



# Pastoral Wellbeing Policy

Policy Code: CI - PWP  
To be Reviewed: 2021  
Ratified: February 2018

## **Identity Statement**

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

## **Vision Statements**

*St Patrick's Primary School strives to:*

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

## **Graduate Outcomes**

*We endeavour to create graduates who will:*

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

## **Basic Beliefs**

*The mental, physical and emotional wellbeing of young people are essential pre-conditions for successful learning. These qualities cannot be developed for individuals in isolation from the health and wellbeing of the school community as a whole. (Charter of Sandhurst School Improvement – Pastoral Wellbeing, 2012)*

- As Christian Educators we have a duty and responsibility to reflect the values of Jesus in our approach to the children in our care.
- All children have a right to be accepted, respected, valued and encouraged to grow.
- All children have a right to learn and play in a safe and supportive environment that provides fairness and equality in a Christ centered community.
- A child is best able to grow and learn when he/she feels secure in all aspects of their development, mental health, social, emotional, spiritual, intellectual, physical and moral.
- It is vital that as educators we make every attempt to identify the specific needs of individuals and use all available resources to assist the child's development.
- Confidentiality in welfare activities is of paramount importance.



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- Behaviour management should be holistic with the focus of a situation being directed to the behavior or action, and not the individual.
- Children should be aware of the consequences of their actions so that they take responsibility for their behavior and develop a sense of respect for self, others, property and environment.

## Aims

- To foster a healthy, safe and hope-filled community at St. Patrick's that is committed to the dignity of each student, parent and staff member.
- To provide a safe, supportive and secure environment - one that values diversity and promotes care, respect and cooperation.
- To seek awareness of the spiritual, emotional, social, intellectual and physical needs of each child.
- To foster an acceptance of the uniqueness and value of each person – promoting relationships based on mutual trust and respect.
- To be aware of and use, available research based programs and resources which are appropriate in order to meet the wellbeing needs of all children.
- To ensure careful planning and explicit teaching that lead to effective student behavior management.
- To foster the development of social competence that includes resilience, confidence, flexibility, cultural awareness, empathy and which develops positive communication skills.
- To create opportunities for each child to achieve success in their learning and relationships.

## Features of Pastoral Wellbeing at St. Patrick's

- Quality relationships.
- Formation of self discipline and responsibility.
- Pastoral Wellbeing programs.
- Comprehensive and inclusive approaches to Teaching and Learning.
- Effective school, home and community networks of care.
- A whole school, proactive approach to the explicit teaching of social / emotional competencies.
- Coordinated and supportive structures for students with special needs.

## Safe Schools

*St. Patrick's Primary School takes every available measure to ensure the safety of students, and the broader school community, and to protect and support them. St. Patrick's Primary School recognizes the need to provide a safe, supportive and a respectful teaching and learning community that promotes student wellbeing. (Charter of Sandhurst School Improvement – Pastoral Wellbeing, 2012)*

## 1. Quality of Relationships (Safe, Positive, School Environment)

Pastoral Wellbeing is achieved or forfeited in the quality of relationships established in the school's daily routine of life and in the way in which people interact with each other. It is a significant determinant of each person's self-worth, belonging and wellbeing.



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## **Programs and Procedures:**

- Religious Education - Source of Life Program
- Social and Emotional Program - Rights, Responsibilities and Resilience, Rights and Respectful Relationships
- Circle Time
- Buddy Program
- Seasons For Growth
- CEPD~ Life Relationships Diocesan Program
- Ongoing professional development for staff
- Networks developed with external agencies and professionals, such as NECAMHS (North East Child and Adolescent Health), SCOPE (Occupational Therapy/ Speech Pathologists), ASAT (Autistic Spectrum Assessment Team – Comprising Paediatricians, Psychologists and Counselors).
- Classroom rules and procedures
- Program Support Group (PSG) Meetings.

## **2. Formation in Self Discipline & Responsibility**

Pastoral Wellbeing contributes to students recognising that their fundamental freedoms and rights are reciprocated by responsibilities.

## **Programs and Procedures:**

- Source of Life units of work
- F.I.R.E Carriers
- Assembly Roles
- Positive Behaviour Interventions and Supports (PBIS)~ visual resources
- Resilience, Rights and Respectful Relationships
- Restorative Practices approach to Behaviour Management
- Classroom Rules, Rights and Responsibilities
- Ongoing professional development of staff (Positive Partnerships, SMART goals)
- Appointment of Student Leadership Groups
- Consistent expectations by staff across the school
- Circle Time
- Altar Server's roster.

