



ST JOSEPH'S SCHOOL, NORTHAM

PASTORAL CURRICULUM

The term Pastoral Curriculum refers to what the school does to help each student's whole person growth and development (refer to Aims)

Simple Pastoral Care strategies are: The use of Christian names, the practice of greeting students, positive reinforcement and reward of effort and achievement.

More formal elements of Pastoral Curriculum include, referral of students for educational /behavioural counselling or testing, and support for students with learning disabilities. Specialist consultants and teachers are appointed to manage these services.

The school also observes legal requirements in a way which promotes the care of students, by regularly checking attendances, supervising all school-based activity and ensuring parental permission for all off-campus activity.

Incorporated in Pastoral Curriculum is a Formal Discipline policy, about which further information is given in the section dealing with School Regulations.

HOUSE SYSTEM

A key strategy in providing pastoral care for student is the House System. Features of this are -

- ◆ Students are divided into four (4) groups for sporting, social and other school activities.
 - ◆ Groups are formed across Year Levels 1-7 and 8-10.
 - ◆ Groups are called Houses which are identified by name and colour.
 - ◆ House names provide a link to the school's long heritage -
 - Leonard House (Red) - recognises Sr Leonard of the Sisters of St Joseph of the Apparition who founded and ran the School for 116 years.
 - Lenihan House (Green) - honours Monsignor Thomas Lenihan who as Parish Priest brought the Marist Brothers to Northam in 1948.
 - De Vialar House (Gold)] these are named after the respective founders of the Sisters
 - Marcellin House (Blue)] of St Joseph and Marist Brothers.
- ◆ Leaders of each House are elected by students from nominees approved by Principal and Staff.
- ◆ Student leaders liaise with staff to organise activities and programs in which all students can participate. Examples of such activities are fund-raising, Inter-house carnivals, and social activities at school and within the community

The House system is designed to provide special links between teachers and students, as well as to encourage a spirit of care, cooperation and pride in team achievement among students, all of which are essential to building the self esteem of individuals and maintaining a Christian environment within the School.

SPECIAL MATTERS - Relating to Pastoral Care & Student Welfare

STUDENT WELFARE

School staff have an obligation to foster the welfare of students and are obliged to report to the principal any concern arising from a child's behaviour or school performance which gives rise to suspicions of abuse, poor nutrition or of on-going illness not receiving due attention. Close notice is taken of patterns of absence from school. Parents need to be aware that the Principal is under serious legal and moral obligation to safeguard the interests of children and is obliged to act in the face of allegations of abuse/neglect.

STUDENTS WHO ARE ILL

Students who are ill, should be kept home. Those students who fall ill at school should report to their teacher at the time. Those who have to leave class through illness at school are sent home in their own best interests. Parents/guardians should therefore ensure emergency contact details held by the school are current.

MEDICATION AT SCHOOL

Students are not permitted to bring medication to school, and the school does not ordinarily involve itself in matters relating to the administration of medication, prescription or otherwise, to students. This is a matter for parents. Administration of medication should occur therefore, outside school hours. If this cannot be achieved, parents must meet with the Principal to discuss ways in which the difficulty can be addressed. Parents will be required to provide written authorization of any action agreed upon as an outcome of such meeting.

CRITICAL RESPONSE ACTION

The school has procedures for implementation in the event of crisis. Parents/guardian should therefore ensure that the Principal is made aware of any crisis situation affecting the life of any student. An immediate benefit to the students is a minimization of the risk that teachers misunderstand the student's behaviour. A deeper benefit would be the use of school resources to assist the student and others to cope with the effects of crisis.