

Pastoral Care Policy

Rosemont School's pastoral care policy is based on the school's mission statement.

Rosemont School- a community of parents staff and students committed to academic excellence- exist to develop happy independent young adults with true self worth who respect others, accept responsibility in a spirit of service and who will be ready to make a worthwhile contribution to society.

We do this by helping each student to achieve her highest individual-potential academic, intellectual, emotional, spiritual, moral, aesthetic and physical- in an atmosphere of joy friendship and mutually supportive partnership between parents, staff and students. Catholic Church teaching is an integral part of our education.

Our motto translates as **Truth Conquers**, which is reflected in the emphasis on honest intellectual enquiry and personal integrity among all those with a role in our school.

Aims of Pastoral Care System in Rosemont School

To foster a strong partnership between parents, teachers , students and all members of the school community.

To promote a school environment that is open, happy and inclusive.

To encourage parents to play an active role in the education of their child.

To encourage students to be proactive and help others, both in school and in society

To help students to strive to achieve their potential in all aspects of life.

To encourage the development of individual talents.

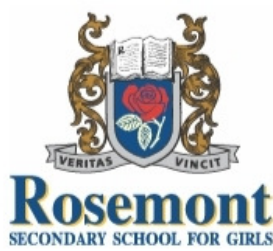
To encourage co-operation and responsibility for one's actions.

To encourage self-discipline

To encourage mutual respect amongst all members of the school community.

To develop personal integrity in the students.

To encourage a spirit of service amongst all members of the school community.



Members of school community with direct Pastoral care input

Tutors

Class Teachers

Board of Management

Teaching Staff

Student Council/Prefects for year groups

Class Parents

Chaplain

Guidance Counsellor

School Management

Administrative Staff

Methods we use to provide pastoral care

Tutorial system

At Rosemont there is an emphasis on the individual. Each student is assigned a personal tutor who is a member of staff. The student can meet with her tutor every three weeks, or when necessary.

The tutors encourage her to set targets and goals for herself. Our tutoring system is effective because it focuses on the needs of each individual and challenges them to maximise their qualities and their time.

Tutors promote learning at every level of the person; academic, spiritual, human, social, personal, interpersonal.

Tutors liaise regularly with parents to ensure their involvement in their daughter's education. Parents can see tutors at least once per term. Tutors also make personal contact with parents if necessary by telephone /letter/email. Tutors prepare the tutorial by talking to the relevant subject teachers for any updates on the student's progress.



Tutoring sessions: a 30-40 minute class is available but below is an indication of the average time taken according to year group:

1st yr – 5-10m / 2nd yrs – 10min / 3rd yrs – 15m / 4th yrs – 15-20m / 5th yrs – 20-30m / 6th yrs – 30m-40m

Tutoring with parents:

30-40mins each term

Tutors hold meetings every two weeks.

Parent Liaison

Parents' all-round education meetings-2 per year

Parent-teacher meetings- 2 per year

Teachers are always available to talk to parents formally/informally. Channels of communication are very open directly between parents and teachers-email/phone/letter

Class Parents System. Each year has a designated set of class parents. Their role is to promote communication between all parents of the class, to develop a positive atmosphere amongst parents, to be a further link between school and parents, to take on the organisation of events such as the Christmas Concert during the school year. The class parents meet with the Principal and the coordinator of class parents every month.

Homework journals. Parents monitor journals on a weekly basis to check homework and note teacher comments.

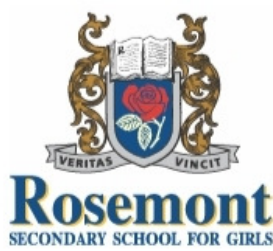
Advent/Lent preparation for mothers.

Class Teachers

Each class has a class teacher assigned to them. The class teacher is a member of the teaching staff with a special pastoral care role. As well as having specific administrative duties, the class teacher monitors class progress and atmosphere and organise trips for their class. Class teachers see their class for assembly three times a week. They act as a point of contact for subject teachers and deal with any issues that may arise within the class. There are class teacher meetings on a fortnightly basis.

