Pastoral Care & Welfare Policy & Procedures

Reviewed annually by Director Pastoral Care March 2008
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Policy

Pastoral Care

Pastoral Care (Welfare) at KWS covers the moral, intellectual, spiritual, physical, mental and social well-being of students. It is embedded in the academic, co-curricular and tutor programmes of the school. To this end all staff members are involved in the pastoral care of the students and staff.

The aim is to provide the best possible all-round education so that each boy and girl will achieve to the best of his or her ability and will be prepared to take a meaningful place in society and contribute in a positive way to society. Through a climate of respect, mutual trust and appreciation between staff and students we aim to provide a caring community where all students can feel safe and secure and can discuss matters of concern with sympathetic staff. Additionally, we aim to provide an environment in which learning and the development of character and personality can occur without the disruption of poor behaviour; and to teach students what is acceptable and unacceptable behaviour in various situations.

Student & staff welfare is enhanced when all members of the school community participate in the learning programs and life of the school. KWS helps students to become self directed, lifelong learners who can create a positive future for themselves and for the wider community. For this to occur, KWS is a place where every student can learn and grow with confidence.

KWS strives to be a safe and happy place for students and their teachers. KWS provides effective learning and teaching within secure, well-mannered environments, in partnership with parents* and the wider school community.

Welfare

Pastoral Care (Welfare) at KWS occurs within the following context:

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the total school curriculum and its delivery
- Incorporate effective discipline
- Incorporates preventive health and social skills programs
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school and the wider community
  - derive enjoyment from their learning
  - develop resilience, self-motivation and Christian values
  - take responsibility for their own welfare and development

*Throughout this policy the term parent should be read to include caregiver/guardian/legislative body
The school has a Tutor House system which is designed to create a pastoral care “base” for each student. There are currently 6 Secondary Tutor Houses. Each house has a Head Tutor and year group Tutors. The philosophy behind the tutor house is essentially to give each student a group of students in their year group with whom to relate and one or two members of staff who will take a special interest in them. That member of staff normally stays with the group from year 7 to year 12 and so has the opportunity to get to know the children in their care. Ideally, this gives every child at least one adult at KWS to whom they can take their problems and with whom they can discuss issues which they feel are important. The vertical house system also allows leadership opportunities for the students through house activities and competitions. As a development of this students develop a real pride in their house and friendships develop across a range of areas. The School also has a Year 7 Co-ordinator who assists with the transition of students from year 6 to high school.

The 6 secondary Tutor Houses and the respective house colours are:

- Brown – red
- Dean – maroon
- Douglas – green
- Gordon – yellow
- McLachlan – blue
- Richards – black

In the Preparatory School, Pastoral Care leaders are the classroom teachers. Students are allocated to one of the 4 Prep Tutor Houses and Inter-house sporting activities take place throughout the year in house groups. The houses in the Preparatory school are Brown, Douglas, Gordon and McLachlan.

The Preparatory School has its own Pastoral Care Policy and Procedures.

In order to facilitate the various pastoral care activities at KWS the school has a Director of Pastoral Care, a School Chaplain and a Student Counsellor. These members of staff work with the six Head Tutors and the Year 7 Co-ordinator who in turn work with the year Tutors and other staff.

A variety of Pastoral Care and Counselling Sessions run throughout the year *(See Appendix D)*

The Director of Pastoral Care convenes two committees to assist in the co-ordination of Pastoral Care in the Secondary School:

1. The Pastoral Care Team which includes the Student Counsellor, School Chaplain, Director of Boarding, Year 7 Co-ordinator, Co-ordinator of Student Learning Support and the Convenor of the Anti-Bullying Committee

2. The Head Tutor Committee which includes the 6 Head Tutors, the Year 7 Co-ordinator and the Student Counsellor
The Chaplain works closely with the Director of Pastoral Care, Director of Boarding and Student Counsellor to provide for the spiritual needs of the school, its staff and students. The Chaplain aims to assist each student to come to a personal understanding of Christ through faith. The Chaplain assists students to realise that the teachings of Christ and the example of His life can be emulated in a caring community for the benefit of society. The Chaplain focuses on the importance of a Christian ethos and values in the development of our students for their future.

