

Title	Pastoral Care and Student Wellbeing Policy
Description of policy	This policy is intended to guide system and school-based practices for pastoral care and student wellbeing. CECG acknowledges the policy input of Catholic Education in the Archdiocese of Sydney and the Dioceses of Rockhampton, Lismore and Broken Bay in the preparation of this document.
Required because	School Registration for non-government schools in the ACT and NSW specifically require policies and procedures around student welfare, and approaches to pastoral care with reference to personnel responsible for pastoral care including access to counselling.
Description of changes	Format changes and editorial changes. Rewording for brevity.
Applies to	<input type="checkbox"/> Organisation-wide <input checked="" type="checkbox"/> Specific (location, schools/ELCs&SACs, Service Area) <input type="checkbox"/> Staff only <input type="checkbox"/> Students only <input checked="" type="checkbox"/> Staff and students
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Publication location	Intranet
Related documents	School Counselling Policy School Counselling Guide for Principals and Counsellors End-to-End Counselling Process Guide Suicide Response Guide Aboriginal and Torres Strait Islander Education Policy Behavioural Support Suspension and Expulsion Policy
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1. Summary	3
2. Pastoral Care and Student Wellbeing Policy.....	3
3. Catholic Social Teaching and the Vision for Human Flourishing.....	3
Elements of the ASWF that have been adapted for the CECG context	4
CECG Guiding Principles for Pastoral Care and Student Wellbeing	4
4. System of Support for Wellbeing.....	4
Adopted from 2019 Positive Behavioural Interventions and Supports	5
5. Roles and Responsibilities.....	5
Shared Responsibilities	5
Principal and School Leader Responsibilities	6
Teachers’ Responsibilities:	7
Student Counselling Personnel Responsibilities:	7
Student Responsibilities:.....	7
Parent Responsibilities:.....	7
Catholic Education Office Responsibilities:.....	7
6. Definitions.....	7
7. Related Documents and Legislation.....	8
8. Contact.....	8



1. Summary

- 1.1 This policy sets out system and school-based approaches and practices for pastoral care and student wellbeing. It applies to all Catholic Education Archdiocese of Canberra and Goulburn (CECG) schools.
- 1.2 The policy is designed to meet NSW and ACT Government school registration requirements for all schools to provide a supportive environment that caters for the needs of all students, and to provide evidence of its approach and practice for pastoral care and student welfare, including access to counselling.

2. Pastoral Care and Student Wellbeing Policy

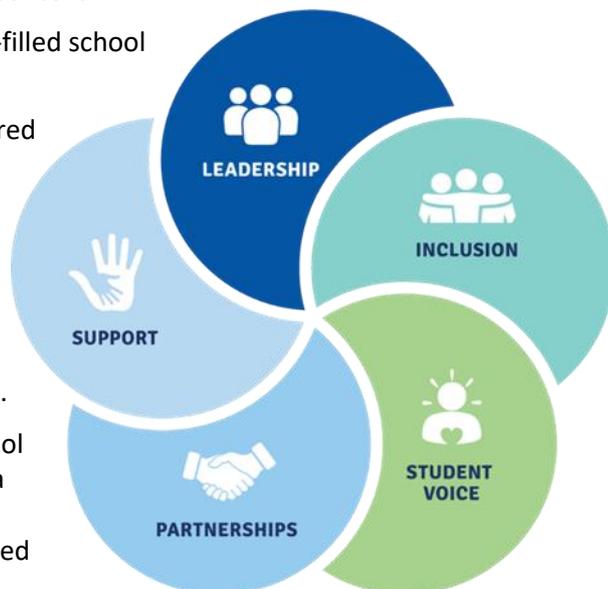
- 2.1 Children and young people are at the heart of all CECG endeavours. Catholic schools have a strong tradition of pastoral care; to provide every student with a strong foundation for them to flourish and reach their full potential in learning and life. This is a journey undertaken in partnership with parents, who are the first educators of their children.
- 2.2 NSW and ACT non-Government school registration guidelines require all CECG schools to provide a supportive environment that caters for the needs of all students, and to have policies, procedures, and evidence of its approach and practice of pastoral care and student welfare.