Subject Teachers

Personal oral feedback and encouragement both in the class and outside



Closely monitor class atmosphere and the demeanour of individuals and discuss with class teacher if concerned about a particular child or the class as a whole.

Use of homework journal as a medium for positive motivation and constructive guidelines.

Teachers employ a wide range of techniques and methodologies to reach out to the different learning styles of students.

Supervise the implementation of the cleaning rota of classrooms after school.

Foster and encouraging good manners and respect for others during class by insisting that the pupils raise their hands in class, listen quietly while others are speaking etc.

Actively encourage the development of values such as empathy, kindness, generosity, sincerity and integrity etc., within the context of the classroom.

Teachers regularly communicate with Principal to ensure that we are attending to the needs of all students.

There is open communication between Class teachers, Tutors and Subject teachers to collaborate to achieve specific, student-centred goals and to ensure an awareness of the specific needs of any pupil at a certain time.

Teacher and Tutor Self Evaluation

Teachers and tutors regularly reflect on their performance. They complete a detailed self evaluation form which involves qualitative and numerical evaluations of their performance in teaching/tutoring. They then have a one to one meeting with a member of the management team to discuss their progress and set new personal goals.

Assembly

Every day each year group has an assembly for 10 minutes. This is run by the individual class teacher on 3 days, held by the designated class prefect on one day and the final day is a whole school assembly conducted by the Principal. General class issues, notices, problems etc. are dealt with and the daily roll call is taken.

“TLC”

There is also a TLC system in place which allows for the class teacher to inform teachers of difficult personal circumstances of pupils without breaching confidentiality, by simply posting the name of the student on the TLC section of the staffroom notice board.



Prefect System

All classes from 1st year-5th year are assigned a prefect from 6th year. The Prefects liaise with the class and the teachers and act as a support system for students; they also perform specific duties for the class teacher and conduct the class assembly one day a week.

Transition Year Trip

Rosemont organises a trip for TYs to celebrate their Junior Cert results. This trip will be to Carlingford Adventure Centre. (from 2010)

1st yrs trips

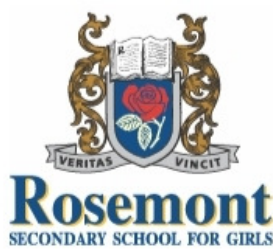
Incoming first-year students have the opportunity to avail of three trips during the summer prior to starting school. This gives them a chance to get to know each other and one or more of the teachers before joining the school.

Open Afternoons

Prospective students can avail of open days prior to selecting their second-level school. Generally they are invited to an Open day while in 5th class. This allows them to experience the school and its atmosphere before deciding whether to apply.

Religious Education

Religious education in Rosemont gives students a deeper appreciation of the Catholic faith. It encourages them to reflect, to resolve doubts and to act on the basis of personal conviction. It helps them to discover the relevance of faith to everyday life: study, work, friendship and family. A priest of Opus Dei is available regularly to celebrate Mass. He is also available in the confessional for those who wish to receive the Sacrament of Penance and for those who wish to chat to him.



Retreats

4th/5th/6th years have the opportunity to avail of a two day, one night retreat at the Lismullin Conference Centre, Co. Meath. This gives them the chance to take time out and reflect. They can openly discuss various issues and ask for advice. It is also a time for team-building amongst the class members.

Advent preparation

All Years are provided with a 2 hour Advent preparation session in early December with the School Chaplain or a Religious Education teacher.

Lenten preparation

All Years are provided with a 2 hour Lenten preparation session with the School Chaplain or a Religious Education teacher.

Mass in school

Girls have the opportunity to attend Mass once per week. During Lent, mass is offered on a daily basis at lunchtime.

Spiritual Reading

Girls who decide not to attend Mass have a selection of spiritual reading available to them.

Confession

Students can avail of confession in school on a regular basis.

Social Personal and Health Education

The S.P.H.E syllabus deals with many areas of personal and health education, in keeping to the school's Catholic ethos. All students from 1st-3rd Year have classes in S.P.H.E. according to D.E.S guidelines.

