Pastoral Care and Wellbeing
Framework for Learning

I have come that they may have life, and have it to the full  (Jn 10:10)
Pastoral care refers to action taken within a school to promote and enhance personal, social, physical, emotional, mental and spiritual wellbeing. Optimal wellbeing is characterised by positive feelings and attitude, positive relationships with others, resilience and satisfaction with self and experiences and engagement in learning.

Diocese of Broken Bay (2012). Pastoral Care Policy for Diocesan Systemic Schools.
Dimensions of Pastoral Care and Wellbeing in the Diocesan Schools System

The following diagram provides an overview of the dimensions of pastoral care and wellbeing in the Diocese of Broken Bay and the various contexts in which they are situated.

This framework is derived from the Broken Bay Pastoral Care Policy for Diocesan Systemic Schools. It is further developed from the National Safe Schools Framework.

Catholic Context
The Pastoral Care and Wellbeing Framework for Learning in the Diocese of Broken Bay Schools System provides ten pathways that are intended to assist Catholic Schools in the Diocese of Broken Bay to create safe, supportive and respectful learning and teaching environments that foster student wellbeing. It is based firmly on the Catholic worldview and the Christian vision as expressed in the following statements:

The Pastoral Care and Wellbeing Framework for Learning...

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full. (John 10:10)
It is this vision of human wellbeing which the Catholic school communities of the Diocese of Broken Bay, as disciples of Jesus, seek to emulate in their approaches to pastoral care and wellbeing.

...is concerned with the dignity and integral growth of the person.

God created human kind in God’s image. (Genesis 1:27)
The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected. In a Catholic school that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to their full potential.

...is a responsibility entrusted to all members of the faith community.

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ. (1 Corinthians 12:25-27)
All members of the Catholic school — students, parents, staff, clergy, school and system leaders — contribute to one another’s growth and journey towards wholeness.
...is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them.  

(Ezekiel 34:16)

The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

...is an expression of and commitment to justice

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free

(Luke 4:18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

This Framework provides a context for expression of these Catholic principles in all aspects of school life.

National Safe Schools Framework Context

The Pastoral Care and Wellbeing Framework for Learning utilises the 2011 National Safe Schools Framework (NSSF). It is a guide and reflection tool to improve practices, ensuring that schools in the Diocesan Schools System meet the objectives of the NSSF at the same time as meeting our vision for pastoral care and wellbeing.

The Catholic Schools Office acknowledges with gratitude the Catholic Education Office Wollongong for its permission to use extensively its adaptation of the 2011 National Safe Schools Framework to create the Pastoral Care and Wellbeing for Learning Framework for the Broken Bay Diocesan Schools System.
Key characteristics of this pathway include:

1.1 The school leadership team takes responsibility for the development and maintenance of pastoral care and wellbeing for all members of the school community.

1.2 A clear vision to develop the whole person through creating a safe, supportive and respectful school has been communicated across the school community.

1.3 Plans are in place to ensure that the vision is sustained for the longer term.

1.4 Within the school there is a clear understanding of the school’s current capacity to enhance the pastoral care and safety of its students and areas that require enhancement have been identified.

1.5 Resources are accessed to support the development and maintenance of a safe and supportive school.

1.6 Key staff with specific responsibilities for student safety and wellbeing have been identified and supported.

1.7 Data is collected about harassment, aggression, violence and bullying on a regular basis to inform decision-making about the safety of the school learning context.

1.8 The school leadership team respect human dignity through a sound knowledge of the school community and its expectations for a safe school environment.

1.9 Staff members are aware of mandatory requirements and legal issues in relation to child maltreatment, harassment, aggression and violence.

1.10 The school leadership team understands rights and responsibilities in relation to safety issues affecting students or staff, outside school hours and off school grounds.

1.11 The school leadership team demonstrates a collaborative approach to pastoral care and wellbeing.

The Ten Pathways

1 Leadership Commitment to Pastoral Care and Wellbeing for Learning
2 A Supportive and Connected School Culture
3 Policies, Structures and Procedures
4 Professional Learning
5 Positive Behaviour Approaches
6 Safe School Learning and Teaching
7 Student Wellbeing and Student Ownership
8 Healthy Lifestyle Development
9 Early Intervention and Targeted Student Support
10 Partnerships with Families, Parish and Community
Key characteristics of this pathway include:

2.1 Students feel connected to the school.

2.1.1 Parents and Carers feel connected to the school.

2.2 Explicit values are taught, modeled and promoted by staff across the school with expectations that behaviour will be in accordance with these values.

2.3 The school’s actions and structures respect and support student diversity.

2.4 Positive, caring and respectful student to teacher relationships are maintained.

2.5 Positive, caring and respectful student to student relationships are maintained.

2.6 Positive, caring and respectful teacher to teacher relationships are maintained.

2.7 The school has a focus on staff wellbeing.

2.8 Child protection issues are monitored and responded to appropriately.

2.9 The needs of specific groups (e.g. Aboriginal or Torres Strait Islander or refugee and immigrant families, people with a disability) in the school community have been recognised and addressed.

