Pastoral Care is central to the vision and mission of De La Salle Senior College, Cronulla. It is a comprehensive concept that embraces the whole life of the College. Pastoral Care is vital in the holistic development of the young men and women at our College especially in their academic, emotional, social and spiritual development.

PASTORAL CARE
• Philosophy and Principles.
• Defining Pastoral Care
• Pastoral Care Initiatives at De La Salle

RIGHTS AND RESPONSIBILITIES
• To feel safe at school
• To learn to the best of their ability
• To be treated with dignity and respect
• Consequences

STUDENT MANAGEMENT
• Uniform and Grooming
• Use of Diary
• Mobile phones
• Attendance
• Detention
• Homework
• Serious Offences
• Procedural Fairness

BULLYING POLICY

STUDENT LEADERSHIP

ABSENCE FROM SCHOOL

COMMUNICATION

SUPPORT INTERVIEWS FOR SENIOR STUDENTS
PASTORAL CARE

PHILOSOPHY AND PRINCIPLES

Pastoral Care at De La Salle Senior College, Cronulla is based on:

- An understanding of God’s personal and unconditional love of the individual, who is created in God’s image and likeness.
- The fact that “the Catholic School is committed to the development of the whole person, since in Christ, the perfect human being, all human values find their fulfilment and unity.” (The Catholic School, 1997, n.35)
- Jesus’ message of love which is proclaimed in the Gospels.
- A community modelled on the teachings of St John Baptist De La Salle.
- The recognition of the value and contribution each member of the College community makes to the development of the particular charism of the school.
- The belief that teaching is a vocation of service.
- An acceptance of equity, fairness and justice in all policies, structures and relationships.
- A safe and disciplined environment where the students feel the challenge to pursue excellence in all areas of school life, spiritual, academic, cultural and sporting.
- A commitment to the development of self-discipline in students, founded on affirmation, in a secure, structured environment.
- The network of relationships between administrators, staff, students, parents and the wider community.

DEFINING PASTORAL CARE

Pastoral Care at De La Salle Senior College, Cronulla is an ongoing process which finds its inspiration in the Gospels and is founded in the love that Jesus Christ has for every individual.

It provides an atmosphere which makes the individual feel accepted, valued and loved.

It is developed through the interplay of relationships within the whole College community, based on mutual respect and open communication.

It encourages a freedom, openness and flexibility in the approach to student management that enables each student to be cared for in an individual manner, and places great emphasis on affirming the good qualities of each while encouraging them to grow and to assume responsibility for their own personal development.
PASTORAL CARE INITIATIVES AT DE LA SALLE SENIOR COLLEGE, CRONULLA

Pastoral care embraces the whole life of the College and is expressed in the ethos of the school. Pastoral Care is fostered and realised by:

- Recognising pastoral care is the responsibility of all members of the school community including staff, students, parents/ caregivers and other family members.
- Acknowledging the whole school staff, taking Jesus as their model, in a spirit of service and availability, provide assistance, care, active listening and support for each student.
- Developing and implementing structures, policies and procedures that are fair and just.
- Creating a caring, safe and supportive environment for all members of the College community.
- Catering to the needs of all students including those with disabilities in compliance with the Disability Discrimination Act 1992 and implementing student management plans to cater for these students.
- Providing opportunities for the involvement of students in prayer, Eucharistic celebrations and the Sacrament of Reconciliation.
- Having students involved in the College Retreat Program.
- Providing opportunities for involvement in social justice and community outreach programs.
- Providing a comprehensive curriculum which suits individual student needs.
- Challenging students to achieve their personal best.
- Catering for the diversity of learners.
- Providing quality teaching and learning.
- Celebrating and proclaiming student achievement.
- Being involved in the annual Founder’s Day activities which provide assistance and support for the elderly and less fortunate in our community.
- Developing a sense of belonging to and cohesion with the wider community. Some means of achieving this are: parent information evenings; community outreach programs; social justice initiatives; sporting and enrichment activities; orientation days.
- Provision of the College Counsellor to provide specialist support to both students and parents.
- Accessing through counsellors other Church and community groups where specialist support is required.
- Respecting at all times the confidentiality of student and family information.
- Continuing professional development of staff to assist and support staff in pastoral care.
RIGHTS AND RESPONSIBILITIES

Everybody has the right:
• To feel safe at school,
• To learn (and teach) to the best of their ability,
• To be treated with dignity and respect.

TO FEEL SAFE AT SCHOOL

Intimidation and violence:
These violate the right of people to feel safe within the College and so any form of intimidation (e.g. verbal, physical, psychological threats by an individual or group) bullying and baiting or fighting will not be tolerated. If a student is involved in such behaviours the person will be automatically suspended, parents will be required for an interview and assurances will need to be given by the student that such behaviour will not be repeated. Students who knowingly and intentionally involve themselves in such incidents in a secondary way will be held accountable and treated in the same way as students directly involved in such incidents. We own our own behaviour. Students should do everything in their power to peacefully resolve the tension rather than inflame it by pack-like behaviour. This also applies to outside school activities such as sport.

Dangerous implements/weapons:
Any implement that can harm people and is not needed for schoolwork is not to be brought to the College. Such things will be immediately confiscated and returned after parents are contacted. If the item is a prohibited weapon an immediate suspension will occur.

Stealing:
What is not ours is not ours and every effort should be made to find the owner of lost property. If items are found in the yard or classroom they should be taken to Student Services. A community values honesty. Students found stealing will be automatically suspended.

Outside visitors during school time:
Friends of students will NOT be allowed to make social visits during school time. Such ‘visitors’ will be asked to leave the property. Students who talk to these people while on the property will be held responsible for any inappropriate behaviour that occurs. The only ‘visitors’ allowed in the playground will be those who go to the Office, seek permission and are issued with a visitors pass to indicate the school’s approval.

