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Author:	Assistant Director, Mission Services

Whole-School Approach to Pastoral Care Guidelines

PURPOSE

Pastoral care founded in Jesus Christ and the Gospel is imperative in that every student we serve in Catholic schools be enabled to achieve the fullness of life (John 10:10). Pastoral care is at the heart of how we relate to one another in a Catholic school and should be reflected in every action to promote and enhance physical, social, emotional, psychological, intellectual and spiritual wellness. Pastoral care seeks to promote wholeness, resilience and inner strength. As such, wellbeing is viewed as an outcome of pastoral care.

Pastoral care is brought to life in a Catholic School through the actions, attitudes and interactions taken by its leaders and community members. It applies across all dimensions of Catholic education and is centred on relationships and recognition, involving the key elements of caring for, respecting, and valuing each person's inherent human dignity.

The purpose of these guidelines is to confirm **St Joseph's Primary School's** commitment to promoting a whole school, student centred approach to pastoral care that enhances student wellbeing by developing a positive ethos and culture where students feel cared for, valued and respected.

APPLICATION

These guidelines apply to all employees in schools, Diocese of Lismore Catholic Schools (DLCS) and any related entities under the administration of the Diocese of Lismore Catholic Schools Limited (DLCSL).

They also apply to contractors and volunteers.

These guidelines apply to all students at **St Joseph's Primary School** and includes students that may visit or attend classes/activities from other schools.

Employees, contractors and volunteers are to make themselves familiar with the requirements of this document and ensure they comply with the behaviours and obligations outlined within it.

GUIDELINES

1. DEFINITIONS

- 1.1 **Continuum of Care** means the different types of interventions delivered in varying ways along a spectrum of need to ensure student wellbeing is promoted and enhanced.
- 1.2 **Pastoral Care** means actions taken within a school by its leaders and community members to promote and enhance student wellbeing of a personal, spiritual, physical, social, emotional or psychological nature. It applies across all dimensions of Catholic education and is centred on relationships and recognition, and is grounded in the foundational actions of caring for, respecting, and valuing the human dignity of all.
- 1.3 **Student Wellbeing** means wellbeing experienced by the student physically, socially, emotionally, psychologically and spiritually. Key elements of wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours, and personal resilience. Student wellbeing is an outcome of a school's pastoral care approach.
- 1.4 **Whole School Approach to Pastoral Care** means a positive and flexible process that is developed in consultation with students, teachers and families. It is designed based on the current and future context of the school and can include clear processes and a continuum of care to address wellbeing needs at a whole school, classroom and individual level.

2. GUIDING PRINCIPLES

- 2.1 These principles are considered as best practice in whole school pastoral care. A whole school pastoral care approach is enacted by:
 - a) Living the **school's vision and values** to enable all students to achieve the fullness of life;
 - b) Intentionally developing a culture of **positive relationships** where everyone feels cared for, valued and respected;
 - c) Recognising that **learning and wellbeing are inextricably linked**, and that their development are parallel, integrated, complementary processes;
 - d) Effectively collaborating, developing and communicating **priorities** for the provision of pastoral care;
 - e) Developing, implementing and reviewing **clear systems and structures** for the provision of effective pastoral care;
 - f) Collaboratively developing a whole school **continuum of care** for promoting the inclusion and wellbeing of all students;
 - g) A **data-informed approach** that includes regular monitoring and reviewing of the school capacity to address the wellbeing needs of all students;
 - h) Identifying and providing **clarity around roles and responsibilities** of every member of the school community to ensure all students experience a culturally safe, inclusive and respectful environment;

- i) Identifying opportunities to **build the capacity of all staff** to enact the continuum of care and the school's wellbeing priorities;
- j) Identifying, promoting and utilising effective community and **external wellbeing support mechanisms**;
- k) An active seeking of, and incorporation of, **students' perspectives** about learning and wellbeing; and
- l) Working closely and **collaboratively with parents/carers** and the wider school community in promoting the wellbeing of students.

3. GUIDELINES

3.1 School's Mission and Values:

MISSION

'Enabling students to achieve the fullness of life'

VISION

'To be a Christ-centred learning community where each person is known and valued.'

SCHOOL MOTTO

'Courtesy, Faith and Diligence'

BELIEFS AND VALUES



Mission

Our school is founded on the mission of Jesus Christ through teaching and forming our Catholic identity and faith. The foundational values are exemplified with everyone we encounter.



