



SUSTAINING STRONG CATHOLIC SCHOOL COMMUNITIES POLICY

August 2015

CATHOLIC SCHOOLS BROKEN BAY

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1. PURPOSE

As a work of the evangelising mission of Catholic Schools Broken Bay (CSBB) exist to educate and form young people in Catholic discipleship: offering them experiences of following Jesus as members of the Catholic Community.

This policy is intended to develop and support positive relationships within school communities and underpin each school's pastoral care practice. It applies to all members of CSBB: parents, guardians, students, families, employees, parish priests, parish community members, volunteers and contractors. It has the support of the Diocesan Parent Council.

2. POLICY STATEMENT

As a Catholic community our starting point is the understanding that each of us is made in God's image and our deep respect for the innate dignity and uniqueness of each and every person. A Catholic school community immersed in the Gospel of Jesus and filled with his Spirit is committed to the values of compassion, tolerance, forgiveness and reconciliation. The ways in which people interact with each other in the daily life of the school significantly affect each person's sense of well-being, identity and self-worth and contribute to the culture of the community.

The Catholic Church community in the Diocese of Broken Bay establishes schools as vital centres of faith and learning where students are enabled to:

- personally integrate their faith and life
- actively participate in the parish and within the wider community
- develop their intellectual, physical, social, emotional, moral, aesthetic potential.

Parents are the primary educators of their children. We are committed to work together in partnership with parents, families, parishes and the wider Church to:

- nurture individual gifts of students to their highest potential so that they can contribute effectively to Church, society and culture
- live our Catholic mission and identity, school charism and tradition
- support a whole school community approach to student learning and wellbeing.

We do this when we:

- support the principal and staff in the development of a Christ-centred learning community
- act in the best interests of students and their learning
- develop and maintain positive, supportive and respectful community relationships
- are open to learning conversations while building relational trust.

3. COLLABORATION TIPS FOR ALL COMMUNITY MEMBERS

- be prepared to listen and seek to verify facts
- cultivate engaging, respectful conversations and mutual trust
- be aware that people have different perceptions of events
- collaborate to resolve areas of concern
- maintain the integrity of confidential, private and sensitive information

- follow school procedures
- be aware when communications become counterproductive and seek assistance if needed
- resolve issues and address any concerns in accordance with CSBB and school policies.

4. TIPS FOR PARENTS WORKING IN PARTNERSHIP WITH SCHOOL

- disclose fully and accurately any information required by the school in its enrolment process and update this information as required
- engage with students in their learning
- ensure children are punctual and consistently attend school
- engage constructively with teaching and learning and the delivery of curriculum by the school
- contribute constructively to behaviour, academic and other personalised support plans in place at the school
- collaborate with staff directions in all educational and school activities including camps and excursions and respect and comply with reasonable requests or directions of the principal when on school premises or participating in school excursions
- be mindful of school grounds as places of learning and safety
- enter a classroom only after an invitation from a teacher or principal

Where any member of the school community has a concern or issue:

- informal discussion and being considerate of another perspective often resolves the matter
- follow CSBB policies, procedures and guidelines if the issue persists

5. RELATED DOCUMENTS

- Enrolment Form and Policy
- Pastoral Care Policy
- Workplace Health and Safety Policy
- Acceptable Use Policy for Internet and Network Services
- Behaviour Management and Student Discipline Policy
- Anti-Bullying Policy
- No Smoking Policy
- Privacy Policy
- Schools and family breakdowns: Guide for parents
- Drugs in Schools Management Policy
- Complaints Handling Policy and Procedures
- Anti-Harassment Policy

6. RESOURCES

- Dana, D. (2005) *Managing differences: How to Build Better Relationships at Work and at Home*, Kansas City: MTI Publications
- De Bono, E. (1999) *The Six Thinking Hats*, London: Penguin

- Formica, F. (2010) <https://www.psychologytoday.com/blog/enlightened-living/201003/taking-responsibility-versus-taking-the-blame> (viewed May 2015)
- Ike Lassater: <http://wordsthatwork.us/site/resources/articles/> (viewed May 2015)
- Stephen Covey: www.stephencovey.com (viewed May 2015)
- Rosenberg, M.B. (2003) *Nonviolent Communication: A Language of Life USA*: PuddleDancer Press
- The Catholic School, Sacred Congregation for Catholic Education, Vatican, 1977, (paras 13-14, 32, 45-48, 50)
- Pastoral Letter to Families, John Paul II, Vatican, 2 February, 1994, para 16
- Catholic Schools at a Crossroads, Pastoral Letter of the Bishops of NSW and the ACT, 2007
- Diocese of Broken Bay Diocesan Pastoral Care for Wellbeing Framework, (2014)

7. POLICY REVIEW

This policy will be reviewed not less frequently than once every five years.

8. POLICY DATED

Policy date of completion of formulation and adoption	August 2015
Date of current edition of policy	August 2015
Date of next review	August 2020

Authorised by

Peter Hamill Director of Schools