Pastoral Care is the devolution of our school's Vision Statement on a daily basis, to support the children in their journey through to adolescence.

Vision Statement

**Many Gifts, One Spirit.**

_Good Shepherd Catholic School is an inclusive community growing together in faith by living our Catholic values and beliefs. We are guided by the Gospel teachings of Jesus Christ, in partnership with parents, caregivers, parish and the wider community. Our school is dedicated to fostering life-long learning through educational excellence encapsulating the spiritual, cognitive, emotional, social and physical development of the child._

Overview

The Pastoral Care Policy is the umbrella from which a number of other policies evolve. These policies support the aims of the Pastoral Care Policy and the practical aspects of the implementation of the Pastoral care Policy.

**Principles**

1. The Pastoral Care Policy brings to life the efforts to live out the school's Vision Statement.
2. Each individual is of value and shall be respected as they are made in the image of Christ.
3. Individuals learn by their life experiences.
4. There are rules and expectations that come from living within a community and each person within that community is accountable for their actions.

**Policies issued under the Pastoral Care Policy include:**

1. Managing Student Behaviour Policy which includes:
   a. School rules
   b. Managing Student Behaviour Class Plans
2. Homework
3. Bullying Policy
4. Communication between:
   a. Parent - Staff
   b. Child - Staff
   c. Staff - Staff
   d. Board, Parents & Friends to Staff
   e. Board, Parents & Friends to Parents
   f. Principal to Staff
   g. Principal to Children and Parents
Rationale
Pastoral Care in a Catholic School is informed by and given its spirit by the school’s place as part of the evangelical ministry of the Church. The Catholic school is in essence the face of Christ for its whole community and its pastoral role needs to infuse every aspect of its operation and its relationships.

The life of every human person is seen to have a God given value and meaning which is enhanced in a school community whose atmosphere is permeated with the Gospel spirit of Freedom and Love. In this setting the students experience their dignity as people before they know its definition.

Pastoral Care is the concern of all involved in Catholic education and has both implicit and explicit elements.

At the implicit level every aspect of the school’s educational ministry needs to be infused by the Church’s understanding of what it means to be a community of believers. This means that Pastoral Care cannot be confirmed to organisational or curriculum areas alone.

At the explicit level there needs to be a clear articulation of specific ways the Pastoral Care of each member or group in the school community is to be assisted to develop his/her potential, be nurtures, be healed and educated. It is here that programs, structures and specialist personnel are necessary to ensure that specific needs are met in a systematic fashion. It is recommended that a collaborative approach be taken in implementation the Framework.

Parents are the first educators of their children. The role of the Catholic school is to assist parents in the Catholic education of their children. Each school needs to appreciate the special pastoral circumstances of its own community, including families, and then to mobilise the resources, personnel and programs needed to meet those pastoral needs.

Defining Pastoral Care
Pastoral Care in Catholic Schools means enhancing the dignity of each person within a Catholic faith community. It is concerned with maximising learning and growth and developing the beliefs, values, attitudes, knowledge, skills and practices to enable all to become inner-directed, contributing members of God’s creation.

Principles
The function of Pastoral Care in Catholic Schools is to:

1. **Provide an environment, a curriculum and a set of practices based on the Gospels;** Catholic education draws from approaches that understand a school to be a community committed to the students’ developed as fully integrated through education means.

2. **Enable students to attain the beliefs, values, attitudes, knowledge’s, skills and practices which will enable them to achieve Christ’s vision of the human person;** Every Catholic school community’s concern will be the students’ development as Christian men and women – as responsible, inner-direct individuals of Christian virtue, capable of free choice and of making value-judgements enlightened by a formed Christian conscience.

3. **Ensure that the care and development of each person takes place within the Catholic faith community;** In school, students should see Christian values actively lived rather than merely spoken of, and experience them in sincere interpersonal relationships.