Transport:
Students driving cars to and from school should realise the serious responsibilities they take on and always drive in a safe and considerate manner. At the completion of the day students driving are required to wait for the second bell at 3:00pm before getting into their cars. This allows the majority of the students in Cross Road to move off before the extra traffic leaves the school. The Privilege of driving to school may be revoked at any time by the Principal.
**Students riding bikes** are required to wear head protection and walk their bikes when in College grounds.

**TO LEARN TO THE BEST OF THEIR ABILITY**

**Behaviour in class:**
Everyone has a right to a good education; **nobody has a right to interfere with another’s education**. Students should assist positively in the learning process. Not cooperating with the teacher’s requests, continually talking in a disruptive manner, making unnecessary nuisance noises, being argumentative, all work against enabling the class to learn. Students who cannot abide by the basic rules for orderly classroom management will be confronted by the teacher and/or Year Coordinator and will be **suspended from classes** until assurances can be given by the student that the unacceptable behaviour will stop. **Parents will be notified and interviewed when judged appropriate.**

**Attendance at school and punctuality to class:**
It is a requirement of the Board of Studies of NSW that students attend lessons to the satisfaction of the school for the Higher School Certificate to be awarded to them. 80% attendance is the minimum acceptable for the issue of the HSC. Unless you are ill you should be at school each day.

**Movement to class:**
When the bell goes to start the day and at the end of Recess and Lunch, students are to move promptly and cooperatively to class and await the arrival of the teacher before entering the room.

**Smoking at school or in school uniform will not be tolerated.**
If a student is caught smoking, either at school or in transit, the person will be **automatically suspended**, parents will be required for an interview and assurances given that the practice will cease.

**TO BE TREATED WITH DIGNITY AND RESPECT**

Something we must all realise is that **behaviour is a choice**. We decide on the way we behave. **Own your own behaviour.**

**Speaking to each other:**
We should always converse in a respectful manner, using polite language like ‘Please’, ‘Thank you’ and ‘Excuse me’, not raising our voices or yelling. **We can insult a person by the manner in which we speak to them.**

**Loud noises:**
Our behaviour must always be dignified. Such things as ‘Group Noise’ or nuisance noises are usually offensive. These lower our personal dignity.

**Yard cleanliness:**
All of us should contribute to keeping where we live or play clean. It is important to place our rubbish in the bins provided and assist in keeping the College clean even if it is not our personal rubbish that we pick up. If asked to pick up papers, students should respond quickly and politely.

CONSEQUENCES

There are various ways students can interfere with the rights of others, with varying degrees of seriousness. For minor situations the teacher may just make the student aware of the issue and rely on the good common sense of the student to ensure the incident is not repeated.

For more serious situations the student may be referred to the Year Coordinator/KLA Coordinator or a person with higher authority. A major emphasis in all our attempts to develop more responsible student behaviour is to bring parents/the home into the conversation. Teachers see themselves in partnership with parents in their attempts to have students recognise and change unacceptable behaviour. Parents will be contacted sooner rather than later and will always be required to come to the College for an interview when a student is suspended from the College.

Remember, teachers always attempt to distinguish between the misbehaviour and the person. They dislike the behaviour but not the student.

STUDENT MANAGEMENT

At De La Salle Senior College, Cronulla we believe that students have the right to feel safe, be happy and to learn to the best of their ability in a supportive environment. This learning culture “in a school is built up over time and it generates a certain momentum. It is like an unwritten statement about what sort of behaviour is acceptable and about what is unacceptable; it gives a sense of behavioural boundaries.” (Crawford M & Rossiter G). In this culture there is a need for common policies and procedures to exist.

When this learning culture exists:

• students have some certainty, stability, predictability and high standards in daily school life
• daily school life becomes easier and more fulfilling for both staff and students
• our school culture, the way we do things around here, is reinforced
• New teachers, casual or temporary teachers and students have better induction and support at the College.

The key to successfully creating such a culture is reliant upon the development of positive relationships between the teacher and the student. These relationships aim to facilitate the development and experience of responsible self-discipline among students.
Teacher/Student Relationships

The key to successfully creating such a culture is reliant upon the development of positive relationships between the teacher and the student. These relationships aim to facilitate the development and experience of responsible self-discipline among students. The February 2003 ‘Child Protection Update’, in the light of well established current ‘best practice’, gave teachers behaviours that both enhance or detract from the development of the student.

Staff at the College are encouraged to use the following behaviours:

• **Well-planned and appropriate classroom activities:** Activities that are consistent with educational best practice and cater for the learning needs of the students in the class. Invariably some students misbehave in class when they are unable to complete the tasks that are set, or the tasks are not challenging or interesting.

• **Positive classroom climate:** Establishing a positive classroom climate, where students and teachers have good rapport and open lines of communication will prevent seemingly minor issues erupting into complaints that must be investigated. Students feel safe in relationships that have an appropriate balance of power.

• **Actively work within the Pastoral Care Policies of the school:** Different students will be more sensitive to different management styles and this is why it is so important for teachers to know their students and have a pastoral understanding of their individual circumstances.

• **Non-confrontational strategies for dealing with misbehaviour:** Effective conflict management skills can always be developed and this development is ongoing throughout a teacher’s career.

• **Use of a calm, consistent voice tone and non-threatening language:** The way in which students are addressed is equally as important as the words that are used. Students must be aware of the consequences of their actions, but this should be done in a manner that is not emotionally threatening, demeaning or leaves the student with the impression that there is no way to redeem the situation.

• **Empathy with all of the students in our care:** All students are deserving of equal understanding and consideration.