The Student Counsellor at KWS is a qualified student counsellor. The Student Counsellor caters for the mental health needs of the students effectively through appointments and self-referral. Referrals are also taken from parents, teachers, tutors, outside agencies, GPs and other therapists.

The Head Tutor for each House is appointed by the Principal after consultation with the Director of Pastoral Care. The Head Tutors are in charge of a house comprising approximately 130 - 135 students from years 7 – 12. They are assisted by 6 – 9 year tutors. The Head Tutors work closely with the Director of Pastoral Care to ensure the smooth running of day-to-day activities at KWS.

The Year 7 Co-ordinator works to ensure that our students experience a smooth transition from Primary to Secondary school. She works closely with the Student Counsellor and Director of Pastoral Care to organise activities for year 7. The Student Counsellor receives Professional Clinical Supervision from an APS accredited Psychologist.

The Director of Pastoral Care, the Student Counsellor and the Year 7 Co-ordinator work regularly with and support students who have been targets of bullying. The response to bullying issues at KWS is very firm. We follow current trends and methods when dealing with the target of bullying and with the perpetrator. The Anti-bullying Policy and Procedures are updated annually and presentations are made to the staff, students and parents regularly. Information about the Anti-bullying policy is also available on the website and updates are placed in the Family Bulletin. (See Appendix A)

Year 12 students are mentioned by members of Staff to support them throughout their HSC year. The Director of Pastoral Care co-ordinates the programme. (See Appendix B)

Student leadership has high priority at Kinross Wolaroi School. Leadership is an integral part of all aspects of school life. Student leaders are the corner-stone of the House Tutor system and Co-curricular programmes. Leadership programmes try to be inclusive and seek to offer leadership training. Individual students are also encouraged and assisted to pursue leadership opportunities through programmes such as Global Young Leaders, Cadet exchanges and Lions Youth of the Year, to name a few.
Roles & Procedures

Director of Pastoral Care
The Director of Pastoral Care co-ordinates:

- Academic reports to parents
- Placement of students and staff in houses
- Tutor roll call
- House activities – e.g. study skills, exam preparation,
- Leadership within the Tutor house
- Inter-house competitions – e.g. Swimming, Athletics, Winter Sport Competitions with the assistance of the Director of Sport and Inter-house Choir with the assistance of the Director of Performance
- Visiting speakers and programmes – e.g. PCYC Driver Education, RYDA, Brent Sanders, Celebrate Do It Safely, Courage to Care
- Anti-Bullying Policies and procedures – working with students who are targets of bullying and the bullies assisted by the Student Counsellor, Antibullying co-ordinator and Year 7 Co-ordinator; arranging speakers and presentations
- Farewell functions for Year 12 - Tutor lunches assisted by Head Tutors, Farewell Chapel assisting the Chaplain
- Fundraising – KWS supports 4 to 6 different charities each year
- Peer Support with the Peer Support co-ordinator and the Year 7 Co-ordinator
- Dissemination of information – from working with the Director of Sport for sports selection through to the Careers Advisor
- Uniform checks – with the Head Tutors and Deputy Principal
- Year 12 references – assisted by the year 12 Tutors and Head Tutors
- Year 12 Mentor programme
- Valet information for the Tower – assisted by the Tower co-ordinator and year 12 tutors
- Incorporates values education into tutor discussions

The Director of Pastoral Care attends regular AIS and AHISA Pastoral Care Conferences and when possible attends the National Coalition against Bullying Conference in Melbourne.

Head Tutors
The Head Tutor in each house facilitates a variety of activities:

- Roll call
- Notices
- Checking uniform
- Maintaining their house locker area
- Keep in contact with parents and the teachers of the students in their house as needed
- Co-ordinate the inter-house activities that occur including sporting, choral and fundraising
- Support the leadership of our senior students
- Run house meetings
- Co-ordinate Tutor activities
- Follow-up with the teachers and with parents for students that have been experiencing problems at school
- Monitor students who either have been bullied or who have bullied others
- Monitor students' homework and their year books
- Encourage house excursions for lunch
- Encourage intra-house competitions from trivia quizzes to “fun” competitions
- Proof read the academic reports and communicate with the parents on this report about the involvement and attitude of the students in their care. These reports are then discussed with the students on an individual basis and problems are followed up
- Assist the Chaplain with regular Tutor House Chapel services.
- Support the students in various fundraising activities

