the parents, Pastoral Care Team and class teacher.
  - Intervention and the development of well-being plans to support students in the school environment.

**Student allocation to a counsellor will be determined by the presenting needs of the student and existing relationships with families.**

**Primarily:**

**\*Students K-3 will be received by Lia \*Students 4-6 will be received by Jacqui.**

- To maintain the privacy and confidentiality of all students, all correspondence should only be made to the relevant Counsellor for individual students. In the absence of the allocated counsellor, all concerns about individual students should be put in writing via email. If the matter needs immediate action please email the School Principal (John O'Brien) / A.P Mission (Sam Irvine) for follow-up support.
- For School Counsellors, confidentiality is a complex issue. This is due to overlapping obligations including; maintaining a trusting relationship with the student, informed consent, communicating with families, and the need for the staff to have the information required to support the academic, social and emotional needs of the student (Brigman, Villares & Webb, 2018).

#### **Step 7-**

- Once necessary data has been collected, a member of the pastoral care team will share relevant school-based information.
- If relevant, a support plan for the student will be communicated.

**NB\***

*While some members of the school community, such as Pastoral Care Coordinators and Student Support Workers, may be able to engage with students at the entry-level of the continuum of care model, students in stress or distress who require professional treatment need*



the clinical expertise of a qualified School Counsellor. The professional discernment of the School Counsellor around such cases is very important. In some cases, the School Counsellor may be a member of the case management support for a student rather than any direct clinical treatment.

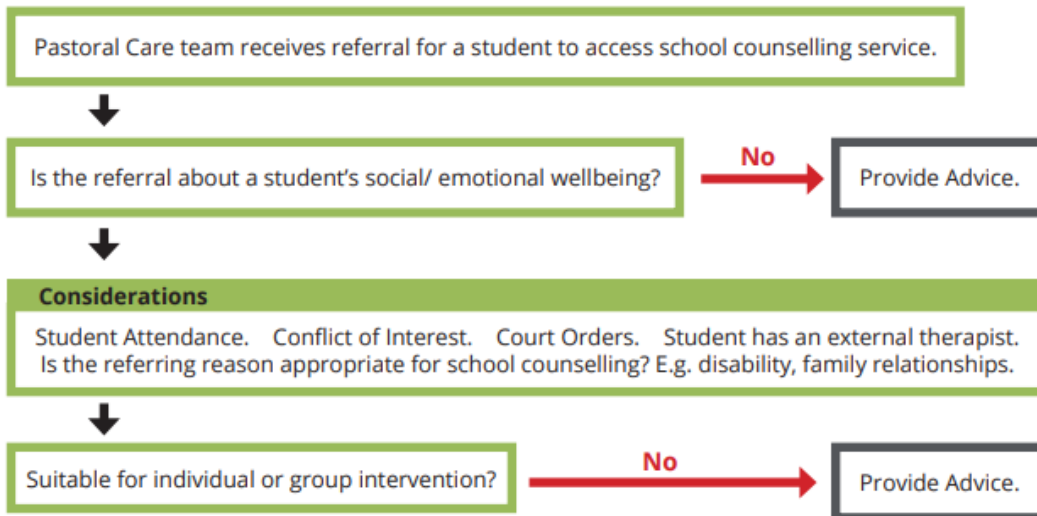
(Reference : CSO - School Counsellor Expectations Guidelines. )