3. Catholic Social Teaching and the Vision for Human Flourishing

- 3.1 Pastoral Care and Student Wellbeing in CECG schools is informed by Catholic Social Teaching, which offers a vision for what it means to be human. Jesus is seen as God's image and likeness and his values and teachings show all people 'the way, the truth and the life' (John 14:6). In accordance with this belief, the values to be promoted within the understanding and practice of Pastoral Care in CECG schools include love, respect, compassion, tolerance, forgiveness, repentance, reconciliation, and justice. These beliefs underpin all relationships within CECG school communities.
- 3.2 The Catholic school's Pastoral Care mission is meant not only to touch the students' intellectual and spiritual life, but impact their physical, social, emotional and psychological well-being so students can enjoy the fullness of life. The aim is to develop in each student a capacity and desire for ongoing growth toward wholeness. In this way, Pastoral Care in CECG schools continues the healing ministry of Jesus Christ as it supports staff, students and families to live the Mission through their daily interactions and care for others in our community.

Elements of the ASWF that have been adapted for the CECG context

- 3.3 **Leadership** – Visible leadership to inspire positive, faith-filled school communities.
- 3.4 **Inclusion** – Inclusive and connected school culture inspired by the Gospel values.
- 3.5 **Student voice** – Authentic student participation that builds student voice and agency.
- 3.6 **Partnerships** – Effective family, parish and community partnerships.
- 3.7 **Support** – Wellbeing and support for positive behaviour.
- 3.8 CECG supports Principals, school leaders, teachers, school support personnel, students and their families to build a positive, safe, supportive and inclusive learning environment through explicit teaching, evidence informed practices and active participation of the whole school community through sacramental living.



CECG Guiding Principles for Pastoral Care and Student Wellbeing

3.10 The following CECG guiding principles are informed by, the Catholic context for mission and pastoral care, and the [Australian Student Wellbeing Framework](#):

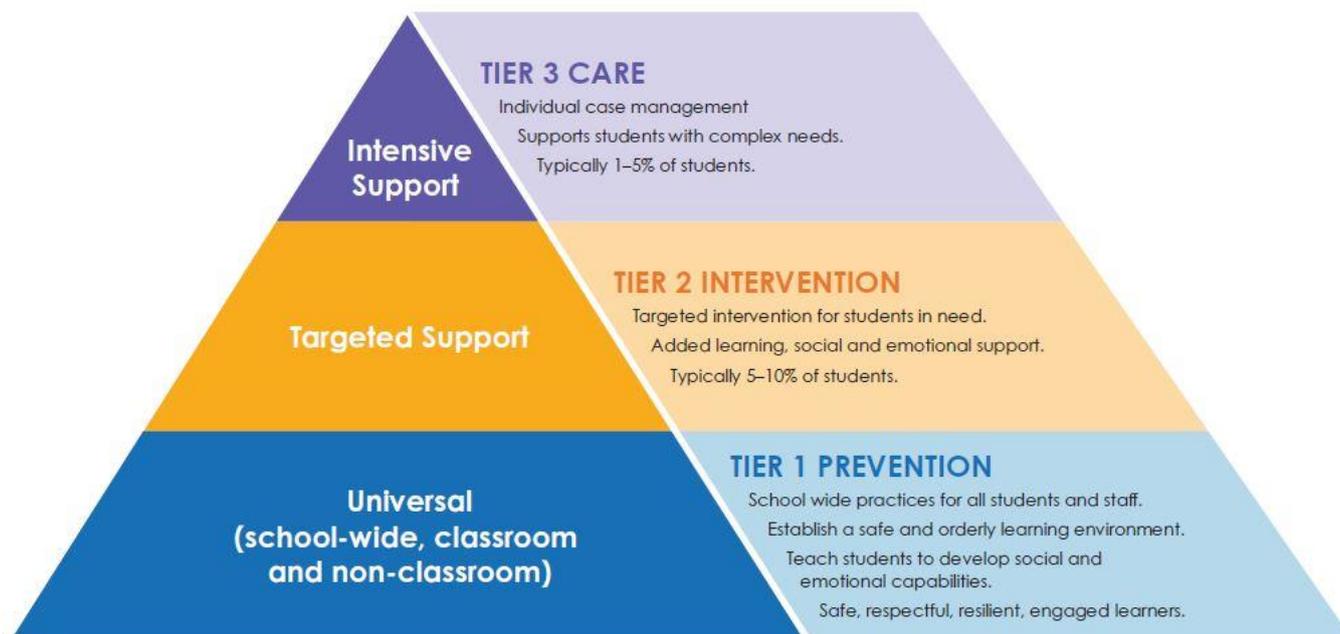
- Pastoral care is founded in Jesus Christ and the Gospel. It is imperative that every person, including the students we serve in Catholic schools, might be enabled to achieve the fullness of life.
- Student wellbeing is understood as the outcome or measure of a pastorally caring education system.
- Pastoral care in Catholic schools is infused by the Catholic worldview and nurtured through a life of prayer and sacramental living.
- Pastoral care practices are integrated throughout the teaching and learning process together with the structural and organisational systems of a school.
- Pastoral care is the concern of each person involved in Catholic education under the leadership of the school Principal.
- Pastoral care is enacted through, and embedded within, reciprocal relationships between: priest, principal, teacher, parent, student; and other relationships. All members of our Catholic school community (workers, students and families) are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