• **Giving students’ opportunity to evaluate the teaching/learning strategies:** It is not always easy and not always possible, but from time to time it is valuable to gain feedback from the students on which teaching/learning strategies best helped the students learn.

• **Exercise common sense:** Age and circumstances are very relevant. The safety of a student, or other students, may well require a responsible person to touch or restrain. In exercising judgement it is wise to err on the side of caution.
• **Use of the College ‘Principal Commendation’ System:** The College operates a merit system aimed at encouraging all students to strive for academic excellence by recognising in any subject area significant achievement, sustained effort over a period of time or a significant and sustained improvement. These Certificates are presented at Assemblies and Year Meetings.

Staff at the College should avoid the following behaviours:

• **Personal comments:** Comments about student’s physique, performance, family etc. can damage the relationship between teacher and student or they may be misinterpreted, even when well intended.

• **Intimidating or threatening statements:** Remarks of this nature towards students are not acceptable in any circumstance. Sarcasm is also a style of communication that can be easily misinterpreted by students.

• **Physical contact with students:** The College has a ‘hands off’ policy for students and this needs to be exemplified by the adults in the school community. Physical contact with students is **not acceptable** except where it is necessary:

  (a) As **reasonable restraint** to protect the student, other students or adults from harm, OR

  (b) As an **open and observable gesture of nurturing** where consent is given by the student.

• **Rules and consequences for actions that are disproportionate to the misbehaviour:** Consequences need to be appropriate to actions. If a student has to go straight on to an out of school detention for talking too much in class, what strategies remain for the teacher when that student talks in class the next time?

• **Name calling:** Use of derogatory or ‘pet’ names when addressing students, teasing or withdrawal of praise are all practices that can damage the relationship between teachers and students.

• **Excessively authoritarian style of classroom management:** This model places the power entirely in the hands of the adult and can easily make a student not feel safe.

• **Interactions that are likely to break trust:** Those working in child-related occupations must always be aware that their interactions with students are based on a special trusting relationship and this relationship is open to great scrutiny. **Non-Platonic relationships between teachers and students are unacceptable, even if the student is 18 years of age.**

There is no denying that some students can misbehave, test our patience, or deliberately act out in class, but it is important to be dealing with these matters in ways that are compassionate and actually address the core issue, rather than in ways that are simply
punitive in nature. There is never a valid reason for physically reprimanding a student or intimidating him/her with excessively aggressive language. The use of corporal punishment is prohibited at the College.

At the whole school level we need a consistent approach to uniform and grooming, use of the diary, daily classroom practices, monitoring attendance and social skills. Our school rules and uniform and grooming expectations are in the student diary and more details follow.

**Uniform & Grooming**

De La Salle College focuses on the development of the whole person – the individual within, the individual as a member of the College family and the individual who interacts and represents the College in the wider community. We see the promotion and maintenance of high uniform and grooming standards as crucial to developing a sense of belonging and a sense of both personal and collegial pride within each student. If our students’ present well in public and the school’s reputation is high, it is the students who most benefit from this.

**In the case of a student wearing incorrect school uniform:**

- Students are required to report to their Year Coordinator with a note from home explaining their reason for being out of uniform. Failure to do so will lead to appropriate action taken by the Year Coordinator.
- It is the expectation of the College that all staff be involved in the monitoring of the wearing of the uniform.

**For jewellery, nail polish, make up and boys not shaven:**

- The teacher asks the student to take jewellery and/or make-up off and makes a note in the student’s diary and if required refer to the Year Coordinator.
- Nail polish – send the student to Student Services to clean nails.
- Boys who have not shaven are to be sent to Year Coordinator.

In all of the above matters, a teacher’s use of the student diary is essential in order to keep parents informed.

**For haircuts that do not meet school rules:**

If a student’s hairstyle is in conflict with the College regulations the teacher is to send the student to the Year Coordinator. If a student needs to be sent home the Assistant Principal is involved. The Year Coordinator will contact parents and have the student go home, or complete an in-school suspension.
Uniform Code

The appearance of our students both at the College and while travelling to and from the College has a great impact on the local community. In order to present the best possible image of the College and students to the community, it is most important that they are attired in the correct uniform at all times when representing the College. The correct wearing of the appropriate uniform is a stated and agreed condition of enrolment at the College.

The formal College uniform code is as follows:

<table>
<thead>
<tr>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• White school shirt with College Crest on the pocket (shirts tucked in).</td>
<td>• White uniform blouse with College Crest on the pocket.</td>
</tr>
<tr>
<td>• Long standard grey uniform trousers.</td>
<td>• Grey skirt (just below knee length).</td>
</tr>
<tr>
<td>• College Cap and scarf (optional).</td>
<td>• College Cap and scarf (optional).</td>
</tr>
<tr>
<td>• Black leather pin buckle belt.</td>
<td>• Black leather lace-up shoes, (not boots, slip-ons or buckles) with - in Terms 1 &amp; 4 College Socks - in Terms 2 &amp; 3 black opaque Stockings.</td>
</tr>
<tr>
<td>• Black leather lace-up shoes (not boots).</td>
<td>• College Blazer (Optional Term 1 &amp; 4).</td>
</tr>
<tr>
<td>• Grey or black socks.</td>
<td>• College Blazer (Optional Term 1 &amp; 4).</td>
</tr>
<tr>
<td>• College Blazer (Optional Term 1 &amp; 4).</td>
<td>• College Backpack.</td>
</tr>
<tr>
<td>• School tie (Term 2 &amp; 3) with top button done up.</td>
<td>• College Backpack.</td>
</tr>
<tr>
<td>• Backpack.</td>
<td>• Backpack.</td>
</tr>
</tbody>
</table>