## School Counselling Process Map

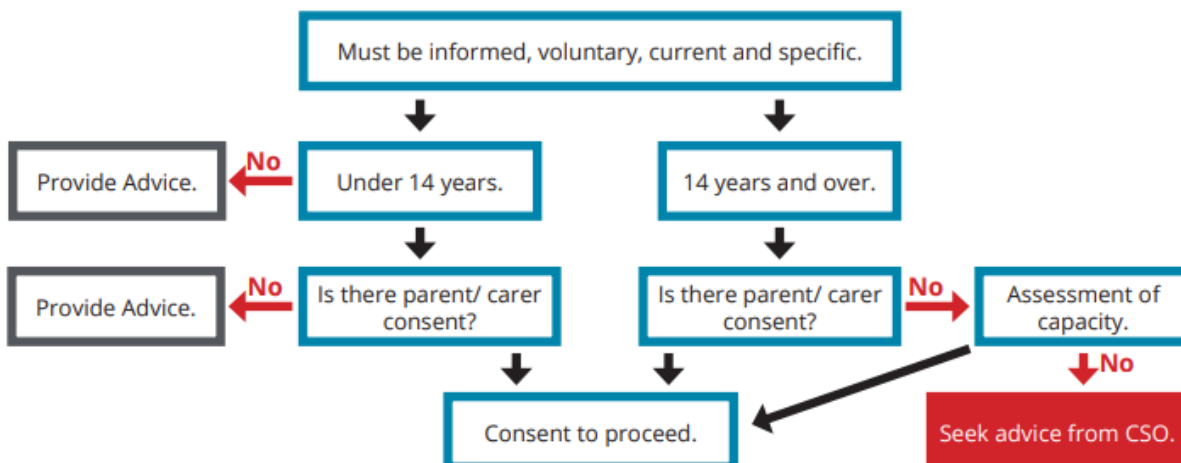
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Whilst this School Counselling Process Map focuses on the therapeutic counselling process, it is recognised that there is other work a School Counsellor may be engaged. This may involve crisis management or working with students in immediate distress. As a system we aim to provide a service to our schools that is student centred, evidence informed, outcome driven, that aims to empower our children and young people with the skills to flourish.

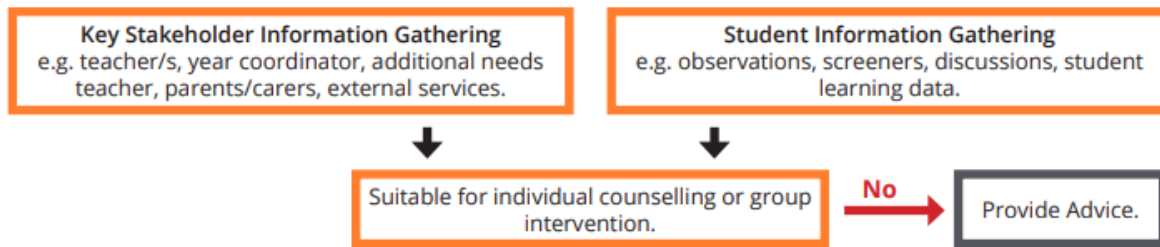
### STEP 1: Referral Process



### STEP 2: Consent



### STEP 3: Assessment & Planning



### STEP 4: Intervention

Intervention is to empower, not create dependency. The school counsellor will work towards extending the student's support network. There will be a focus on goals developed in collaboration with the student.

## EXTRA CURRICULAR - PASTORAL CARE

### SRC

At the start of Term 1 each year, the Years 3-6 students vote for eight Year 6 students (4 boys, 4 girls) to form our School Representative Council (SRC). The SRC's role is to help to facilitate the collection of voice from our students, enact upon this, meet regularly with the school leadership team and to represent the school at special events.

### SCHOOL LEADERS - VISION GROUPS

All Year 6 students are assigned to a leadership group representing our school Vision - Love, Learning, Faith, School Spirit, Sport and Community. These groups help to facilitate a number of initiatives and activities around the school.

### HOUSE CAPTAINS

Each House Group elects a Year 6 boy and girl captain who remains in that role for the term.

### RUNNING CLUB

During Terms 1 & 2, the Leader of Sport organises a Running Club for all students in the school to participate in if they wish. This runs from 8:30am every Tuesday and Thursday mornings during Terms 1 & 2.

### ACTS OF MERCY

All Year 6 students participate in 'Acts of Mercy' twice per term. The purpose of this is for the students to be involved in volunteering their time to support members of our school and local community. Acts of

Mercy include cleaning up at the cemetery and riverbank, business window washing, supporting at the nursing home and other various community activities.

