



ST JOSEPH'S PARISH SCHOOL CONDOBOLIN

Cnr of Molong and Williams Streets / PO Box 279, CONDOBOLIN NSW 2877
(02) 6895 2204 ~ admin.condobolin@wf.catholic.edu.au

Pastoral Care

Date of Implementation	2009
Date of Last Review	T1 2026
Date for Next Review	T1 2027

This policy has been written with reference to the:

[Catholic Education Wilcannia-Forbes Wellbeing and Pastoral Care Policy](#)

GOD WILL DELIVER THE JUST

STATEMENT OF FAITH

Our schools are communities of faith, learning and transformation founded upon the person of Jesus Christ, the Way, the Truth and the Life, where the gospel is proclaimed and lived within the communion and the rich tradition of the Catholic Church

<http://www.wf.catholic.edu.au/vision-mission/vision.php>

OUR MISSION STATEMENT

TO PROVIDE EXCELLENCE IN EDUCATION

- Through quality teaching and learning
- By providing a safe and creative learning environment
- By challenging students to strive for academic excellence
- By being a place where faith and values are enriched and shared within the Catholic tradition
- By creating a valued partnership with staff, parents, parish and the wider community

Last Review: 2022

Reviewed: 2023

Purpose



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The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal for all members of St Joseph's Catholic School community. I have come that you may have life and have it to the full (John 10:10) Jesus demonstrates by his own life what we have been created to be — fully human, fully alive and able to participate in the life and love of God. It is this vision of human life which St Joseph's Catholic School community seeks to embrace and emulate in our approach to pastoral care.

Expectations

Pastoral care is lived out in all dimensions of St Joseph's Parish School life.

Foundational to all relationships within the community of St Joseph's Parish School is a commitment to a shared vision, inclusive processes and the common good.

Each member of St Joseph's Parish School community is responsible for living out pastoral care in his or her everyday actions.

In St Joseph's Parish School community responsibility is entrusted to all members — students, parents, staff, clergy, administrators— to contribute to one another's growth and journey towards wholeness.

Corporal punishment is never administered.

Definitions

Pastoral care: refers to the total care of the student. It is a term used to describe both an attitude and a process, and is based upon a belief in the dignity of the person. In a Catholic school, it is expressed through the development of quality relationships, the provision of satisfying learning experiences, the establishment of an effective care network, the provision of experiences and structures that provide for the integrated spiritual and human growth of students.



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Guidelines

The ministry of Jesus is announced in Luke's gospel as bringing good news to the poor, liberating those who are captive, recovering the sight of those who are blind and setting free those who are oppressed. Catholic schools share in the ministry of Jesus when they are characterised by the same liberating and life-giving characteristics.

These characteristics find expression in school structures, policies, programs and services that build inclusive, supportive and caring relationships within the Catholic school community. When the Catholic school is faithful to the call of the Gospel, justice, compassion and reconciliation are evident throughout the life of the school. In a community that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness of their potential. Likewise, the dignity of parents and their noble place as prime educators of their children is respected and affirmed.

Procedures

St Joseph's Parish School:

- Takes into account the developmental needs of students.

We provide a comprehensive curriculum in all key learning areas that takes into account the developmental needs of all students.

All teachers differentiate their teaching and learning activities to cater for the needs of the students in their classes. In PDHPE relationships, drug education, sexuality and well-being is taught. In HSIE and Religion values education is reinforced. The Better Buddies Program, implemented utilising resources from the Alannah & Madeline Foundation, supports the stage three students in providing support and guidance to our kindergarten students.



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Students with special needs may receive Commonwealth funding to assist with individualised tuition and a personal learning plan is implemented each term.

- Implements programs that support the school philosophy of pastoral care. Programs that promote the pastoral care of students are implemented. These may include Better Buddies buddy system, Seasons for Growth, Lunchtime Quiet Space, Minni Vinnies, PALS social skills program and Behaviour Coaching,
- Has structures, roles, responsibilities and procedures relating to the development and care of students.

The following school/CEO policies detail the roles, responsibilities and procedures that guide the school community in the pastoral care of the students-

Behaviour Management, Anti-bullying, Critical Incident, Enrolment of Students with Special Needs, Excursion, Gifted and Talented, Work Health and Safety, Restorative Practices, Use of Digital Technology. All policies are regularly reviewed for their effectiveness and adapted accordingly.

Teachers have their roles and responsibilities detailed in documents on intranet.

These roles and responsibilities are regularly reinforced at staff meetings.

The Teachers Handbook contains copies of duty rosters, playground supervision expectations, children who have special medical needs and how these can be met.