2.10 Students have opportunities to put Gospel values into action.

Improving the social and emotional wellbeing of students
Key characteristics of this pathway include:

3.1 Pastoral care and wellbeing policies that reflect Catholic values have been collaboratively developed.

3.2 Clear procedures are in place enabling students, staff, parents and carers to confidentially report issues and concerns about child abuse and neglect, harassment, aggression, bullying and misuse of technology.

3.3 All staff members are aware of these procedures.

3.4 A responsible technology usage agreement for both students and staff is in place at the school.

3.5 A risk assessment of the physical school environment is conducted regularly which informs effective risk management plans.

3.6 Protocols about appropriate and inappropriate adult-student contact within the school context are understood and followed.

3.7 Effective strategies are followed for record keeping and communication about pastoral care issues.

3.8 A representative group oversees pastoral care and wellbeing initiatives.

3.9 There is a process for the induction of new staff, students and families in the school’s pastoral care and wellbeing policies, programs and procedures.

3.10 Clear grievance procedures are in place for staff, parents and carers who experience harassment, aggression, violence or bullying.

3.11 Protocols for visitors to the school are consistently followed.

Key characteristics of this pathway include:

4.1 Information is available about the current knowledge and skills of staff on student safety and wellbeing.

4.2 Ongoing professional learning is undertaken about emerging changes in research and technology related to pastoral care and wellbeing.

4.3 Non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities.

4.4 Staff participate in opportunities provided to address gaps in knowledge and skills in relation to pastoral care and wellbeing.
Key characteristics of this pathway include:

5.1 Decisions about the selection of positive behaviour support programs and resources are evidence-based.

5.2 Positive student behaviour that respects human dignity and is compassionate, just and equitable is promoted and recognised.

5.3 Socially just, consistent, restorative and positive approaches to student learning, support and behaviour are understood and consistently implemented by all staff at both the school and classroom level.

5.4 Effective risk prevention plans that focus on the use of technology in the classroom are in place.

5.5 Effective risk prevention plans that focus on the organisation and supervision of the playground are in place.

5.6 Effective risk management plans for all excursions, school camps and other off-site or school related outside school hours’ activities are in place.

Key characteristics of this pathway include:

6.1 There is a strong school focus on student engagement in learning.

6.2 Equitable curriculum is provided with differentiated learning opportunities.

6.3 Extensive use is made of cooperative learning and other relational teaching strategies.

6.4 Skills and understandings are taught to promote cyber-safety and to counter harassment, aggression, violence and bullying.

6.5 A personal safety and protective behaviours curriculum is in place at appropriate year levels.

6.6 Explicit teaching of social and emotional skills and values is embedded in all subjects across all year levels.

Promoting student voice in our community
**PATHWAY 7**

**Student Wellbeing and Student Ownership**

Key characteristics of this pathway include:

7.1 Effective pastoral care structures are in place.

7.2 Opportunities are provided for students to develop a sense of meaning, purpose and connection and to explore their spirituality.

7.3 A strengths-based approach to student learning and participation that provides opportunities to celebrate success is evident across the school.

7.4 A range of opportunities is provided for student ownership and decision-making, student voice and peer teaching.

**PATHWAY 8**

**Healthy Lifestyle Development**

Key characteristics of this pathway include:

8.1 Explicit teaching about the sacredness of the body and ethical decision-making is included in the curriculum at appropriate year levels.

8.2 A healthy and active lifestyle is modeled and promoted with attention to the spiritual journey.

8.3 Students demonstrate positive decision making skills in relation to pastoral care for wellbeing.

8.4 The school community celebrates success in creative arts, social justice initiatives and sport.

8.5 Members of the school community demonstrate a positive stand against violence, harassment and bullying.
PATHWAY 9
Early Intervention and Targeted Student Support

Key characteristics of this pathway include:

9.1 Utilising just and respectful processes, students and their families who could benefit from additional support are identified as early as possible.

9.2 Appropriate early student intervention involving support and skill development is undertaken.

9.3 Ongoing support is provided to identified students and their families in times of need and is periodically reviewed.

PATHWAY 10
Partnerships with Families, Parish and Community

Key characteristics of this pathway include:

10.1 The school works with local parishes to present a unified message of care and concern for the spiritual, physical, intellectual and emotional wellbeing of staff and students.

10.2 The school, together with the Diocesan Parent Council, provides opportunities for parent and carer education around issues related to pastoral care and wellbeing.

10.3 The school works with Catholic and community agencies to provide a consistent message about pastoral care and to extend support to students and families.

10.4 The school works with the justice system in relation to child maltreatment, aggression, violence and cyber-safety to extend support to students and their families.

Knowing our students…
Knowing our families
References