



At Ursula Frayne Catholic College, **pastoral care is everyone's business** because all of our students are all of our students. It is both an individual and a collective responsibility in which every member of the College community is responsible for creating a positive pastoral climate. Therefore, it is vital that all members – students, staff, and parents – work together to care for each other and nurture Frayne Graduates.

Executive Leadership Team and Designated Leaders in the College enhance the College's pastoral care and wellbeing by:

- supporting staff through appropriate professional learning to strengthen understanding of core Catholic principles including the sanctity of human life, the inherent dignity of the human person and current legislative requirements.
- engaging staff, students, and parents to collaboratively develop and periodically review processes and associated practices.
- ensuring whole-school approaches are known, understood and readily accessible to all members of the College community.

Teachers and College Staff support the College's pastoral care and wellbeing by:

- creating and maintaining safe, inclusive, and respectful learning environments that enable the unique potential, gifts, and innate qualities of each student to unfold and thrive.
- understanding their duty of care and accountability regarding legislation and compliance.
- using relationship-based approaches to establish consistent expectations for behaviour.
- working in partnership with parents/caregivers to build resilience and promote a positive sense of self.

Students contribute to developing positive pastoral learning environments and their own and other's wellbeing by:

- treating all members of the College community with respect and courtesy.
- following school rules, procedures, and guidelines.
- taking responsibility for their actions.
- reporting concerns about wellbeing and safety.
- cooperating with each other, teachers, school staff and their parents/caregivers.

Parents/caregivers contribute to developing positive pastoral learning environments for their own and other children's wellbeing by:

- working respectfully, collaboratively and in partnership with staff and members of the College community to create high expectations.
- explicitly teaching, modelling, and promoting socially responsible behaviours.
- promoting and upholding the core values of the College by supporting school policies and procedures.

PASTORAL CARE STRUCTURES

Within the College, pastoral care is inextricably linked with learning and teaching and the structural organisation of the school with the intent of promoting students' personal development and fostering positive attitudes. This is done through:

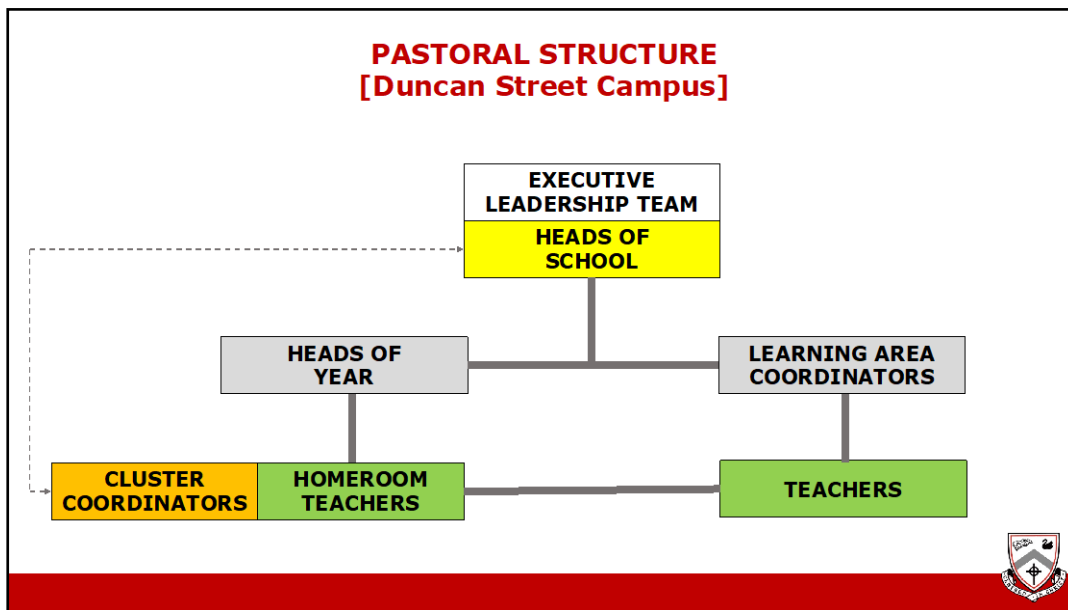
- the provision of quality learning and teaching.
- the quality of relationships amongst students, teachers, and adults other than teachers.
- arrangements for monitoring students' overall progress (academic, personal, and social).
- specific pastoral and support systems.
- co-curricular activities and the College's ethos and positive culture.

