# PASTORAL CARE POLICY

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<td><strong>Policy Number:</strong> 32/2016</td>
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**Policy Approval:**
This Policy was approved by the Senior Leadership Team in February 2016

This Policy supersedes all previous policies relating to matters herein
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1.0 RATIONALE

1.1 As a registered and accredited school in NSW it is essential to ensure compliance with the Board of Studies Teaching and Educational Standards (BOSTES Registered and Accredited Individual Non-government Schools (NSW) Manual – October 2014, Page 32) that the College have in place policies and procedures which provide for a supportive environment and student welfare policies which encompass the mental, physical and emotional wellbeing of the student.

1.2 Pastoral Care is an important aspect of every school. In Catholic schools it is a high priority. An authentic Catholic school focuses on people. It seeks to cultivate a sense of belonging, cooperation and compassion. Three hundred years ago the Patron Saint of Teachers, Saint John Baptist De La Salle, encouraged teachers to look upon their students as individuals, rather than as a group. He talked of teachers needing to 'touch hearts'. 'Touching hearts' is about acknowledging and relating with people as individuals – helping each person feel that he/she is noticed and matters, and is significant and special. In his writings, St John Baptist De La Salle says students should not be considered simply as learners: they are people who deserve consideration and respect. "Know your students individually and be able to understand them". The relationship aspect of the education process is a foundational basis of the Lasallian charism. De La Salle uses powerful language; love, affection and tenderness which should characterise this relationship.

2.0 GUIDING PRINCIPLES

2.1 School-based pastoral care refers to the total care of the individual. At Oakhill College pastoral care practices are based on Catholic values and a belief in the uniqueness of each individual.

2.2 The pastoral care and development of students in a Lasallian school are directed by a perception of students as being, in De La Salle's terms, "disciples". At the heart of the Lasallian School is a deep regard for the inherent dignity of each member of the school community, especially the students, and of the teacher-student relationship which is expressed in terms of sisterhood-brotherhood.

2.3 All members of the school community are expected to treat each other with respect, dignity and compassion in accordance with these principles. We aim to develop happy, confident young people who believe in their self-worth and are able to reach their potential through positive experiences and interactions with others. A wide range of curricular and co-curricular opportunities are offered to nurture the talents of all students. In particular, we strive to foster in each of our students:

2.3.1 The realisation of their potential
2.3.2 The improvement of their character.
2.3.3 A sense of personal well-being.
2.3.4 A commitment to the truth.

2.4 Students develop most happily when the school and families are working together with common purpose and values. In keeping with the principles of Lasallian education, Oakhill College encourages a strong connection to faith, service and community.

2.5 The pastoral care of students is the responsibility of all members of staff. Through positive adult role modelling and restorative management practices, we challenge students to live with courage and integrity, as exemplified by St John Baptist De La Salle, founder of the Institute of the Brothers of the Christian Schools.

2.6 As a Catholic school in the Lasallian tradition, a tradition which derives its inspiration from the Gospels and the charism of St John Baptist de La Salle, we are committed within a Catholic faith community to empowering all learners to service and enrich our changing world. The core Lasallian values are:

2.6.1 Faith in the Presence of God
2.6.2 Concern for the Poor and Social Justice
2.6.3 Inclusive Community
2.6.4 Quality Education
2.6.5 Respect for All Persons

2.7 Academic care is an important aspect of pastoral care. At Oakhill College we believe that the best form of pastoral care is good teaching. Effective pastoral care begins in the classroom. Research shows that a student's sense of belonging is related to higher achievement and ownership of their learning. Engagement and affiliation at school reduces student risk taking behaviours and increases
self-efficacy. It is the teacher's responsibility to attend to the social, emotional and cognitive dimensions of their students' learning.

3.0 POLICY

3.1 Student welfare or school-based pastoral care refers to the total care of the individual. Pastoral care is an important aspect of every school. In Catholic schools it is a high priority. An authentic Catholic school focuses on people. It seeks to cultivate a sense of belonging, cooperation and compassion. At Oakhill College pastoral care practices are based on Catholic values and a belief in the uniqueness of each individual.