### **SCHOOL CHOIR**

We have a school choir that welcomes all boys and girls from K-6. They sing as a group weekly with teachers and perform at specials events e.g. Open Night, school Masses, Grandparent's Day etc

### **BINGO CLUB**

Mrs Irvine runs a Bingo Club for interested students every Thursday.

### **GARDEN CLUB**

We have a "Little Diggers' Club where students can join with a staff member to maintain and work together an outside space that is safe.

### **ART CLUB**

Mrs McIntyre runs an Art Club for interested students every Monday. Activities include mixed media, drawing and painting.

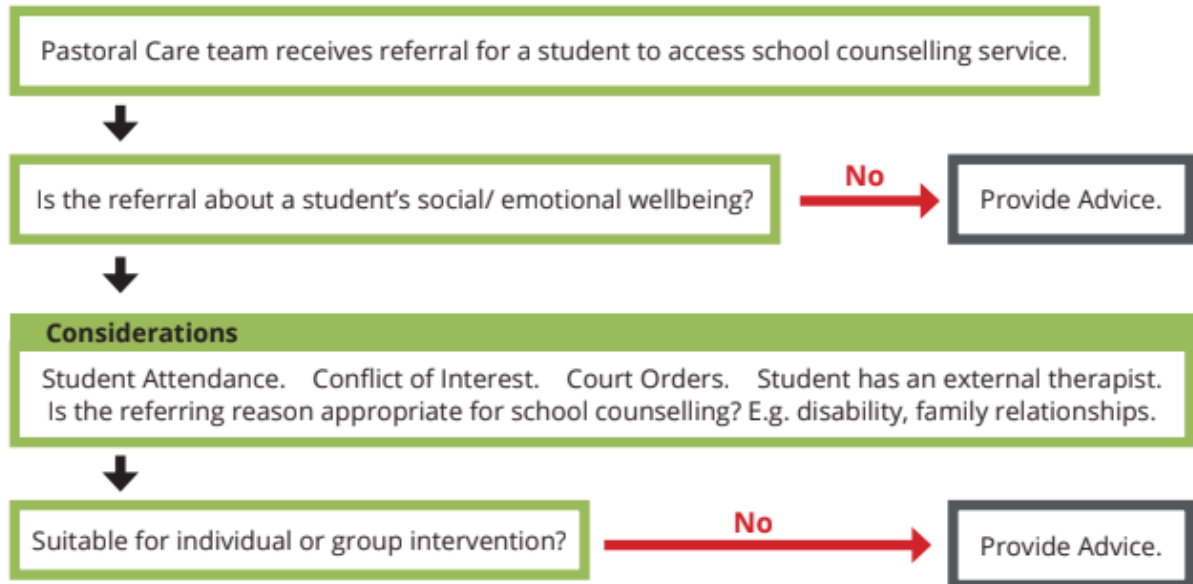
### **MINI VINNIES**

Students in Year 6 have the opportunity to join this group with the focus being reaching out to those in need through good deeds and fundraising activities.