SPECIAL NOTES:

• In Terms 2 and 3 the blazer must be worn while travelling to and from the College.
• The College jumper may be added to the requirements stated above.
• Spray jackets and other jumpers are NOT part of the College uniform at any time.
• Students may only wear the official College cap and scarf.
• Students are to be cleanly shaven at all times.
• Makeup and nail polish are not to be worn with the College uniform.
• **JEWELLERY** is not to be worn with the College uniform, other than one metal
bracelet and one signet ring - students with pierced ears may wear one (1) pair of plain gold/silver. Sleepers/Studs (1 in each ear lobe). No other jewellery is to be visible

- **HAIR** must be kept in a neat and tidy fashion at all times. Hair is to be of a natural and uniform colour. Untidy or extreme hairstyles including rats’ tails, braided hair, uneven length or cuts below number 3 are not acceptable. Elastic or ribbon of colour navy, white or black may only be used to tie back girls’ hair. Boys’ hair is to be worn above the collar at all times. Hair needs to be in such a condition that it does not invite comment.

- **As per College Enrolment Agreement the Principal shall make the final decision on matters of grooming and appearance.**

  **NB. Students out of uniform at any time are expected to have an explanatory note from their parents/guardian and a uniform pass from their Year Co-ordinator.**

**Use of Diary**

- Students must have their diary with them each day to record work and it is to be used to record times when students leave class to go to the toilet or library etc.

- Failure to complete homework and other areas of concern must be noted in the student diary by the teacher.

- Students can arrange replacement diaries through the Assistant Principal.

**Mobile Phones**

- Mobile phones should not be used at school and should be turned off during the day. The school takes no responsibility for lost or stolen phones. Phones that are deemed to be a distraction, both in the classroom or the yard, will be confiscated and passed onto the Assistant Principal and an afternoon detention issued.

**MP3 Players and Ipods**

- MP3 Players and Ipods may be brought to school and used in study periods. They can also be used in lessons under the direction of your teacher. They are not to be used at school outside of timetabled periods.
Cameras, Videocameras & Recording Devices

Cameras, Videocameras and Recording Devices are not to be brought to school unless requested by a teacher for a lesson. In this instance it is to be used only under the direction of the teacher during the lesson.

Prohibited Items

- Electronic Devices including radios, tape recorders, games, headphones, walkmans, Discmans, and the like
- Weapons
- Liquid paper
- Chewing Gum
- Tobacco
- Fireworks
- Drugs
- Offensive or racist material
- Laser pens
- Alcohol
- Matches or Lighters
- Pornographic material

Monitoring Attendance

- Rolls are marked in Homeroom at 10:50am each day. Absences are recorded on electronic rolls and an absentee list is generated at the Office.
- Students who are absent for three consecutive days will be contacted by the Year Coordinator.
- Students, who are late to school on three occasions without a satisfactory explanation, will be placed on a Tuesday/Friday Afternoon Detention by the Year Coordinator.

- If a student does not provide a written explanation from their parent/guardian on the day of their return after being absent, the Homeroom Teacher will:-
  - Day 1 - Remind the student and have them place a note in their diary.
  - Day 2 - If no note is received on the following day remind the student that a detention will be issued on the next day if a note is not brought in.
  - Day 3 - If still no note, a list is provided to the Year Coordinator and the student is placed on Tuesday/Friday afternoon detention.

Tuesday and Friday Afternoon Detentions

- The Detention System is administered by the Assistant Principal and Year Coordinators. Students are placed on Detention by the Assistant Principal and Year Coordinators for attendance, behavioural or lateness issues. A Detention Proforma is issued to the student which needs to be taken home and signed by parents. A duplicate is posted in the AP’s office.
• The AP and Year Coordinators supervise the Detention. Students generally stay for one hour and undertake written work or cleaning of the yard. Students absenting themselves from the Detention will be followed up by the Year Coordinator.

Homework Club

• The Principal of the College shall write to parents at the commencement of the new school year advising them of the College Homework Policy.

• Students are expected to complete all set work as well as undertaking a planned study timetable which includes preparation and completion of assessment tasks. Failure to complete set homework may be indicative of problems students are having with their work. As such students who have not completed their homework are required to report to Room 203 for 30 minutes after school on the same day. Parents who do not support this ongoing arrangement would need to contact the Principal.

Serious Offences

Responding to Serious Offences

• In responding to serious offences, the College uses the Archdiocese of Sydney’s Student Management Policy as published in the Pastoral Care of Students in Catholic School’s document.

• A serious offence by a student challenges the school to demonstrate a commitment to the welfare, rights and well being of all its members and at the same time to be responsive to welfare rights and special needs of the perpetrator.

Definition of a serious offence

The Catholic Education Office, Sydney proposes that serious offence should be defined as an activity or behaviour by a student which:

i. seriously undermines the ethos of the Catholic school; or

ii. consistently and deliberately fails to comply with any lawful order of a Principal or teacher; or

iii. is offensive, or dangerous, to the physical or emotional health of any staff member or any student; or
iv. consistently and deliberately interferes with the educational opportunities and
endeavours of other students.

NOTE: Some serious offences are by their nature criminal offences, and schools are
obliged to observe certain legal requirements.

The process followed by the school in dealing with serious discipline matters that may
lead to the imposition of such penalties as suspension, expulsion and exclusion must be
procedurally fair. Appendix Three - Ensuring Procedural Fairness in School
Investigations and Appendix Four – Indicators for Ensuring Procedural Fairness has been
afforded to a student provide valuable information to ensure procedural fairness.

Suspension (External) – Student Misbehaviour

1. In determining whether a student’s misbehaviour is serious enough to warrant
suspension (i.e. exclusion from attending school), the Principal will consider the
safety and welfare of the student, staff and other students in the class or school.

