



PASTORAL CARE POLICY & PROCEDURES

Pastoral Care is central to the vision and mission of De La Salle Catholic 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.

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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.
- DESCAs : Dignity, Energy, Self-Management, Community, Awareness
- 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 Catholic 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 CATHOLIC 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 well-being 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 and make appropriate adjustments to their learning plan.
- 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; Lasallian Youth Ministry; 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 in accordance with CEO Policy** (CEO policy document on student management: suspension, transfer and exclusion Policy 2012), 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, in accordance with CEO Policy** (CEO policy document on student management: suspension, transfer and exclusion Policy 2012).

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 may be suspended pending an investigation.**

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 should always drive in a safe and considerate manner. 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 Co-ordinator and will be **suspended from classes** until assurances can be given by the student that the unacceptable behaviour will stop. **Parents will be notified if a student is suspended from class and interviewed with the student to formulate an Individual positive behaviour plan (IPBP)..**

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.

ACCEPTING 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 Co-ordinator/KLA Co-ordinator or a person with higher authority. See flowchart for ‘Procedures for dealing with students with ongoing learning or behavioural issues.’ 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 2014 Online 'Child Protection Modules' completed by all staff, 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 CEO & College:** 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. Student behaviour both positive and negative is tracked online through SENTRAL. **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 Co-ordinator 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 Co-ordinator.
- It is the expectation of the College that all staff be involved in the monitoring of the wearing of the uniform through the use of the College diary.

For jewellery, excessive make up and boys not shaven:

- When the teacher asks the student to remove jewellery and/or excess make-up, he/she will also record this in the student's diary and if required, refer to the Year Co-ordinator.
- Boys who have not shaven are to be sent to the appropriate Year Co-ordinator who will issue shaving cream and a new razor.

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 Co-ordinator. If a student needs to be sent home the Assistant Principal is involved. The Year Co-ordinator 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:

BOYS	GIRLS
White school shirt with College Crest on the pocket (shirts tucked in).	<ul style="list-style-type: none"> ● White uniform blouse with College Crest on the pocket.
Long standard grey uniform trousers.	<ul style="list-style-type: none"> ● Grey skirt (just to the knee).
College Cap and scarf (optional).	<ul style="list-style-type: none"> ● College Cap and scarf (optional).
Black leather pin buckle belt.	<ul style="list-style-type: none"> ● Black leather lace-up shoes, (not boots, runners, slip-ons or buckles) with <ul style="list-style-type: none"> - in Terms 1 & 4 College Socks - in Terms 2 & 3 black opaque Stockings.
Black leather lace-up shoes (not boots, runners).	<ul style="list-style-type: none"> ● College Blazer (Optional Term 1& 4).
Grey or black socks.	<ul style="list-style-type: none"> ● College Backpack.
College Blazer (Optional Term 1 & 4).	
School tie (Term 2 & 3) with top button done up.	
College Backpack.	
College Cap and scarf (optional)	

PECIAL 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.
- Excessive makeup is not to be worn with the College uniform.
- **JEWELLERY** is not to be worn with the College uniform, other than one metal bracelet - students with pierced ears may wear one (1) pair of plain gold/silver sleepers/studs. No Facial piercings and no visible tattoos.
- **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 except for educational purposes and emergency contact with Parents/Guardians. Other than this they 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 for students to pick up at the end of the day.

Cameras & Recording Devices

Taking photographs and/or video recordings at school are not permitted unless requested by a teacher, for the educational purpose of the lesson. In this instance, it is to be used only under the direction of the teacher during the lesson.

Prohibited Items

- Weapons
- Chewing Gum
- Tobacco
- Fireworks
- Drugs
- Electronic Devices
- Offensive or racist material
- Laser pens
- Alcohol
- Matches or Lighters
- Pornographic material

Monitoring Attendance

- Rolls are marked in Homeroom at 10:45am each day. Absences are recorded on electronic rolls through SENTRAL and an absentee list is generated at the Office and any unofficial absence will also generate an automatic text message about the absence to Parent/Guardian .
- Students who are absent for three consecutive days will be contacted by the Year Co-ordinator.
- 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 Co-ordinator.
- 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 Co-ordinator 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 Co-ordinators. Students are placed on Detention by the Assistant Principal and Year Co-ordinators 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 placed in the student's file.
- The Year Co-ordinators 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 Co-ordinator.

Homework /Classwork

- 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/classwork may be indicative of problems students are having with their work. As such students who have not completed their homework/classwork are required to report to the Library 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 also posted on the College website.
- 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.