3.2 Pastoral Care Structure

Pastoral Care in the College operates within a six House system. On entry to the College all students are allocated to a House. Year 7 and Year 8 students are grouped in horizontal pastoral care groups. There are 12 Homeroom groups (2 for each House) in Year 7 and Year 8. Each of these year groups has the same Dean, Assistant Dean and Homeroom teachers for Year 7 and Year 8. Students are grouped in vertical pastoral care groups from Years 9-12. In this system, the Year Deans (Years 7 and 8), House Deans (Years 9-12) and Homeroom teachers are primarily responsible for the care and attendance of the students. In addition, there is a Student Coordinator responsible for Years 9 and 10, a Student Coordinator responsible for Years 11 and 12 and two full time and two part-time Counsellors.

3.3 The Pastoral Care Committee

The Pastoral Care Committee is chaired by the Assistant Principal Pastoral Care and is the key body responsible for the delivery of pastoral care in the College. It comprises the following members:

- Assistant Principal Pastoral Care (Chair)
- Student Coordinators (2)
- Deans (8)
- Assistant Deans (2)
- Learning Support Coordinator (1)
- Coordinator of Counselling (1)
- Minutes secretary (1)

The Deans have primary responsibility for the pastoral and welfare matters concerning students within their House or Year group. The Year 7 and 8 Deans are supported by Assistant Deans. The Student Coordinators are responsible for horizontal pastoral care in cohorts and work closely with the House Deans.

The Pastoral Care committee meets weekly and is responsible for developing student welfare programs, policies management and procedures in accordance with the College’s Strategic Plan. Recommendations are referred from this committee to the Senior Leadership Team. The meeting structures provide effective communication links between the Homeroom teams and the Senior Leadership Team. The Pastoral Care Committee is supported by the work of the Case Management Committee which comprises the Student Coordinators, Counsellors, Director of Studies and the College Nurse.
3.4 **Student Record Keeping**

3.4.1 All student records are maintained on Sentral (College intranet). This database is updated regularly and contains information about student welfare, contact information, conduct records and achievements. It is the responsibility of the Deans and Student Coordinators to ensure that accurate records are maintained for each student in their care.

3.4.2 The College complies with the Commonwealth Privacy Act 1998. This means that all information collected must be for the primary purpose of supporting the College in providing for students’ care and education.

3.5 **Responsibilities of the Homeroom Teachers**

All teachers are expected to be involved in morning Homeroom each day. Under the leadership of the Deans, it is the Homeroom Teachers responsibility to:

- Be punctual to homeroom.
- Move students into homeroom promptly and check their uniform and grooming.
- Begin homeroom with a prayer; see daily notices for support.
- Mark the roll on Sentral (College intranet).
- Read out the relevant daily notices whilst ensuring students are seated and attentive.
- Encourage interaction between students of different year groups in the homeroom.
- Nurture a supportive and caring environment in the homeroom and be responsive to the needs of the students.
- Take an interest in the students' learning and extra-curricular pursuits.
- Participate in fundraising and House spirit building activities.
- Refer any pastoral concerns promptly to the Dean.
- Meet every Thursday morning (8.20am) with Homeroom Team and Dean.
- Facilitate the Lasallian (Pastoral) Period every Tuesday with Homeroom Group

3.6 **Communication with Parents**

The main forms of communication which the College uses to contact parents are telephone, mobile phone and email. It is vital that the College has accurate, up-to-date contact telephone, mobile phone, email details and medical information for all students and to ensure their safety and so that parents can be contacted if necessary. These details can be checked and updated on the Parent Portal.