All teachers on playground duty carry a first aid bag and a first aid kit is taken to every sporting activity and on excursions. Staff on excursions have a mobile phone and contact numbers for all parents/carers. At least one staff member has to have emergency care qualifications and for overnight excursions at least one staff member has to have current CPR qualifications.

All medication is in original packets with dosage information clearly labelled and is kept locked in the School Office. Children requiring medication report to the office at relevant times and a record is kept of all medication that is administered.



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- Has appropriate practices which link the life of the parish and school in the provision of care for students.

School newsletters are left in the church so parishioners can be informed of what is happening in the school. Parishioners are invited to attend all school functions.

Children participate in school and parish masses and in parish gift giving programs.

The parish community commits itself to supporting the formation of the family in faith by supporting sacramental programs and attending masses for the celebration of the Sacraments.

The priest and principal collaborate to provide spiritual leadership within the parish community.

- Has a behaviour management policy which accentuates the value of social equality, mutual respect, co-operation and shared responsibility.

All staff have a copy of, and follow the school Behaviour Management Policy which is supported by the Restorative Practices Policy. These policies can be located in the policy document on the shared staff drive.

Corporal punishment is never administered

- Has procedures relating to the enrolment of students

All parents and guardians who apply for enrolment of their child (including those parents who already have children at the school) are interviewed by the principal in conjunction with the parish priest.

At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made by the parish priest and principal.

Children from practising Catholic families will be given first priority then discussion between the principal and parish priest will determine the next priority of enrolment.

The school may, in exceptional circumstances, accept the enrolment of a child for a pressing pastoral need.



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When enrolling their child parents agree to support all school policies in relation to the program of studies, sport, pastoral care, school uniform, discipline and the general operation of the school and provide the child's original

- Birth certificate
 - Sacramental Certificates
 - Passport, visa, citizenship documentation
 - Current family Court Order
 - Relevant medical and/or special needs information
 - Immunisation certificate
 - Speech, hearing, cognitive, occupational therapy assessment reports
- Has procedures relating to the assessment and reporting of students' progress.

Teachers are guided by Assessment and Reporting Guidelines that are located on the intranet, A-E Standards and by the school's Assessment and Reporting Policy.

The school's Assessment Plan indicates how students' performance in each KLA is assessed, monitored and recorded.

St Joseph's Parish School advocates an assessment for learning approach where teachers provide meaningful feedback for students in order for them to improve their knowledge, skills and understanding. This approach promotes self-reflection and self-assessment in students so that they take responsibility for their own learning.

Assessment tasks are:

- *realistic
- *require judgment and innovation
- *ask the student to 'do' something with their learning

Assessment is embedded in learning activities and informs the planning of future learning activities.



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Students receive feedback given in a way that motivates the learner and helps them to understand that mistakes are a part of learning and can lead to improvement. Feedback is directed to the achievement of standards and away from comparisons with peers.

St Joseph's Parish School utilises a range of strategies to report student achievement.

- * Informal communication such as student diaries, work book, telephone or email
- * Formal opportunities for discussion, such as parent-teacher meetings, parent-teacher-student meetings, information sessions
- * Samples of student work such as classroom work samples, learning logs, performances, projects and products
- * Written reports such as reports that are issued according to Diocesan requirements and any additional written information

- Has regular open communication with parents.

St Joseph's Parish School communicates with parents/carers in the following ways: formal reports at half year and end of year, fortnightly newsletters, informal and formal notes, phone calls, school assemblies, P and F meetings, Parent Information Sessions, emails and via Compass.

- Have procedures for crisis care, including suspected or disclosed child abuse. All staff are regularly in-serviced on child protection legislative requirements and mandatory reporting and have access to the appropriate forms on the intranet or internet.

CEO staff are very accessible and refer the school to the appropriate specialist/professional to assist the child. All staff maintain strict confidentiality.

- Have procedures for the induction of new staff members into the pastoral care process within the school.



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New staff are given a copy of the school's Pastoral Care Policy and the Teacher Handbook and are in-serviced in their Child Protection responsibilities. Pastoral care issues are regularly discussed at staff meetings and existing staff model the school's pastoral care process.

- Have procedures for the evaluation of pastoral care.

In the event of any information or incident or any organisational change in the school that indicates the need, pastoral care practices are reviewed by staff. Parents and students are invited to express their concerns via surveys and discussions.

The Pastoral Care Policy is evaluated each year at a staff meeting.

- Provides opportunities for the students to enjoy success and recognition
Student leadership system – At St Joseph's Parish School each year two school captains are elected by the student body as well as two captains for each sporting house. These captains lead school assemblies each week and have the opportunity to participate and lead special events including ANZAC Day, sporting carnivals and senior citizens day activities.