To further enhance the achievements in these objectives, the College has developed a comprehensive, multi-layered pastoral care structure for each campus incorporating a blend of vertical and horizontal systems which include:

- small, vertical Cluster-based Homeroom groups in the Middle School (Years 7-9) and Senior School (Years 10-12).
- continuity of Homeroom teachers within the Middle and Senior Years.
- a horizontal year-based structure across all sub-schools.
- the provision of high-quality subject-class learning and teaching.

DUNCAN STREET CAMPUS

The following diagram and accompanying descriptions outline the proposed Pastoral Structure for the Duncan Street campus and outlines how the various elements inter-relate.



TEACHERS

The provision of effective learning and teaching is fundamental to effective pastoral care within a safe, orderly, happy, and productive classroom environment in accordance with the College ethos and child-safe standards.

Primary focus of Teachers: Teachers have first-line responsibility for the education of all students in their classes. They should ensure that they plan lessons carefully to address the diverse needs of students within the class. As such, Subject teachers foster strong mutual relationships with and between students based on respect and acceptance and encourage them to develop good habits in relation to learning and life skills.

Teachers are supported by Learning Area Coordinators

Primary focus of Learning Area Coordinators: The Learning Area Coordinator complements the primary role of the teacher in the instruction and assessment of students and have oversight of the strategic development of quality of teaching and learning within the learning area. They set and maintain high standards for student and staff performance and nurture positive relationships between students, teacher, and parents/guardians. Learning Area Coordinators must ensure that curriculum and learning-teaching practices align with SCSA, CEWA and College requirements.

Learning Area Coordinators are supported by Heads of School.

HOMEROOM TEACHERS

Every student in the Middle and Senior Schools belongs to a Homeroom group which meets at the commencement of each day under the guidance of their assigned Homeroom Teacher, a key person in their care and wellbeing. The Homeroom teacher is the first point of contact for students, parents/caregivers and other staff for most matters relating to the student's wellbeing and growth. Students are encouraged to take active roles in their Homeroom to foster a spirit of pride and respect.

As Homeroom groups are Cluster-based, this encourages identity and belonging with the Cluster and serves to strengthen the culture within the College. The Cluster is the primary organisational unit for students to develop an appreciation of the College's culture underpinned by our Mission, Vision, and Values.

Primary focus of Homeroom Teachers: The primary focus of the Homeroom teacher is to know, understand and develop positive professional relationships with the students in their direct care and their families. As such, they have a very particular focus on the care of students and their general wellbeing.

Homeroom Teachers are mentored by their Cluster Coordinator.

CLUSTER COORDINATORS

Each sub-school on the Duncan Street campus is divided into vertical sub-units called 'Clusters.' Every student is allocated to a Cluster upon entry into Year 7 and into a Senior School Cluster when they commence Year 10. The Cluster system is a way of organising students in which they are expected to work together to achieve common goals and create a sense of group identity, embodied by the Cluster name, charism, and crest.

Involvement in Cluster based activities invite and challenge students to unite and collaborate with others across year levels. This provides younger students with role models to look up to in the older students and gives the older students an opportunity to mentor younger students. In summary, the benefits of Cluster involvement for students include:

- a greater sense of community connection to peers and College.
- leadership and mentoring opportunities.
- inclusion, encouragement of participation and achievement in a variety of activities that include, but are not limited to, academic, sporting, the Arts, and other co-curricular activities.
- promotion of student voice, responsibility, teamwork, collaborative skills, and cooperation.
- competition between the Clusters against each other for points throughout the year.

Primary focus of Cluster Coordinators: The primary focus of the Cluster Coordinator is to mentor their assigned Homeroom teachers to ensure the effective conduct of Homerooms to foster a strong sense of belonging, College identity and a positive, productive culture within the College.

Each Cluster is supported by a team of Homeroom Teachers who are mentored by Cluster Coordinators.

Cluster Coordinators are under the direction of the Heads of School.

HEADS OF YEAR

A Year Cohort is applied to students who are educated at the same period of time – grade or class level of students. Heads of Years, while directly responsible for overseeing a particular year cohort, share a collective responsibility for ensuring a safe, ordered, and predictable campus environment which allows students to flourish. This horizontal structure enables easier management of whole-year issues and assists with the longitudinal monitoring of students.

Primary focus of Heads of Year: The primary focus of the Head of Year is to nurture Frayne graduates by working collaboratively with students, staff, and parents to support, guide and encourage students individually and collectively. They act as mentor and guide to ensure that each student’s school experience is positive and remain focused on realising their personal and academic potential.