Learning and Teaching

Our school's learning and teaching is based on a collaborative foundation to utilise contemporary research, innovation, technology, best whole school practice and holistic learning to engage and motivate students, resulting in high growth and achievement for each individual learner.



Pastoral Care

Our school ensures the wellbeing of students, staff and families by creating an inclusive, safe and engaging environment built on trust and respect.



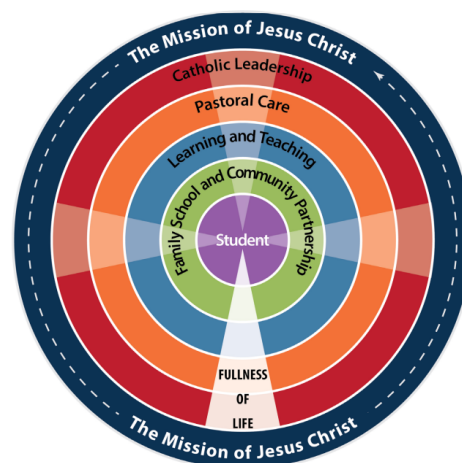
Catholic Leadership

All members of our community are responsible for leadership that is collaborative. All are clear in relation to our purpose for building capacity.



Family School and Community Partnership

Our school upholds quality partnerships with families, parish and the broader community. These are built on trust, acceptance, openness and respect to ensure improved student outcomes.



3.2 Relationships

At **St Joseph's Primary School** we believe that positive staff-student relationships have a significant effect on student wellbeing. Positive relationships are built through ongoing interactions, active listening and respect. A positive staff-student relationship occurs when students feel cared for, valued and respected. This is the responsibility of all staff in the school community.

We intentionally foster positive relationships by:

- a) Classroom teacher
 - a. The classroom teacher is the initial point of contact for families and students in reference to relationships. Teachers intentionally build positive student-student and student-teacher relationships by:
 - i. Facilitating relationship-building activities periodically throughout the year
 - ii. Developing class sociograms annually
 - iii. Following the three tiers of support. Refer to [attachment 2](#)
 - iv. Periodically 'checking in' with all students
- b) All staff
 - a. All staff are responsible for building positive relationships across the school. Teachers intentionally build positive student-student and student-teacher relationships regardless of year group by:
 - i. Welcoming students when they enter the school and interacting with students on the playground
 - ii. Knowing and using all the students' names
 - iii. Identifying students with pastoral care needs and being aware of how these students are individually supported
 - iv. Asking questions to get to know the students
 - v. Establishing clear expectations within the classroom and the school
- c) Student Leadership and Leadership Structures
 - i. St Joseph's has a student leadership structure that consists of school captains, house leaders and ministry leaders. These are used to build relationships amongst students and for peer support programs. Refer to [attachment 1](#).
- d) Professional Learning for staff on relationships and link to learning
 - i. Learning about strategies that build relationships with students
 - ii. Analysing Tell Them From Me Data
 - iii. Setting goals for well-being
 - iv. Planning for building student relationships
 - v. Implementing plans to build student relationships
- e) Transition programs
 - i. Joey's Juniors - Pre-school to Kindergarten
 - ii. New student transition days - optional
 - iii. Whole class end-of-year transition days
 - iv. Supported enrolment interviews to plan for additional transitions
 - v. High School Transitions and Collaboration
 - vi. Extended Transition Programs

3.3 Partnering with students

Actively seeking and incorporating students' perspectives about learning and wellbeing is essential to implementing pastoral care at **St Joseph's Primary School**. By working in partnership with students, we are able to develop agency, promote inclusion, cultural safety and foster belonging.

At St Joseph's Primary School, we actively partner with students by:

- a) Engaging with students and giving opportunities for voice, choice and influence through the student leadership model and fortnightly SRC meetings and class meetings. Refer to [attachment 1](#).
- b) Purposefully analysing and actioning data annually through the Tell Them From Me (TTFM) survey
- c) Providing timetabled sessions on a need-by-need basis with the school counsellor and Wellbeing Officer
- d) Providing voice and choice, where possible, in learning and well-being.

3.4 Partnering with Parents/Carers

St Joseph's Primary School recognises the integral role families play in their children's education, including in relation to wellbeing. Families are the first and most important educators of their children. It is essential to collaborate with families as partners to enhance student learning and well-being.