**Year 7 Co-ordinator**

The Year 7 Co-ordinator runs the weekly Tuesday assembly for year 7 and the peer support activities which occur during Monday lunch. The Year 7 Co-ordinator communicates regularly with year 7 parents through a newsletter and with phone calls when needed. Many incidents occur in the early weeks of Year 7 and the Year 7 Co-ordinator is the person who follows up concerns from students, staff and parents. The Year 7 Co-ordinator works closely with the year 7 Tutors and Head Tutors. The Year 7 Co-ordinator meets with students in year 6 at KWS in Term 4 of the previous year to initiate the transition to high school. The Year 7 Co-ordinator co-ordinates the morning tea for parents of year 7 on year 7 testing day in Term 4 and organises the Information session for parents on Fair Day in Term 1.

**Student Counsellor**

The Student Counsellor runs a number of proactive programmes within the school (boarding and Day), provides advice on Child Protection matters, regularly speaks at the Prep-school, Secondary and boarding meetings as well as at P and F and community meetings and at conferences. The Student Counsellor attends the weekly Head Tutors and Pastoral Care Team meetings as well as attending the regional interagency meeting on the schools behalf and is a current member of the School-link reference group. The Student Counsellor also meets on a semester basis with other Independent school councillors within this region and attends to Association of independent Schools (NSW), Counsellors Conference on an annual basis.

Other activities include:

- Writing papers to aid staff in PD
- Ongoing promotion of positive staff mental health (through information and activities)
- Co-ordinating resources relevant to the Pastoral needs of the students and staff
- Maintaining and purchasing up to date Mental Health Resources
- Being a member of the KWS Professional Development Committee
- Completing Institute of psychiatry School-Link course (ongoing)
- Undertaking MHFA courses with for staff – trained through Uni of Melbourne (Oct 2007)
**Chaplain**

The Chaplain runs Tutor Chapel Services, Boarders Chapel and whole school services. The Chaplain is available to meet with individual students or groups of students to discuss issues. The Chaplain co-ordinates and encourages participation in Christian groups within the school, for example KFC (Kids for Christ) in the Prep school, and Crusaders in the Secondary school. The Chaplain organises the Chapel music for school, house and boarding services. The Chaplain will also have a teaching load in order to engage with the students in the core business of the school. The Chaplain regularly attends the Uniting Church Chaplains’ Conference.

**Tutors**

The Tutor for each group meets with the students in their Tutor group every morning for 20 minutes, with the exception of Tuesday when Assembly occurs. The Tutors sit with their group at this assembly.

The activities carried out during Tutor enable the staff member to get to know every child in the group.

At the base of all activities the Tutors consider the nine values for Australian Schooling from the national Framework for Values Education in Australian Schools listed below. *(See Appendix C)*

<table>
<thead>
<tr>
<th>Nine Values for Australian Schooling</th>
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<tbody>
<tr>
<td>1. Care and Compassion</td>
</tr>
<tr>
<td>Care for self and others</td>
</tr>
<tr>
<td>2. Doing Your Best</td>
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<tr>
<td>Seek to accomplish something worthy and admirable, try hard, and pursue excellence</td>
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<td>3. Fair Go</td>
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<tr>
<td>Pursue and protect the common good where all people are treated fairly for a just society</td>
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<td>4. Freedom</td>
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<tr>
<td>Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others</td>
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<tr>
<td>5. Honesty and Trustworthiness</td>
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<tr>
<td>Be honest, sincere and seek the truth</td>
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<tr>
<td>6. Integrity</td>
</tr>
<tr>
<td>Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds</td>
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<tr>
<td>7. Respect</td>
</tr>
<tr>
<td>Treat others with consideration and regard, respect another person's point of view</td>
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<td>8. Responsibility</td>
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<tr>
<td>Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</td>
</tr>
<tr>
<td>9. Understanding, Tolerance and Inclusion</td>
</tr>
<tr>
<td>Be aware of others and their cultures, accept diversity within a democratic society, being included and including others</td>
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Anti-Bullying
In the first instance, reports of bullying go to either the Director of Pastoral Care or to the Student Counsellor. After an initial consultation with the target, the perpetrators are then spoken to and in many cases parents are contacted. Mediation sessions follow and then meetings are held with both the target and the perpetrator to support a change in the behaviour. If this has not occurred then sanctions are taken. The Anti-bullying policy is re-launched every year for staff and students. The policy is a separate document is and reviewed annually.

