Student Wellbeing and Academic Care Guidelines - 2014

These guidelines provide the context for associated policies and guidelines and should be read in conjunction with those policies and guidelines.

Rationale

By permeating the life and atmosphere of the College community, our Christian commitment to the holistic care of each student will provide structures and relationships in which each individual member is recognised, valued and nurtured. Pursuant to the Mission Statement, all policies, structures and curricula of the school reflect the College’s commitment to the wellbeing and academic care of the students. The College promotes the integration of pastoral and academic domains of the school.

Academic Care enhances student learning, wellbeing and resilience through pedagogies sympathetic to students needs and embedded in student learning experiences. Our teaching and learning culture is steeped in Catholic ethos, Dominican charism and College values. Learning is supported by positive relationships, attention to wellbeing and high academic expectations.

Broad Guidelines

- All members of the College community are encouraged to develop respectful relationships so that a co-operative and collaborative environment exists, reflecting Gospel values.
- Parents are recognised as the primary carers and educators of their children.
- All College staff are committed to the implementation of formal structures to facilitate a network of care and connectedness.
- All College staff have special responsibilities for fostering a positive school environment and to be aware of and adhere to all pertinent legislation and associated College policies.

Procedures

Students are encouraged to:

- Respect and value themselves and others and live by the College mission.
- Develop learning goals to strive towards personal excellence.
- Be involved in the community life of the College.
- Seek advice and assistance from significant others.
- Respect and appreciate the College environment.

Parents are encouraged to:

- Respect and support the teachers and other members of the College community together in partnership.
- Support the College through engaging with the available communication systems and opportunities to be involved in a range of College activities.
Teachers are to:

- Understand and practice their duty of care and professional responsibilities.
- Know and value each student for who they are as a whole person. This requires developing an understanding of their strengths and interests as well as their abilities and goals as a learner through discerning use of quantitative and qualitative data.
- Be proactive in the early detection of students at risk.
- Respond to the breadth of individual needs of students.
- Create a positive learning environment conducive to the development of the individual's potential.
- Deliver a creative, dynamic teaching style which challenges and stimulates all students as individual learners.
- Implement learning programs and practices, which build positive and respectful relationships.
- Encourage and guide students to be involved in the co-curricular life of the College as well as opportunities for faith formation.

College Staff are to:

- Nurture and contribute to a positive welcoming environment which provides opportunities for each individual's needs, gifts and talents.
- Use the appropriate network and avenues for shared dialogue, decision making and routine communication.
- Respect confidentiality and the privacy of others.
- Support initiatives taken to celebrate and recognise significant occasions in the life of the College.
- Ensure that formal programs and associated school policies relevant to Pastoral and Academic Care are understood, implemented, supported and adhered to.
- Be encouraged to volunteer their services, by participating in any program where their gifts and talents are shared by others.

School Leadership / Pastoral Teams are to:

- Develop and facilitate support structures and processes within the school to facilitate ongoing student wellbeing and academic care. Ensure these structures are effectively organised and co-ordinated, well resourced and flexible according to the needs as they arise.
- Collaborate to develop and implement academic care and pastoral programs which meet the needs of adolescents in their contemporary world.
- Lead and engage teams of teachers in the design of academic care and the development of learner profiles for students.
- Identify areas of need and develop the pastoral skills of staff.
- Facilitate networks and avenues for shared dialogue, decision making and effective communication to all members of the College community.
- Develop and facilitate the induction of new students and parents into the College, especially its value system and culture.
- Develop and nurture processes and opportunities for students and staff to develop meaningful positive relationships and a sense of community.
- Ensure the implementation of the College Strategy supports the integration of the academic, social and spiritual life of the college, especially in the event of celebrations with a specific pastoral dimension.

The College Executive is responsible for:

- Ensuring that the Student Wellbeing and Academic Care Guidelines are implemented consistently and effectively across K-12.
- Providing occasions for reflective and evaluative feedback on these guidelines to inform the ongoing implementation of the guidelines.
- Critiquing and strengthening the value system and culture of the College.
• Ensuring that in the process of staff selection the requirement for staff to implement these guidelines is articulated and explored.
• Understanding and implementing the pertinent legal requirements and ensuring that such requirements are met.

The College Board is responsible for:

• The provision of resources to enable implementation of the policy.

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<th>Date of Origin</th>
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<td>College Board College Principal</td>
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<td>Duty of Care Child Protection Code of Professional Standards for Catholic School Employees</td>
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<td>Head of Primary / Head of Students Deputy Principal Director MBH</td>
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By Whom: College Executive