



Pastoral Care Framework



Penrhos College is a Uniting Church school that supports unity in diversity and is committed to compassion and justice. The aim of Pastoral Care at Penrhos College is to enrich the emotional, social and spiritual wellbeing of our students so they maximise their learning outcomes during their time at the College and beyond.

Pastoral Care is viewed as a shared responsibility involving every member of the school community in caring for our students. The delivery of Pastoral Care is the responsibility of all staff who should

hold and model our core shared values. From PreK-12 there are specialist staff whose focus is the care and wellbeing of students.

At Penrhos College we cater for the needs of our students by recognising the importance of the whole person paradigm of mind, heart, body and spirit. We aim to inspire the students to explore their potential in each of these areas. The Pastoral Care programs are developmentally appropriate and engaging, while offering a seamless transition from Junior to Secondary School. *thrive* describes

the range of pastoral programs, experiences and connections that support the wellbeing and personal growth of our girls.

The Pastoral Care structure works to provide a nurturing environment where each girl is encouraged to actively model our core shared values. Through a range of strategic programs, supporting structures and a team of committed staff, the students participate in a range of pastoral programs with the focal point being to "inspire girls to become extraordinary women".

The Penrhos College Pastoral Care model

PLAN to

- create a caring and nurturing environment with a strong sense of community
- support the emotional, social and spiritual wellbeing of the individual through actions and practice
- develop a Pastoral profile of the individual student, PreK-12
- develop *thrive* curriculum and programs that link in with the appropriate phase of development, PreK-12 and provide students with strategies, tools and experiences that support their wellbeing
- provide integrated structures and programs that inspire the students to explore their potential in the area of spirit
- support staff in the implementation and delivery of *thrive* curriculum and programs
- compile a variety of pastoral resources in response to the needs of the phases of development and in response to current social issues
- implement a system to monitor the social, emotional and spiritual wellbeing of the individual across PreK-12
- organise regular meetings to assess data collection, both qualitative and quantitative

DELIVER to

- establish open communication between students, parents and the College
- support staff in being responsible for acting on concerns they have in regard to the wellbeing of a student
- assist staff to maintain accurate records of contact between students, parents and staff
- inform students, parents and staff of Pastoral Care services available
- outline expectations of acceptable behaviour and uniform standards and empower staff to uphold these standards in a consistent, equitable manner
- support *thrive* curriculum, programs and practice that
 - enhance the social, emotional and spiritual wellbeing of the individual; and
 - promote a positive and inclusive school culture
- model and promote the core shared values in a variety of contexts
- provide counselling support for the individual
- provide opportunities for worship and the spiritual development of the individual
- promote, encourage and provide opportunities for service to others through service learning and community service programs
- implement policies and procedures that reflect current thought and practice
- work in collaboration, using a team focused approach, to support students as required
- disseminate information and provide strategies and support to staff to assist students with differing needs

EVALUATE to

- conduct an ongoing cycle of review using a collaborative team approach based on contemporary thought, feedback and research
- evaluate *thrive* and Pastoral Care practice through reflection, performance and development tools
- update policies and procedures to reflect current thought and practice
- undertake an ongoing process of data collection, both qualitative and quantitative, which is then used to inform further practice