Year 12 Mentor programme
Each student in year 12 is given the opportunity to have an individual mentor who is a member of the staff at KWS. This person, working with the Tutors in year 12, assists the year 12 student to manage the difficulties that may arise in the HSC year. The Director of Pastoral Care pairs the students with a member of staff in the first term of their HSC. The mentor meets with the student to provide guidance, support and help to the student through this challenging time. The mentoring programme is outlined in a separate document. *(See Appendix B)*

Leadership
Leadership programmes include:

Peer Support leadership training in Year 10 to select Peer Support leaders who assist with the induction of Year 7. The Director of Pastoral Care and the Student Counsellor train Year 10 and, with a group of support staff, they nominate the Peer Support Leaders based on student performance during the training sessions.

Leadership within the KWS Cadet Unit: This involves students nominating themselves to engage in promotion camps training held in the Term 2 holiday break and practical application of leadership skills in all Cadet activities. Trained Cadet staff run this course and they select the Cadet Leadership team at the completion of the course, which also includes an examination.

Year 11 students apply to be Prefects for their last year at school. Those who choose to apply for the position are trained in a Year 11 Leadership Retreat; applications are then considered by Senior Staff prior to appointment. The Prefect team has an elected student executive that coordinates activities. Prefects are allocated leadership responsibilities and are accountable in these roles. Student references and term reports are used to evaluate performance.

Year 12 students are elected into positions of Tutor House leaders who lead their House in Inter-house activities. Each Boarding House elects House Leadership teams also.

All sporting teams and music ensembles also have leaders appointed and/or elected by students and staff involved in the particular co-curricular group.

The organisation of leadership teams and positions are articulated in the Pastoral Care and Welfare Policy and Procedures which can be accessed by staff, parents and students on the school’s website. *(See Appendix E)*

The school has a Master in Charge of the School’s Leadership team; he works closely with the Director of Pastoral Care, the Student Counsellor, the Head of Cadets, the Heads of Houses, the Director of Sport and the Director of Music to monitor the Leadership team’s performance. Regular meetings with the Prefect Executive and the whole Leadership team occur also. Staff are present and monitor senior students when they are working with or leading younger students.
APPENDIX A

ABC GUIDELINES

Statement

1. It is our understanding that Kinross Wolaroi School should be a place where each person in it can feel safe, secure and able to achieve their potential.
2. It is expected that all members of this school – Staff, Students and Parents – will work together to ensure that bullying, whether verbal or physical, subtle or overt, does not happen.
3. We do not and will not accept bullying in this school.
4. We will review the position in this school of any person who persists in bullying.

Definition

Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person or persons by a more powerful person or group of persons.

Types of bullying

There are many types of bullying. These may include:

- Physical
- Verbal
- Isolation
- Extortion
- Gestures
- Damage to property
- Intimidation
- Note writing
- Cyber bullying
- Sexual Harassment

Declaration of Rights

Kinross Wolaroi School aims to be a place in which every person in the school community – students, teachers, other workers and parents – feels safe, secure and free of bullying.

- Individual differences are valued and respected.
- Every student is able to learn without distraction or hindrance.
- Every teacher is able to teach without distraction or hindrance.
- Every person can take pride in themselves and their work.
- Every person is courteous to, and cooperative with, others.
- No person is ‘given a hard time’.
- If any person states that teasing has gone too far, it will stop.
- The mood of the school is such that a child will feel supported if they are harassed or bullied.
- Every person will feel safe to report incidences of bullying of which they are aware in the confidence that it will be followed up appropriately.

The procedure for dealing with incidences of bullying at Kinross Wolaroi School is set out in the flowchart in the Anti-bullying Policy which is a separate document.