3.6.1 The Parent Portal

The Oakhill Parent Portal is an online resource provided to give parents access to information about their children. It also provides a convenient way for parents to communicate with the College. The portal may sometimes be referred to as Sentral, which is the name of the system that drives it. The address of the Parent Portal is https://sentral.oakhill.nsw.edu.au/portal. The Parent Portal allows parents, and carers to:

- View their son's / daughter's / ward's timetable.
- Check their son's / daughter's / ward's attendance record.
- Check their son's / daughter's / ward's merit and demerit awards.
- Explain their son's / daughter's / ward's absences or lateness to school.
- Send and receive messages to class teachers.
- Access and download reports.
- Book Parent/Teacher interviews.
3.6.2 College e-Bulletin

Each fortnight the College publishes an e-Bulletin which is an important means of communication with parents. It contains dates of forthcoming events, important information from the Principal, students' achievements, reports of activities and College sports results. Access to the e-Bulletin is via a link sent to parents in an email and is also available through the portal.

3.6.3 Postage

In addition to these forms of communication, traditional postage is used to send information from the Principal, School Fees, invite parents to occasions such as the Meet and Greet Evening, Year 12 Graduation Ball or to inform parents of special events such as Founder's Day, Guest Speakers, Camps and so on.

3.6.4 All correspondence will be sent to residential and non-residential parents. If there is a reason that a non-residential parent should not receive correspondence the College should be informed and provided with supporting court documents.

3.6.5 Information Nights

3.6.5.1 An information evening is held for parents of students in Year 10 to assist with choosing subjects for Year 11. A Curriculum Handbook is published to assist with this process for students of Years 7, 8 and 10.

3.6.5.2 Information evenings are also held for parents of students who will be starting in Year 7 the following year.

3.6.5.3 An evening is held for Year 12 parents to assist them in "Getting the Most out of the HSC Year."

3.6.5.4 Parent-Teacher nights are held for parents of students in all Years 7-12.

3.6.6 Parents and Friends

The Parents and Friends Association of Oakhill College meets every month through the school year. The meetings are attended by the Principal and Bursar of the College.

3.7 College Student Diary (hard copy)

At the beginning of the school year all students receive a College Student Diary. The front pages of the College Student Diary provide information on College policies and procedures. All students and parents are required to read the expectations regarding student attendance, uniform and grooming, student safe rules, use of mobile and smart phones, internet and information technology, cyber-safety and student driving. The Student Diary is not designed as a communication tool between parents and class teachers. The Parent Portal, and / or email are used for this purpose.

3.8 Homework

3.8.1 The purpose of homework is, by a partnership between parents, teachers and students, to encourage students to consolidate and extend work done in class. The term 'homework' here refers to a range of activities and will vary. It may be student initiated and could include:

- Work set by the teacher in class that day and to be completed for the next lesson.
- Research assignments to be submitted by a due date.
- Practice of skills learnt, (i.e. practical work, rehearsal, etc.).
- Regular revision and consolidation in all subjects.
- Exam preparation.
- Extension work designed to challenge students and broaden their experience.

3.8.2 Students should be encouraged to
- Develop the habit of study, at as early an age as possible.
- Foster an orderly approach to work and self-directed, successful study.
- Develop the self-discipline necessary to work regularly and alone.
- Plan their study so that they can meet deadlines for assignments and projects.
- Have a regular timetable for home each weekday/weekend.
- Develop research skills and engage in self-directed learning.

3.8.3 Time Guidelines – are expressed in the form of hours per week to allow students to take account of their own circumstances and how they differ throughout the year. For example, travelling time, sport and other co-curricular commitments and duties at home as well as rest will affect the form a study programme takes. The guidelines listed below give students, parents and teachers a realistic idea of minimum weekly homework / study commitments outside the classroom.

The Guidelines are:

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3.8.4 Academic Heads are expected to:

- Establish and regularly review departmental homework procedures and practices consistent with College Policy.
- Regularly monitor homework set by teaching staff.
- Devise extension programs to stimulate gifted students.
- Devise programs to assist slow learners.
- Deal with enquiries from parents regarding homework in their subject area.

