



## ST JOHNS CATHOLIC COLLEGE, DARWIN STUDENT PASTORAL CARE AND WELLBEING POLICY

For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.' Then the righteous will answer him, saying, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothe you? And when did we see you sick or in prison and visit you?' And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'

Matthew 25:35-40



### **Preface:**

Pastoral Care is St John's Catholic College's response to the Christ's commandment to "love one another as I have loved you". It is core to our being as a community and is not a list of things we do but rather a public proclamation of who we are. As a Christian community we recognise the inherent dignity of each individual and seek to recognise the divine in every student, family member, staff and community member we come into contact with. As the Scripture highlights, we offer love and care to even the most unexpected person for they too are members of the Body of Christ.

### **Rationale:**

St John's Catholic College (SJCC) is a safe, connected, learning community for local, boarding and international students. We will strive for excellence and ensure the holistic development of each student through a balanced approach to faith, academic, sporting and cultural activities.

The pastoral care and wellbeing of students is at the heart of Catholic education and is fundamental to the success of any student.

At SJCC staff perform an essential personal role in the teaching ministry of the Catholic Church, which goes beyond the need for professional skills and competence. Staff bring to students a realisation and knowledge of the richness and joy of a life lived in accordance with Gospel Values.

## **Shares of the Vision:**

Wellbeing can be defined as a person's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and staff members, resilience, and satisfaction with self and learning experiences at school. (Noble, McGrath, Roffey and Rowling 2008).

At SJCC this definition is underpinned by the values and beliefs of Catholic Education. The wellbeing of all students is at the heart of Catholic Education enabling a learning environment which provides for the spiritual, physical, cultural, emotional, cognitive and social wellbeing of its students and staff.

Pastoral Care refers to the overall climate of care that exists within a school. It includes the policies, processes, programs and practices delivered at school level with the purpose of supporting and enhancing the wellbeing of the students. It is based upon a belief in the dignity of the individual. At SJCC it is expressed through three core rules:

- Stay Safe
- Respect Everyone
- Learn Every Day

The SJCC Student Pastoral Care and Wellbeing Policy provides an overarching framework for the College for which students' wellbeing is protected and nurtured. SJCC has a range of other policies, named in Section 6, will apply in particular circumstances and supports the SJCC Student Pastoral Care and Wellbeing Policy.

## **2.0 Guiding Principles:**

SJCC approach to Student Pastoral Care and Wellbeing is based upon the beliefs

- 2.1** Each student is created in the likeness and image of God
- 2.2** Each student has inherent dignity
- 2.3** Each student is unique
- 2.4** Each students culture is respected and acknowledged
- 2.5** Wellbeing is central to learning
- 2.7** Learning contributes to wellbeing
- 2.8** Students are active partners in the development and achievement of their own wellbeing
- 2.9** Parents play a fundamental role in teaching and promoting the wellbeing of their son/daughter
- 2.10** Key aspects of being a good teacher is developing/ensuring the wellbeing of the students
- 2.11** CENT and SJCC seek to positively influence students' wellbeing
- 2.12** SJCC continues to review and use practices that enhance students' wellbeing and care

### **3.0 Policy**

At SJCC the National Safe Schools Framework (NSSF) 2011 has been adopted as the platform for wellbeing. The framework provides a set of guiding principles for a safe and supportive school community.

The College is committed to attending to the key elements of the framework when planning, implementing and maintaining the pastoral and wellbeing needs of the community.

Key elements:

- Leadership commitment to a safe school
- A supportive and connected school culture
- Ongoing professional learning
- Positive student management
- Enhancement of student engagement
- Safe school curriculum
- A focus on student wellbeing and student ownership
- Early intervention and targeted support
- Partnerships with families and community

### **4.0 Procedural Implications**

#### **4.1 Strategic Leadership Team (SLT) are to:**

- 4.1.1** Implement CENT and Diocesan policies that are aligned to students' pastoral care and wellbeing
- 4.1.2** Guide the implementation of a whole school approach for student pastoral care and wellbeing in SJCC procedures
- 4.1.3** Observe all legislative requirements and engage as necessary with external agencies in regard to student wellbeing
- 4.1.4** Provide and support professional learning of staff in support of the SJCC Student Pastoral Care and Wellbeing policy
- 4.1.5** Work in partnership with stakeholders SJCC students, staff, parents/guardians and other relevant stakeholders.
- 4.1.6** Provide staff with professional learning opportunities to facilitate an understanding of current legislative requirements and system and College policies and procedures
- 4.1.7** Respond promptly to any breach of this policy