Mini Vinnies members are given the opportunity to elect a leader to be president of their conference and as such lead them in pastoral activities within the school and wider community.

Merit/Reward system -.

For outstanding behaviour children receive recognition through;

- Class Awards
- School Spirit Awards
- Student of the week
- Good News Compass Notifications
- Class Reward Systems

Students read at Masses

Vote of thanks to visitors

Names of students and their achievements in newsletter

Articles in local media



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Positive feedback from all staff

Visits to show work to other teachers/classes

Use of stickers

- Ensures staff are aware of their legal responsibility with respect to pastoral care.

Staff are constantly reminded of their duty of care responsibilities.

All teachers are aware of their supervisory duties both on and off site and are reminded regularly at staff meetings.

Relevant policies, procedures and guidelines are located in the school's policy folders and/or on intranet. All staff are regularly in-serviced in Child Protection Legislative Requirements and Mandatory reporting.

All staff, volunteers and outside tutors and external providers are informed of their obligations under the Child Protection Act 1998 and are required to complete relevant screening before being allowed access to the school and the students.

- Acknowledges the rights of teachers to teach and students to learn in a safe and supportive school environment.

The school implements the following policies, procedures and guidelines that are issued to all staff and are regularly reviewed for effectiveness.

Behaviour Management, Anti-Bullying, Digital Technology, Critical Incident, Emergency Plan, Excursion, Complaints and Grievances, Homework, Suspension and Expulsion, WHS, Child Protection

Risk assessments are completed for any activity outside the school grounds and staff are in-serviced regularly on Work, Health and Safety.

Evacuation drills are regularly practised and recorded.

The school community is invited to report any risk or hazard they identify and steps are taken to rectify as soon as possible. Staff identify any risks or hazards at any time by writing in the WHS book located in the staffroom or bringing up at staff



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meetings. A record is kept of any temporary and permanent steps taken to rectify the situation.

The School Committee does an annual evaluation of the schools buildings and premises and an action plan is developed for ongoing maintenance.

All families pay a building and maintenance levy to allow for ongoing maintenance of grounds and premises.

A groundsman/maintenance person is employed to maintain the surroundings of the school and for minor maintenance and repairs.

An annual Fire Safety Assessment is completed.

There is disability access to all buildings, including toilets.

Any volunteers and external service providers, including tutors, are informed of their obligations under the Child Protection Act 1998. External providers must also show evidence of current qualifications.

- Has an orientation that empowers families and strengthens relationships between home, school and parish.

Kindergarten Transition Program

In partnership with the Condobolin Preschool & Kindergarten and Lachlan Children's Services Preschool there are 10 initial visits (5 in term three and 5 in term 4) provided. The preschool students are accompanied by preschool staff for half hour visits in the current Kindergarten classroom and the playground.

In term four the St Joseph's Parish School Kindergarten orientation program is offered to enrolled Kindergarten students for the following year. This program consists of two half day visits, the first with the current Kindergarten class and the second as the new class supported by the Kindergarten teacher if provision allows.



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Year 6 transition to High School

During terms three and four the year six students are invited to attend transition classes at Condobolin High School. These classes are organised and coordinated by Condobolin High School staff and are attended also by one teacher from St Joseph's Parish School. Such classes have in the past included cooking, industrial technology, science and PE. These visits allow the year six students to become familiar with Condobolin High School and their peers from other primary schools in the area.

St Joseph's Parish School supports transition programs for those students enrolling in secondary education at boarding schools, including Red Bend Catholic College.

Transition of special needs students to new classes

During term four, transition is provided for those currently enrolled special needs students. With support from the Additional Needs Teacher, the students are provided with a social script outlining, where possible, their new teacher, classroom and peers within the class. Where possible, students are given the opportunity to participate in activities with their new teacher and class.

- Provides opportunities for staff to develop skills appropriate to their needs.

Many leadership positions are offered in the school - Assistant Principal, Religious Education Coordinator, Literacy Instructional Leader, Numeracy Instructional Leader and Additional Needs Teacher.

Staff are subsidised by the CEO to participate in further study.

All staff participate in much professional development, provided by the school, the Catholic Education Office or by external providers



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Legislative Framework

The Public Health (Amendment) Act 1992

Disability Discrimination Act 1992

The Privacy Act 1988

Congregation for Catholic Education. (1997). The Catholic school on the threshold of the third millennium, n. 9.

Related Policies and Guidelines.

Anti Bullying [Catholic Education Wilcannia-Forbes Anti-Bullying Policy](#)

Work Health and Safety

Student Behaviour Management

Suspension and Expulsion

Complaints and Grievances

Digital resources

Policy Administration

This policy has been shared with the School Committee and will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.