3.8.5 Teachers are expected to:

- Set regular homework.
- Keep a record of homework set.
- Regularly check that students have attempted set homework.
- Keep a record of homework completed by their students.
- Provide extension work to challenge gifted students.
- Return marked assignments/tests promptly to their classes.
- Ensure homework is recorded either on the Sentral e-diary or in student diaries.

3.8.6 The College will be expected to communicate this policy to parents and students.

3.9 Excursions, Retreats and Overnight Camps

3.9.1 Excursions, the Year 7 and Year 8 Camps, Year 10 Outward Bound activity and the Year 11 Retreat are compulsory activities for all students where applicable.

3.9.2 If a student is unable to attend these events where applicable, a request for student leave is required to be completed on the relevant form. A copy of this form can be obtained from
the Student Services Office and House Deans. Forms are to be completed and then submitted to the student's Dean who, in turn, will forward it to the Principal for consideration. Parents are notified of the outcome of the request via email.

3.9.3 All students excluding those with approved leave from the Principal are expected to pay the amount required for excursions, retreats and overnight camps irrespective of illness or misadventure.

### 3.10 Student Support Services

3.10.1 Oakhill College is committed to providing a range of services to meet the needs of all our students. This re-affirms the school's Lasallian educational philosophy.

3.10.2 The College staff are professional and assist students with sensitivity and compassion.

3.10.3 Students' privacy is important and therefore, information is shared only with other staff who may also be assisting the student.

3.10.4 The College aims to prepare students for the challenges that await them. Yet, some students face difficulties that hinder their development.

3.10.5 The College endeavours to provide a caring and supportive environment that allows all our students to achieve their full potential.

3.10.6 The Student Support Services Coordinator can advise parents about the range of services at the College and act as a referral agency for students and parents.

### 3.11 Learning Support

3.11.1 Caring for students with special needs forms an integral part of the College's education plan. The responsibility for these students' needs is met by all staff in conjunction with the Student Support Services Department using specialised support programs.

3.11.2 Students who are not performing at an age appropriate level will require varying degrees of intervention, ranging from short to long term periods of support to assist them in working towards their full potential.

3.11.3 The Oakhill College Learning Support Department is actively involved in assisting and shaping the education of students with any diagnosed learning disability. Awareness of a specific learning disability is vital in order for the College to be able to maximise assistance towards achieving educational potential.

3.11.4 The Learning Support Department provides assistance to students through a number of different means. Examples of support that is offered by the College are: reading programmes, comprehension programs, assistance with homework and assignments, small group assistance and team teaching.

3.11.5 Special Provisions applications for the Higher School Certificate examinations are also managed by the Student Support Services Coordinator.

### 3.12 Counselling Services

3.12.1 Oakhill College is committed to providing support for students, especially as adolescence can be such a challenging time for young people.

3.12.2 Oakhill College provides four qualified and experienced counsellors for the support of students. There are a minimum of two Counsellors on site each day. The role of the Counsellors is primarily for the support of students. If necessary they also see parents and this can be an important aspect of our work. They like to work collaboratively with teachers as a combined approach can be very helpful. In addition the Counselling Department have a range of informative resources for students, staff and parents.

3.12.3 Confidentiality is always maintained by the counsellors, unless a student or someone they know is considered to be at risk.

3.12.4 Students are able to access counsellors throughout the school day. Students can access a counsellor in a number of ways:

- By approaching the front desk in the counselling office
3.12.5 Parents can ring a counsellor if they have concerns about their son or daughter, or they can e-mail at the above address. Students who access the counselling service discuss a range of issues, including managing a new school environment, getting on with others, family change and the usual challenges of adolescence.

3.12.6 Parents are requested to contact the Counselling Department if they have information which could assist Counsellors in understanding their child further, for example, speech therapy reports, psychometric assessment reports, and occupational therapy reports. The Counsellors appreciate it if Parents inform them of any family circumstances (for example illness, divorce) which have or maybe impacting on their child.

