



MAMRE ANGLICAN SCHOOL

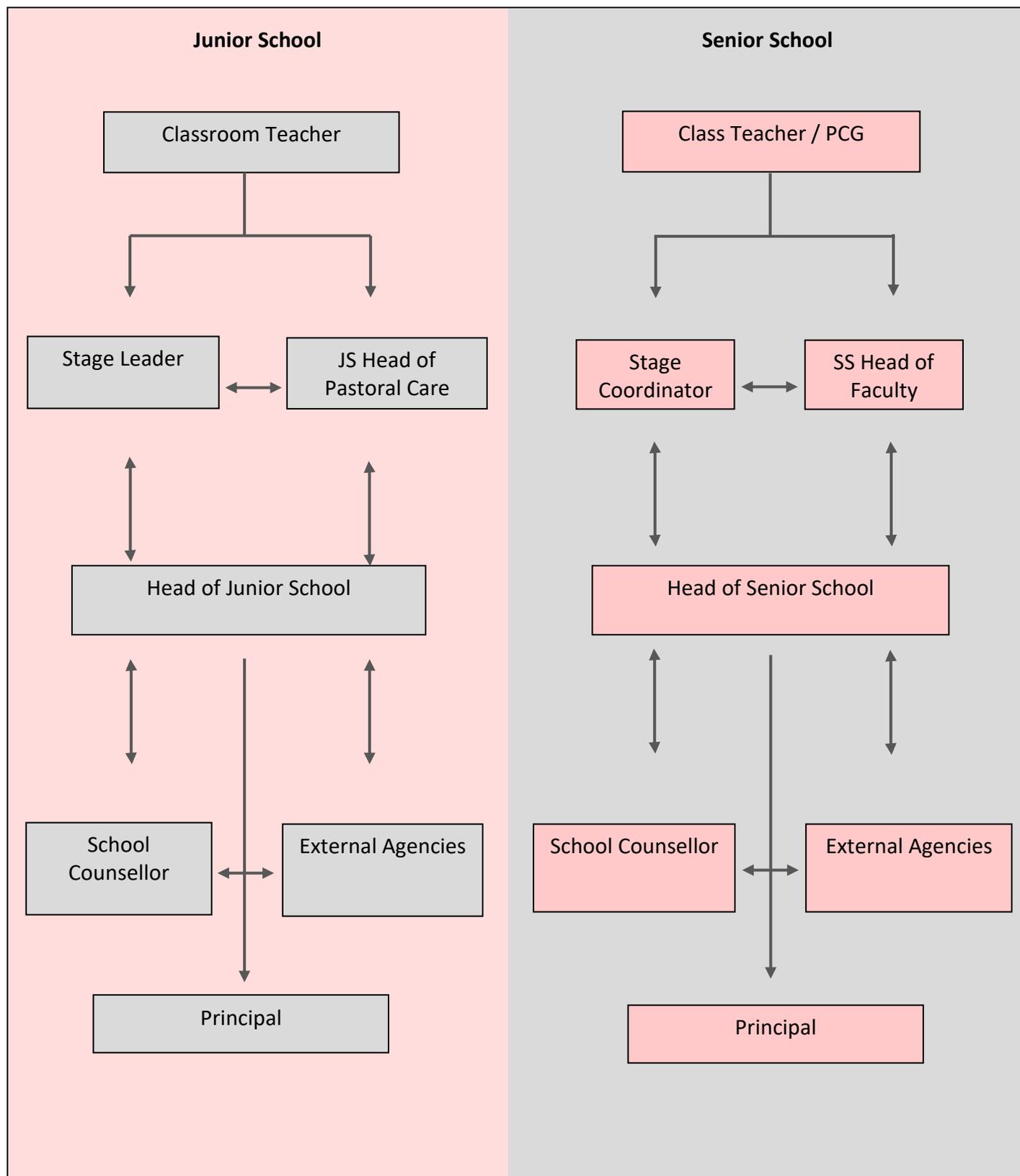
**PASTORAL CARE/WELFARE
PROCEDURES**

Reviewed 2019

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Student Welfare/Discipline Flow Chart