4.0 PROCEDURES Suspension

4.1 Consideration of a suspension

4.1.1

In considering whether or not to suspend a student, all relevant aspects should be considered. Relevant aspects may include, but not be limited to: the safety of the school community, the impact on the student and the broader school community, whether the student will be safe, whether appropriate supervision is available, how supportive the student's family is of the proposed action, and cultural aspects in some ethnic communities.

4.1.2

Suspension for investigation

In some circumstances, procedural fairness requires that a student not be present in the school during an investigation where serious allegations have been made, or if the student's presence could compromise the investigation.

4.1.3

Students on Step 3 of the 'Guidelines for the Management of Students with Challenging Behaviours' (2011)

Suspension may be considered where appropriate student management strategies have already been applied and recorded, including an Individual Positive Behaviour Plan (IPBP) and Risk Assessment where necessary, and the goals have not been met.

Prior to consideration of a suspension, the Principal or the Principal's delegate should:

4.1.3.1

ensure that there is clarity regarding behaviour expectations

for the student including, where applicable, an IPBP in accordance with the 'Guidelines for the Management of Students with Challenging Behaviours' (2011), to assist the student to develop appropriate behaviour(s),

4.1.3.2

clearly record and document all prior actions taken. In

accordance with the 'Guidelines for the Management of Students With Challenging Behaviours' (2011), it is essential to ensure that relevant Regional personnel and external agencies or specialist services have been involved at appropriate points in the process(es),

4.1.3.3

ensure that discussion has occurred with the student and

parents/caregivers regarding the specific behaviour(s) which may lead to suspension.

4.1.4 Suspension for Serious Misconduct

In some circumstances, the Principal or the Principal's delegate may determine that a student should be suspended immediately, particularly where there may be concerns of risk of harm to self or others, and for the health, safety and wellbeing of staff or students.

This includes, but is not limited to:

4.1.4.1

physical and/or threatened violence, where a student and/or member of staff is/are injured, or where there is threatened action that is assessed as a credible threat to the safety and wellbeing of students, staff and others,

4.1.4.2

possession of a prohibited weapon (as defined by the Weapons Prohibition Act 1998),

4.1.4.3

use or possession of illegal substances or, where a substance is reasonably suspected of being an illegal substance, for the period required to test and confirm the status of the substance,

4.1.4.4

acute or extreme anti-social behavior, such as; harassment, offensive language, or persistent disruption of other students' learning.

4.3 Suspensions in secondary schools

4.3.1

In the case of serious misconduct, written statements as to the facts and circumstances should be taken. These documents should be signed and dated by those providing the information.

4.3.2

In the case of serious misconduct that leads to, or may potentially lead to, criminal charges, the Principal or authorised representative should contact their Police Liaison Officer and/or the relevant NSW Police Officer/s to ensure that investigations are conducted in a coordinated and appropriate manner.

4.3.3

A Principal or Principal's delegate will generally suspend students for a period of up to five days, but may suspend for up to ten days under their own authority. All suspensions exceeding five days will be notified to the Regional Consultant. In exceptional circumstances the Regional Consultant may extend the period that a student is suspended from school.

4.3.4

Communication should take place between the school, student and parents/caregivers in relation to the decision. The student and parents/caregivers should be provided with explicit information regarding the nature of the allegation (whether a single specific issue, or a behaviour that forms part of a previously discussed pattern) and given sufficient time to consider and respond to the matters raised.

4.3.5

In making arrangements for the student to leave the school, the Principal or the Principal's delegate should consider all aspects of the school's duty of care to the student.

4.3.6

If contact and notification have been made, parents/caregivers are requested to make the necessary arrangements for the departure of the student from the school site.

4.3.7 When no contact can be made with the parents/caregivers, the student will remain on internal suspension until the end of the school day.

4.4 Notification of suspension to parents/caregivers (all schools)

In the first instance, notification of suspension of a child to parents/caregivers may be given verbally. However, this must be followed in a timely manner by a written notification.

This notification must include:

- 4.4.1 notice of the suspension,
- 4.4.2 date and duration of the suspension,
- 4.4.3 category and reason for the suspension,
- 4.4.4 expectations regarding study whilst on suspension,
- 4.4.5 advice to parents/caregivers that responsibility for the student whilst
- 4.4.6 information concerning the Requests for Review process.

