

## 1.2 John Pujajangka-Piyirn Catholic School Pastoral Care Policy

### Rationale

At John Pujajangka-Piyirn Catholic School our mission is to work together with the guidance from the Good Spirit so that our community of adults and children fulfil their potential and experience the promise of New Life. At the heart of this mission is the pastoral care, that is, the emotional, physical, intellectual and spiritual wellbeing, of the students, community members and staff. It is only through working together with compassion and love that we may live, as we were made, in the image of God. The essence of pastoral care should permeate all school practices and policies.

Pastoral care is integral to the daily life of our school and is evidenced by the concern for others and the atmosphere of family that exists. The integration of academic, social and religious dimensions of John Pujajangka-Piyirn School allows this atmosphere of family caring to prevail.

Until a few years ago, students enrolled at John Pujajangka-Piyirn School were predominantly Catholic. There are now three different Christian groups working together after an initial period of tension.

The community has a core of established people but transience affects student attendance. Other issues to be considered include physical and emotional abuse, alcohol related problems and unsupervised children. Although not all children are directly subjected to these issues, all are indirectly affected.

### Values

- 1.1 The pursuit of personal excellence;
- 1.2 An understanding of all the domains of human experience needs to be developed;
- 2.1 Individual uniqueness;
- 2.3 Ethical behaviour and responsibility;
- 3.1 Compassion and care;
- 3.2 Equality;
- 3.3 Respect;
- 4.2 Community;
- 4.3 Diversity.



## **School Policies and Programs** which support and complement the Pastoral Care Policy:

- Religious Education policy;
- School Evangelisation Policy;
- Behaviour Management Policy;
- Crisis Management Policy;
- Family Life Education program;
- Stop, Think, Do program;
- BBC program;
- Canning Stock Route program;
- Breakfast, mangarri and canteen program.

## **Practices** which support pastoral care:

### **General -**

- Reflection to consider that all behaviours are Christ-centred, e.g. interpreting with children their actions in terms of Christ;
- Care of others is considered and encouraged at all levels, i.e.
  - Student to other students, teachers, ATA's and visitors, e.g. students share canteen money with family members;
  - Teacher to students, other teachers, ATA's and visitors, e.g. teachers explain lesson routine to ATA's;
  - ATA to student, teachers, other ATA's and visitors, e.g. ATA's use community language to clarify issues for students;
- Confidentiality regarding student, staff and community members;
- Prayer at daily assemblies to reflect care and concern for all members of our school and larger community;
- 'Keep it at school' and 'Keep it at home' practice is encouraged.

### **Families and Children -**

- Support for community when a death has occurred, e.g. visiting families in Sorry camp and respecting community members' decisions regarding students' school attendance during Sorry time;
- Frequent liaison and communication with community regarding concerns for students and school events, e.g. immediate follow-up when a student leaves school without permission, notices in store for bush trips, school notice board in store;
- Involvement of community members in school life, e.g. bush trips, ATA's, special projects and celebrations;
- Use of school facilities for specific meetings or socially and culturally significant events, e.g. funerals, visiting performing artists;
- Employment opportunities for community members such as ATA's, cleaners, canteen assistants, groundsmen;



- Involvement of students in community projects, e.g. art project at the store and office;
- Mixed-age groupings for the weekly combined R.E. lesson;
- Weekly awards at assembly for students for behaviour, work accomplishments, attendance;
- Treatment of students at school by Health Care workers with parents' permission;
- Transportation of students, accompanied by parents, to clinic when needed;
- Laundering of students' uniforms;
- Delivery of R.E. lessons by pastoral carer and community church leaders;
- Individual needs of students considered in teachers' planning, e.g. focus groups in Reading, Writing and Mathematics;
- Teachers are respectful of community members and have formed positive relationships through after-hours social contact;
- All staff members are encouraged to have Bronze Medallion accreditation to ensure safe swimming lessons;
- School hats are provided to encourage sun-safe play habits;
- First-aid equipment is accessible;
- Teachers are aware of students' emotional and physical condition on arrival at school;
- The Principal works continually to encourage positive relationships between home and school;
- Care for students with ongoing needs (see Appendix A)

## Staff

- Staff members have access to social worker and/or pastoral carer;
- Support is given with programming and planning, e.g. regular professional development at staff meetings and designated meeting times between principal and individual staff members;
- All staff are able to drive the school 4WD vehicles, which are equipped with a kangaroo jack and wheel brace;
- Time is made available at staff meetings for sharing issues;
- Re-allocation of teachers' missed DOTT time when possible;
- Celebration of staff birthdays;
- Shared staff dinners are held regularly.

## Future Considerations -

- Use of skin groupings for F.L.E. and social skills lessons.



<b>Issues of Concern</b>	<b>Action to be Taken</b>
Balance between pastoral care matters and other educational requirements	Pre-planning and established routines so that matters can be addressed with minimal interruption
Teasing among students	Stop, Think, Do program, especially with emphasis on alternative behaviour when dealing with teasing
Inconsistency of community members working in school	More discussion with people regarding changes to their attendance
High staff turnover	Established staff members give support to new staff and list ideas they found helpful; handbook;
Lack of formal opportunity to raise issues of concern	Timeslot to be added as a permanent staff meeting agenda item

## **Appendix A**

### **Processes for addressing issues of students with ongoing needs:**

1. Classroom strategies – the classroom teacher will implement various strategies in the classroom.
2. Collegiate consultation – the classroom teacher will consult with other staff member/s for feedback and/or suggestions.
3. Staff meetings – unresolved issues will be presented to staff meetings for further discussion, providing an opportunity for whole staff input.
4. Parent involvement – when necessary, with principal's support, parents will be invited to the school for a meeting to discuss the ongoing concerns.

Policy created : 2004  
Review of policy : 2007