At St Joseph's Primary School, we partner with families in pastoral care by:

- a) Promoting Relationships between parents and families in social settings:
 - i) Hosting a family social 'meet and greet' event at the beginning of each school year
 - ii) Families are invited to social events outside of school hours, promoted by the school in the newsletter, that are planned and facilitated by the Class Parent Network. Refer to [attachment 3](#).
- b) Providing parents the opportunity to meet with their teacher and talk about their child:
 - i) Facilitating parent-teacher conferences at the beginning of each year and after mid-year reports
 - ii) Hosting a parent information evening at the beginning of each year
 - iii) Social meeting with parents at the family night
 - iv) Intentional planning meetings with families to develop shared partnerships with identified needs. e.g complex mental health, attendance, disability, behaviour support meeting, culture.
- c) Participating in the School Community Group:
 - i) Inviting all parents to be involved in our School Community Group. Meetings are held at least once every term. Refer to [Attachment 3](#)
 - ii) Parents have the opportunity to provide feedback through an online suggestion box. These suggestions are discussed at Parent Community Group meetings.

- iii) Parent Assembly Representatives liaise with the Diocesan Parent Assembly and share with families important learning and events via the newsletter and class communication channels
- d) Providing avenues for open communication between home and school:
 - i) School updates, upcoming events, student and class achievements and other notable items of information are shared via the school newsletter (published weekly on Fridays), the school Facebook page and via Compass notifications.
 - ii) Teachers and parents communicate reciprocally via email, phone, Compass and in person.
 - iii) The school website houses lots of important school information for parents to refer to.
 - iv) Parents can refer their child through the school website for well-being support.
 - v) Hosting parent information evenings around topics of interest, for example cyber-safety, transition to school and emotional regulation.
- e) Celebrating with families in Faith and Learning
 - i) Celebrating special days by hosting special liturgies, open classrooms and collaborative activities to commemorate Grandparents Day, Mother's Day, Father's Day, NAIDOC Week and St Joseph's Feast Day
 - ii) Inviting parents to attend 'Celebration of Learning' events. for example. Kindergarten Museum of Me exhibition, Stage 3 \$20 Boss Market Day and primary Night of the Notables interactive exhibition, bi-annual school production.
 - iii) Inviting parents to school assemblies
 - iv) Inviting families to Family Faith Night, Sacraments and Children's Liturgies

3.5 **Data-Informed Approach to Student Wellbeing**

To ensure positive student wellbeing outcomes, a data-informed approach is required to align the needs of students with an effective pastoral care approach.

At **St Joseph's Primary School** we monitor student wellbeing through data such as attendance rates, behaviour records, academic results and staff observations.

At **St Joseph's Primary School** we measure student wellbeing by:

- a) Starting with data at staff meetings, Leadership, Wellbeing, PLT and other meetings:
 - a. Referring to our data and wellbeing walls
 - b. Reviewing Compass chronicles
 - i. Anecdotal records, parent communications, colleague conversations, class observations, and formal communication with external professionals.
 - c. Reviewing attendance information. Refer to [attachment 4](#)
- b) Using data to inform practice and priorities
 - a. TTFM survey
 - b. School created surveys
 - c. Feedback and evaluations after events

- c) Having processes in place to look at data, including the school's data plan, reviewed annually.

3.6 School Priorities

The school community prioritises and sets goals for improvement in the area of student wellbeing through the discernment of reliable and valid data. During this process, the school will identify where the priorities are situated on the continuum of care, and ascertain the most appropriate intervention. The school also provides the required professional learning for staff so the strategy can be implemented with fidelity. Any school pastoral care priority will need to be evaluated and reviewed in order to determine the effects and outcomes of the well-being approach.

Our three (3) year pastoral care priorities are:

PC1: Co-construct and implement a systematic approach to Pastoral Care, embedding student participation, the School Behaviour Management policy, wellbeing processes and procedures and Tiers of Intervention connected to our Catholic Mission.