4.5 Extension of a suspension (all schools)

- 4.5.1 A Principal may apply to the Regional Consultant for approval to extend a suspension beyond his/her nominated authority.
- 4.5.2 On rare occasions, due to delays in investigations or due to appeal processes, the period of suspension may need to be extended, but efforts will be made to resolve matters expeditiously in all circumstances.

4.6 Re-entry to school after suspension (all schools)

- 4.6.1
Prior to convening a re-entry meeting, the Principal or the Principal's delegate should engage with the appropriate school and/or CEO personnel, to consider the need to conduct, and/or implement a Risk Assessment, and to formulate a basis for re-entry of the student. This re-entry planning may frequently take the form of an IPBP.

- 4.6.2
At the conclusion of the period of suspension, the Principal or the Principal's delegate must convene a meeting with the student and the parents/caregivers. Where a parent isn't available within a reasonable period of time, the Principal may make a decision to meet with students and parents separately.

- 4.6.3
Records of re-entry plans must be kept on file and copies provided for students and/or caregivers.

4.7 Transfer

4.7.1 When considering recommending a transfer, the Principal must:

4.7.1.1

discuss the matter with the school's Regional Consultant,

4.7.1.2

notify the student and the parents/caregivers in writing that a transfer from the school is being considered, giving reasons for the possible course of action, and including sufficient documentation for a clear understanding of the issues. The implications of a transfer must be clearly set out,

4.7.1.3 provide an opportunity for parents/caregivers to meet with him/her to discuss the issue/s and respond. Generally up to five working days should be allowed for parents to attend this meeting, or to respond in writing to the proposed transfer,

4.7.1.4 take account of the response of the parents/caregivers and the student.

4.7.2 If a transfer is to proceed the Principal must:

4.7.2.1

collaborate with the Regional Consultant in making the decision. The Regional Consultant gives approval for the transfer and assists the Principal in facilitating the student's relocation to another suitable school,

4.7.2.2

advise the parents/caregivers and the student in writing of the decision to transfer, and the procedures for submitting a request for a formal review of the decision,

4.7.2.3 liaise with the receiving Principal to ensure that an IPBP and/or Risk Assessment is in place for the receiving school.

4.8 Exclusion

4.8.1

When considering a recommendation to the Regional Director for exclusion, the Principal and Regional Consultant must:

4.8.1.1

notify the parents/caregivers that exclusion from the System of Catholic schools in the Archdiocese of Sydney is being considered, giving reasons for the possible course of action, and including sufficient documentation for a clear understanding of the issues,

4.8.1.2

Notify the Parish Priest to provide an opportunity for his pastoral contribution to the discernment process,

4.8.1.3

provide an opportunity for parents/caregivers to meet with the Principal and the Regional Consultant to discuss the issue/s and respond. Generally up to five working days should be allowed for parents to attend this meeting, or to respond in writing to the proposed exclusion,

4.8.1.4

consider the response of the parents/caregivers and the student (where applicable) as part of the decision making process

4.8.1.5

provide an opportunity for a further meeting between the parties if requested.

4.8.2 After receiving a formal recommendation for exclusion, the Regional Director must:

4.8.2.1 give regard to the reasons for this possible course of action, any previous action taken to modify the student's behaviour, and the substance of any response from the parents/caregivers and student,

4.8.2.2 if proceeding, advise in writing of the decision to exclude and the appropriate procedures for submitting a formal review of the decision,

4.8.2.3 arrange for the school to offer assistance to the family to find a placement in an alternative educational setting.

4.9 Review of Decisions

Decisions about suspension, transfer and exclusion may be reviewed if parents/caregivers consider that correct procedure has not been followed, or that an unreasonable decision has been reached.

4.9.1

A Request for Review is to be made in writing and is to state the grounds on which the review is being based.

4.9.2

Parents/caregivers should be notified in the official documentation of the sanction being applied, and of their right to request a review of the particular decision.

4.9.3

Any Request for Review should be submitted to the appropriate officer within ten days of receipt of formal communication of decision from the school.

Reviews may be made to the appropriate officer as follows:

4.9.3.1

A Regional Consultant who has not previously been involved in the decision to suspend the student,

4.9.3.2

the Regional Director regarding the decision to transfer a student,

4.9.3.3

the Executive Director of Catholic Schools regarding the decision to exclude a student from systemic Catholic schools in the Archdiocese of Sydney.

4.9.4

In assessing a review, the officer may request independent advice and assistance from internal or external agents not directly associated with the matter under review.

