

AS A CATHOLIC PROFESSIONAL LEARNING COMMUNITY WE ...

Proclaim

Our students, families and staff will be partners in learning, enjoy positive and respectful relationships with each other and feel a sense of belonging to their school and faith community.

Witness

Our students, families and staff will respect and acknowledge the dignity of each person as a being made in the image and likeness of God and be personal witness to the pastoral care and wellbeing of others.

Serve

Our students, families and staff will be witness to the message of Christ and use their gifts to grow and flourish, and contribute to the community.

Spiritual Pastoral Care

Relates to our sense of meaning and purpose in life. It includes our connection to the Catholic faith community and culture as well as the local culture, including the various Aboriginal, Torres Strait Islander and migrant cultures, community religious traditions and histories.

Academic Pastoral Care

Is associated with pathways to achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Academic Pastoral Care is important for attaining knowledge and experiencing positive learning.

Social Pastoral Care

Includes the extent to which we experience positive relationship and connectedness to others. This is particularly important in developing healthy faith and secular communities. It is important for pro-social behaviour and our empathy towards others.

Emotional Pastoral Care

Relates to self-awareness and emotional intelligence. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional Pastoral Care is in part informed by our capacity for self-reflection and to utilise a range of resilience strategies. It also includes our mental state of being.

Physical Pastoral Care

Is associated with the extent to which we feel physically safe and healthy. It includes, nutrition, preventative health care, physical activity, physical safety and security. Physical wellbeing enables positive health outcomes.

POSSIBLE STRATEGIES FOR PASTORAL CARE AND WELLBEING INCLUDE...

Faith Formation

- Whole school and systems approaches based on the Core Catholic Principles and Values that develop physical and mental health and fitness, prayer life, social skills, emotional intelligence and resilience. Activities might include student leadership, citizenship and community engagement programs that contribute to the collective wellbeing of all students, staff and parents.
- Positive interactions at all levels of the CSO and school community are nurtured through fair and equal treatment towards all individuals; encouragement of collaborative approaches to work, teaching and decision making; and nurturing environments where all are encouraged to speak, listen, question and acknowledge different points of view.

Leadership

- Leadership is evidenced at every level of the school environment.
- Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.
- School and system resources adequately support the Pastoral Care of all students, staff and parents.
- Positive social behaviors and problem solving skills among students, staff and parents are nurtured.
- A sense of student, staff and parent belonging to the school is promoted at the CSO and in schools.
- Clear Behaviour Management policies, programs and procedures are developed for preventing and dealing with incidents such as violence, victimisation, bullying, alienation etc.
- Students, staff and parents are committed to a shared vision of a positive and inclusive school.
- Leadership opportunities and training for students and staff are regularly offered;
- Staff connectedness with each other and across our system of schools is evident.
- Students participate in a range of school activities, including boards, committees and social events.
- A welcoming atmosphere for parents and visitors is evident.

Community Support Networks

- Students, families and staff have access to appropriate pastoral support networks and structures to assist their own wellbeing and that of others.
- Young people have a relationship with at least one competent and caring adult.
- Programs are developed targeting children at risk of social emotional and/or physical harm to reduce the intensity, severity and duration of risk behavior;
- Timely support is provided for students in need including access to appropriate forms of care, treatment or counselling services;
- Programs such as peer support and peer mediation are used or developed to support student wellbeing.
- Networks with social services and other resources in the wider community are strengthened to promote the overall health and well-being of the children.
- Students are supported to develop assertive behavior and conflict resolution skills.
- Opportunities are created for students to develop skills for them to share concerns, seek help and support others;
- Case management of at risk students is implemented, both for victims and perpetrators;
- Immediate and long-term links to support services are established and maintained;
- Students are able to identify an individual at school to approach in case of need.
- Ensure Pastoral Care is a core element of the CSO and School Annual Improvement Plan and is addressed through system and school planning and review.
- Breakfast programs are evident in schools where the need is identified.
- Preventative health care programs are developed to support healthy lifestyles of students, staff and families.
- The CSO and schools work together to ensure they are seen by students, staff and parents as healthy and supportive workplaces.
- Social connectedness is built among students, staff and parents including supportive school networks and links with other professional and community groups.
- The role of sport is supported by the CSO and schools in assisting the social, emotional and physical development of students across the diocese.

Professional Practice

- Schools understand and strategically contribute to Academic Pastoral Care in the delivery of teaching and learning.
- Professional learning in the area of Pastoral Care is linked to the needs of the students, staff and parents, school and the system.
- Assessment of student achievement informs individual learning.
- Appropriate adjustments to the learning environment are made and documented as required.
- Parents are consulted and contribute to the planning and support of their child's learning.
- Students have opportunities to connect them to learning strategies and pathways relevant to their stage of learning and development.
- School assessment and reporting policies report on elements of Pastoral Care and Wellbeing such as resilience.
- Feedback to students on their work accompanies assessment.
- Norms for classroom and professional practice are negotiated.
- Adequate seating arrangements and collaborative work arrangements are provided.
- An engaging curriculum is provided for students.
- Student goal setting and reflection is part of the learning process.
- High but achievable standards are set for all students.
- Teaching practices that encourage dialogue and provide opportunities for students to fully engage in learning are evident.
- Professional development programs and induction packages are provided for teachers to assist young children at risk and those with special needs.

SUCCESS MAY BE JUDGED BY OUR ...

- Love of God and our neighbour
- Enhancing the life and dignity of the human person
- Protecting human rights and meeting our responsibilities to one another, our families and our larger community
- Living our faith in relationship with all of God's creation
- Heeding the call to family, community and participation through service
- Recognising the sacredness of Self, friendship and the family
- Solidarity, fraternity and response to human need
- Preferential option for the poor and vulnerable
- Protection of the dignity of work.