PC2: Embed a safe and supportive environment involving families and the community to contribute aspects of their culture into the school (link to family school partnerships)

4. PASTORAL CARE SYSTEMS AND STRUCTURES

4.1 Continuum of Care

All students are supported through a multi-tiered continuum of care that includes primary prevention, early intervention and individual student support. A continuum of care is based on the current and future context of the school and includes clear processes and a multi-tiered response to addressing needs at a whole school, classroom and individual level. Schools provide this care for students through the delivery of practices, programs and services (interventions) by teachers, school staff and specialist staff across the continuum.

4.2 Primary Prevention

'Primary prevention' - whole-school prevention approaches that are proactive and aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, and online platforms and should encourage good mental health, resilience and prosocial behaviour.

The agreed primary prevention approaches to promote wellbeing are:

- a) Tiers of Support. Refer to [attachment 2](#)



- b) [Whole School Behaviour Management Policy](#). Refer to [attachment 5](#)
- c) Special days and events:
 - i) Reflection Days - making friends across schools
 - 1) Year 3 - Confirmation Retreat
 - 2) Year 4 - Accendere
 - 3) Year 5- Exuro
 - 4) Year 6 - Incitare
 - ii) Class Excursions
 - iii) Year 5 & 6 Camp
 - iv) Sporting Days
 - v) NAIDOC Week/ Sorry Day/National Reconciliation Week/ Other Culturally Significant Days
 - vi) End of Year Pool Day Celebration
 - vii) Bravehearts - Protective Behaviours K-2
 - viii) Police Liaison Talks - K-6
 - ix) Daniel Morcombe Safety Day
 - x) R U OK Day and Whole School Meditation
 - xi) Harmony Day
 - xii) World Down Syndrome Day/Inclusion Day
- d) Extra-curricular activities and clubs
 - i) Lego Masters
 - ii) Garden Club
 - iii) Drama Club
 - iv) Welcome Club
 - v) Dance
 - vi) Newcombe Ball/Dodgeball
 - vii) Choir
 - viii) Indigenous Group
 - ix) Knitting Nanas
 - x) STEM Mad
 - xi) KM Club
- e) Prayer and Reflection in Class and school
- f) Explicit teaching of Expected Behaviours in class and as a whole school, see [attachment 5](#)
- g) PDH units are explicitly taught across all year groups, teaching skills including emotional regulation, building resilience and positive relationships
- h) Staff Child Protection Training and SALT Training
- i) Additional staff Professional Learning on a needs basis, for example, Anti-bullying for Neurodiverse Students

4.3 Early Interventions

Early interventions are targeted approaches to strengthen resilience and reduce risk for some students. The school has a range of initial responses and approaches to recognise the early signs that a student, or a group of students' well-being is at risk. They respond by supporting their specific needs before there is a significant deterioration.

At St Joseph's Primary School we:

- a) Have a clear referral process to the Wellbeing Team that meets weekly on Thursdays. Refer to [attachment 6](#)

- b) Follow intervention strategies and offer programs outlined in the Tiers of Support. Refer to [attachment 2](#)
- c) External Supports and Education - for example, Police Liaison visits, Bravehearts

4.4 Interventions

Interventions are processes to respond to individual students who are experiencing barriers to learning. This support is designed to help students engage positively in education. Intervention may include students with highly complex mental health or challenging behaviours, who need a comprehensive system of support that is overseen by a school leader. The school has a school counsellor and Wellbeing Officer, who may assist in providing evidence-informed intervention that follows a short-term therapeutic model.

At St Joseph's Primary School we:

- a) Have a clear referral process to the Wellbeing Team that meets weekly on Thursdays. Individual students are discussed, and future direction to support specific students is determined by the team. Refer to [attachment 6](#)
- b) Are guided by the Whole School Behaviour Policy and develop Wellbeing Attendance or Support Plans that are highly individualised with opportunities provided for staff, parent and student feedback. Refer to [attachment 5](#)
- c) School counsellor facilitates short-term interventions
- d) Family Connect is available for parents to self-refer or for the school to refer families to on a need-by-need basis
- e) Pastoral Team will invite or work with external agencies/specialists in consultation with families on a need-by-need basis

4.5 Postvention

Postvention refers to restorative practices as a means of developing collective responsibility for wellbeing and problem-solving strategies to repair harm associated with incidents. Postvention approaches aim to restore positive relationships by providing a whole school environment that encourages reintegration through supportive, relational school practices.