## **3. Pastoral Programs & Procedures**

Pastoral Wellbeing endeavours to discern the life needs of students and provide them with every opportunity to value themselves and experience wellbeing.

## **Programs and Procedures:**

- Resilience Rights and Respectful Relationships
- No Blame approach to Bullying Program
- Circle Time
- Transition Programs (Kinder to Foundation; Year 6 to Year 7)
- Schools Attuned Approach
- Year 5/6 buddy system for new Foundation students
- CEPD~ Life Relationships Diocesan Program
- Life Education Van (Drug Education)
- Seasons for Growth



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- *Steps In Faith* - Sacramental Program

## **4. Comprehensive & Inclusive Approaches to Teaching & Learning**

The school's curriculum provision needs to be comprehensive and of the highest quality so that students are afforded the competence, confidence and the right to participate productively in society.

### **Programs and Procedures:**

- Personal Learning Plans
- Social / Emotional Support Action Plans
- Victorian Curriculum
- Teaching and Learning Strategies Module
- Kath Murdoch Inquiry Based Learning / MAPPEN
- Helen Timperley Inquiry Mindset
- Teaching and Learning Policy
- Nelson Mathematics Assessment /Oxford Mathematics
- Literacy Testing
- Guided Reading
- Reading Recovery
- Concerts and Productions
- Source of Life
- Godly Play.
- Oral Language Assessment (Foundation)
- Observational Survey Assessment (Foundation - Year 2)
- NAPLAN
- MAI testing
- Professional Learning Communities (PLCs)
- Formative and Summative Assessment (Refer to Assessment Schedule)
- Report Writing.
- Making Jesus Real

## **5. Supportive School and Family Relationships**

Family-school collaboration is a cooperative process of planning that brings together school staff, parents, children and community members to maximize resources for child achievement and development. Parent involvement promotes a healthy and consistent learning environment by establishing mutual goals between parents and educators and developing activities that bridge home and school. Such programs actively engage parents through a variety of activities that enable them to more fully participate in their child's education, both at home and at school.

It is essential that relationships of trust, co-operation and partnership be developed between the school and family members. The school community needs to maintain respect for and sensitivity to diverse cultural values and family structures.

### **Programs and Procedures:**

- *Steps In Faith* - Sacramental Program
- CEPD~ Life Relationships Diocesan Program
- Seasons for Growth
- Weekly School Newsletter



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- Recognition of Positive Behaviours – ‘Pat On The Back’
- Reporting Process
- Parent / Teacher / Student Conferences
- First Aid Treatment
- Accident and Reporting Procedure
- Chaplain/ Home School Liaison Officer
- Program Support Group (PSG) Meetings
- Opportunities and Training for Classroom Helpers
- Access to After School Care Program
- School Board.
- Parents and Friends Association
- School Assemblies
- School Masses
- Family days at school, shared lunches etc.
- Learning Walks
- Twilight Sports
- Mayfair
- Camps and Excursions
- Parental / Community Invitations to Participate in School Activities / Celebrations
- Feast Days
- Mass (Whole School and Class)
- Graduation Dinner
- Mother’s Day, Father’s Day, Grandparent’s Day
- ANZAC Day / Remembrance Day
- Reconciliation day / NAIDOC week
- Classroom Expos
- Catholic Education Week – Open Classroom Week (CREW Initiative)

## **6. Effective Networks of Care**

It is important that the school ensures all support services in the wider community are identified, and that strong links are built up with all the agencies that may be able to help students in need.

### **Programs and Procedures/ Contacts:**

*Home / School Liaison Wellbeing Person:* Sr. Gail Ryan.

### **Catholic Education Office**

- Senior Education Officer - Bendigo Catholic Education Office - Joy Ready
- Wellbeing Education Officer - Bendigo Catholic Education Office – Sheryn Long
- Learner Diversity Officer - Wangaratta Catholic Education Office – Sue DeSilva

### **External Professionals/ Agencies**

*The significant relationships developed with external agencies and networks are vital to the function of Pastoral Wellbeing in support of our students.*

### **Paediatricians**

- Terry Stubberfield



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## **Occupational Therapists**

- SCOPE Practitioners
- Private Practitioners
- BrOnny Green OT

## **Speech Pathologists**

- Catholic Education Office personnel
- School-based Practitioner
- SCOPE
- Private Practitioners