#### **4.2 Pastoral Care Team (PCT) are to:**

- 4.2.1** Support SLT and provide leadership to staff in the application of SJCC Student Pastoral Care and Wellbeing Policy
- 4.2.2** Maintain contact with parents/guardians of students and provide leadership for students in their house

- 4.2.3 Meet regularly as a team
- 4.2.4 Keep appropriate records
- 4.2.5 Develop and implement a pastoral program each year in line with whole school approach to best address the needs of the students
- 4.2.6 Manage and follow up on student concerns around wellbeing in line with SJCC, CENT and Diocesan policies
- 4.2.7 Collaborate with Team Leaders in the Residential Community to implement Restorative Practices approach which allows for resolution of conflict and restoration of relationships to support wellbeing of students and staff
- 4.2.8 Report to SLT students who have wellbeing concerns/issues

**4.3 Staff are to:**

- 4.3.1 Develop positive relationships with students and their families
- 4.3.2 To model and promote the Gospel values and behaviours in their dealings with students and families
- 4.3.2 Create and maintain a safe and positive learning environment
- 4.3.3 Communicate with parents/guardians and PCT on student wellbeing, ensuring attention is paid to provide regular communication with all families
- 4.3.4 Follow CENT and SJCC policies and procedures

**4.4 Students are to:**

- 4.4.1 Follow SJCC policies and procedures
- 4.4.2 Help support and maintain a safe and inclusive environment for all members of the community
- 4.4.3 Report any concerns about their own or other students' wellbeing to a staff member of the College

**4.5 Parents, families and carers are to:**

- 4.5.1 Commit to working with the College in relation to their son/daughter's wellbeing
- 4.5.2 Work in partnership with the College to promote wellbeing of their son/daughter

### 4.5.3 Support CENT and SJCC policies and procedures

## 5.0 Explanatory notes and Definitions

### 5.1 Pastoral Care

Pastoral Care refers to the overall climate of care that exists within a school. It includes the policies, processes, programs and practices delivered at school level with the purpose of supporting and enhancing the wellbeing of the students. It is based upon a belief in upholding the dignity of all individuals and honours that each member of the community is made in the likeness and image of God.

At SJCC it is expressed through three core rules:

- Stay Safe
- Respect Everyone
- Learn Every Day

### 5.2 Wellbeing

SJCC defines Wellbeing as a person's level of satisfaction about the quality of their life. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and staff, resilience, and satisfaction with self and learning experiences at school. (Noble, McGrath, Roffey and Rowling 2008).

At SJCC this definition is underpinned by the values and beliefs of Catholic Education.

### 5.3 National Safe School Framework

The framework provides a set of guiding principles for a safe and supportive school community and is made up of key elements.

Key elements:

- Leadership commitment to a safe school
- A supportive and connected school culture
- Ongoing professional learning
- Positive student management
- Safe school curriculum
- Enhancement of student engagement
- A focus on student well-being and student ownership
- Early intervention and targeted support
- Partnerships with families and community

## 6.0 Supporting Documents

### 6.1 Related Policies

- SJCC Student management policy
- Cyberbullying Policy 2012 (CENT)
- Discrimination, bullying and harassment policy 2012 (CENT)
- Students with Disability Policy (CENT)
- Digital communications and student safety and staff conduct 2013 (CENT)
- Student Wellbeing Policy 2017 (CENT)

Catholic Schools Manual 2014 (CENT)

## 6.2 Supporting Documents

NSSF  
Safe School Hub  
Schools Audit Tool

## 6.3 Government mandatory Policies and procedures

Australian Education Act 2013 (Cth)  
Australian Professional Standards for Teachers 2011  
Teachers Registration Act 2004 (NT)  
Care and Protection of Children's Act 2015 (NT)

## 6.4 Church Documents

Shares of the Vision 2015 (CENT)  
Catholic Social Teaching: A Framework for Faith in Action (2012)  
Catholic Diocese of Darwin: Working with Children Checks Policy (2016)

## 6.5 References

Noble, T., McGrath, H., Roffey, S., & Rowling, L. (2008) A scoping study on student wellbeing. Canberra, ACT, Australia: Department of Education, Employment & Workplace Relations.

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**Endorsed By:** Strategic Leadership Team

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