



St Clare's College

PASTORAL CARE

WELLBEING & PASTORAL CARE @STCC

“This is my commandment that you love one another as I have loved you” John 15:12

At St Clare's wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences (e.g. Noble and Wyatt, 2008). Wellbeing is best promoted in a safe and supportive school:

In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

(National Safe Schools Framework (NSSF), p.2)

At St Clare's we recognise that our work is founded on the person of Jesus Christ and we seek to model his care and compassion for others. We believe in the dignity of every person created in the image of God and redeemed by Christ ([Sydney Catholic School's New Horizons Strategic Priority 3](#)).

The research is clear that those students who feel a strong sense of belonging and connection at school are able to perform better academically (Michael Greg-Carr, 2010). However the social realities that face our young people are confronting and as a College community we want to ensure that we are providing them with the best possible environment in which they can flourish.

POSITIVE PSYCHOLOGY - a whole school approach

Positive behaviours and the development of the emotional literacy of our students is the focus for the pastoral program. The program draws upon a positive psychology approach. This approach shifts the focus from what is wrong to the promotion of wellbeing and the creation of a life that is satisfying, full of meaning, engagement, positive relationships, pleasure and accomplishment. Gable and Haidt (2005) defined positive psychology as “the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions” .



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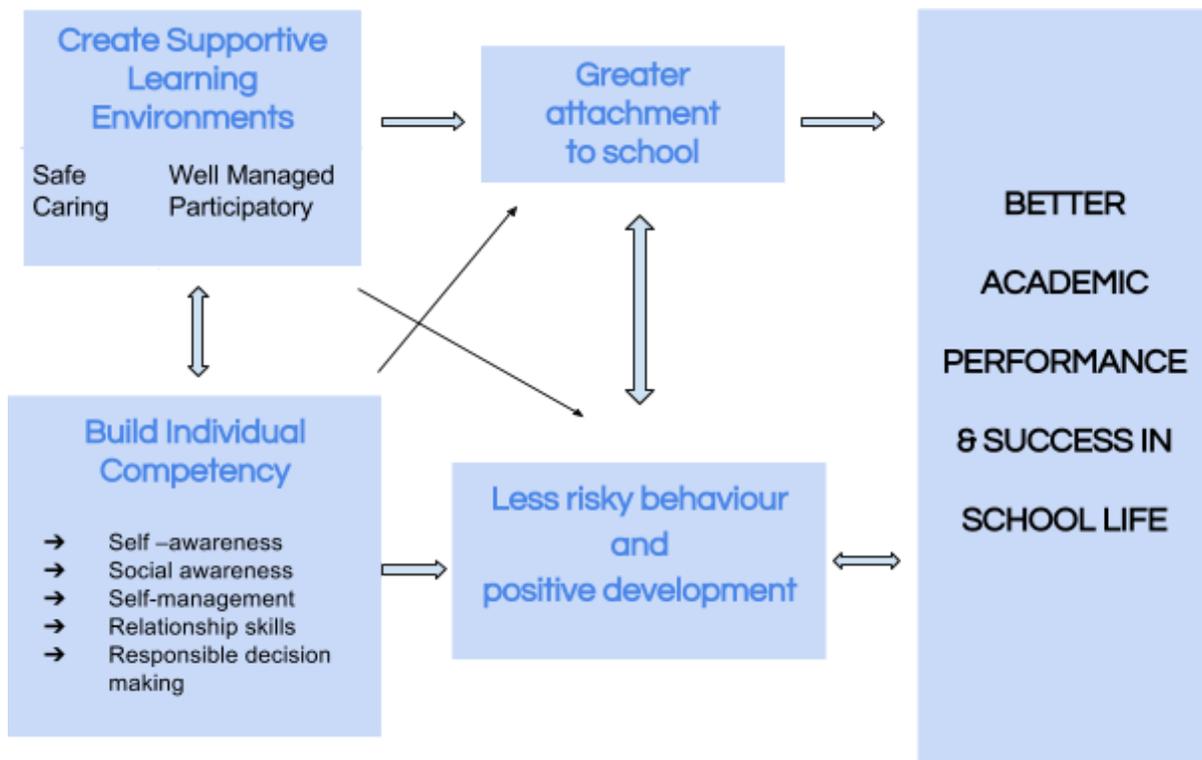
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The risk associated with mental health lies in inaction and that is why it is important we all work together to ensure positive outcomes for all our students. Hence at St Clare's pastoral care and student wellbeing is every teacher's responsibility. A whole school approach will afford us the opportunity to ensure greater school connectedness and as such improved academic success.

