



PASTORAL CARE POLICY

(DEVELOPED 2010)

CONTEXT

Our Pastoral Care policy is based on Jesus' call to '*Love one another as I have loved you*'. His life of unconditional love shapes the way in which we hope to care for each other and is the basis for living a full life.

In our Mission Understanding we are invited to:

- Treat each other with dignity and respect.
- Be a secure and welcoming place where all can experience belonging, support and trust.
- Build strong, positive relationships which value and celebrate diversity.
- Be just and forgiving.
- Ensure that reflection and stillness are part of our lives.
- Support young people in becoming responsible, compassionate and active citizens.

Pastoral care is a dynamic and generative process whereby individuals who feel a deep sense of belonging and care are then able to show this same sense of welcome and care for others. It is integral to the daily life of the school.

VALUES

Our seven core values: *respect, support, understanding, equality, community, learning and positive relationships* inform and underpin all aspects of our work in pastoral care.

RATIONALE

"Wellbeing is fundamental to successful learning. Young people who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes" (CEOM Learning Centred Schools *A Sacred Landscape: Wellbeing* 2009)

All students and staff have the right to learn and teach; and to feel comfortable, included and safe. It is our individual and shared responsibility to create a community where this can happen.

The College adopts a whole school approach to pastoral care. Through this we will promote, develop and support positive relationships among students, staff and families, and a safe and supportive environment where all can learn and do their best.

GUIDELINES

A whole school approach to pastoral care will:

- Promote a holistic approach to students' physical, intellectual, moral, social, emotional wellbeing and development.
- Underpin all school activities and is the responsibility of all staff.
- Assist in developing a positive classroom and school climate.
- Support all students in completing their education and achieving their best.



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- Improve connections across the whole school community.
- Foster responsibility for others and engagement with the community beyond the school.

To implement a whole school approach to pastoral care the College will:

- Ensure that the school is organised so that all students are known and have a significant adult who takes an active interest in them, their wellbeing and development.
- Where possible, arrange for the pastoral care teacher to teach his / her pastoral care group.
- Explicitly teach social and emotional learning (SEL) through the Personal and Social Learning program and embed SEL into all aspects of school life and learning.
- Use comprehensive, engaging and inclusive approaches to teaching and learning.
- Continue to develop celebrations, traditions, rites of passage and rituals which provide opportunities to connect and foster a sense of belonging, fun and community.
- Monitor carefully the wellbeing and learning of all students.
- Ensure that all students and staff are able to access support when it is needed.
- Use a planned approach to the wellbeing and learning of 'at risk' students and those with special needs.
- Where possible, address pastoral issues proactively with a focus on prevention and early intervention.
- Develop effective procedures for sharing and communicating information about students.
- Nurture and maintain family – school relationships which are grounded in respect, cooperation and trust.
- Support staff in implementing this policy through professional learning.
- Build partnerships which enable young people and their families to access community support.

IMPLEMENTATION

A broad range of strategies, activities and structures assist in providing pastoral care. These include:

- Homeroom support structure
- Educational support
- Personal and social learning program
- Pastoral care time
- Community building activities
- Student leadership opportunities
- Peer Support
- Co curricular activities
- Transitional support



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- Counselling
- Opportunities for prayer and reflection
- Policies and programs that address issues around health, relationships and personal / social learning.

Responsibility for the day to day pastoral care of students lies with the pastoral care teacher and subject teachers of each student, supported by the Year Level Leader, School Counsellor, Careers / VET teacher and Deputy Principal (Pastoral Care).

Learning needs are catered for by the literacy and learning support programs coordinated by the Learning Support Leader.

Notes

Formal programs to support pastoral care will be developed in light of the Personal, Physical and Social Learning (PPS) strand of VELS and CEOM policies on Pastoral Care, Student Wellbeing and Social and Emotional Learning (SEL)

Definitions:

“Social and Emotional Learning (SEL) is the process for integrating thinking, feeling and behaviour to achieve important social / life tasks, meet personal and social needs and develop the skills necessary to become productive, contributing members of society.”
(CEOM 2009)

Related Policies:

This policy needs to be read in conjunction with the following College policies:

- Positive relationships
- Student management
- Managing critical incidents.
- Complaints handling
- Counselling
- Drugs
- Faith development
- Student involvement
- Student leadership
- PAWS (Planned Approach to the Wellbeing of Students)

(To be reviewed 2014)