4. System of Support for Wellbeing

- 4.1 Pastoral care requires a comprehensive, multi-level whole-school approach on a continuum from universal to targeted needs including primary prevention, early intervention, intervention and postvention responses and initiatives with students and families.
- 4.2 The Multi-Tiered System of Support for Wellbeing (MTSS) provides a framework for organising the prevention and intervention services within each schools pastoral care system. MTSS

provides services and interventions for students at increasing levels of intensity, based on students' needs.

Adopted from 2019 Positive Behavioural Interventions and Supports



- 4.3 **Tier 1** focuses on prevention and being proactive. It includes universal child safety practices, including mandatory reporting and reportable conduct which are covered thoroughly in the [Child Safety Policy](#). It aims to prevent learning, social and emotional problems by implementing high quality learning environments for all students and staff across all settings (i.e. school-wide, classroom and non-classroom). Tier 1 also identifies students who require more specialised and intensive assistance in Tier 2.
- 4.4 **Tier 2** helps students develop the skills they need to benefit from core programs at the school. Schools often provide Tier 2 support to groups of students with similar targeted needs, which provides opportunities for practice and feedback while keeping interventions efficient.
- 4.5 **Tier 3** supports 'at risk' students with complex learning, social and emotional needs who need intensive individualised intervention. Tier 3 is often through individual case management involving students, staff, families and external providers.

5. Roles and Responsibilities

Shared Responsibilities

- 5.1 All members of the school community (students, staff, school support personnel and parents) share the responsibility to contribute to a positive learning environment where the whole school community feels included, connected, safe and respected.
- 5.2 All members of the school community have a responsibility to:
- Support CECG and school policies and guidelines;
 - Treat all members of the school community with dignity and respect; and,

- Work collaboratively with one another.

Principal and School Leader Responsibilities

- 5.3 Manage pastoral care for schools and students, by implementing the CECG Pastoral Care and Student Wellbeing Policy and related policies.
- 5.4 Develop and implement school Pastoral Care and Student Wellbeing planning that include the following five sections:
 - **Leadership:** This may include ensuring the school’s mission and values reflect pastoral care; developing a pastoral care/wellbeing leadership team; ensuring effective systems, structures, staff roles and responsibilities underpin the school’s pastoral care practices; and using wellbeing data sets to inform school improvement planning, professional learning, record keeping and monitoring.
 - **Inclusion:** This may include teaching, modelling and promoting pastoral care and student wellbeing to create a safe, supportive and inclusive culture (e.g. programs and initiatives, transition programs, staff wellbeing surveys).
 - **Student voice:** This may include student leadership development; providing opportunities for decision-making in issues that affect them, collaborating with students to develop strategies to enhance wellbeing, promote safety, and to counter bullying and abuse.
 - **Partnerships:** This may include developing partnerships with families, parish and the community; the Catholic School Parents Archdiocese of Canberra and Goulburn (CSPACG) parent advisory group and parent communication (e.g. website, apps, parent portal); parent education and engagement opportunities; and engaging with CECG specialists including the Aboriginal School and Community Officer or Aboriginal Education Specialist.
 - **Support:** This may include reference to the CECG [Behavioural Support Suspension and Expulsion Policy](#) and school behaviour procedures e.g. procedures for encouraging positive behaviour and discouraging inappropriate behaviour, case management and how to access the school.
- 5.5 Collect and use wellbeing data each year to inform school improvement planning such as ‘Tell Them From Me School Wellbeing Check’ ([Australian Student Wellbeing Framework](#)), attendance statistics, behaviour records, counselling data and [Be You modules](#).
- 5.6 Provide learning opportunities for students that develop social-emotional skills such as self-awareness, managing emotions, setting and achieving goals, resilience, showing empathy, relationships and making responsible decisions.
- 5.7 Ensure collaboration and teamwork of the school pastoral care system to bring together key roles including school leadership staff, teaching staff, welfare officer or Chaplain, the school counsellor, CE support staff and other allied health professionals.
- 5.8 Ensure school-based procedures for record keeping of pastoral care and student wellbeing matters are followed.
- 5.9 Provide staff with professional learning opportunities in pastoral care and student wellbeing.
- 5.10 Plan induction processes for new and casual staff, including school support and student counselling personnel, regarding pastoral care and student wellbeing policy and practices.
- 5.11 Implement transition programs and procedures e.g. Kindergarten, Year 6-7, Years 10-11, Year 12 and new students.