4.9.5

Every effort will be made to deal with reviews promptly so as to ensure that periods of absence from school are not unnecessarily prolonged.

4.9.6

The outcome of a review will be advised in writing to the parties, including the specific reasons for reaching the decision.

INDICATORS FOR ENSURING PROCEDURAL FAIRNESS HAS BEEN AFFORDED TO A STUDENT

Internal Use Only
Student Name

ACTION	DOCUMENTATION	Date
1. The school has held a formal interview with the student and notified the parent / carer prior to any suspension from school.		
2. The school has provided all relevant policy and procedure documents to the student and parents/carers.		
3. The school has organised a program of study for the student (where appropriate) while suspended from the school.		
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.		
5. Information has been collected from others (students, teachers, witnesses etc) <ul style="list-style-type: none"> – individually and – with the use of non-leading questions and – with no assumption of guilt on the part of the accused student. 		
6. The school counsellor has worked with the student and prepared a report in relation to the alleged behaviours (where appropriate).		
7. The school has reviewed all in school and beyond school strategies that have been or could be exercised in relation to the student.		

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.		
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.		
10. The school has acted upon any reasonable requests to collect further information in the matter on behalf of the accused student.		
11. A decision has been made in the matter after carefully weighing up the information put before the school.		
12. Any decision (and attached paperwork) to transfer or terminate the enrolment of a student has been forwarded to the Regional Director.		

Signature: _____ Principal (or delegate) Date

DE LA SALLE CATHOLIC COLLEGE CRONULLA ANTI-BULLYING POLICY AND PROCEDURES -

Rationale

De La Salle Catholic College Cronulla is a safe, supportive and caring Christian community which encourages positive and respectful relationships. Bullying is not tolerated at De La Salle Catholic College Cronulla. All members of our community have the right to feel safe and valued, and individual differences are accepted and celebrated. All members of our community share in the responsibility of caring for others within and beyond the college environment.

Definition

The three types of bullying include direct bullying (face-to-face), covert or indirect bullying (isolation, exclusion etc) and cyber bullying.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful, and involves the misuse of power by an individual or group towards one or more persons. It can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or practice of religion.

Bullying can have long-term effects on those involved and can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours, or in the workplace.

Bullying behavior can be:

- verbal, eg) name calling, teasing, abuse, put downs, sarcasm, insults, threats
- physical, eg hitting, punching, kicking, scratching, tripping, spitting
- social, eg) ignoring, excluding, ostracising, alienating, making inappropriate gestures,
- psychological, eg) spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

(NSW Public Schools Website)

Cyber-bullying

Cyber-bullying involves the use of any information communication technology by an individual or group to carry out deliberate, isolated or repeatedly hostile behaviour that is intended to harm others, or is undertaken recklessly without concern for its impact on others.

How bullying is reported at De la Salle Catholic College Cronulla:

Incidents of bullying can be reported to any member of staff (ie. the classroom teacher, pastoral/roll call teacher, Assistant Year Coordinator, Year Coordinator or Pastoral Coordinator).

Students are encouraged to confide in any teacher, without delay, if they become aware of, or are involved in, a bullying incident. By having the courage to speak up, the silence that is associated with bullying is therefore challenged and weakened.

Students are encouraged to write down and record incidents of bullying, and to speak face to face with the person they are reporting to. All such matters will be treated confidentially by the College.

In the event that they feel the response is not adequate, students should pursue the matter with a member of the leadership team. Retaliation by any party will be treated as harassment and dealt with accordingly.

Students are made aware that reporting the issue promptly will allow for more effective intervention.

The response that will be taken to bullying at De la Salle Catholic College Cronulla:

- Procedures for handling bullying for staff

Once an incident of bullying is reported or made evident, both the victim and perpetrator will be interviewed by the Year Coordinator. Records of the incident will be kept & filed as part of the monitoring and tracking system. Parents will be notified and may be required for an interview. Both parties will be counselled and the school will administer consequences commensurate with the offence.

- Outline of consequences that can be expected for breach of the policy:

(i) A warning, a letter home to parents, and/or internal isolation may be applied and records will be kept for future reference.

(ii) The decision may be made to suspend students concerned immediately.

(iii) 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.

(iv) Depending on the situation, a contract and/or counselling may be a condition for a student's return.

(v) 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.

(vi) 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 leadership team is held.

