



Mary MacKillop College  
Kensington

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# Personal Responsibility Policy

Be a  
MacKillop  
girl...

know more • do more • be more

## Introduction

As a school steeped in the values of St Mary of the Cross MacKillop and the Sisters of St Joseph, Mary MacKillop College strongly believes in and values the Restorative Practices philosophy. Such an approach to education and pastoral care, provides our young women with opportunities to develop self-discipline and positive behaviours in a caring, supportive environment.

Our Josephite College motto “In Omnibus Caritas” (In All Things Love) reminds us of this guiding principle in all that we do. In the words of St Mary of the Cross MacKillop we “never see a need without trying to do something about it”. Pastoral care serves to foster a Christian understanding of people’s mutual responsibilities for each other. It guides students towards recognition of self-discipline and personal responsibility. It also establishes the vital place of the Catholic faith in the education of our students and supports them on their faith journey.

Effective teaching and learning is grounded in positive relationships. The girls are supported and encouraged to build positive relationships within the school community. The establishment of genuine relationships, respectful and affirming interactions are central to the learning that occurs in every classroom in the College. At Mary MacKillop College we believe that learning and wellbeing are interconnected and will flourish where teaching and learning is inclusive, dynamic, student centred and relevant.

## Principles

Pastoral Care at Mary MacKillop College is based on the principles of Restorative Justice. It is aimed at changing student behaviour and working towards reconciliation while still maintaining respectful interaction. A restorative approach:

- encourages students to appreciate the consequences of their actions for others
- enables students to make amends where their actions have harmed others
- requires students to be accountable for their actions
- encourages respect for all concerned.

## Responsibilities

The primary expression of pastoral care is through the dynamics of teaching and learning but is implicit and explicit in all that is done at the College. The development of safe and supportive learning environments for all students includes the implementation of a variety of prevention and early intervention programs and restorative practices that aim to build respectful relationships, address bullying and harassment, personal safety, resilience and specific social skilling for students. Our approach to working with our girls is to focus on the development of personal responsibility.

This is informed by the following principles:

- quality, respectful communication both in and out of the classroom
- the right of every person to feel safe (both emotionally and physically)
- the right of every teacher to teach
- promotion of student participation in decision-making
- high academic goals and the promotion of pride in work

- flexibility to make plans that meet each student's needs
- applying what we know about quality learning to teaching appropriate behaviours. Therefore, modelling and practice (both guided and independent) is vitally important.
- cooperation rather than competition. Teaching personal and social skills for the 21st century through cooperative learning in all classrooms.

## Consequences for Inappropriate Behaviour

Behaviour education of students is the role of the Subject Teacher and/or the Pastoral Care Teacher in the first instance. The Pastoral Care Coordinators, the Director of the Senior/Middle School and the Principal support teachers in the education and management of student behaviour.

In the first instance, the one or more of the following actions may be followed:

- the student is quietly and firmly reminded of classroom expectations
- a note to parents/caregivers is placed in the student's diary
- parents/caregivers are notified by telephone by the Subject or Pastoral Care Teacher
- in the case of overdue assignments, the relevant proforma is posted to parents/caregivers
- a restorative meeting with the student and parent/caregiver involving the relevant Subject, Pastoral Care Teacher and Pastoral Care Coordinator is held to discuss the issues at hand.

Subject teachers should always notify Pastoral Care Teachers whenever there are concerns with behaviour as they have the overall picture of what is happening with individual students across the range of their learning. If a student's inappropriate behaviour persists, the Subject Teacher and/or Pastoral Care Teacher should seek assistance from the relevant Pastoral Care Coordinator.

This may involve:

- contact with parents/caregivers
- a restorative meeting with the student and parent/caregiver with the Subject Teacher and/or Pastoral Care Teacher and/or Pastoral Care Coordinator and/or Director and/or the Principal to discuss the issues at hand
- referral to the School Counsellor
- progress report collected from all Subject Teachers
- structuring and implementing an appropriate Student Contract
- review of subject choices if appropriate and/or modification of programs in consultation with relevant curriculum personnel
- after school detention or Saturday morning detention.

If no improvement is evident or if a situation is particularly serious and warrants immediate attention, the Director of the Senior/Middle School and/or Principal may become immediately involved through:

- a restorative meeting with the student and parent/caregiver with the Subject Teacher and/or Pastoral Care Teacher and/or Pastoral Care Coordinator and/or Director/Principal to discuss the issues at hand
- referral to the School Counsellor
- conducting a home visit
- further counselling and or referral to the School Counsellor or relevant external agency
- after school detention or Saturday morning detention
- internal or external suspension after full communication and counselling procedures have been followed
- expulsion from the College community in consultation with the Principal's Consultant and the College Board.