* Parents can/should be contacted at any time

Junior School Overview

Mamre Anglican School endeavours to model the Christian faith and students are encouraged to adopt Christian values. All students attend a weekly Chapel service and are involved in the School's Christian Studies Program. The School's values of Service, Personal Best and practising Christian values are incorporated into all aspects of our Pastoral Care Program and underpin all that we do here at Mamre. The School emphasises care for each student and the development of each student's God-given talents. Mamre Anglican School understands that children learn best when they are interested, curious, fascinated, challenged and motivated. We see learning as a life-long pursuit - not a destination.

Program Achieve

Program Achieve is an integral part of Pastoral Care at Mamre Anglican School. The main purpose of Program Achieve is to support communities, schools and homes in a collective effort to optimise the social emotional, and academic development of all children and young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience well-being and have positive relationships, including making contributions to others and the community (good citizenship).

The Program's core purpose is the development of young people's social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. Central to the development of these 5 foundations is instilling in young people 12 Habits of the Mind that support and nourish the 5 foundations, including Accepting Myself, Taking Risks, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (includes the values of respect, responsibility, caring, fairness and honesty).

Program Achieve's focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

The Program is taught implicitly in the classroom and also at point of need. The School's award system is linked to the 5 Core Foundations of Program Achieve and the School's values.

Social Skills Group

Throughout the year, Years 1 and 2 are part of a Social Skills Group with our School Counsellor. Each Stage 1 class participates in the Program for one term. Year 1 complete the Program in Semester 1 and Year 2 complete the Program in Semester 2. The group explores the skills required to be a good friend. The children participate in activities that teach them the skills needed to be a good communicator, appropriately express their feelings, solve problems and resolve conflicts.

Buddy Program

A core component of Pastoral Care at Mamre Anglican School is our Buddy Program. Buddy Programs consist of older children completing activities or projects with younger children. The older students are paired with younger children from their buddy class. The experience provides children with stimulating opportunities for learning and skill development.

Younger children especially enjoy the one-to-one attention they receive from their older buddy. They make comments such as, "He makes me feel special; he says nice things to me!" and "We do lots of fun things together. She's my friend."

Participation in the Buddy Program enhances children's cooperative learning behaviours such as taking turns, listening, sharing knowledge, praising another's effort, helping one another, and completing a task. Due to the extra attention and assistance, the younger children's work often improves. As the older students assume the role of the teacher, they are motivated to do their best, as well as reinforce their own learning by 'teaching others'. They also experience pride in their ability to be helpful. The younger children bond with the older buddy and friendships flourish as the year progresses with them often turning to their buddy when they need assistance with social situations.

Each Pre-K—Year 2 child has a big buddy in Years 3-6. Buddy classes start in Term 1, Week 4 and meet fortnightly throughout the year. The children usually spend between thirty to forty minutes together. The activities that the buddy classes do together are designed to meet the needs of both ages. The activities benefit both groups of children. The activities predominantly focus on a skill that the 'little buddies' are learning and that the 'big buddies' have mastered. For example a new maths game being introduced / tying shoe laces / researching on the computer; the possibilities are endless!

Buddy classes love hanging out and learning together. The 'Big Buddy' teacher 'trains' their students in how to work with younger students, helps them get comfortable with the session routines, and makes sure they understand the content of the lesson and activities. Stage 2 students work with the Kindergarten children to help them further develop their skills. For example, in reading, cutting, doing puzzles and writing. Older students also assist in the development of various gross motor skills, such as skipping, throwing and catching with their younger buddy.

Playground Leaders

Playground Activity Leaders in Schools (P.A.L.S.) is a Playground Leadership Program for schools that encourages all children to participate in activities during lunch breaks. The students were recruited, engaged, and trained to act as Playground Activity Leaders for younger students. These leaders plan and lead fun and safe activities on the playground. The students also act as playground assistants to the teachers on duty.