Incidents are reported to the appropriate representatives who log the incident on a Bullying Incident Report and conduct a preliminary investigation.
APPENDIX B

MENTORING STUDENTS

The Mentor System at Kinross Wolaroi School is designed to give support to the year 12 students by allocating a member of staff to assist them in their HSC year. The Director of Pastoral Care or the Co-ordinator of the mentor programme allocates an interested member of staff to any year 12 student who requests a mentor. Most year 12 students have a mentor. Any student who does not participate in the programme has their day school House tutor as their support person.

The co-ordinator of the programme meets with year 12 in the first term of their HSC programme to outline the mentor programme. The students are asked to nominate 3 or 4 members of staff with whom they feel that they could relate. Similarly, each member of staff is asked if they are willing to participate and then the 2 lists are collated, pairing up student and staff. It is suggested that a member of staff mentor no more than three students at any one time.

The origin of the word mentor can be found in Homer’s *Odyssey*. Mentor was the tutor to whom King Odysseus entrusted his son, Telemachus, when he went to fight in the Trojan Wars. Mentor was actually Athena, goddess of wisdom – a wise and capable teacher who taught the prince the skills of leadership, growth and responsibility.

Mentoring today carries much the same meaning: a mentor is an adult who provides support, guidance and help to a student in need of extra direction because they are going through a challenging period – the HSC. Students are more likely to take on board a mentor’s advice during this time because the mentor is usually a positive role model and a teacher – someone the student has chosen, someone who has been through the HSC themselves and someone who has seen other students through the ‘challenging’ time. The goal of student mentoring is to give the mentoree confidence to be able to achieve as they would like to.

There is no right or wrong way to mentor a student. A good mentoring relationship is dependent on the student and member of staff feeling comfortable with each other. The relationship can be very formal- with regular fortnightly meetings, or the contact may be informal – the mentoree coming to you at points of need only. However, if the latter is the adopted approach it is nevertheless suggested that the mentor keep a regular check on the student’s progress through the Tutor, their file and reports or through staff meetings.

A ‘good mentor’ is someone who:

- Is positive
- Is a good listener
- Takes the student seriously
- Is not judgemental
- Is committed
- Accepts that mentoring is a responsibility
- Helps the student build self-esteem – reinforces student success, eg
- Doesn’t dictate responses
- Doesn’t interfere/intervene on the student’s behalf UNNECESSARILY but encourages the student to work out problems for themselves
- Gets advice from colleagues – eg on reducing units, careers (no one mentor has all the knowledge needed to meet a student’s needs); the concept of multi-mentoring is valuable
Mentors are not expected to provide solutions to all the issues which the student might be confronted with over the year, nor are they expected to provide subject specific coaching to the student.

Practical examples of what a mentor might do include:

- Making contact with the mentoree’s parents
- Completing a Mentor’s Profile (attached)
- Drawing up a Year’s Assessment Planner (attached)
- Going through the rules and regulations for Assessments and Examinations with them
- Creating a balanced study programme for the coming vacation: draw up summaries of topics which need to be studied in each subject, ensure weaker subjects are not left until last but in fact may have more frequent ‘blocks’ of time slotted into the study timetable, include ‘time out’ (attached)
- Discussing your mentoree’s future career plans with Cherie Byrnes
- Helping your mentoree to prepare a resume
- Finding out your mentoree’s birthday
- Finding out what sport your mentoree is involved in
APPENDIX C

TUTOR ACTIVITIES
These can include:

- Get to know the students by doing simple things like:
  - Asking where they live
  - Finding out what their parents do (be careful with split families and sensitive family structures)
  - Asking what subjects they do and who the various teachers are
  - Find out when the classes are being tested.
  - Are the kids coping with their work / homework
  - Ask them about their sport from the weekend – learn what sport they do and the name of their coach
  - Are they music students / in a group / learning an instrument
  - Do they have hobbies / interests?
  - Were they involved in the Senior Drama
  - Have they tried out for the Musical

- Have set things to do on specific days
  - Trivia Quiz
  - Discussion group using newspaper articles as sources
  - Discuss school activities pros and cons
  - DEAR (Drop everything and Read)
  - Challenge another group in a different or the same House to a competition of some sort