2. The full range of school student welfare and discipline strategies will have been
implemented, in most cases, before a suspension is imposed.

3. In some circumstances the Principal may determine that a student should be
suspended immediately. This will usually be due to reasons such as the safety of
students or staff; because of violence, threats of violence, and the presence of
weapons or illegal drugs.

4. Principals must suspend immediately and consistently with these procedures, any
student who:

   • Is in possession of a suspected illegal drug
   The Catholic Education Office (CEO) Sydney firmly believes that schools
must be places which are free of illegal drugs.

   Suspension is to occur immediately if the substance is being represented
by the student as an illegal drug, or on confirmation that the substance is,
in fact, illegal.

   • Is violent or threatens serious physical violence
   Any student intentionally causing injury or threatening serious physical
violence against another student or teacher is to be suspended
immediately.

   • Is in possession of a prohibited weapon
   Any student in possession of a prohibited weapon, (eg a knife), or using,
or threatening to use, any item or instrument as a weapon, is to be
suspended immediately. The matter must be reported to the police.
5. Principals may also suspend, consistent with these procedures and (2) above, any student who, among other things:

- Is persistently disobedient
  Students who, in their relationship with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended

- Is persistently disruptive
  Students who persistently disrupt and prevent the learning and teaching of others may also be suspended

- Is in breach of school rules and regulations as published by the school.

6. In circumstances other than those outlined in (3) and (4) above, suspension usually will occur after the Principal has:

- Ensured that all appropriate and available student welfare strategies and discipline options have been applied and documented

- Ensured that all appropriate support personnel available within the school system and externally, have been involved

- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension

- Provided to the student and/or parent by mail or otherwise a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future, and

- Recorded in appropriate school files all action taken

Deciding on, Notifying and Resolving a Suspension

Decision

1. The Principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond.

2. The student’s response must be considered before a decision to suspend is made.

3. The decision to suspend must be taken by the Principal or authorised delegate.

Notification to Parents
1. A student will not be sent out of the school before the end of the school day without notification being made to a parent or caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school.

2. Notification of suspension must be made to parents or caregivers in writing.

3. In all cases, the notification must include:
   - Notice of the suspension
   - The reasons for the suspension
   - The clear expectation that the student will continue with studies while suspended
   - The importance of parental assistance in resolving the matter
   - Parental responsibility for the care and safety of the student while under suspension

4. Parents and caregivers should be referred to the school’s published discipline code.

If consideration is being given to proceeding to transfer from the school or expulsion from the Archdiocesan System of Schools, the notification of suspension or formal warning must make this intention plain.

**Notification to Others**

1. Where deemed appropriate, the Regional Consultant would be advised of the decision to suspend by the Principal.

2. When relevant and appropriate, the Parish Priest may also need to be advised by the Principal.

**Resolution**

1. At the earliest opportunity, the Principal or authorised delegate must convene a suspension resolution meeting with the student and the parent(s) to discuss the basis on which the suspension will be resolved.

2. If despite the school’s requests, parents or caregivers are unable or unwilling to attend a suspension resolution meeting, the Principal should consider the individual merits of the case and refer the matter to the Regional Consultant. Alternative steps may need to be taken to resolve the suspension and facilitate the student’s return to school.

**Expulsion**
In extreme circumstances the Principal may transfer a student from the school, to another Catholic School (transfer), or may make a submission to the Executive Director of Schools, recommending the expulsion of a student from the Archdiocesan System of Schools (Expulsion).

Transfer

This means that the student is transferred from his/her school only, on the basis of misbehaviour (refer point 5 in previous section “Suspension for Misbehaviour”). With the exception of the circumstances outlined below (Unsatisfactory Participation), the Principal, in conjunction with the parents or caregiver, must arrange a suitable enrolment for the student in another Catholic school.

Protocols

1. When considering whether to transfer a student from the school the Principal must:-

   • Notify the student and the parents or caregiver, in writing, that a transfer from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregiver to respond.

   • Provide by post or otherwise the parents or caregiver with a copy of all documentation on which the recommendation to transfer has been based (taking account of the need to protect the anonymity or personal information about/from complainants and/or witnesses).

   • Consider any response from the student or parents before proceeding further.

   • Provide the parents or caregiver with the opportunity to discuss the implications of the transfer and provide information relating to the right to, and process for, an appeal (if the transfer were to proceed).

2. If, having completed the action outlined above, the Principal decides to transfer a student from the school, the Principal must advise the Regional Director, prior to providing formal notification to the student and the parent or caregiver.

3. Having reached a decision to expel transfer a student from the school, the Principal must:

   • Inform the student and the parent or caregiver in writing by post or otherwise. This formal advice should also restate the right to appeal the decision.
• Arrange (when the student is of compulsory school age) an alternative school placement which is appropriate to the needs of the student, in conjunction with the parents or caregiver.

4. If a suitable alternative cannot be arranged, the Principal must move to:

• Refer the issue to the Regional Director for resolution or

• Recommend expulsion from the Archdiocesan System of Schools

5. In the majority of cases, a transfer from a particular school should be finalised within a reasonable period of time (eg 20 days of suspension)

Expulsion – Unsatisfactory Participation

• This means that the student of post compulsory age is expelled from his/her particular school only, on the basis of unsatisfactory participation in learning, eg a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, and/or non-compliance with Board of Studies requirements for the award of a School Certificate or Higher School Certificate.

• Prior to making a decision to expel on these grounds the student must receive at least one formal written warning that such action is being contemplated. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.

• Where a student of post compulsory age is being expelled on these grounds the arrangement of an alternative placement is the responsibility of the student and the student’s parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the Principal to readmit the student, recommend expulsion from the system or refer the issue to the Regional Director.