At St Joseph's Primary School we:

- a) Set review dates for any type of plan that has been implemented
- b) Regularly review students referred to the Wellbeing Team during Wellbeing meetings
- c) Debrief with staff after major incidents and provide them with information for counselling sessions accessible through the DLCS
- d) Work from a restorative model with students, parents, and staff to build / restore relationships after conflict

4.6 **Pastoral Care Team**

The pastoral care team plays an important role in planning and implementing school strategies and processes that support the well-being of all students across the continuum of care. The school has a pastoral care team that meets every week on Thursdays to:

- a) Prioritise requests for support through the referral process. Refer to [attachment 6](#)
- b) Invest time in understanding the services available in the local region and build relationships with local service providers to support the development of referral pathways
- c) Communicate clearly with staff using existing structures such as staff meetings
- d) Raise awareness among the school community about the importance of promotion, prevention and early intervention through a variety of modes
- e) Monitor and measure the success of current priorities
- f) Invest time in their own professional learning to best meet the school's needs
- g) Work with staff to build their capacity to implement approaches with fidelity

The pastoral care team consists of:

Principal, AP Mission, Leader of Inclusion and School Counsellor. The Wellbeing Officer, Family Connect Worker and Pastoral Care Officer- Hastings will also participate in sections of /or in periodic meetings when relevant.

4.7 **Request for Support**

The school has a clear process for staff to request well-being support for a student. At St Joseph's Primary School, we have a pathway for the school to follow once a student has been identified. This pathway is shared with the school staff and families.

Our referral pathway is detailed in [attachment 6](#)

5. **RESPONSIBILITIES**

All staff share responsibility for the pastoral care of students, however some roles have specific responsibilities and require specific clarity of purpose.

5.1 **School Leadership**

School leadership has the responsibility to:

- a) Play an active role in building a positive learning and wellbeing environment where the whole school community feels included, connected, safe and respected;
- b) Ensure the school has clear processes in place for requests for the provision of support for the well-being of all students; and

- c) Ensure the school has an identified pastoral care team that actively uses data and oversees requests for support and gains student, parent and staff voice to effectively implement the schools continuum of care.

5.2 **Students**

Students have the responsibility to:

- a) Positively contribute to a safe, supportive and inclusive learning community;
- b) Follow school expectations, policies, procedures and guidelines;
- c) Seek help and report student wellbeing and safety concerns for themselves and others; and
- d) Actively contribute to their school being a culturally safe environment.

5.3 **Teachers and Staff**

Teachers and staff have the responsibility to:

- a) Promote a safe, supportive, respectful and inclusive learning environment that enables all students to thrive;
- b) Request support for students in need, through existing referral pathways within the school;
- c) Understand their duty of care and accountability in regard to legislation;
- d) Foster positive relationships with students in order to maximise wellbeing and learning outcomes;
- e) Work in partnership with students to promote individual growth and achieve their goals;
- f) Involve students in decision-making as they have a unique perspective on what it is like to be a pupil at their school. Involving students can create meaningful change and better academic outcomes, as well as facilitate a sense of empowerment and inclusion;
- g) Maintain high expectations for all students;
- h) Work in partnership with parents/carers to build resilience and promote a positive sense of self for each student; and
- i) Ensure a culturally safe environment.

5.4 **Parents and Carers**

Parents and Carers have the responsibility to:

- a) Work collaboratively with the school to support the wellbeing of their child and the wider school community; and
- b) Communicate their child's wellbeing and learning needs in a timely manner.

5.5 **School Counsellors**

School counsellors have the responsibility to:

- a) Adhere to the CSO school counsellor expectations document;
- b) Create and maintain positive relationships with students to support their wellbeing;
- c) Draw on their knowledge and skills to promote student wellbeing across the school through evidence-informed practices;
- d) Clearly communicate with school leadership any concerns; and
- e) Communicate their caseload with the school Line Manager and negotiate priorities.