## **Private Psychologists / Counselors**

*(For parents who are seeking information regarding private practitioners.)*

- Michelle Rentick
- Alison Keir
- Connie Cudini
- Matrix

## **GOVERNMENT AGENCIES / EXTERNAL AGENCIES**

- ASAT Team (Autism Spectrum Assessment Team) Psychologist- Susan McLees
- Centacare
- St Vincent De Paul
- Anglicare
- Caritas
- Opening the Doors Foundation
- Department of Human Services- *Child Protection Services*
- Upper Murray Family Care
- Child FIRST
- Villa Maria - Young Carers Program
- Mansfield Autistic Centre (Judy Bennett)
- North East Child and Adolescent Mental Health Service (NECAMHS)
- SCOPE - Melissa Beeby
- Yooralla
- Ronald McDonald Learning Centre
- Pangerang Community House

## **7. Coordinated & Supportive Organisational Structures**

The effectiveness of the school's Wellbeing Program is directly related to the structural and organisational arrangements of the school.

### **Programs and Procedures:**

- Professional Learning Communities (PLC's) - Unit level structure for planning, delivery and evaluation of programs
- Duty Rosters
- Parent Support Group (PSG) Meetings - scheduled / as required



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- Weekly Staff Meetings
- Leadership Team Meetings
- Specialist Timetables
- Catholic Education Office Personnel
- Occupational Health and Safety
- Pastoral Care Team Meetings
- Teacher Assistants.

## **The Wellbeing Coordinator's Role**

At St. Patrick's we have an appointed Wellbeing Coordinator who shares the responsibilities with the principal and attends cluster diocesan meetings. The role of the Wellbeing Coordinator also includes:

## **Learner Diversity**

- Supporting programs for funded children
- Assist staff with the writing of PLP's
- Supporting and coordinating Learning support officers employed through funding
- Organising and chairing Program Support Group (PSG) Meetings
- Liaising with parents regarding funded children or children under NCCD
- Managing a program budget
- Liaising with and coordinating Special Education staff from the Catholic Education Office
- Organising meetings with Speech Pathologist, Psychologists, etc.  
Liaising with external Agencies and professionals such as Paediatricians, The Royal Children's Hospital, NECAMH's (North East Child / Adolescent Mental Health Service) and Counselors
- Interpreting reports for parents and explaining a diagnosis  
Attending external meetings such as at NECAMH's to support parents, and to receive diagnostic reports  
Organising and attending feedback meetings with external specialists and parents in order to report on assessments
- Organising assessments for children identified as being at risk
- Ongoing collaboration with classroom teachers regarding student needs  
Working with teachers to identify children at risk and to implement an internal referral process in order to ascertain if further testing, referral and diagnosis is required from external practitioners
- Attending Special Education meetings through the Catholic Education Office
- Liaising with Speech Pathologists to organise sessions for children who have been referred
- Maintaining records and files with respect to Learner Diversity  
Supporting teachers with appropriate behaviour management and understanding of the particular needs of the children identified to have specialised needs in their class  
Meeting with Learning Support Officers to monitor student progress both in the classroom and during times of withdrawal.

## **Students at Risk – Foundation**

- \* At Foundation enrolment, parents are required to state if their child has had any previous intervention
- \* Observation of new Foundation students by teachers, assistants and the *Special*





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## *Education Coordinator*

- Contact with Kindergarten teachers and observation where possible
- \* Informal screening of Foundation noting things such as: co-ordination, pencil grip, directionality, spatial awareness and sociability
- Oral Language Assessment / Observational Survey / Speech Reports.

## **Student Identification Process**

- Data collection by classroom teacher (informal or formal) - Internal Referral Form (see appendix) completed and sent to the *Special Education Coordinator* in order to identify if further testing, referral and diagnosis is required from external practitioners.
- Referral to the Catholic Education Office *Special Education Officer* for further external assessment
- Providing support for children at risk in specific areas – Literacy / Numeracy groups, withdrawal, teacher aide support
- Coordinating Learning Support Officers
- Working with parents to provide strategies, resources and support.