The Playground Leaders are in Year 6 and participate in a training course in their own time; after school and during the holiday period. They learn to implement playground activities and provide ongoing support and supervision. During this training, student leaders are provided with the opportunity to learn and practise:

- Playground safety
- The qualities of a leader and different leadership styles
- Communication skills
- How to lead games in a collaborative and inclusive way
- Conflict resolution skills
- The objectives of the Program:
 - Increase physical activity
 - Decrease conflict and reduce the incidence of playground bullying
 - Provide a leadership opportunity for students
 - Build mentoring relationships between older and younger students

At Mamre Anglican School, we love learning new things at lunch time and the P.A.L.S. motto is "there is always room for one more!" The Year 6 Playground Leaders do an amazing job at running some great activities for the Junior School. Each class has a copy of the playground roster so that the children know what is happening at lunch times. The Playground Roster is also published in the newsletter every term. It will appear in the next newsletter. Please discuss it with your children and help them decide if they would like to attend one of the activities or clubs.

The Buddy Bench

The Junior School has a Buddy Bench aimed to create a more inclusive playground. It encourages students to make friends in the playground.

The idea of the Buddy Bench is to eliminate loneliness and foster friendship on the playground. If a child is feeling left out, cannot find their friends or wants to make new friends, they can sit on the Buddy Bench. Another child will then ask the child to come and play, help them to find their friends or simply sit and talk. The Buddy Bench is a valuable teaching tool that complements our Pastoral Care Program. The Buddy Bench is sending a strong message to students that we value friendship and inclusiveness at Mamre Anglican School. The children strengthen their ability to look out for one another, care for one another, help one another and develop empathy for one another.

Service in the Junior School

Our school has had the tradition of students offering themselves to serve their school and community. Each child in the Junior School receives a 'Leadership and Service Logbook'. The leadership and service programme is designed to promote a culture of care and compassion as the central mindset of our school life. Learning to care for the interests of others is a valuable lifelong skill for all our students.

Students participate in 5 areas of service; school, home, fundraising, community and sport for a specified amount of hours.

K-2 children are awarded their bronze award (10 hours of service), silver award (14 hours of service) and gold award (20 hours of service).

Children in years 3-6 are awarded their bronze award (15 hours of service), silver award (25 hours of service) and gold award (40 hours of service).

School Service is an integral part of the programme, and is to be completed during lunch breaks (not after school). Children liaise with the Head of Junior School and/or the Pastoral Care Coordinator to complete their School Service.

Junior School – Key Personnel

The Roles and Responsibilities for Welfare in the Junior School are listed below:

Role	Responsibility
Class Teacher	<ul style="list-style-type: none"> • Explicitly teach social skills through Program Achieve and at point of need • Day to day responsibility for student welfare in the classroom • Ensure the class develop sound relationships with each other • Note and act on all concerns relating to student welfare • Notify Stage Leader and/or Head of Pastoral Care/Junior School of any serious concerns
Stage Leader	<ul style="list-style-type: none"> • Monitor the welfare needs of students in their Stage • Communicate concerns with parents when appropriate
Head of Pastoral Care	<ul style="list-style-type: none"> • Monitor the welfare needs of all students • Discuss concerns with parents when appropriate • Oversee Program Achieve, PALS, Service Program, Buddy Program, Student Leadership Training and Social Skills Program
Head of Junior School	<ul style="list-style-type: none"> • Monitor the welfare needs of all students in the Junior School by holding regular meetings with the Junior School Leadership Team to discuss student needs • Address more serious concerns with parents
School Counsellor	<ul style="list-style-type: none"> • The role of the school counsellor is to provide a counselling environment, which is both caring and non-judgemental on a one to one or group basis. Counselling is fundamentally about a relationship with another person who is skilled and has expertise in dealing with the difficulties encountered by students. This relationship is one of support and advice, education and challenge, warmth and empathy. The focus of the school counsellor is to provide support for students in the school context only. For this reason, they may refer students and families to outside agencies.
Principal	<ul style="list-style-type: none"> • Make decisions in conjunction with the Head of Junior School and external agencies about the well-being of students

Senior School Overview

Mamre is a school where we strive to ensure that students are assisted to identify and develop their passions, interests and skills in all areas of life. In order to support students toward this goal our pastoral care and welfare program seeks to provide support for individual students and, where necessary, their families.