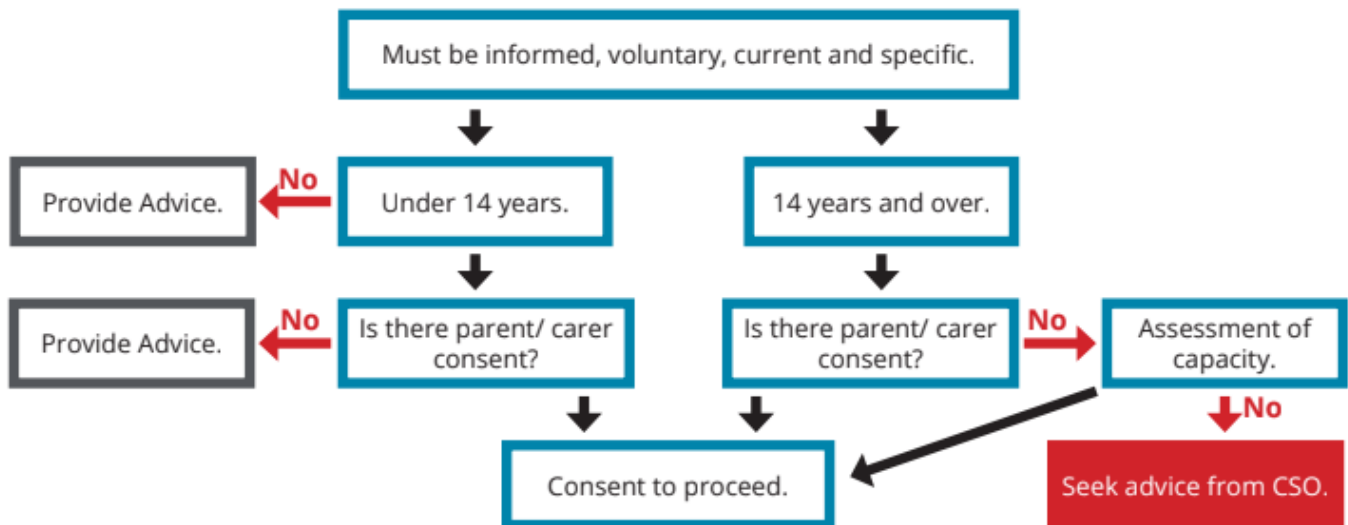
### **WAKAKIRRI**

Students have an opportunity to join in and express themselves in a creative way, with the focus being on dance, drama and creative arts.

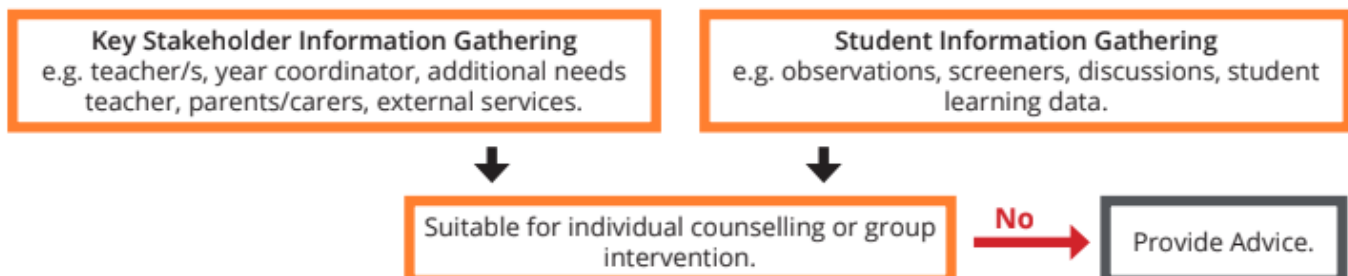
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## STEP 2: Consent



## STEP 3: Assessment & Planning



## STEP 4: Intervention

Intervention is to empower, not create dependency. The school counsellor will work towards extending the student's support network. There will be a focus on goals developed in collaboration with the student.

Short term counselling intervention 5/6 sessions.

### Considerations

Student progress towards the goal?

Is the student attending sessions?

How has communication been co-constructed?

Has there been effective collaboration & communication with key stakeholders?

Consult with Pastoral Care Team and key stakeholders to jointly determine closure.

Request additional sessions if deemed appropriate towards goal.

## STEP 5: Closure

Inform all stakeholders of intention to close.  
Final session and celebrate student success towards goal.  
Empower student through the development of a prevention plan.

**Key Stakeholders**  
Effective communication with all stakeholders.  
Communication with parent/carer. Share specific information/strategies with class teacher/s and key staff.  
Provide advice for referral as required.

**School Records**  
Summary of School Counselling Sheet.  
Evidence of effective communication.  
Complete case notes.

**Case Closure**  
Pastoral Care team informed of closure.

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