Expulsion from the Archdiocesan System of Schools

A decision to expel from the Archdiocesan System of Schools can only be made by the Executive Director of Schools or Acting Executive Director on recommendation from the Regional Director or Acting Regional Director.

1. In cases where consideration is being given to recommending an expulsion from the Archdiocesan System of Schools, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

2. When recommending expulsion from the Archdiocesan System of Schools, the Principal must:
• Place the student on suspension pending the outcome of the decision making process. This action should be taken irrespective of any action by another agency, including the NSW Police Service

• Notify the student and the parents or caregiver in writing by post or otherwise, that expulsion from the Archdiocesan System of Schools is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregiver to respond

• Provide the parents or caregiver with a copy of all the documentation on which the recommendation to expel is based (taking account of the need to protect the anonymity or personal information about/from complainants and/or witnesses)

• Consider any response from the student and parents or caregiver before proceeding further

• Provide with reasonable notice the student and parents or caregiver the opportunity to attend a formal interview with the Principal

• Provide the parents or caregiver with information on the implications of this action, their rights to an appeal and the appropriate procedures for submitting an appeal.

3. If having completed the action outlined above, the Principal decides to recommend expulsion from the Archdiocesan System of Schools The Principal must forward a submission to the Regional Director detailing the reasons, the action taken to moderate the students behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents or caregiver. This will be forwarded to the Executive Director of Schools for consideration via the Regional Director.

4. While consideration is being given to an expulsion from the Archdiocesan System of Schools, the student will remain on suspension. Typically, a decision will be made within 10 school days of the submission reaching the Executive Director of Schools.

Appeals Processes – TRANSFER and EXPULSION

1. Students and parents or caregivers, who consider that correct procedures have not been followed, or that an unconscionable decision has been made, may appeal.

2. Appeals must be in writing, stating the grounds on which the appeal is being made.

3. Appeals are made to:
(i) The Regional Director about a decision to transfer a student from a particular school, or

(ii) The Chairperson of the Sydney Archdiocesan Catholic Schools Board (the Chairperson) about a recommendation to expel a student from the Archdiocesan System of Schools.

4. The Regional Director will:
   • Deal with the appeal within 4 school weeks of its lodgement
   • Ensure that communication lines are maintained with the person or persons making the appeal and that they are kept aware of the progress of the appeal
   • Review all relevant material
   • Ensure that appropriate material has been made available to the student and his or her parents or caregivers
   • Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
   • Advise in writing all the parties of the decision and the specific reasons for reaching the decision

5. The Chairperson will:
   • Appoint a suitable person or persons to review the Principal’s recommendation.
   
   He/she will:
   - deal with the appeal within 28 days of its lodgement
   - ensure that communication lines are maintained with the person or persons making the appeal and that they are kept aware of the progress of the appeal
   - review all relevant material
   - ensure that appropriate material has been made available to the student and his or her parents or caregivers
   - discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
   - advise in writing all the parties of the decision and the specific reasons for reaching the decision.

6. Where an appeal against a transfer is upheld, the Regional Director will decide what further action is to be taken.
7. Where an appeal against an expulsion is upheld, the Executive Director of Schools will decide what further action is to be taken.

8. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend prior to transfer from a particular school or to suspend with a recommendation to expel from the Archdiocesan System of Schools.
## Indicators for Ensuring Procedural Fairness Has Been Afforded to a Student

**Internal Use Only**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ACTION</th>
<th>DOCUMENTATION</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The school has held a formal interview with the student and notified the parent / carer prior to any suspension from school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The school has provided all relevant policy and procedure documents to the student and parents/carers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The school has organised a program of study for the student (where appropriate) while suspended from the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The school has considered the possibility of separating the roles of the investigator and the decision maker, to avoid any perceived or actual bias in the matter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Information has been collected from others (students, teachers, witnesses etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- individually and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- with the use of non-leading questions and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- with no assumption of guilt on the part of the accused student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The school counsellor has worked with the student and prepared a report in relation to the alleged behaviours (where appropriate).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. The school has reviewed all in school and beyond school strategies that have been or could be exercised in relation to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. The school has held at least one formal meeting with the student and parents/carers to allow for the full particulars of any prejudicial information in the matter to be tabled. This does not mean that the names of witnesses or others must be divulged, but all other information must be included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. The school has held at least one formal meeting with the student and parents/carers to allow them to give a full and proper response to any prejudicial information that has been collected in the matter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. The school has acted upon any reasonable requests to collect further information in the matter on behalf of the accused student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. A decision has been made in the matter after carefully weighing up the information put before the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Any decision (and attached paperwork) to transfer or terminate the enrolment of a student has been forwarded to the Regional Director.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANTI-BULLYING POLICY

Rationale
The problem of bullying is faced by every school and, in some cases in Australia; it seems to be on the increase. School bullying has, in recent times, had a significant amount of press coverage and subject of many articles and texts. However, the solution to the problem remains the tasks of individual schools. The Hands-Off Policy deals with acts of physical violence or fighting. However, the subtle bullying that can be carried out must also be addressed, and dealt with in a significant way.

What is Bullying?
While verbal exchanges of name calling and other insults may occur as a result of a spontaneous conflict situation, it is the ongoing persecution of an individual that is of significant concern. For the purposes of this policy the following criteria will be used to describe the kind of bullying that will incur serious action:

• Continual harassment of an individual or individuals by another or others. This harassment may be in the nature of verbal insults and name-calling, threats to personal safety, the destroying of a person’s good name by rumour and relaying verbal abuse and threats via others.