## **Wellbeing**

- To review and develop the Pastoral Wellbeing Policy
- To maintain a wellbeing resource file
- To regularly liaise with the principal
- To identify students with special needs and follow set procedures
- To communicate wellbeing matters to staff
- To liaise with the School Home Liaison Person
- Liaising with the Wellbeing Officer from the Catholic Education Office
- Meeting with and responding to the wellbeing needs of students / parents / staff
- Responding to students who have behavior management challenges
- Referring students, parents and staff to external agencies when required
- Home / School Liaison visits - when appropriate and necessary.
- Liaising with external agencies such as:
  - ASAT Team (Autism Spectrum Assessment Team) e.g. Psychologist- Susan McCleese
  - Centacare
  - St Vincent De Paul
  - Anglicare
  - Caritas
  - Opening the Doors Foundation
  - Department of Human Services- *Child Protection Services*
  - Upper Murray Family Care
  - Child FIRST
  - Villa Maria - Young Carer's Program
  - Mansfield Autistic Centre (Judy Bennett)
  - North East Child and Adolescent Mental Health Service (NECAMHS)
  - SCOPE - Melissa Beeby
  - Yooralla
  - Ronald McDonald Learning Centre
  - Pangerang Community House
  - Melbourne City Mission - Paediatric Services - Acquired Brain Injury Unit.





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## **The Role of the Principal - Wellbeing:**

- To meet regularly with the Wellbeing Coordinator
- To monitor the delivery of the internal Wellbeing Program in consultation with the Wellbeing Coordinator
- To attend Program Support Group (PSG) Meetings as required
- To facilitate the review and development of policies.

## **Planning**

- Wellbeing issues are reviewed in the annual strategic plan in consultation with the Wellbeing Coordinator, Leadership Team and staff.

## **Budgeting**

- Annual program budgeting in consultation with the Wellbeing Coordinator.

## **Professional Development**

- To identify and purchase appropriate resources and Professional Development material to support students and teachers.

## **Recommendations**

- Teaching and coordinating classroom programs is the responsibility of the classroom teacher.

**Principal's Signature:** \_\_\_\_\_



## **ST. PATRICK'S SPECIAL EDUCATION WELLBEING / INTERNAL**

### **Internal Referral Form**

**STUDENT NAME:** \_\_\_\_\_ **D.O.B.-----DATE OF REFERRAL:**

**YEAR LEVEL:** \_\_\_\_\_ **CLASS TEACHER:** \_\_\_\_\_



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<input type="checkbox"/> SOCIAL EMOTIONAL / PEER RELATIONS	<input type="checkbox"/> SELF CARE
<input type="checkbox"/> ACADEMIC /COGNITIVE	<input type="checkbox"/> MOTOR SKILLS
<input type="checkbox"/> CHALLENGING BEHAVIOUR	<input type="checkbox"/> HEALTH/MEDICAL
<input type="checkbox"/> SPEECH AND LANGUAGE/COMMUNICATION	<input type="checkbox"/> ORGANISATIONAL SKILLS
<input type="checkbox"/> VISION	<input type="checkbox"/> HEARING
<input type="checkbox"/> OTHER.....	

**REASON FOR REFERRAL**

**PLEASE COMMENT AND OR DESCRIBE CONCERNS AND REASON FOR REFERRAL**

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**What has been done in class so far to support this student. Parent contact Y/N**

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## ASSESSMENTS, RESULTS AND INTERVENTIONS BY CLASSROOM TEACHER

		ASSESSMENT USED	RESULTS	COMMENT
<b>L A N G U A G E</b>	<b>READING</b>			
	<b>WRITING</b>			
	<b>SPEAKING ARTICULATION</b>			
	<b>LISTENING</b>			
	<b>PHONOLOGICAL AWARENESS.</b>			
<b>N U M E R A C Y</b>	<b>COUNTING</b>			
	<b>PLACE VALUE</b>			
	<b>OPERATIONS</b>			
	<b>PROBLEM SOLVING MENTAL COMPUTATION</b>			
<b>O T H E R</b>				

## SPECIAL EDUCATION ASSESSMENT / INTERVENTIONS / ACTION REQUIRED

<ul style="list-style-type: none"> <li><input type="checkbox"/> NEAL ANALYSIS OF READING ABILITY</li> <li><input type="checkbox"/> KBIT 2 (Kaufman Brief Intelligence Test. 2<sup>nd</sup> Edition.)</li> <li><input type="checkbox"/> CELF 4 (Language Screening tool)</li> <li><input type="checkbox"/> SDQ (Social Emotional on-line Questionnaire)</li> <li><input type="checkbox"/> Auditory processing Assessment Kit</li> <li><input type="checkbox"/> Schools attuned . On-line tool or Mind Map.</li> </ul>	<p><b>DATE OF ASSESSMENT:</b></p> <p><b>ACTION REQUIRED:</b></p> <p><b>ACTION TAKEN BY:</b></p>
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