(vii) 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.

o The type of actions which will be escalated to the school leadership team include:

- student bullying of staff
- physical violence
- verbal abuse

o The actions that will be taken to support the victim:

Initially, the student will be listened to and the incident will be recorded, and reported to the Year Coordinator. The student will be monitored and kept safe at all times. The student will be reassured that action will be taken by the college. Parents will be notified.

As follow up, the student will be offered pastoral support and counselling. The student will continue to be monitored. Parents will be kept informed of events.

o How parents (victim and perpetrator) will be notified

The Year Coordinator will initially notify the parents of the victim and perpetrator by phone. There may be an accompanying letter to parents outlining the nature of the incident. This will be followed up with a face to face interview.

Strategies for dealing with bullying at De la Salle Catholic College Cronulla:

De La Salle Catholic College Cronulla encourages positive and respectful relationships. Bullying is not tolerated at De La Salle Catholic College Cronulla.

The College has a list of classroom rules and expectations (DESCA). These are displayed in every classroom and re enforced by College staff as part of the College Pastoral program.

The College will ensure there is ongoing education on the issues associated with bullying, including cyberbullying, and that students are regularly reminded of the College's anti-bullying procedures through the pastoral care program as well as through the student intranet and newsletters.

Staff are expected to be role models. They are to be observant, to intervene and to take appropriate action where incidents of bullying occur.

College advice for students on how to prevent bullying:

- Build positive, respectful relationships with others and treat others with dignity (DESCA)
- Stay away from places where bullying happens.
- Refuse to be involved in any bullying situation
- If you are being bullied tell him or her to stop in a calm, clear voice.
- If speaking up seems too hard or not safe, walk away and stay away. Do not retaliate.
- To protect yourself from cyberbullying always think about what you post. Do not share anything that could hurt or embarrass anyone.
- Have the courage to report the incident to a member of staff

Guidance for teachers and parents on identifying the signs of bullying in a student (especially where a student may be afraid to speak out and helping them to report)

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Students may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

(From: stopbullying.gov website)

- o How staff will be regularly trained for handling of bullying and complaints

Professional development opportunities will be provided to staff to be trained to recognise and respond effectively to bullying during staff meetings or staff development days. This training will include the key elements of digital citizenship. Anti-bullying training and familiarisation with the school's policy and procedures will be addressed in new staff and student induction processes. The College will regularly review its processes for identifying and responding to bullying at Pastoral and staff meetings and through online surveys.

Procedure for dealing with a reported incident/Process for making a complaint.

This includes who to access as first point of call and a hierarchy of process in the instance of a complaint.

[Response Plan](#)

1. Access to policy
Students/staff/parents have access to school's anti-bullying plans and procedures



2. Disclosure and Initial Response
Student/parent discloses bullying incident. Staff member stops the bully (where possible) and provides safe environment for victim



IS THIS CONCERN POSSIBLY: LIFE-THREATENING, RISK OF SIGNIFICANT HARM &/OR CRIMINAL BEHAVIOUR?

NO

YES

3. Intial Reporting
Staff member completes initial reporting tool and refers to key pastoral contact (year coordinator, Assistant Principal)



IS THIS BULLYING?

NO

Follow the school's behaviour management policy

YES

4. Informing Leadership
Key pastoral contact informs leadership as appropriate



5. Formal information gathering/record keeping
Investigator interviews separately and collects written statements from all involved (signed and dated)



6. Case Management
Principal (or delegate) works with key person responsible to determine recommendations for action.



7. Documentation of anti-bullying plan
Copies of all documents, meeting notes and plans saved in student/s' file



8. Notification
Parents informed of proposed plan.



9. Monitoring

HIGH RISK CONCERN:
Notify Principal urgently

HIGH RISK CONCERN:
Notify Child Protection 133 627 &/or Police as appropriate

HIGH RISK CONCERN:
Contact Safety, Wellbeing and Professional Services

De La Salle Catholic College Cronulla adopts the student management system, Sentral, as a reporting tool and tracking database. The responsibility for monitoring and identifying emerging patterns of behaviour has been assigned to all staff to varying degrees.

It is the responsibility of the reporting teacher to record the initial report of bullying on Sentral (Wellbeing). The Year Coordinator will then enter any follow up actions. The Year Coordinator will be responsible for monitoring and identifying emerging patterns of behaviour. The Year Coordinator will inform the Pastoral Coordinator and Assistant Principal of any student of concern.