SOCIAL EMOTIONAL LEARNING MODEL

The pastoral care program aims to develop a student's social and emotional learning. The lessons aim to provide students with the strategies and skills that will promote a positive sense of self, build positive relationships and their capacity to manage their emotions and make responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills they need to understand and manage emotions, set and accomplish positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

The diagram below outlines the significance of a social emotional learning model:





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A STUDENT CENTRED APPROACH

LATE Model Research (e.g. Michael Tunnecliffe, 2000).

The voice of young people research reveals 4 things they want when they come to teachers and support staff seeking help:

Listen (thank them, non invasive techniques, open ended).

Acknowledge (the student's concerns, use reflection and reassuring statements).

T*alk (about options so that students feel in control of their own problems).

Encouragement (give the student a feeling of hope).

***T** - ask the young person what they have tried already and if it has worked for them and what they would like you to do to help them.



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STRUCTURE OF PASTORAL CARE LESSONS

Pastoral Care lessons are delivered by a team of teachers in year groups. A collaborative approach to the facilitation of lessons is adopted and content is supported by the PC@STCC site. Teachers are matched with year levels according to their timetable and the consideration of staff preferences. Lessons take place once a cycle and are a timetabled lesson for staff and students.

FOCUS OF LESSONS

All lessons are written as lesson plans and contain objectives, teacher pre-reading/links teaching and learning strategies, associated resources and a student worksheet (google doc). Lessons may be whole year, small group or be facilitated by a guest speaker. Each lesson plan will indicate the delivery focus. Each year group has an overarching focus and lessons have been developed to cater for the specific needs of the cohort. As such it is expected that lessons will change to cater for the changing needs of students. Term 4 lessons will reflect a whole school emphasis on being grateful and connecting to community. The three key terms for our program are:

Respect, Resilience and Responsibility



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PC LESSONS

The following provides an outline of PC program for years 7-12. These may change according to student need:

RESPECT RESILIENCE RESPONSIBILITY

PASTORAL CARE LESSONS				
YEAR	TERM 1	TERM 2	TERM 3	TERM 4
7 Transitions	<ul style="list-style-type: none"> Orientation Goal Setting Introduction to three R's Owning who I am 	<ul style="list-style-type: none"> Relationships Courageous conversations Resolving problems 	<ul style="list-style-type: none"> Being organised Safe risks 	<ul style="list-style-type: none"> Being Grateful Community Connections Personal reflection: where to next?
8 Be(a)ware	<ul style="list-style-type: none"> Cybersafety Safety strategies 	<ul style="list-style-type: none"> Bullying Respectful Relationships Being aware of self and others 	<ul style="list-style-type: none"> Safe risks-socialising Safe practices 	<ul style="list-style-type: none"> Being Grateful Community Connections Personal reflection: where to next?
9 I am me	<ul style="list-style-type: none"> Positive Mindset 	<ul style="list-style-type: none"> Body Image Digital footprint 	<ul style="list-style-type: none"> Party time Mentoring Camp preparations 	<ul style="list-style-type: none"> Being Grateful Community Connections Personal reflection: where to next?
10 Positive me	<ul style="list-style-type: none"> Strength profiling Leadership 	<ul style="list-style-type: none"> My Choices Safe Choices 	<ul style="list-style-type: none"> My mind matters Positive habits 	<ul style="list-style-type: none"> Being Grateful Community Connections Personal reflection: where to next?
11 Senior Transitions	<ul style="list-style-type: none"> Transitioning Resilience 	<ul style="list-style-type: none"> Taking Responsibility Self reflection 	<ul style="list-style-type: none"> My Mental Health Team building 	
12 The final chapter	Term 4	Term 1	Term 2	Term 3
	<ul style="list-style-type: none"> Being Grateful Community Connections Sr School 	<ul style="list-style-type: none"> Looking both ways 	<ul style="list-style-type: none"> Communicating Managing stress Careers 	<ul style="list-style-type: none"> Being prepared Where to next?



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PASTORAL TEAM MEETINGS

All staff will attend Pastoral Meetings where year teams will meet and the upcoming focus of the pastoral lessons will be explained. These meetings also provide an opportunity for year teams to discuss any students of concern or administrative issues surrounding the year group.

RELEVANT DOCUMENTS AND POLICIES

a. SCS documents and policies

- SCS [Student Wellbeing and Pastoral Care Policy](#)
- [Child Safe Schools](#) site
- [Challenging Behaviours](#) document
- SCS ER [Wellbeing Site](#)
- [System Anti-Bullying Policy](#)

b. Other relevant documents and sites

- [Student Wellbeing Hub](#)
- [Positive Psychology Institute](#)
- [CASEL: Academic, Social and Emotional Learning](#)
- [Headspace](#)
- [Headspace School Support](#)
- [Growth Mindset](#)
- [Office of the Children's eSafety Commissioner](#)
- [Mind Matters](#)
- [eSmart schools, St Clare's](#)
- [Seasons for Growth](#)
- [Wellbeing Australia](#)
- [ThinkUKnow](#)