4. **Be concerned with the nurturing and wellbeing of all who impact on the school community,** A school’s pastoral dimension will show itself in the mutual care and support administrators and staff show towards each other, as well as though the care they all show for their students. From the pastoral dimensions of the total school life. Students learn their own value and dignity.

The full dignity of the human person is enhanced when all the elements are interlinked.
Formulation of a school’s Pastoral Care policy requires a collaborative approach and consideration of the following elements:

I. Environment
The environment permeating a Catholic school should be thoroughly infused with the Catholic notion of Pastoral Care. Examples of the aspects pertaining to the environment element are as follows:

**Life of Faith**
- Prayer, liturgy, celebration and participation in the Sacraments;
- Reflection of value of the Sacraments in school policies and practices e.g. acceptance, forgiveness and nourishment;
- Traditions of the Church (liturgical calendar, feast days, founders day, etc).

**Community Dimensions**
- Interpersonal relationships within the school community;
- Relationships with clergy, religious orders, parent community and past students;
- Reflection of the school’s mission statement and motto;
- Relevant cultural aspects;
- Awareness and support of those who are alienated.

**Administrative Sector**
- Style of leadership;
- Support for students as they move from one stage of schooling to another;
- Pastoral care of staff;
- Strategic management plan involving consultation, involvement, participation and ownership;
- All school personnel are conversant with the school’s Pastoral Care policies are practices.

II. Policy and Practice
The policies and practices that a school employs should enhance the dignity of the human person. All policies should reflect the Principles of Pastoral Care. The following are examples of such policies:

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<thead>
<tr>
<th>STUDENTS</th>
<th>SCHOOL COMMUNITY</th>
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<tbody>
<tr>
<td>* Student management</td>
<td>* reporting and communication</td>
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<tr>
<td>* duty of care</td>
<td>* parental involvement</td>
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<tr>
<th>ADMINISTRATION</th>
<th>SCHOOL PERSONNEL</th>
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<tr>
<td>* allocation of resources</td>
<td>* employment, professional and faith development</td>
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<td>* uniform requirements and standards</td>
<td>* professional development of teachers in pastoral care</td>
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<td>* enrolment policies</td>
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<td>* crisis management</td>
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**BOARDING HOUSE MANAGEMENT**

III. Curriculum
Curriculum is the total, school-directed experience of students during schooling. The curriculum needs to be informed by the Principles of Pastoral Care catering for a variety of students needs and abilities in a Catholic school setting. The following aspects of Curriculum are considered:
- Consideration of the needs of all students
- Provision of an adaptable and flexible curriculum
- Appropriate methods of assessment, evaluation and reporting
- A curriculum informed by the Principles of Catholic Social Justice teachings
Acquisition of concepts, the learning of facts, development of life skills, examination of attitudes, and an exploration of their beliefs and values.

Conclusion
Pastoral Care in Catholic Schools is concerned with enhancing the dignity of the human person within a Catholic faith community. The aims and purpose of this Framework is to assist schools in developing and refining its approach to Pastoral Care. The elements set out above are not exhaustive, but they are intended to provide a stimulus in examining Pastoral Care in a Catholic School. Policies need to be evolving and to include a review process inbuilt every 3 – 5 years so that the unintended consequences are addressed. It is through the dynamic and inter-related nature of the elements that the dignity of the human person is enhanced.

References
2. Sacred Congregation for Catholic Education (1983), The Catholic School, Society of St Paul, NSW.
3. Bishops of Western Australia (1993), Mandate Letters from the Bishops of WA, #37 & 46, Catholic Education Office, WA.
4. Bishops of Western Australia (1993), Mandate Letters from the Bishops of WA, #7, Catholic Education Office, WA.
5. Bishops of Western Australia (1993), Mandate Letters from the Bishops of WA, #15, Catholic Education Office, WA.
6. Bishops of Western Australia (1993), Mandate Letters from the Bishops of WA, #15, Catholic Education Office, WA.
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