



Pastoral Care in Catholic Schools

Procedure



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1 Context

Pastoral Care in Catholic Education South Australia is an expression of the care and concern we have for each other as part of the Catholic identity of each school.

It demonstrates our belief that each person is made in the image of God, created with an inherent dignity, each formed as a social being with mutual rights, responsibilities and needs that are met in community.

Pastoral care in Catholic schools affirms and gives expression to the belief that each person and their material and spiritual beliefs are at the heart of Christ's teaching and human flourishing is an important goal of Catholic schools.

2 Purpose

The purpose of this document is to provide school communities with a set of procedures that guide and inform the implementation of the Pastoral Care in Catholic Schools Policy in their local setting.

3 Scope

The Pastoral Care in Catholic Schools Procedure applies to all Catholic schools and Catholic Education Offices in South Australia.

4 Policy Supported

This document directly supports, and should be read in conjunction with the Pastoral Care in Catholic Schools Policy.

5 Definitions

Pastoral care of children, young people, families and staff in school communities refers to all actions taken by school leaders and community members in all areas of school life to promote and enhance personal, social, physical, mental or spiritual wellbeing of all in their care.

References to Catholic Schools include, where applicable, early education and out of school hours care services, preschools, primary schools, secondary schools, R-12 schools and technical colleges.

6 Practices

Pastoral care is articulated in many aspects of school life, especially in the schools' vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student and staff support and wellbeing services, student behaviour processes, family engagement, community partnerships and school culture and Catholic identity.

Pastoral care is lived developed and nurtured through staff participating in professional learning to build capability.

All staff are responsible for pastoral care, however, some staff have a leadership responsibility in this area. These include: Principals, Deputy Principals, Assistant Principals Religious Identity and Mission (APRIMS), Wellbeing Co-ordinators, , Counsellors, Chaplains, Heads of School (Junior, Middle and Senior), House Leaders, Year Level Co-ordinators, Pastoral Care Teachers and Home Group Teachers.

6.1 Schools develop and nurture pastoral care by:

- promoting the safety and wellbeing of children and young people in learning programs and support services
- providing a school environment that is safe, supportive, inclusive, and empowering for all
- respecting and celebrating diversity, with a focus on understanding human rights and supporting the common good
- modelling and developing respectful relationships between staff members and with students and families
- providing a supportive environment where those experiencing difficulty or special need receive particular care and support.
- providing opportunities where people experience connectedness and engagement including:
 - religious and spiritual formation and renewal initiatives for staff, students and families
 - social emotional learning programs
 - mental health initiatives
 - healthy living programs and social events
 - student led outreach initiatives and events
 - community building initiatives and community service projects
 - student leadership groups
 - social action groups and enterprise initiatives
 - friendship, wellbeing and mentoring support including counselling
 - mentoring and restorative practices

7 Additional Resources

Pastoral Care in Catholic Schools Policy

[ACCESS Programs](#)

[Australian Curriculum: General Capabilities](#)

[CASEL \(Social Emotional Learning Collective \)](#)

[CESA Code of Conduct for staff](#)

[Continuous Improvement Framework](#)

[Health Promoting Schools](#)

[KidsMatter](#)

[Mind Matters](#)

[National Safe Schools Framework, 2011](#)

[Protective Practices for staff in their interactions with children and young people](#)

8 Revision Record

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