Mission Statement

As a welcoming Catholic school community, St Kieran’s promotes Gospel values through relationships based on acceptance, respect, dignity, compassion and the uniqueness of the individual.

As a loving and life-long learning community we are committed to: excellence in teaching & learning, growth in faith, affirmative pastoral care and the promotion of social justice through student leadership and an integrated curriculum.

Vision Statement

“St Kieran’s school collaborates to Embrace, Equip and Engage.”
Our Shared Values
At St Kieran’s we have shared values which provide teachers, children and parents with the language to discuss behaviour in a consistent way. These values are the basis for the agreements for responsible behaviour in the school and in each classroom, and provide the focus for reflection about any behaviour.

As Christians who live by the Gospel values of faith, hope and love, we believe integrity (to do what you believe is right and stand up for these beliefs) is essential in living the values of being:

A Safe and Inclusive Community
Every child has the right to be safe and to feel safe physically, psychologically and emotionally.

Compassionate
Being compassionate is showing care for self and for others.

Respectful
Being respectful is a fundamental principle of living, working, learning and playing together. If we want to be respected, we have to respect other people too. We must show respect to people, animals, material things and the environment and we must be careful about the way we say and do things.

Responsible
Being responsible means being accountable for your own actions and words.

Cooperative
Being cooperative is working together for the good of everyone.

These values help to create our two school rules of Safety and Respect.
Guiding Principles

Principles guide the way we work for the wellbeing of our community. These principles enable us to work flexibly with each other to develop and enhance positive relationships.

Commitment to our Community

Our focus is to develop within each student an understanding of community and how to act responsibly towards self and others.

Meeting students’ needs is the foundation of our approach to quality behaviour and is based on Glasser’s Choice Theory, an internal theory of human behaviour.

We believe that all behaviour is purposeful in order to meet basic needs of:
- Love and Belonging
- Personal Power
- Fun
- Freedom
- Survival

We explicitly teach students social and collaborative skills on how to meet their basic needs in responsible ways. We teach children that mistakes are a natural part of learning and we provide opportunities for them to practise more responsible and cooperative replacement behaviours.

As a Catholic faith community we believe that forgiveness and reconciliation are integral to developing quality relationships.

We provide students with opportunities to make choices within boundaries and those boundaries widen as the children develop their repertoire of responsible behaviours. We do this individually, within classrooms, and at whole school levels.

Teaching for Self-discipline and Responsibility

This policy outlines our whole school approach to the formation of self-discipline and responsibility in our students. Our focus is on the development of social and emotional learning. At St Kieran’s, discipline is seen as a developmental path for acquiring skills and competencies. Learning positive social skills and competencies takes place within the broader context of quality learning across the curriculum. For quality learning to occur we need:

- positive caring relationships
- a positive needs – satisfying environment
- sound teaching practices
The members of our school community are models in developing and maintaining positive relationships. It is important to provide opportunities for children to observe the connecting habits of:

Caring  Supporting  Contributing  Encouraging
Listening  Trusting  Befriending  Respecting
Difference

When teachers are supporting students to demonstrate positive behaviours we leave the responsibility with the child. In order to maintain positive relationships teachers use the least intrusive strategy.

Proactive Programs
The social and emotional development of all students is a priority at St Kieran’s. Well sequenced prevention programs begin with Kindergarten Orientation and continue to be built upon through to Year 6. Social literacy is highlighted within all areas of the curriculum with particular emphasis on students demonstrating leadership skills in Years 4, 5 and 6. Proactive Programs include; Engage, Link, Buddy System, Voice 4 Kidz (Yr4), Playground leaders (Yr 5), Student Leadership (Yr 6).

The Role of Parents and the Community
Effective education of children is a partnership between teachers and parents. Our aim is a holistic approach to enable every student to be valued and to feel successful.

Positive interactions and relationships between parents, community members, staff and students are important to the well-being of all.

At St Kieran’s we acknowledge that parents are the first and most important educators of their children. They have the role of nurturing positive values and social responsibility.

Within our school we value and encourage parental and community participation in the education of students by:

- Creating and maintaining a welcoming atmosphere for visitors
- Inviting families to contribute to school decision-making
- Inviting families to contribute to school activities
- Encouraging and welcoming the participation of parents when making a significant plan for responsible behaviour with their children
- Inviting families to Masses school/class liturgies, assemblies and other celebrations of learning
- Parent/teacher meetings
- Parent and Friends Association (P & F)
- School Board
- Parent education sessions
- Classroom volunteers
Teachers and parents are encouraged to meet and work together to support the well-being of students. We recognise that on occasions, students may need a referral to an outside agency. Such a referral would be part of a consultation process between the school, parents and Catholic Schools Office.

The role of Student Leadership
At St Kieran’s student leadership is an important aspect of our student’s development.

- Year 4 have the opportunity to lead the school on relevant topics through Voice 4 Kidz, over the course of the year all students have a chance to be in this program.
- Year 5 have an opportunity to lead the school through Playground leadership, this entails setting out and maintaining playground equipment, advising the school on use and monitoring engagement of other students.
- Year 6 students have an opportunity to be apart of one of eight leadership teams; Environment, Liturgy, Library, Technology, Civics and Citizenship, Pastoral Care, Mission and Sport. Students nominate for certain leadership teams and staff allocate after a discernment process. Each year six leadership team has a teacher mentor and regularly timetabled meetings are in the school calendar.

The student leaders make a significant contribution to the life of the school. The Principal is responsible for all Pastoral Care and Wellbeing issues within the school.

Staff Wellbeing
Wellbeing of all staff is an important component of this policy. When the needs of staff are effectively met, student learning outcomes increase.

St Kieran’s has a commitment to promote an emotionally and physically safe environment. This supportive setting encourages staff wellbeing and resilience.

Supporting staff with specific students who are experiencing difficulties
As a staff we have a shared responsibility to support one another and develop positive programs for managing children who are experiencing specific learning, emotional and behavioural difficulties/disorders. Every child is the shared responsibility of every staff member.

Professional Learning
The development of quality behaviour is a responsibility that we all share. We are committed to ongoing professional learning and staff training to support our whole school approach. All staff will have the opportunity to attend the Basic Intensive Training week in Choice Theory, Reality Therapy and Lead Management.