3.12.7 It is important the Counsellors know if a student is being seen by an outside Counselling Service, Psychologist or Psychiatrist. In some situations it may be necessary to liaise with them.

3.12.8 A condition of enrolment is that parents disclose any special needs of their son or daughter including but not limited to any medical, physical, learning or psychological needs.

3.12.9 The Counsellors are available to see students on a self-referral basis. Students may also be referred by staff, parents or their peers. When students are referred for counselling, each student is given a priority rating depending on the urgency and then directed accordingly to a Counsellor.

3.12.10 The Counsellors work closely with Deans, staff and families to ensure the student’s well-being, whilst remaining aware of their right to confidentiality. Confidentiality is always maintained by the counsellors unless a student is considered to be at risk to themselves, to others or by others. Sometimes, they are able to pass on helpful information about a student. They do this by a verbal report or a confidential memo for which we obtain permission from the student or parent. Staff are requested to be sensitive to the information obtained and seek clarification if necessary.

3.12.11 Listed below are some behaviour indicators that a student may need some help and support:

- Absences, school refusal, truancy, always going to sickbay
- Weight changes (weight loss or gain)
- Social isolation, changes in friendship groups
- Distorted thinking patterns (unnecessary worry or fear)
- Self-harming behaviour (cutting, scratches on arms/legs, binge drinking) Changes in academic performance
- Mood swings (highly excitable, manic, depressed)
- Withdrawn behaviour (lack of participation in normal activities)
- Constantly arriving late to school and / or late to class
- Disturbing writing / drawing / talking (excessively violent)
- Being out of class regularly, inability to organise themselves
- Family crises (death, marriage break up, changes in living arrangements)
- Worrying excessively about things before they happen
- Tearfulness, Extreme tiredness
- Aggression, Emotional out-bursts
- Self-neglect (lack of, or deterioration in personal hygiene)
- Promiscuity / inappropriate sexual behaviour
- Moving out of home, or talking about wanting to move out, homelessness
- Obsessive behaviour
- Unexplained bruising or injury

This list is not exhaustive. Staff who suspect a student is experiencing some of these behaviours, should refer this to the student's Dean or the Counsellors. Often students will tell teachers things which they are reluctant to mention to others for fear of having attention drawn to them. Therefore, the Counsellors are happy to discuss strategies with you to help the student concerned. In this way they can act as a support for the Teacher to support them.

3.12.12 If a student is at risk or harm (e.g. to themselves or others, or by others) teachers are mandated by law to pass the information on to FACS via the Principal and / or the
Counsellors. Examples of behaviours indicating students may be at risk of harm and require mandatory reporting are:

- Neglect – Basic physical or psychological needs are not being met or are at risk of not being met
- A student is not living at home
- Has been or is at risk of being physically or sexually abused, harmed or ill-treated
- A staff member becomes aware a student or students are exposed to pornographic material in any format or that a pornographic image of a student has been taken
- A staff member becomes aware they are living with domestic violence
- Parents/caregivers unable or unwilling to arrange necessary medical care
- A student has suffered or is at risk of suffering serious psychological harm

3.12.13 When organising interviews, the Counsellors fill in Interview Passes for students to come and see them as shown below:

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<td>Finish Time .............</td>
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<td>Counsellor..................</td>
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3.12.14 The Counsellors try not to withdraw student’s from the same class or use a counselling interview as a way to escape work. The pass is the same used by the Deans and Coordinators. This helps to keep some anonymity about where they are going. The Interview Pass states the interview time for the student that day. Teachers should not call the student’s name out just give them the note discreetly. After the student has attended the interview, the counsellor also records the finishing time. If the counselling session finishes at the end of a period, the student will go straight to the next class.

3.12.15 Teachers at their discretion may keep the student in class if they have concerns about a student leaving their class during something particularly important (for example an assessment task). The Counsellors try as much as possible to see senior students during their study periods.