A student's first point of contact for any pastoral care needs is their Pastoral Care Group (PCG) teacher. You will also hear from your child's PCG teacher from time to time for any number of reasons: anything to do with the day to day matters of ensuring your child is cared for, that they are genuinely understood, and that they also understand what is happening in the school and what is expected of them. Your child's PCG teacher will also function as a support for your child as needed when communicating with other teachers. As the need arises they are on hand to clarify any discipline or other more formal guidance that needs to be put in place for either the welfare of your child or the wellbeing of other students.

You should feel free to contact your child's PCG teacher to alert them to any pastoral care needs or practical matters relating to the day to day requirements of your child or to ask their assistance in any matter, by email or through School Reception.

PCG teachers at Mamre report to and are supported in the Senior School by Stage Advisors. Their role is to oversee pastoral care and co-ordinate the welfare needs of all students within their stage group and to deal with more complex discipline matters should they arise.

Stage Advisors are supported by Mr Young (Head of Senior School), working in close collaboration with Mrs Payer (Director of Welfare), the School Chaplain and the School Counsellor. Our aim is to ensure that all of the day to day decisions of care, discipline, correction and guidance are made in the best interests of your child and his or her future.

We seek to advise on available resources to assist parents and students find help in challenging circumstances. This can include referral to external agencies, liaising with specialist services and keeping the school community informed of the changing needs of individual students.

Senior School – Key Personnel

The Roles and Responsibilities for Welfare in the Senior School are listed below:

Role	Responsibility
Class Teacher	All teachers have responsibility for the pastoral care of students in the school. Whilst the primary role of the classroom teacher is to ensure quality teaching and learning in their subject area, from time to time they may find that students reach out to them or engage them in a conversation one to one. If the teacher has a concern about a student, they should share it with the appropriate member of the Pastoral Care team.
Pastoral Care Group (PCG) Teacher	The PCG teacher is responsible for the care of a group of students. They meet with them on a daily basis and should be the first contact point for parents and students within the pastoral care program. From helping students develop organisational skills to leading discussions on topical issues, PCG teachers are tasked with encouraging, supporting and nurturing students in their care. Their primary role is one of support.
Head of Faculty (HOF)	Heads of Faculty are primarily concerned with all curriculum matters within their subject area. They are responsible for following up on discipline issues referred to them by classroom teachers. HOFs will also provide Classroom teachers with support regarding pastoral issues and will refer students of concern to the Pastoral Care Teacher, Stage Advisor or Head of Senior School.
Stage Advisor	The Stage Advisor monitors the well-being of the students in each specific stage. They have both a pastoral and disciplinary role. Stage Advisors will work with PCG and Classroom Teachers of students who may be experiencing difficulties. They play a key role in communicating with parents in attending to matters of concern. Stage Advisors will refer students to the pastoral care team or other school supports as they find/ see necessary. They are key members of the Pastoral Care Team and attend regular meetings with the Head of Senior School and School Counsellor.
School Counsellor	The role of the school counsellor is to provide a counselling environment, which is both caring and non-judgemental on a one to one or group basis. Counselling is fundamentally about a relationship with another person who is skilled and has expertise in dealing with the difficulties encountered by students. This relationship is one of support and advice, education and challenge, warmth and empathy. The focus of the school counsellor is to provide support for students in the school context only. For this reason, they may refer students and families to outside agencies.
Head of Senior School	The Head of Senior School has responsibility for the welfare and care of students in Years 7 to 12. They also act as the Stage 6 Advisor. The HOSS has oversight of all Pastoral Care and Discipline matters within the Senior School. The HOSS works with the Principal and other members of the Executive as well as Stage Advisors, Chaplains, Counsellor, Heads of Faculty, PCG and Classroom teachers to monitor student wellbeing and behaviour issues and makes interventions where necessary.
Principal	Make decisions in conjunction with the Head of Senior School and external agencies about the well-being of students.