• Continual intimidation of another person or persons by physical contact through pushing, bumping, standing close, gang type groupings around a person; threats of physical violence, and following another student around the College.

• Continual abuse of a person’s possessions as form of intimidation e.g. destruction or rough treatment of an individual’s personal property and theft of personal property.

• Stand-over tactics using threats to one’s personal safety, using power and bullying to gain money from others for protection, etc.

NSW Youth Liaison Officer: 9542 0899, 0437 882 214, edwa2oli@police.nsw.gov.au
School Counsellor (Ms Sarah Clay): 8522 1553
Community Services Helpline: 133627
NSW Health: 9391 9000

Guidelines/Procedures
1. All students will be made aware of the following procedures and consequences for fighting and bullying. The intolerance of such activities will be made known through College assemblies, newsletters and other publications and through home class.

2. Any student found using physical violence of any kind against another student will be immediately suspended and will not be readmitted to the College until an interview with the parents and a member of the executive is held.
3. Spontaneous verbal insults and name calling resulting from a single incident, but not continuous, will be dealt with by the individual teacher and/or the relevant Year Coordinator.

4. Incidents of continual bullying should be reported to the relevant Year Coordinator who will interview the students involved. She/he will deal with the matter according to the gravity of the situation. A warning, a letter home to parents, and/or internal isolation may be applied and records will be kept for future reference. The nature of the consequence will be up to the Year Coordinator and the Assistant Principal. The decision may be made to suspended students concerned immediately.

5. If a student is found to be involved in further incidents of bullying then she/he will be immediately suspended until such time that an interview between the parents and the College can be arranged. Depending on the situation, a contract and/or counselling may be a condition for a student’s return.

6. If a student continues bullying activities a further suspension will be incurred with no thought of return until outside action i.e. counselling is taken up and parents are prepared to work with the school in determining the best way to deal with their child’s behaviour. This may mean recommending a new start in another school.

7. If the student is returned after a second suspension and further activities of bullying occur then they will be asked to leave the College permanently.

**Evaluation**

It is not always easy because of the subtle nature of bullying, to pick up incidents of continual bullying – harassment and intimidation. Students should be encouraged and supported to confide in a teacher or their Year Coordinator if they are being bullied or if they know of anyone being bullied. The Year Coordinator will then take over. At all times pastoral support will be offered to the one being bullied.

If parents are aware of any bullying in the College carried out against their child, or another child, they should notify the College immediately. Should bullying continue outside the College and students are intimidated at home via visits or phone calls, then police should be contacted and the College informed. The school will support any action taken by parents in such situations. On site bullying will be dealt with by the College according to the guidelines above and in conjunction with parents of both parties.
STUDENT LEADERSHIP

STUDENT REPRESENTATIVE COUNCIL

The College will elect twenty student leaders with the process occurring in Term 3 of Year 11. The two school captains (male and female), two vice captains (male and female) and sixteen student leaders (8 male, 8 Female) are announced to the community and inducted at the Year 12 Farewell Assembly at the end of Term 3.

Election

- An assembly is held for Year 11 with no other agenda items. The Year 11 Coordinator:
  - Describes the make-up of the Student Representative Council (SRC).
  - Outlines the process of selection.
- The Principal outlines the role of the SRC in the school.
- Students and teachers nominate six male and six female students they would like elected as student leaders.
- The top ten male and female students nominated are offered a position as a student leader by the Principal.
- The twenty students attend a leadership training day off site with the Year Co-ordinator and Principal.
- At the end of this day the student leaders elect the Captains and Vice Captains.
- The students are inducted at the Farewell Assembly where the outgoing leaders pass over badges of office.

ABSENCE FROM SCHOOL

ABSENCE FROM SCHOOL
Parents/Guardians should notify the College of their son’s/daughter’s absence by phone on the same day and also explain the absence in writing upon their return to school.

Any requests for extended leave should be made in writing to the Principal. Applications for Exemption from School Forms can be collected from a student’s Year Coordinator. Once the request for leave is approved by the Principal it is passed onto the relevant Year Coordinator who then ‘activates’ the Green Sheet outlining work to be made up.
LATENESS TO SCHOOL
Students are expected to be at school and ready for the commencement of the day’s activities by 8.45am. This does not apply to students who been issued with Late Arrival/Early Leave Cards. Students who do arrive late are to report to the College Office where they will enter their name, Pastoral class and time-of-arrival in the “Late to School” book. The secretary will then stamp their College Diary and mark the time-of-arrival on it. The student will then go directly to their class and shows this stamp to their teacher.
Persistent lateness, without reasonable excuse, will be followed up by the Year Coordinator whereby detentions are issued after 3 late arrivals.

EARLY LEAVE FROM THE COLLEGE
Parents/Guardians are requested to avoid making appointments for their sons/daughters during school hours.

If an appointment is unavoidable, or a student needs to leave school early, the student must bring a note of explanation, dated and signed by parents/guardians. This letter is to be taken to Year Coordinator as soon as the student arrives at school. It will then be signed by the Year Coordinator or AP. Students then need to move to student services at the time of their leave to sign out.
If a student returns to the College they are to report to Student Services to sign back in.

COMMUNICATIONS

WITH STAFF
• Staff briefing each Monday, Wednesday and Friday morning at 8.30 am in the staff common room led by the Principal and AP

• The weekly schedule will be placed in pigeon holes by 3:00pm each Friday outlining the events of the next week.

• A term calendar is posted next to the whiteboard in the staff centre and a copy given to each staff member at the beginning of each term. An up to the minute version can be located on the staff intranet.

• Each term a Meeting Schedule and Assembly schedule is published on the College Calendar.

