



## LOYOLA COLLEGE

### HOUSE SYSTEM POLICY

<b>Intended audience</b>	Loyola College Community
<b>Author</b>	DOWAL ~ Development of Wellbeing at Loyola
<b>Ratified</b>	By College Board ~ Semester 2 2012
<b>Review date</b>	Semester 2 2015

---

#### PREAMBLE

Loyola College, as a Catholic co-educational College in the Ignatian tradition, seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential. Fundamental to fostering the full potential of each student is the experience of developing high quality interpersonal relationships of care and support.

At Loyola College the vertical House system is used as the primary pastoral care structure to develop high quality interpersonal relationships and to foster the distinctive characteristics of the Ignatian tradition which include:

- Personal concern for the whole life of each student
- Emphasis on critical thinking and effective communication
- Pervading philosophy with emphasis on actions rather than words with a commitment to a faith that does justice ~ an awareness of the needs of others and a readiness to place one's talents at their service
- Striving for excellence, achieving one's personal best and full potential in all things: from academic performance to personal grooming.
- Producing articulate, discerning and confident graduates committed to living the values of the Gospel in the wider community "*...leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment*" (Jesuit Father General Kolvenbach).

For each student, membership to a House and vertical Mentor Group complements the Ignatian education that the College offers by:

- Creating an important dynamic for the spiritual life of students through the development of links with the House-sponsored Parish
- Providing the opportunity of forging close relationships over a period of time with both the Mentor Teacher and fellow students of all year levels. In this way the Mentor Group is a microcosm of the world.
- Allowing for every opportunity to develop his or her potential in a wide range of co-curricular and leadership activities outside the formal classroom.

#### DEFINITIONS

**Vertical House System** is defined as a pastoral care system where students at Years 7 to 12 meet on a daily basis in small groups known as *Mentor Groups* to undertake a number of pastoral and administrative tasks under the leadership of a *Mentor Teacher*. A number of Mentor Groups form a *House*.

**Mentor Group** is defined as a group of Year 7 to 12 students, no larger than 30 in number, which meets together on a daily basis at a designated time as members of a House to undertake pastoral and administrative tasks that enhance the wellbeing and experiences of its students and Mentor Teacher as members of the Loyola College community.

**Mentor Teacher** is defined as a teaching member of staff who has the responsibility of meeting with his or her Mentor Group on a daily basis and as a *significant adult* comes to know the Mentor students under his or her care so as to provide effective pastoral care to them. The term *Mentor* meaning *experienced and trusted adviser* also allows the Mentor Teacher to undertake a variety of administrative roles pertaining to the wellbeing of the student in the life of the College. The Mentor Teacher is also expected to develop effective relationships with the families of the students under his or her care by acting as the first port of call for pastoral and wellbeing matters for the students in his or her Mentor Group.

**House** is a group of Year 7 to 12 students who are located together in a designated area of the College for pastoral care and administrative purposes and have a particular identity and sense of belonging that is fostered by the Head of House, the Mentor Teachers, House Support staff and the students' families. The identity and spirit of each House is also fostered by the involvement of the students, their families and staff members in a variety of co-curricular, social and religious events.

Each House is identified by a colour, crest and motto and is named after a patron who lived a life that reflects values that are greatly appreciated at Loyola College.

## **GUIDING PRINCIPLES**

At Loyola College the vertical House system provides for the wellbeing and pastoral care of students and nurtures high quality interpersonal relationships by providing:

- Greater possibilities for each child's vision and experience of school life to go beyond the confines of their year level including friendships with students in year levels other than their own
- Younger students with opportunities to be introduced into the ways, culture and traditions of Loyola College through interactions with fellow students at all levels and their Mentor Teacher
- Older students with opportunities of becoming appropriate role models for the younger students
- Increased opportunities for students to exercise leadership and service with students at all year levels
- Opportunities for Mentor Teachers to develop mentor relationships with their students and their families
- Structures for the exploration of pastoral issues that can be discussed across all year levels through extended Mentor sessions
- Opportunities for intra-House social events and inter-House co-curricular activities that will enhance House Spirit.

The vertical House system plays an integral role in fostering the Ignatian tradition of Loyola College in three fundamental ways:

### 1. **Student, House and Parish**

Loyola College's commitment to the Ignatian tradition is embedded in a deeper yet simple priority: everything that can be done to foster the spiritual development of our students should be done. Consequently the fostering of ongoing relationships between the student and the House-sponsored Parish is integral. At Loyola College the vertical House system is central to the nurturing of these ongoing relationships and to the allocation of students to their House as far as possible. Each of the six Houses is based on a constituent parish as follows:

<b>Chisholm House:</b>	<b>St Mary's Parish, Greensborough</b>
<b>Flynn House:</b>	<b>Sacred Heart Parish, Diamond Creek</b>
<b>MacKillop House:</b>	<b>St Thomas the Apostle Parish, North Greensborough</b>
<b>Mannix House:</b>	<b>St Damian's Parish, Bundoora</b>
<b>McAuley House:</b>	<b>St Francis of Assisi Parish, Mill Park</b>
<b>Xavier House:</b>	<b>St Martin of Tours Parish, Macleod and Our Lady of the Way Parish, Kingsbury</b>

Students from the Associated Parishes ~ Our Lady Help of Christians Parish, Eltham and St Francis Xavier Parish, Montmorency ~ are allocated to one of the above Houses on a needs basis.

It is anticipated that links between the student and Parish established during the primary school years will be strengthened by means of this vertical House structure. The Parish Priest of each parish is designated as the Patron of the House from which students of the Parish belong.

Masses celebrated at Loyola College are organized so that they are celebrated by one or more of the Parish Priests or his assistant. An annual House Mass is celebrated in the Parish on a designated Sunday to allow the House students, families and staff members to worship together with other members of the Parish.

2. **Student and Mentor Teacher**

At Loyola College the vertical House system enables a student to have regular contact with his or her Mentor Teacher and the other members of the House Mentor Groups who are drawn from all six year levels. In this way it is anticipated that:

- The student will develop tolerance, resilience and understanding and a broader sense of self
- The student will both learn from others and assist in the learning process of others
- The student will form a relationship with his or her Mentor Teacher.

3. **Student, Co~Curriculum & Leadership**

Apart from nurturing the needs of the whole person in a pastoral care context, the House system is also the basis for regular and ongoing co~curricular activity and leadership opportunities. There are numerous ways in which students at Loyola College are able to develop their potential in a range of House~based activities which allow for the meaningful development of the whole person and complements their academic and social development throughout their time at the College.

4. **Families~House Links**

On allocating students to a House, siblings are always placed in the same House but never in the same Mentor Group.

**RELEVANT DOCUMENTS**

Pastoral Care of Students in Catholic Schools (CEOM Policy 2.26) *Revised February 2009.*