Code of behaviour

All students have agreed to comply with, and have signed, a code of behaviour. This is signed at the beginning of each school year. Parents also sign the code. This code provides students with guidelines as regards their behaviour and responsibilities.

Student council



The Student Council is comprised of the Head Girl and Prefects. The role of the Student Council is to help further the aims of the school and to promote school spirit. The Student Council also have input into policy development.

Confidentiality

Personal student's information will be shared only in a 'need to know' basis, amongst teachers/tutors, as laid out in the 'Child Protection Guidelines' for Post Primary Schools.

Pastoral Policies

Mission Statement

Admissions Policy

Anti-Bullying Policy

Critical Response

Code of Discipline and Behaviour

Special Needs

Homework Policy

Attendance Policy

Substance Abuse Policy

Student Computer User Policy

Student Council Constitution

Record Keeping

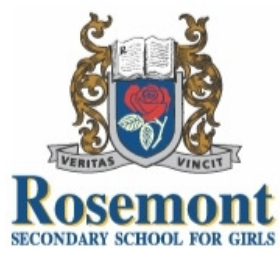
Pastoral Care Policy

Extra-curricular activities

Guidance

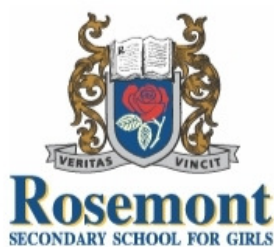
Suspension and Expulsion

Internet



Child Policy

Career Break/Job Sharing



Appendix

2007 – 2008

Tutors

Margaret Kelly	Loretto O'Connell	Isabel Blanco
Siobhan O hAodha	Yvonne Murphy	Julia O'Malley
Janet Dean	Terry Glass	Bernice Martin

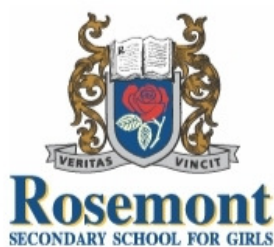
Class Teachers

Margaret Byrne/Darina Drumm	Bernice Martin	Janet Dean
Susan Scanlon	Yvonne Murphy	Julia O'Malley

Board of Management

Mary O'Donohue Chairperson Nominee	Trustee	Janet Dean Teacher
Margaret Kelly Secretary		Julia O'Malley Teacher
Michael Faughey Parent		Dr. Berry Kiely Trustee Nominee
Maeve McEnri Trustee Nominee		Joanna O'Riordan Trustee Nominee
Eilis Bennet Parent		

Teaching Staff



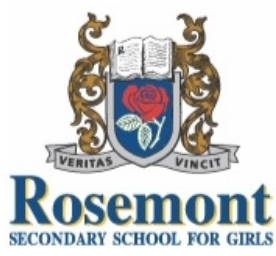
Margaret Kelly	Loretto O Connell	Margaret Byrne
Janet Dean	Heather Hall	Julia O'Malley
Maeve Carolan	Yvonne Murphy	Bernice Martin
Terry Glass	Siobhan o hAodha	Darina Drumm
Susan Scanlon	Tara Sweetman	Isabel Blanco
Mary Minchin	Aideen Cooke	Helen O'Colmain

Student Council/Prefects for year groups

Roseann O'Doherty Head Girl/5 th year	Sarah Kennedy 3 rd Year
Danielle Crimin 2 nd Year	Aisling Molloy Deputy Head Girl/1 st Year
Jennifer McPhail 4 th Year	

Class Parents

Coordinating Class Parents	Maurice and Gbnait O Grady
1 st year	Niall and Lourdes Dermody
2 nd year	Christopher and Pamela Quinn
3 rd year	Colum and Geraldine Whelan
4 th year	Tom and Caroline Germaine
5 th year	Martin and Mary Moran
6 th year	Declan and Liz Godfrey



Chaplain – Fr. Phillip Griffin

Guidance Counsellor – Helen O’Colmáin

School Management – Margaret Kelly (acting Principal)

Bernice Martin (acting Deputy-Principal)

Administrative Staff – Elaine Wakely