5.6 **Student Wellbeing Officers**

Student wellbeing officers have the responsibility to:

- a) Foster the holistic wellbeing of all students; and
- b) Work within the scope of the National School Wellbeing Program and under the direction of the pastoral care team
- c) Clearly communicate with their Line Manager any concerns; and
- d) Communicate their work priorities with the school Line Manager

ENQUIRIES

Assistant Director, Mission Services

Lead, Pastoral Care

RELATED DOCUMENTATION

Catholic Education in the Diocese of Lismore: The Mission of Jesus Christ Foundational Values

Child Safeguarding Policy

Inclusive Practices Policy

Pastoral Care Policy

Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People (Primary)

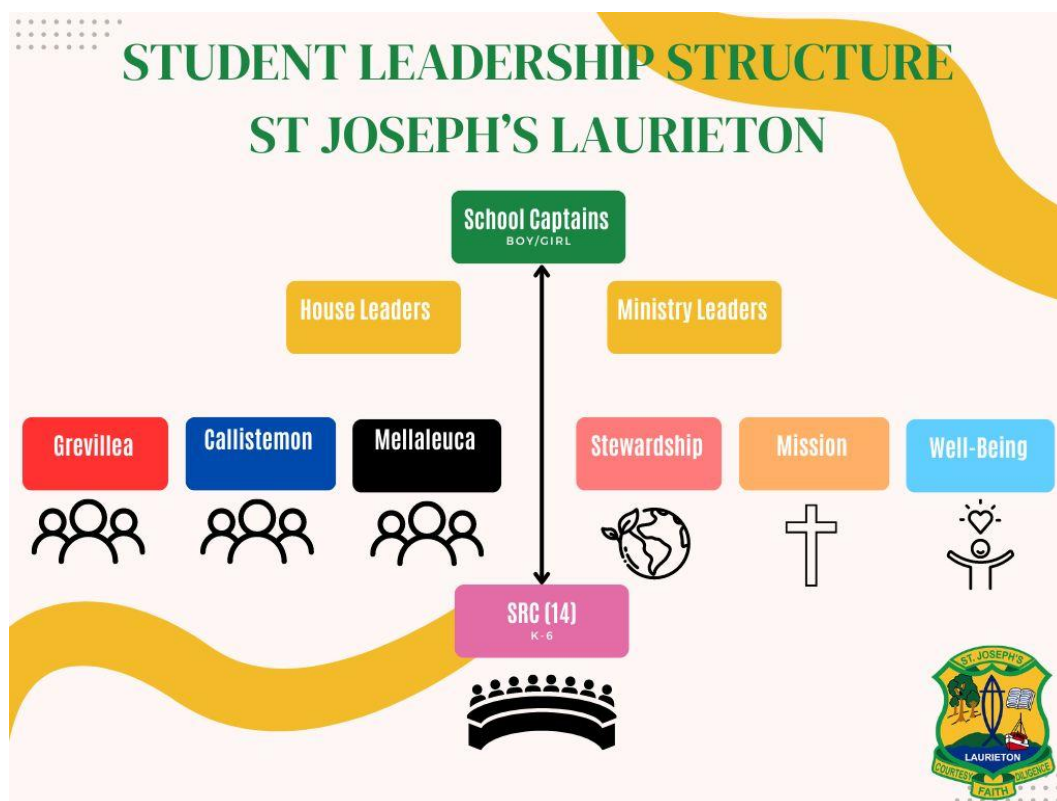
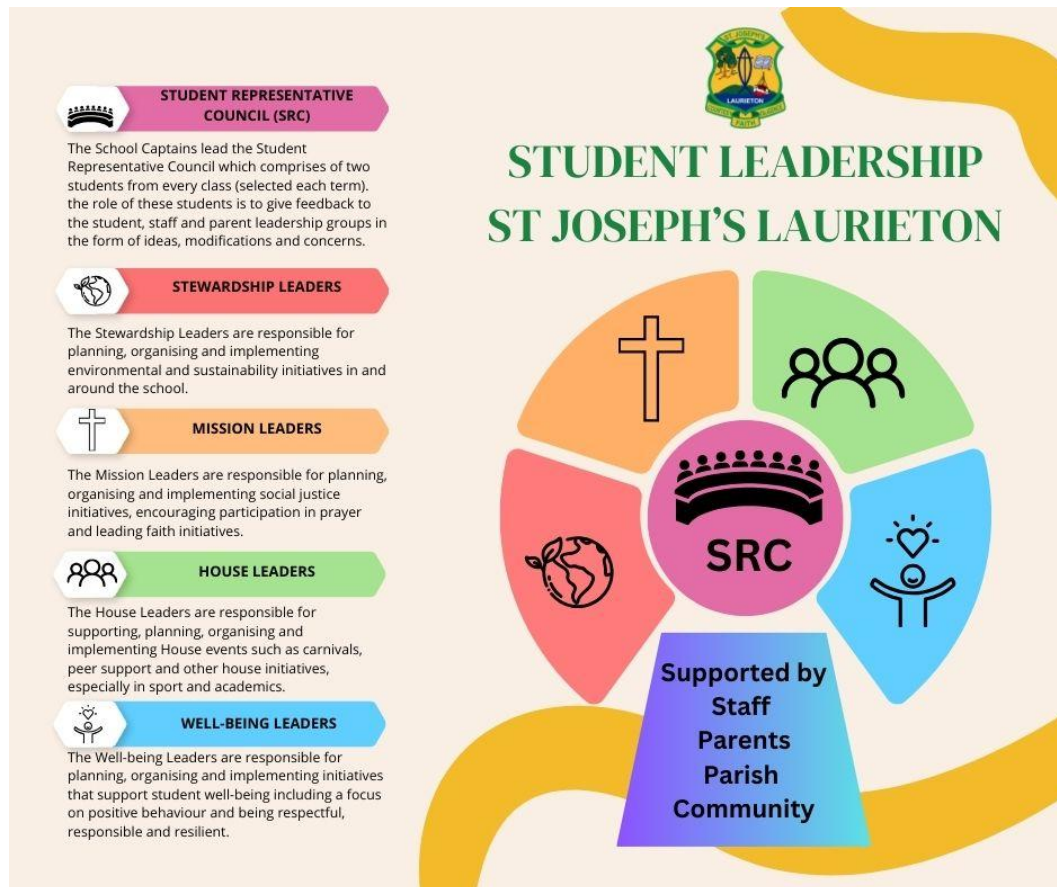
Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People (Secondary)