Teachers' Responsibilities:

- 5.12 Use pedagogical practices that promote a safe, supportive and inclusive learning environment.
- 5.13 Develop social and emotional skills through their teaching and interactions with students.

Student Counselling Personnel Responsibilities:

- 5.14 Contribute to the school wellbeing team.
- 5.15 Provide clinical support and engage in case management practices with staff, students and families, and consult with external agencies as required.
- 5.16 Facilitate professional learning for school staff or students on student wellbeing as required.

Student Responsibilities:

- 5.17 Positively contribute to a safe, supportive and inclusive learning community.
- 5.18 Seek help and report student wellbeing and safety concerns for themselves and others.

Parent Responsibilities:

- 5.19 Parents are primarily responsible for the development of their child's wellbeing.
- 5.20 Support their children to develop and maintain positive, caring and respectful relationships, including online interactions.
- 5.21 Support good attendance at school as per the [CECG Parent Commitment Agreement](#).
- 5.22 Contribute their insights/perspective for the betterment of the school community.
- 5.23 Support student learning, safety and wellbeing through collaborative partnerships with the school community.

Catholic Education Office Responsibilities:

- 5.24 Support schools to implement CECG policies to promote a safe, supportive and inclusive learning community.
- 5.25 Provide resources and pastoral care and student wellbeing professional learning opportunities.
- 5.26 Provide support to principals and school counsellors in the management of pastoral and wellbeing matters.

6. Definitions

- 6.1 **Pastoral Care:** the creation of an environment where the spiritual, social, physical and emotional needs of each individual, group and the whole school community are addressed. Pastoral care is the responsibility of each person in the school community.
- 6.2 **Sacramental living:** means to be immersed in the life of the church and following the teachings of Jesus in our thoughts and actions.
- 6.3 **Wellbeing:** is understood as the outcome or measure of a pastorally caring education system. It is expressed through the physical, social, emotional, psychological and spiritual life of the community and the personal lived experience of each individual within it. This includes purposeful reflection on and attention staff wellbeing and our interactions with parents.
- 6.4 **Social and Emotional Learning (SEL):** SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for



others, establish and maintain positive relationships, and make responsible decisions. The key SEL competencies include: self-awareness, self-management, social awareness, social management (relationship skills and responsible decision-making).

- 6.5 **Case Management:** refers to a collaborative process whereby a school case management team develops, implements, monitors and evaluates an individualised or group plan of action for students with additional support needs in collaboration with families.
- 6.6 **Parent(s):** The term 'parent' or 'parents' includes any person or persons having the custody or care of a child or young person (also commonly referred to as "Parent/Carers").

7. Related Documents and Legislation

7.1 Related CECG Documents:

- [School Counselling Policy](#)
- [School Counselling Guide for Principals and Counsellors](#)
- [School Counselling End-to-End Counselling Process Guide](#)
- [Aboriginal and Torres Strait Islander Education Policy](#)
- [Behavioural Support, Suspension and Expulsion Policy](#)

7.2 Related legislation or Standards

- [Health Records & Information Privacy Act 2002. Schedule 1](#)
- [Education Act 1990 \(NSW\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education \(2005\)](#)
- [Children and Young Persons \(Care and Protection\) Act 1998](#)

8. Contact

- 8.1 For support or further questions relating to this policy, contact the CECG School and Family Services team Service Area.