Senior School – Implementation Strategies

1. Pastoral Care Group (PCG)

- Student Well-being Activities
- Diaries with Policies and Expectations
- Record of Awards and Discipline Actions

2. Chapel + School Assemblies Assembly is held every Monday morning

- During assemblies, students are informed of upcoming events and opportunities as well as reminded of school expectations. This is also a time in which student achievement and effort is recognised through the presentation of merit awards and certificates.
- Chapel is held every Friday
- The focus of the High School Chapel is practical teaching from a biblical viewpoint, often focusing on real life issues that teenagers face. Chapel provides students with the opportunity to participate in, singing and learning about God in a fun way.

3. Clubs, Service and Charity

- Weekly Clubs session held every Friday afternoon in which students participate in an activity of personal interest. Activities focus on the areas of Service, Developing a Skill, Physical Activity and Creativity.
- Various opportunities are presented for students to participate in serving both the school and wider community. This includes the overseas service trip to Nepal held biannually.
- Each term a Charity day is held in order to raise money for a nominated Charity such as Royal Flying Doctor Service, Farmers suffering from Drought. The school also hold an annual Charity Ball for Year 10 students.

4. Co-Curricular Program

- Creative Arts: Drama, Music and Visual Art
- Sport: Various individual and team sports including Athletics, Swimming and the Football Program
- Rural Fire Cadets Program

5. Student Representative Council (SRC) and Student Leadership

- In Year 12, the school appoints Captains, Vice Captains and Prefects. Two to three students are also appointed to represent each year group from Yr. 7 to 11. Along with the Yr. 12 School Captains and Prefect, they make up the SC.
- SRC members present information at their weekly Year Group meetings, collect ideas and provide feedback to their peers. They also present information at Assemblies and represent the school at significant events.

6. Camp Program

- Years 7 and 11 annual Camp at Yarramundi (YMCA)
- Year 9 annual Camp at Port Hacking (Youth Works)
- Three Day Camp Program
- Development of Outdoor Education Skills
- Focus on team work, resilience, personal challenges and Peer Support

7. Outside Agencies

- Police liaison Officer
- Elevate
- Trinity Grammar School Mission
- Cyber Safety Program and Smart Digital Licence
- GRIP Leadership Program

School Counsellor

At Mamre Anglican School the School Counselling Service for Student Welfare is available to assist students and their families. It is envisaged that the School Counsellor will work in conjunction with the Mamre Welfare team to help you or your child in different ways. Our School Counsellor will work with students of all ages, and their families.

The School Counsellor works with students, parents or carers and teachers in a variety of ways. Their work includes:

- Counselling students
- Assisting parents or carers to make informed decisions about their child's education
- Assessing students' learning and behaviour
- Assisting schools to identify and address factors that affect students' learning
- Liaising with other agencies concerned with the well-being of students

The School Counsellor will work with the student welfare and learning support teams. With the agreement of parents or carers, the School Counsellor will pass information on to teachers that will assist them to better meet the needs of their students. Students may refer themselves to the School Counsellor or may seek an interview at the suggestion of a teacher, a parent or carer, or a friend. A student's reasons for seeing a School Counsellor may include worrying about school work, conflict with friends, being in trouble at school or just feeling "down".

Parents or carers may seek advice from the School Counsellor about their child's school progress, behaviour, educational options (including access to special education services) and for information about how to get help from other agencies. Except when students refer themselves to the School Counsellor, parents or carers will be involved from the outset. Whether working with students, parents or carers, or teachers, the School Counsellor will explain how they work, listen carefully to what is said, help clarify options and encourage informed decision-making.

Confidentiality

School counselling is a confidential service and the School Counsellor will check with students, parents or carers before passing on information to others. Confidentiality will be maintained unless legal requirements (e.g. child protection legislation) override it. Confidentiality will not be maintained where someone may suffer serious harm from information being withheld.

Referral

Parents or carers are required to make an appointment by telephoning the School. Students will be told of the arrangements on how they can see the School Counsellor during Roll Call. Priorities for the School Counsellor's time will be determined, in consultation with the School Counsellor, by the Principal.