3.12.16 Ensuring new students make a comfortable transition to the Oakhill environment is a special focus. The Counsellors attend assemblies and speak to the Year 7’s early in the school-year to explain our role and how to make appointments. An orientation / induction program is organised for the new Year 11 girls, to help break down barriers between groups from different schools and to assist them in their transition to a new school.

3.12.17 The Counselling Department has a broad range of information available on issues facing young people today. When necessary, referrals are made to outside agencies for further assistance.

3.13 Careers

3.13.1 Oakhill College operates a full time Careers Service to assist our students with planning and preparing for life beyond school.

3.13.2 The Careers Advisors assist students in identifying their skills, abilities, interests and goals, thus allowing them to make informed choices. The Careers Department provides the following services:
3.13.2.1 Careers Classes fortnightly for Year 10 Students.
3.13.2.2 Subject Selection advice to Year 10 students moving to Year 11 and for Year 11 students wanting to alter their HSC study options.
3.13.2.3 Advice on university, TAFE or private tertiary college study options; assistance to students applying for industry cadetships, scholarship and Educational Access Schemes.
3.13.2.4 Skills identification and careers interest testing.
3.13.2.5 Assistance with individual student’s Work Experience programmes job search skills including resume preparation, interview skills for casual / holiday positions, apprenticeships, traineeships and cadetships.
3.13.2.6 The various options and pathways available to them to achieve their career goals.
3.13.2.7 The Careers Department assists students wishing to enter the workforce by helping them with the job search and the interview process.
3.13.2.8 The Careers Department has a library of career and job-related resource books, audio-visual available for students to borrow.
3.13.2.9 Appointments can be made by students directly, through the Counselling Receptionist. Parents can book appointments by phoning or emailing the College.

3.14 Library Services

3.14.1 The Oakhill College Library is open for students' use from 8.00am to 4.00pm.
3.14.2 The College provides access to print and electronic resources through the Library webpage.
3.14.3 Reading is important at Oakhill College and students are encouraged to have a regular reading habit. Fiction can be borrowed for three weeks, non-fiction for two weeks. Overdue books must be returned before further borrowing is allowed.
3.14.4 Printers are available for photocopying and printing. A photo ID is issued early Term One and is used for administrative and Library purposes and must be carried by students at all times. Students use this ID card to credit their printing account.

3.15 Sick Bay

3.15.1 The College has a Registered Nurse present throughout the day. Should a student become sick whilst at school the Nurse will assess and make contact with their Parent if necessary. A student who is feeling sick is only permitted to be sent home by the Nurse. He or she and must not ring a parent and ask to be picked up without having been to Sick Bay. A student who is ill must be collected by a parent or guardian. He or she and must not ring a parent and ask to be picked up without having been to Sick Bay. A student who is ill must be collected by a parent or guardian. An ill or injured student who has driven to school, if considered to be well enough to drive home is permitted to do so after the Nurse and student have spoken to the parent and the parent is in agreement. Permission should be given via SMS / email or over the phone.
3.15.2 Parents are asked to keep sick children at home until they have completely recovered. Sick children are not receptive to learning, and the College is unable to provide more than basic First Aid. Sick children also risk infecting others.
3.15.3 Confidentiality is always maintained by the Nurse, unless a student or someone they know is considered to be at risk or the student consents to the sharing of the information.

3.16 Co-Curricular Activities

3.16.1 The College is fortunate to have outstanding facilities and a dedicated staff who can cater for a wide range of co-curricular activities. Every student is encouraged to become involved in the many co-curricular activities offered by the College. Co-curricular activities are not compulsory. Some of the co-curricular activities available are outlined below.
3.16.1.1 Agriculture Show Team
The Show Team comprises a group of students from across all years who, meet after school on weekends and during holiday periods to help
maintain the College farm and to prepare livestock and plant products for showing at events such as the Royal Easter Show, Castle Hill Show and the Unischools Steer Competition. Any student can be a member of the Show Team and he/she doesn't pay any registration.