Student Anti-Bullying Prevention and Response Procedures

Disability Discrimination Act 1992 (Cth)

Attachment One: Student Leadership Structures

Student Leadership Structure and Voting

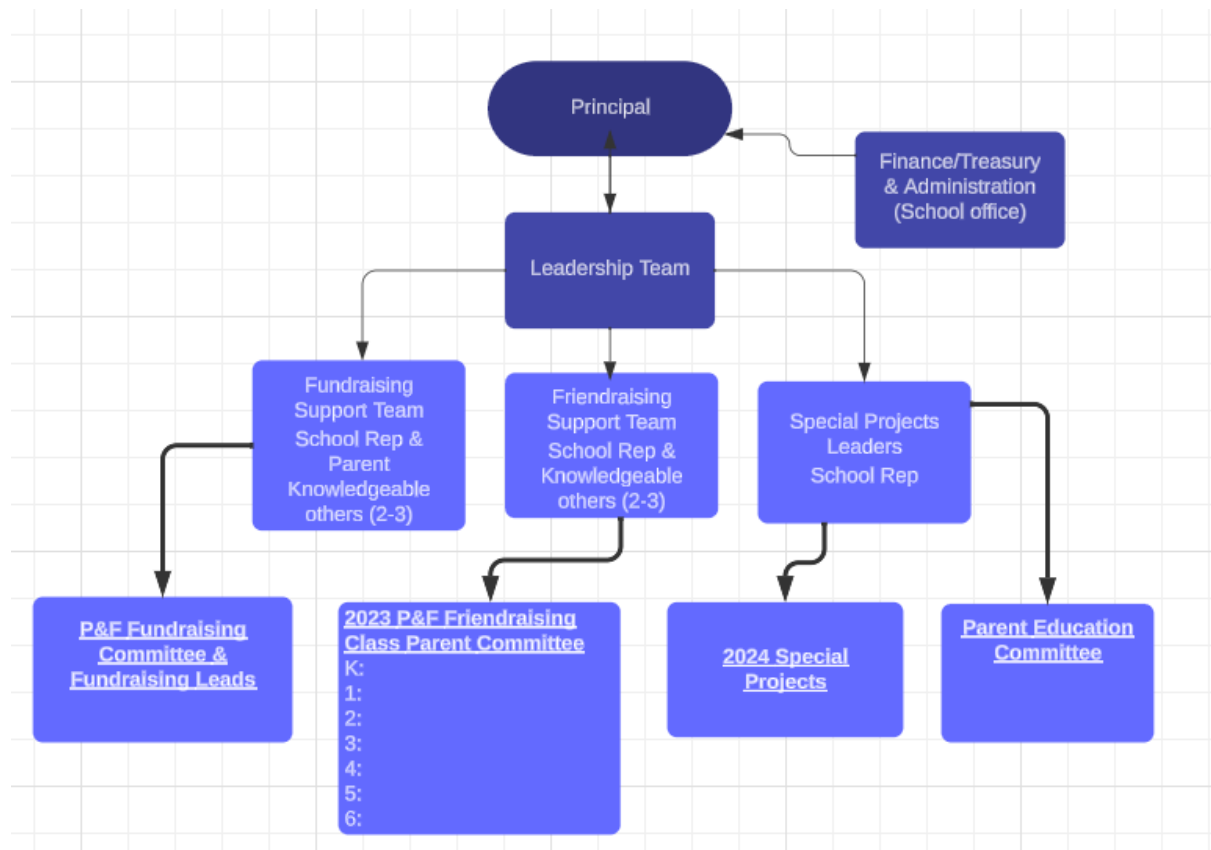


Attachment Two: Three Tiers of Support

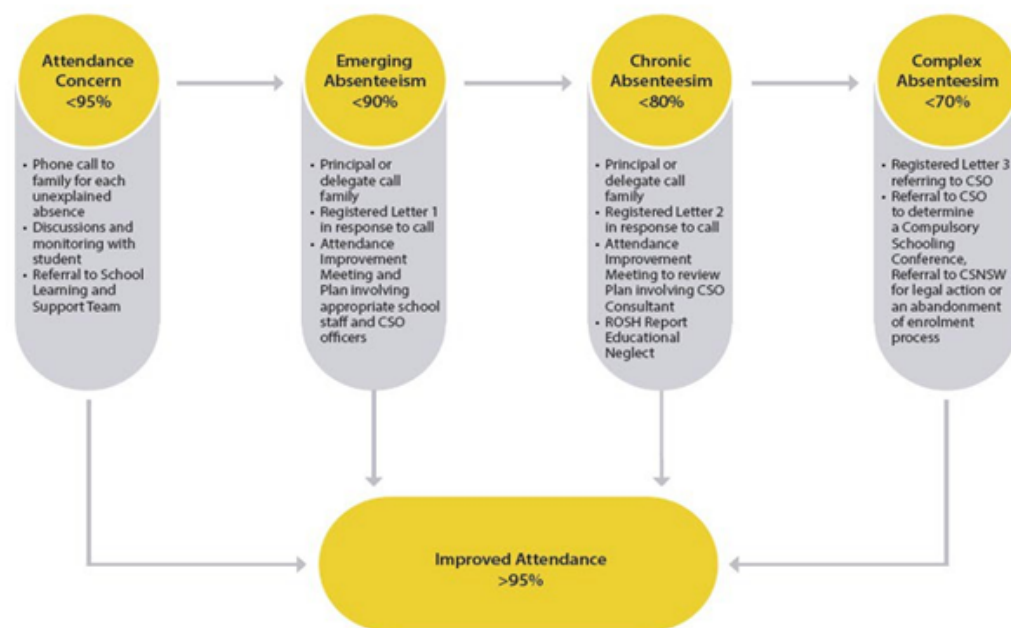
St Joseph's Primary School Laurieton use the following support strategies and programs that are divided into the Three Tiers of Support to enhance and promote the positive behaviour development of students and their wellbeing:



Attachment Three: School Community Group Model



Attachment Four: School Community Group Model



[Link to detailed document](#)

Attachment Five: Behaviour Management Policy

Behaviour Management Policy

 <u>St Joseph's Laurieton</u> <u>Whole School Expectations</u> <i>"When we are Respectful, Responsible and Resilient we help to live out our school values of Courtesy, Faith and Diligence."</i>		
CLASSROOM AND LEARNING SPACES		
I am Respectful when:	I am Responsible when:	I am Resilient when:
• I allow others the right to learn • I care for the classroom environment • I am reverent • I show kindness to others • I listen to others • I use technology and other equipment appropriately	• I listen to others • I look after my personal belongings • I am prepared with what I need to learn • I take pride in my work	• I try my best • I learn from my mistakes and seek feedback • I am a problem solver and a risk taker in learning • I ask for support when needed

Attachment Six: [LSTM and Wellbeing Referral](#)