• The daily notices are placed on the staff noticeboard each morning by 7.30am. Staff need to check this information each morning upon arrival at the College.
WITH PARENTS

To ensure that the best co-operation is achieved in the education of the students, it is important that effective communication between parents and the school is maintained.

The College has a number of avenues to communicate with parents/ caregivers. These avenues include:

STUDENT DIARY

The student diary is an integral part of the student’s learning. As well as an organisational tool it can be used as a means of communication between school and home. Parents are encouraged to use the diary to relay messages to teachers.

NEWSLETTER

The College Newsletter is published as needed which is approximately every month. Newsletters are mailed home.

STUDENT REPORTS

The College issues full student reports twice per year for each student in Years 11 and 12.

PARENT TEACHER EVENINGS

The College conducts three formal Parent Teacher Evenings each year: Consult the College Calender for specific dates

PARENT INFORMATION EVENINGS:

• HSC Information Evening: Term 1
• Year 11 Information Evening: Term 2

PARENT LETTERS:

Letters informing Parents of changes to school routine and upcoming events will occur on a needs basis.
# Support Interviews for Students in Senior School

<table>
<thead>
<tr>
<th>Term</th>
<th>Year Group</th>
<th>Time and Purpose</th>
</tr>
</thead>
</table>
| 1    | 11         | • During the Yr 12 Half Yearly Exams at the end of term 1.  
          • Any students who has had difficulty settling in to the routine of senior school, whether it be a behavioural issue, academic or social problem.  
          • Survey staff (use the “students at risk form”).  
          • Person responsible for organising: Year Co-ordinator.  
          • Persons interviewing: Multiple complaints – Yr Co-ord and AP  
                          One off Complaint – KLA Co-ord and Teacher  
                          Extreme cases – the Principal |
| 1    | 12         | • Parent/Teacher/Student Interviews |
| 2    | 12         | **High Support HSC Interviews:**  
          • During the Yr 11 Half Yearly Exams during term 2  
          • Staff are to touch base with the students they interviewed in term 4 the previous year.  
          • This interview is less formal and just a check in to see how they are going. |
| 2    | 12         | • During the Yr 11 Half Yearly Exams during term 2.  
          • Any students who has had not been performing to a standard that reflects their ability and students whose behaviour is not of a standard expected of a Year 12 student.  
          • Survey staff (use the “students at risk form”).  
          • Person responsible for organising: Year Co-ordinator.  
          • Persons interviewing: Multiple complaints – Yr Co-ord and AP  
                          One of Complaint – KLA Co-ord and Teacher  
                          Extreme cases – the Principal |
| 2    | 11         | • Parent/Teacher/Student Interviews |
| 3    | 12         | • Parent/Teacher/Student Interviews just after the Trial HSC Examinations. |
| 4    | 11         | • Survey staff in week two. (use the “students at risk form”).  
          • Any students who has not performed in the preliminary year, whether it be a behavioural issue, academic or social problem.  
          • Person responsible for organising: Year Co-ordinator.  
          • Persons interviewing: Multiple complaints – Yr Co-ord and AP  
                          One of Complaint – KLA Co-ord and Teacher  
                          Extreme cases – the Principal |
| 4    | 11         | **High Support HSC Interviews**  
          • All staff involved  
          • Each staff member is given six students to interview.  
          • Aim is to evaluate the students performance and experiences in the Preliminary Course and develop strategies for improving in the HSC year. |
Year 12 Support Interviews (staff Copy)

What do these interviews involve?

Each staff member will be allocated six students to interview. Teachers in consultation with the students will organize a time to meet within a two week time period. This can be done during the students study period preferably or another mutually agreed upon time. It is preferable that unless absolutely necessary students are not to be taken out of class, but in such cases students must seek the permission of the class teacher and have their diary signed.

The interviews should go for approximately 10 minutes each. Students will be given a series of questions before the interview which will form the basis of the meeting. Teachers will need to complete the pro forma (also attached) and return it to the box in the lunchroom so the Year Co-ordinator can follow up any issues that have arisen from the interviews.

The Year Co-ordinator will place a list of students on the notice board in the lunchroom and on the year 12 notice boards identifying what teachers will be interviewing what students. If the students name is highlighted you will need to see the Year Coordinator as there is information you need to know before interviewing that student.

During the Year 11 Half Yearly Examinations next year an informal follow up interview will take place.

The aims of this activity.

1. Enable students to reflect on and articulate
   - Their goals for the future.
   - How they performed in the preliminary course.
   - What they did well and what the need to change.

2. To affirms students on their achievements and give guidance to those who are not performing at their best.

3. To touch base with those students who never get recognition, the quiet achievers, the average student etc.

4 To further develop positive relationships with students.

Year 12 Support Interviews (Student Copy)

In weeks 4 and 5 of this term every student will be interviewed by a member of staff. The purpose of these interviews is:

- To examine your goals for Year 12 and beyond.
- To give you an opportunity to reflect on your progress in the preliminary year.
- Identify what assisted your learning and what inhibited your progress.
- To discuss what changes are needed if any to assist your progress.
- To identify what the College can do to further assist students achieve their goals.

It is also an opportunity for staff to personally commend and affirm you individually for your positive contribution to the College this year.

Below are a list of questions you need to reflect on before meeting with your teacher.

In roll call this week you will be told which teacher you will be meeting with. Please approach them over the next few days to organise a meeting time. A list of students and the teachers will also be on the Year 12 notice board outside the staff centre.
YEAR 12 SUPPORT INTERVIEWS QUESTIONS

• What are your goals upon leaving school?

• What do you need to do to achieve these goals?

• How would you describe your performance during the preliminary course?

• What did you do well?

• What were you pleased with?

• What would you do differently?

• What can the school do to assist you in year 12?

• Are there any issues or topics you would like to see covered in year 12?