- Change the structure of the room on different days
  - Behind desks to do Trivia or to read
  - Circle of chairs for discussions

- Celebrate birthdays
- Discuss the Anti bullying policy at KWS – pages 10 and 11 yellow section
- Check email messages that relate to your group and take the information to your group
- Library Overdue notices need to be followed up
- If students are absent - follow up the reason
- Have the students keep a diary once a week of things they like, achievements
- Fundraising
- Remind the group when important events are coming up
  - Exams – plan a study programme with them
  - Carnivals – talk about expectations at these events
  - Church Services
  - Fair, Open Day etc

- Go through the Year book
  - Check the homework is written in
  - Sign the year book each week
  - Make sure there is no graffiti in the yellow or blue sections
  - Discuss the Study skills section in the yellow part
APPENDIX D

PASTORAL CARE and COUNSELLING SESSIONS offered at KWS

These sessions are co-ordinated by a variety of staff at KWS and Guest Speakers

K- 4 Conflict and its resolution programme
Year 6 What’s Fair (Ethical issues)
Year 7 Anti – bullying presentations early Term 1
        Year 7 Camp – end Term 1
        Peer Support Programme
        Conflict resolution programme
Year 8 Community Living Seminars (boys and Girls)
Year 9 Community Service
Year 10 Community Service
        Leadership Training (peer support leadership selection)
        Career Exploration Programme
        Brent Sanders – Boys Issues and Self-Protection for Girls
Year 11 Work experience Programme
        Sex and the Law
        Relaxation workshops
        Brent Sanders – Boys Issues and Self-Protection for Girls
        RYDA – Rotary Youth Driver Awareness programme
        Year 11 Leadership retreat
Year 12 Beat the HSC Blues seminar
        Anxiety and stress Management
        Year 12 Christian Studies retreat
        Celebrate Do It Safely

In addition as needed:
        Anger Management Programme
        ACE (Adolescents coping with emotion)
        Confidence, Assertiveness and Self Esteem
        Mediation sessions
APPENDIX E

LEADERSHIP PROCEDURES

There are a number of leadership positions for students at Kinross Wolaroi School. Within each area the procedure for selecting the leaders vary. However, the basic premise for selection is that the student has shown qualities that indicate that they have leadership ability.

Leadership Training

In years 10 and 11 we focus on Leadership Training. Students not involved in cadets or the Music Programme attend Peer Support Training in Year 10. Both cadets and the Music staff have their own leadership training procedures. As a result of these training sessions, leaders are selected for both Cadets and Music.

All students, including Cadets and Music people, attend a leadership camp towards the end of their Year 11 year. The camp is co-ordinated by the Director of Co-Curricular, the Academic Staff Member who is Head of Prefects.

School Prefects

Students in year 12 may elect to be a School Prefect after the Year 11 Leadership Training Camp by applying in writing. Students appointed as Prefects are expected to behave according to the guidelines set out by the Head of Prefects.

Head Prefects

Head and Deputy Head prefects are elected by the students in years 10, 11 and 12, and by the Staff. The voting is collated by the Director of Pastoral Care and the Director of Co-Curricular who is the Head of Prefects. The voting is taken to the Principal for selection of Head Boy and Head Girl prefect and for the Deputy Head Boy and deputy Head Girl Prefects.

Tutor House Captains

Tutor House Captains are elected by the students in the Tutor House and by the Staff in the Tutor House. The students are asked to apply to be a House Captain or Vice Captain. The students may be asked to give a short presentation to the members of the Tutor House. Students and staff in the House vote for the leaders and the votes are tallied by the Head Tutor and the Director of Pastoral Care. The names are taken to the principal for ratification.

Heads of Boarding and Boarding House Captains

The Boarding Handbooks outline the details on the procedure for the selection of Boarding House Captains and the Heads of Boarding. All appointments are signed off by the Director of Boarding and are ratified by the Principal.

Co-curricular leaders

All other areas of the school have leadership positions – sporting teams, music groups, Peer Support Leaders and Cadets. The MIC of these co-curricular areas appoint the respective leaders after consultation with the relevant staff. These appointments are ratified by the Principal.