Contacts:

In the instance of bullying, parents and students of De La Salle Catholic College Cronulla are directed to the following person or persons:

- College anti bullying email address: principal@dlschronulla.edu.au
- Initial point of contact: All staff Ph: 8552 1500
- Assistant Year Coordinators:
 - Yvette Kennedy yvette.kennedy@syd.catholic.edu.au
 - Paul Buchanan paul.buchanan@syd.catholic.edu.au
- Year Coordinators:
 - Peter Geaney peter.geaney@syd.catholic.edu.au
 - Josie Raftery josie.raftery@syd.catholic.edu.au
- Pastoral Care Coordinator:
 - Peter Geaney peter.geaney@syd.catholic.edu.au
- Assistant Principal
 - Michelle Morrison michelle.morrison@syd.catholic.edu.au
- Principal
 - Phil Gane philip.gane@syd.catholic.edu.au

Contact information:

- NSW Police Liaison Officer: Ph: 95420899 Mob: 0437 882 214
edwa2oli@police.nsw.gov.au
- School Counsellor:
Ms. Sarah Clay counsellor@dlscronulla.catholic.edu.au Ph: 8552 1553
- NSW Health: 9391 9000
Local Hospital:
Sutherland Hospital, Kingsway, Caringbah, NSW 2229 Ph: 9540 7111

Contact information for community services/support groups:

- Community Services Helpline: 133 627
- Kids' Helpline: 1800 551 800
www.kidshelp.com.au
- Cybersafety help:
www.cybersmart.gov.au/report.aspx
- Australian Federal Police:
www.afp.gov.au
- Reach Out:
www.reachout.com.au
- Beyondblue:
www.beyondblue.org.au
- Bullying - No way!
www.bullyingnoway.com.au

STUDENT LEADERSHIP

STUDENT LEADERS

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 Co-ordinator:
 - Describes the make-up of the Student Leadership Team.
 - Outlines the process of selection.
- The Principal outlines the role of the Student Leaders in the school.
- Students and teachers nominate ten male and ten 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 Assistant Year Co-ordinator.
- Student leaders and staff 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 Co-ordinator. Once the request for leave is approved by the Principal it is passed onto the relevant Year Co-ordinator 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 swipe their College ID card. The secretary will then issue a 'late sticker' for their College Diary with the time-of-arrival on it. The student will then go directly to their class and shows this sticker to their teacher.

Persistent lateness, without reasonable excuse, will be followed up by the Year Co-ordinator whereby detentions are issued after 3 unexplained 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 Co-ordinator as soon as the student arrives at school. It will then be signed by the Year Co-ordinator or Assistant Year Co-ordinator. Students then need to move to student services at the time of their leave to swipe out.

If a student returns to the College they are to report to Student Services to swipe back in.

COMMUNICATIONS

WITH STAFF

- Staff briefing each Monday and Thursday morning at 8.30 am in the staff common room led by the Principal and AP.
- The weekly schedule, outlining the events of the next week will be issued electronically on the weekend prior.
- A google calendar is shared through the College website and is available for staff and parents to access.
- At the beginning of the Year 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 e-mailed to parents every 3 weeks.

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 1

PARENT LETTERS & EMAILS:

Letters/emails informing Parents of changes to school routine and upcoming events will occur on a needs basis.

Support Interviews for Students in Senior School

m	Year Group	Time and Purpose
	11	<ul style="list-style-type: none"> ● 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 reports – Yr Co-ord and AP One off report – KLA Co-ord and Teacher Extreme cases – the Principal
	12	<ul style="list-style-type: none"> ● Parent/Teacher/Student Interviews
	12	<p style="text-align: center;">High Support HSC Interviews:</p> <ul style="list-style-type: none"> ● 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.
	12	<ul style="list-style-type: none"> ● 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 reports – Yr Co-ord and AP One off report – KLA Co-ord and Teacher Extreme cases – the Principal
	11	<ul style="list-style-type: none"> ● Parent/Teacher/Student Interviews

12	<ul style="list-style-type: none"> ● Parent/Teacher/Student Interviews just after the Trial HSC Examinations.
11	<ul style="list-style-type: none"> ● Survey staff in week two. (use the “students at risk form”). ● Any student 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 reports – Yr Co-ord and AP One off report – KLA Co-ord and Teacher Extreme cases – the Principal
11	<p style="text-align: center;">High Support HSC Interviews</p> <ul style="list-style-type: none"> ● All staff involved ● Each staff member is given six students to interview. ● Aim is to evaluate the student’s 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 10minutes 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 affirm 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?

