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### Rationale

Pastoral Care at St Therese's draws its inspiration and strength from the life of Jesus Christ. It reflects and values the expression of care, compassion, reconciliation, tolerance, forgiveness and justice.

As an agent in the mission of the Church, St Therese's School is required to receive and educate its students with respect and understanding. In a school community that provides a strong sense of well being, belonging and security, students are given every opportunity to be affirmed in their dignity, worth and uniqueness and assisted to grow to the fullness of their potential.

Pastoral Care is an expression of and commitment to justice. This is found in the expression of positive relationships, in a caring community that promotes our common humanity. St Therese's School endeavours to provide for each member participating in the school community the experience of interpersonal relationships, the foundation stones of which are care and support. The bearing of burdens and the sharing of joys and honour are not done for others but with others. Each member participates to some degree in Pastoral Care.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. It is in and through Pastoral Care that much can be done to promote respect and support for such things as diverse family structures, different ways of giving expression to Christian faith, and the awareness of cross-cultural issues.

Pastoral Care plays an important role in ensuring that the school's policies and practices are respectful of the dignity, rights and fundamental freedoms of individual members of the community and recognise the responsibilities that accompany such rights and freedoms.

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### Goals

- To support and provide a context for the provision of a comprehensive and socially responsible curriculum
  - To provide a framework that encourages supportive, sensitive and open school relationships
  - To recognise that freedoms and rights are reciprocated by responsibilities
  - To provide flexible structures that are responsive to the needs and well being of the school community
  - To establish and coordinate networks of care as a priority
  - To identify the life needs of students and to provide them with every opportunity to value themselves and experience well being
  - To create an environment in which people interact with each other in a manner that recognises each person's self worth and promotes a sense of belonging and well being
  - To foster high quality interpersonal relationships amongst teachers, parents, students and ancillary staff. Each member of this partnership is encouraged to recognise his/her potential for building acceptance, trust, esteem and friendship within the school community.
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## Implementation

Pastoral Care encompasses many areas of school life, from curriculum content to organisational structures. The information relevant to this policy has been organised into broad categories. Each has an introductory statement that connects it to the goals of this policy and refers to pertinent existing practices, policies and programmes. The practices and policies listed are an example of the type of structures the school has adopted to support each element of the Pastoral Care Policy and are not intended to be exhaustive.

### Parent Participation

The school endeavours to strengthen its partnership with parents by encouraging them to take active roles in the everyday workings of the school. This assists in the development of high quality relationships amongst teachers and parents, promotes a sense of belonging and makes best use of an invaluable resource by tapping into the talents and generosity of the school community.

Parents are encouraged to become involved in activities such as:

- assisting in classrooms and library
- working in the Tuckshop
- assisting with maintenance
- helping with fundraising
- being part of special projects, sporting and outdoor activities
- being a member of a committee such as the School Board
- participating in liturgical celebrations

### Home/School Relationships

The school strives to foster quality school and family relationships by establishing an environment that is supportive and sensitive. Structures have been introduced that allow for open communication between families and school and are responsive to the needs of the community. These structures cover informal situations such as social occasions and the more formal, such as Parent/Teacher interviews.

Practices falling under this category include:

- special Masses
- social events
- interviews, both formal and informal
- special events
- student support meetings

Policies that support this element of Pastoral Care include:

- Assessment and Reporting
- Enrolment
- Religious Education
- Student Wellbeing and Support

### Curriculum Organisation

The school recognises the need for flexible structures that can determine the needs of the students and can respond to these, ensuring procedural fairness and recognition of learning diversity. It is committed to providing a comprehensive, relevant, contemporary and socially responsible curriculum. It is to this end that certain processes have been introduced and policies have been written.

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Practices that fall under this category include:

- parent surveys
- information sessions
- ongoing professional development for staff
- Family Life Program
- Parenting Programs
- Policies and Programs that support this element of Pastoral Care include:
  - Curriculum Review and Renewal
  - Student Wellbeing Policy
  - Professional Learning
  - Student Wellbeing and Support
  - Seasons Program -Friends For Life
  - Fun Friends
  - Student Representative Council
  - Anti-bullying Policy

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**Evaluation**

This Policy will be reviewed as part of a cyclical process in accordance with the School Improvement Plan (SIP).

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**Document Control**

Version	Author	Purpose/Change	Date
0.1	Various STS L'ship Members	Initial policy drafting	Pre 2018
1.0	STS Leadership Team	Various updates throughout policy	Mid 2019