

# OVERVIEW

## PASTORAL CARE 2015



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## Pastoral Care Philosophy

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*We are a caring Christian community nurturing within students a growing relationship with Christ which promotes individual excellence, learning and responsibility, for life.*

We are all equal in God's eyes and he has given each of us unique talents. We are therefore all responsible for:

- Helping to make the College a safe and supportive place
- Learning to the best of our ability
- Participating in College activities
- Enjoying and caring for the facilities offered by the College

### Underpinning Philosophies

- Building and maintaining positive educational relationships
- Climate of care
- Effective 'power' lies within the relationship (not through hierarchy or punishment)
- Restorative Practices
- The retainment and involvement of the original relationships (eg. Teacher/Student) in the solution/consequences
- Actions have consequences
- Setting high expectations for our learning and behaviour
- Collective consistency

### Links to Learning

Students who have quality relationships with each other and their teachers will flourish in their learning. Pastoral Care at Cornerstone is pivotal in promoting a positive and caring educational culture where students feel safe and connected, allowing them to holistically develop and grow. Students thrive in a creative and stimulating learning environment with an awareness of their own abilities, achievements and worth. Students who are valued, cared for and listened to are well equipped to fulfil their academic potential within the Cornerstone College learning community.

## Restorative Practices

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At Cornerstone College we seek to build a safe, caring and positive community. We use an approach called Restorative Practices that acknowledges that healthy relationships are essential for our lives, our learning and our community.

Restorative Practices encourage a profound fairness and a culture of listening across our community to bring healing and a sense of connection.

All staff and students are expected to be supportive of, and participate in Restorative Practices when they are involved in a conflict, complaint or issue of concern. Core Beliefs of Restorative Practices:

- Conflict causes harm.
- Misbehaviours that bring disruptions to classrooms (and the hurtful behaviours that are often associated with conflict) are not in keeping with school expectations and result in harm to our school community.
- Fight or flight are generally inappropriate responses to conflict. Conflict needs to be addressed by all parties, preferably face-to-face.
- People involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution. Imposed solutions or punishments can be less effective and less educative.
- Using Restorative Practices is not a “soft option”. Core values include respect, inclusion, accountability and commitment to relationships.
- Students learn social and emotional skills they will use throughout their lives, such as active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.
- Consequences, such as detention, community service or suspension, are still used in Restorative Practices for students to consider what they can do to make things right and to help people move on.

### **We will use Restorative Practices to help, if your child...**

- is experiencing bullying
- is having trouble settling in class
- has broken a school expectation
- has caused harm to someone
- has a concern about, or is experiencing conflict with a teacher or another student
- feels he or she has been unfairly treated

### **With Restorative Practices you'll hear staff using questions such as:**

- What has happened?
- What were you thinking at the time?
- Who has been affected, and in what way?
- What has it been like for you since this happened?
- What needs to happen to make things right?

### **There are a variety of ways that you may encounter Restorative Practices in action across the College:**

- Restorative Chats – informal conversations between teachers and students for prevention of and early intervention for low-level disruptions.
- Class Meetings – a restorative model that helps a class establish good “boundaries” and a healthy learning culture.
- Support from Student Services – helping students and staff address issues in restorative ways. Restorative Conversations and “Think Sheets” may be among these processes.
- Group Conferences – an effective process involving structured mediation, used formally and semi-formally to deal with conflict and serious issues. Conferences aim to resolve a problem - not to blame people.

*God has done it all! He sent Christ to make peace between himself and us, and he has given us the work of making peace between himself and others. What we mean is that God was in Christ, offering peace and forgiveness to the people of this world. And he has given us the work of sharing his message about peace.*

**2 Corinthians 5: 18, 19**

## Home Group and House Structure

Each student belongs to a Home Group of around 18-20 students. A Middle School Home Group consists of students in Years 7-9 whilst a Senior School Home Group of students in Years 10-12. Each Middle School Home Group will meet with its paired "big brother / sister" Senior School Home Group each fortnight, enabling peer mentoring and an eventual smooth transition to Senior School.

Each of our four Houses comprises 6 Middle School and 6 Senior School Home Groups, led by two staff House Leaders.

Aroona (blue) meaning 'running water'

Battunga (green) meaning 'a place of large trees'

Moorak (red) meaning 'mountains'

Naturi (yellow) meaning 'sandy soil'



## Daily Organisation

Home Group meets every day, and twice a week for an extended period. Every Cornerstone student will also be involved in a Middle or Senior School Chapel, a Whole School Chapel and a House meeting each week, hearing the gospel message on a daily basis.

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle School	Middle School Chapel	Extended Home Group	House	Whole School Chapel	Extended Home Group (PAIRED HG each even week)
Senior School	Extended Home Group	Senior School Chapel			

# Student Leadership

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## College Leaders

Six College Leaders form a team that is made up from at least one student from each of the four houses. Their role includes representing the College and creating opportunities to link the Middle and Senior Schools.



## House Leaders

Each House, as per the diagram below, will have four Middle School and four Senior School House Leaders per house (16 for Middle School, 16 for Senior School). Their role includes upholding and enhancing House culture and values, and encouraging students to participate in House activities and events. They will each have an additional focus area – Service and Outreach, Devotional Life, House Culture or Home Group Development.



Each of the roles, College Leaders and House Leaders, commence at the beginning of Term 4 with the selection process beginning early in Term 3.

## Student Representative Council (SRC)

The SRC is a forum that provides opportunities for students to formally discuss matters associated with College life and facilitate the organisation of particular student activities within the College.

The representatives attend regular meetings and act as the liaison between the Staff Leaders and the general student body. Each House will aim to have one SRC representative per year level. As far as possible a balance of genders will be sought. The SRC has representation on the College Canteen and Uniform Committees.

## **Additional Student Support**

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### **Counselling**

Students requiring extra guidance can arrange to meet with College Counsellor Mr Matt Schirmer, by visiting the counsellor's office in the Paideia building, emailing [helpandsupport@cornerstone.sa.edu.au](mailto:helpandsupport@cornerstone.sa.edu.au) or completing an appointment form at Student Reception. Further referral to external support may be recommended in some cases.

### **Ministry**

As a Christian school built on the foundation of Jesus Christ, Cornerstone College is intentional in maintaining this vital focus within the daily life of the school. The Ministry Team, made up of School Pastor (Albert Gast) and School Chaplain (Adam Yeager), support this vision in coordinating and delivering a number of key spiritual components to College life, including chapel and Home Group devotions, to encourage the gracious message of the Gospel.

### **Student Care Team**

The Student Care Team is a group that meets weekly to formulate support plans or direction for students requiring extra assistance, be it pastoral or academic. The SCT includes the following staff members:

Principal, Wellbeing Director, Learning Director, Counsellor, Adaptive Education Leader, VET Coordinator and Student Receptionists.

### **Further questions?**

For more information regarding Pastoral Care at Cornerstone College you can contact our Pastoral Care Leaders on 08 8398 6000, or directly through email:

Wellbeing Director, Jamie Cameron: [jcameron@cornerstone.sa.edu.au](mailto:jcameron@cornerstone.sa.edu.au)

Middle School Wellbeing Leader, Leanne Filmer: [lfilmer@cornerstone.sa.edu.au](mailto:lfilmer@cornerstone.sa.edu.au)

Senior School Wellbeing Leader, Justin Kerber: [jkerber@cornerstone.sa.edu.au](mailto:jkerber@cornerstone.sa.edu.au)