3.16.1.2 Debating and Public Speaking
All students learn debating and public speaking skills in English classes. There is also inter-school debating and public speaking programmes usually conducted on Friday evenings. These programmes build confidence, poise and fluency and teach students the ability "to think on their feet" – all qualities needed by the leaders of the future.

3.16.1.3 Duke of Edinburgh Award
The Duke of Edinburgh Award involves learning a new skill, volunteering in the local area and taking part in a physical activity. It also includes attending practice and test adventure journey expeditions. The Award is a self-development programme available to all young people over 15. The Award is non-competitive and encourages students to set and achieve goals at a level appropriate to their needs and aspirations.

3.16.1.4 Drama
The Performing Arts have been major characteristic of the College for many years. The College has been recognised as a leader in drama productions and performances. Musicals and Theatre sports are very much an integral part of the life of the College and involve many students participating as members of the cast and crew or as members of the audience.

3.16.1.5 Music
Oakhill has a strong tradition in music and all students are encouraged to be involved in a range of instrumental and vocal ensembles. Rehearsals take place before and after school and at lunch times. These activities allow students to develop and extend their musical skills as well as experiencing the enjoyment of rehearsing and performing together at their respective level of expertise. The Oakhill College Music Department offers private tuition for a variety of instruments including piano, brass, woodwind, guitar and percussion. Lessons are during school hours on a rotational basis.

3.16.1.6 Sport
Oakhill teams enjoy a fine reputation across all sports. Students are encouraged to obey the rules and most of all enjoy participation in sport. All coaches are qualified in their respective sport and where possible, students will be placed in a team that reflects their ability level. Oakhill students compete in the Independent Sporting Association (ISA).

Boys' Sports include - Athletics, Basketball, Cricket, Cross Country, Football, Rugby, Swimming, and Tennis.

Girls' Sports include - Athletics, Basketball, Hockey, Netball, Football, Swimming, Tennis, and Touch Football.

Although Sport is not compulsory at Oakhill, it is expected that students who play a particular sport that is offered by the College, represent an Oakhill team on the weekend. If a student plays for a local Club and an Oakhill team, preference must be given to his/her Oakhill team.

3.16.1.7 Other Special Interest Groups
In addition to the co-curricular activities outlined above, the College also has students involved in special interest groups such as the Chess Club, da Vinci Decathlon, Art Club, Indigenous All Stars and Mathematics Enrichment.
3.17 Student Leadership

3.17.1 Students at Oakhill College are educated in the Lasallian tradition and as such student leadership is based around the values of Faith, Service and Community. There are a variety of formal leadership opportunities for students including Year 12 College Leaders, Year 11 and Year 12 Lasallian Youth Leaders, Year 10 Leaders (YTLs), Year 7 and Year 8 Class Captains and the Duke of Edinburgh programme. These students participate in formal leadership training programmes and are involved in setting and executing specific goals for their portfolio. However, leadership opportunities at Oakhill extend beyond these formal positions. Leadership development is not restricted to our badged leaders.

3.17.2 All senior students are expected to be “big brothers and sisters” and to guide and care for students in younger grades, promoting respect and compassion for others. They do this through the vertical House pastoral care structure, student orientation and mentoring programmes and co-curricular activities such as College musicals, agricultural Show Team, debating and sports.

3.17.3 A key aspect of our student management programme is the Level System which focuses not only on promoting and acknowledging achievement but also encouraging students to make a genuine commitment to the College and wider community through their leadership and service. All students are encouraged to do random acts of kindness to others within and beyond the College community. They are also expected to demonstrate active and positive bystander behaviour.

3.17.4 The College Outdoor Education Programme culminates in a challenging Outward Bound experience for our Year 10 students. This is aimed at promoting teamwork, initiative and resilience. In addition, all students participate in community service programmes. We visit schools and organisations for children and adults with special needs such as St Edmund’s College, Wahroonga and we host “St Lucy’s Day” which is an annual visit by the young children of St Lucy’s College, Wahroonga.