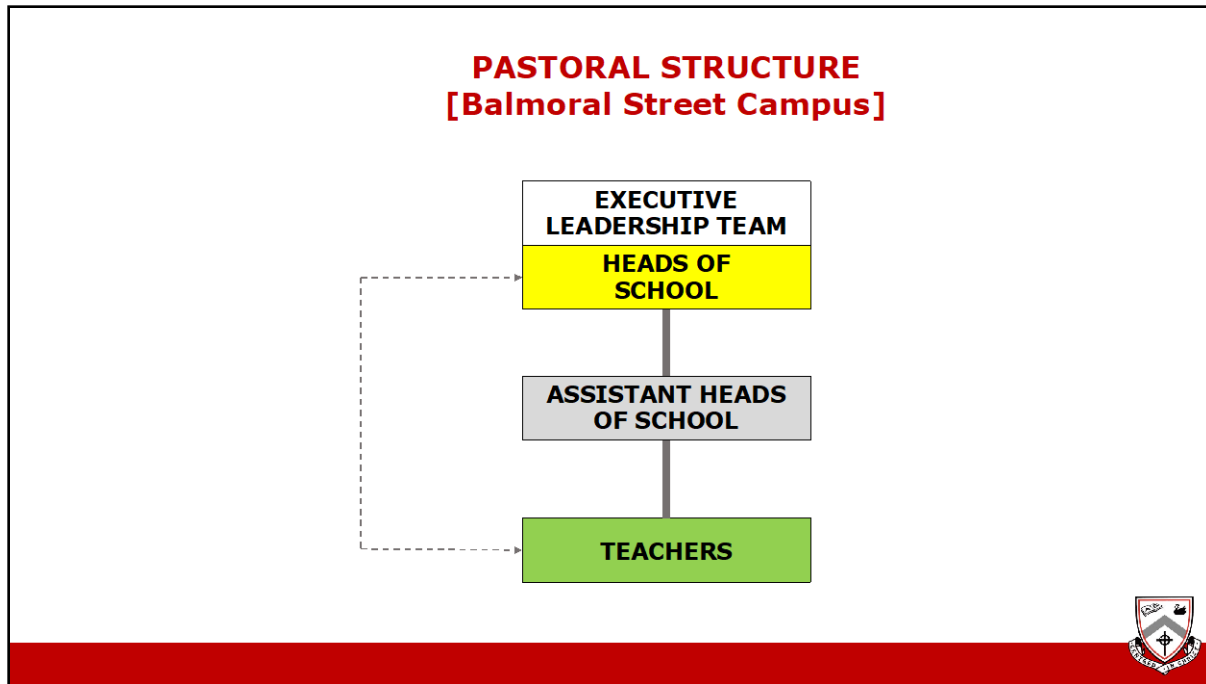
Heads of Year are under the direction of the Heads of School.

Heads of Year Team – 2024

Year 7	Year 9	Year 11
James Ramsey	Danielle Griffiths	Chloe McGinnity
Year 8	Year 10	Year 12
Pia Presutto	Anne-Marie Duce	Adam Waddell

BALMORAL STREET CAMPUS

The following diagram and accompanying descriptions outline the proposed Pastoral Structure for the Balmoral Street campus and the outlines how the various elements inter-relate.



TEACHERS

The provision of effective learning and teaching is fundamental to effective pastoral care within a safe, orderly, happy, and productive classroom environment in accordance with the College ethos and child-safe standards.

Primary focus of Teachers: Teachers have first-line responsibility for the education of all students in their classes. They should ensure that they plan lessons carefully to address the diverse needs of students within the class. As such, teachers foster strong mutual relationships with and between students based on respect and acceptance and encourage them to develop good habits in relation to learning and life skills. Teachers also develop and maintain positive professional relationships with the students in their direct care encompassing their safety and wellbeing. As such, collaborative partnerships with families are established and sustained.

Teachers are supported by the Heads of School and Assistant Heads of School.

ASSISTANT HEADS OF SCHOOL

The Assistant Heads of School demonstrate a strong knowledge of current educational research and practice to provide support to teachers to ensure the ongoing development and effective delivery of the curriculum. They work in close alliance with the Heads of School and teachers to create a Christ-centred and child-focused environment conducive to learning.

Primary focus of Assistant Heads of School: Central to the role of the Assistant Head of School is the pastoral care and pastoral well-being of students. The holistic development of students and the promotion of the Catholic ethos and Mercy values of the College are fundamental aspects of this leadership position.

Assistant Heads of School are supported by the Heads of School.