3.17.5 Students are encouraged to participate in the solidarity immersion programmes offered. Students from the College visit orphanages and schools for the marginalised in India, Philippines, Vietnam and Cambodia. Other optional or volunteer programmes which our students participate in include assisting with the instruction of children with special needs on how to swim and dance, acting as marshals and timekeepers at Special Olympic Swimming and Athletics Carnivals, contributing in St Vincent de Paul activities and visiting retirement homes for the elderly in the local community.

3.17.6 Our graduates are encouraged to participate in the Lasallian Ministry gap year opportunities which are in Lasallian missions such as Balgo (in Western Australia) and schools in Papua New Guinea. Many of graduates also accept the invitation to assist in facilitating our Reflection Days, overnight Retreats, and the Year 11 Urban Challenge. They can also become coaches, managers, referees of our sporting teams and assist with other co-curricular activities.

3.17.7 A core component of our College strategic plan is to challenge, inspire and guide our students to become leaders and make a meaningful and ongoing contribution to our society. This is not a new educational concept; it has been an essential element in the delivery of Lasallian education for centuries. Ultimately, we refer to our College motto ‘Deo Duce’ (with God as our leader) as our role model.

3.18 Recognising and Celebrating Student Achievement

Recognition of achievement, contribution and excellence is the most effective part of any welfare policy. Methods of acknowledging student achievement at Oakhill include:

- A positive word
- Merit Award System
- The Level System
- Recognition at House Meetings, Year Group Meetings, Homerooms, Assemblies, Academic and Sporting Presentations, Staff Briefings
- School Reports
- College e-bulletin
- Principal’s Morning Tea
- Oakcup (Inter House Competition)
- Honour Boards
- Colours Award System
3.19 Parent Seminars

Pastoral Care is more effective in schools when there is a strong partnership with parents. Each year the College facilitates a series of parent seminars. These parent seminars typically cover issues such as boys education, girls education, cyber-bullying, study skills, drug and alcohol information, positive parenting, building resilience and mental health.

4.0 POLICY REVIEW

This Policy is reviewed and updated every two years by the Assistant Principal - Pastoral Care. Any changes to the Policy must be communicated to staff, students and parents.

5.0 EXPLANATORY NOTES AND DEFINITIONS

5.1 Explanatory Notes

5.1.1 This Policy specifically addresses the requirements of the BOSTES Registered and Accredited Individual Non-government Schools (NSW) Manual - October 2014 in the following areas: Section 3.6.2 "Having in place policies and procedures that provide for student welfare"

5.2 Definitions

5.2.1 Safe environment: A safe environment for students is one where the risk of harm is minimised and students feel secure.
5.2.2 Supportive environment: A supportive environment fosters the social, academic, physical and emotional development of students.
5.2.3 Student welfare: Student welfare encompasses the mental, physical and emotional well-being of the student.

Ref: BOSTES Registered and Accredited Individual Non-Government Schools (NSW) Manual – October 2014 Pages 32 and 33

6.0 SUPPORTING DOCUMENTS, PROCEDURES AND GUIDELINES

6.1 SUPPORTING DOCUMENTS

6.1.1 External supporting documents:
National Safe Schools Framework
National Framework for Values Education in Australian Schools.

6.1.2 Internal supporting documents:
Oakhill College Prospectus
Oakhill College Strategic Plan ‘A Future Full Of Hope’ 2014-2016
The Oakhill Graduate
Oakhill School Diary
Attendance Policy
Student Management Policy
Enrolment Policy
Student Assessment Policy

6.2 SUPPORTING PROCEDURES AND GUIDELINES

Student Level System
Merit Award System
Pastoral Care Scope and Sequence Plan
Recognising and Celebrating Student Achievement
Colours Award System
Oakhill Cup