



## College Guideline

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## Pastoral Care and Wellbeing Guideline

### Policy

The purpose of this policy is to provide support and guidance for Mount St Bernard College (MSBC) to develop, implement and evaluate a whole-school approach to student wellbeing. This policy will guide everyday practices, programs, initiatives and resources to promote the pastoral care, mental health and wellbeing of students and support schools around best practice social and emotional interventions. The approach to whole-school student wellbeing finds its foundation in the National School Improvement Tool's 'A culture that promotes learning', which is summarised as: 'The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The College works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour'. National School Improvement Tool, 2012.

This student Pastoral Care and Wellbeing policy emphasises the importance of our Catholic faith, pastoral care and student voice informing student wellbeing across the school; a safe, supportive, and inclusive school environment; and opportunities for students to be creative, connected and engaged so that they can learn, lead and thrive.

### Rationale

MSBC is committed to creating quality faith-filled learning opportunities that are 'driven by a deep belief that every student is capable of successful learning'. Central to this policy is the Catholic identity and mission of a school. Our Catholic school communities provide a learning environment which emphasises developing the whole person. Our schools nurture and strengthen a student's cognitive, emotional, social, physical and spiritual development, which establishes a solid and broad foundation for lifelong learning and wellbeing, as reflected in our core value of pastoral care. 'Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians...' Alice Springs (Mparntwe) Education Declaration, 2019.

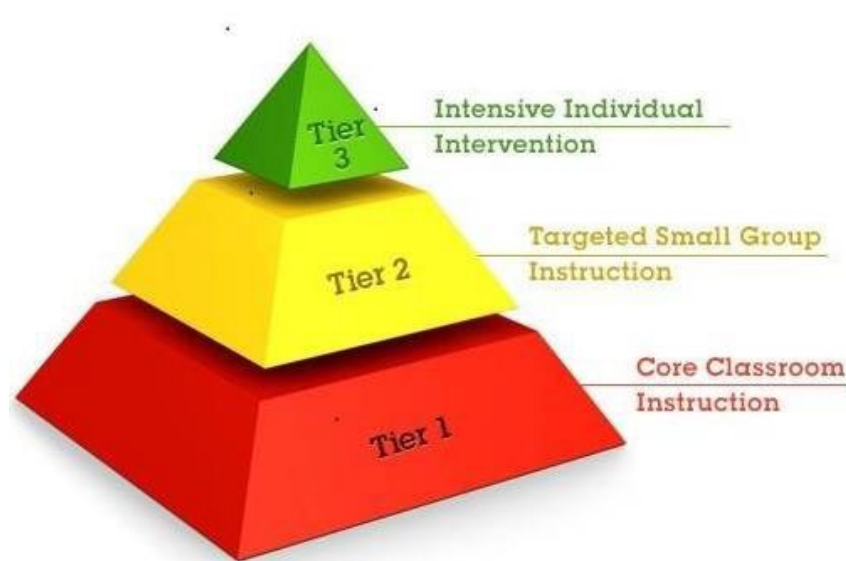
MSBC plays a vital role in promoting the social and emotional development and wellbeing of our students. 'The wellbeing of children and young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.' (Australian Student Wellbeing Framework).

Pastoral care takes place in the context of the Paschal Mystery in the living, dying and rising of the human

person, where Jesus Christ is placed at the centre of all we do. This is foundational to our Catholic faith and tradition. It assists in the cultivation of the spiritual, personal, emotional, physical, academic, moral, social, and aesthetic development of students as they grow to become fully human, active and informed global citizens. Pastoral care is informed by the principles of Catholic social teaching – the dignity of the human person. The foundation of each relationship in Catholic school communities is pastoral care: ‘Every contact is a pastoral care contact’ (Cross, 2014).

## Multi-tiered System of Support (MTSS)

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs (PBIS, 2021). This framework aligns academic, behavioural, social, and emotional supports to improve educational outcomes for all students.



## Student Engagement

Describes meaningful student involvement throughout the learning environment and typically includes three dimensions:

- Behavioural engagement-focusing on participation in academic, social, and co-curricular activities
- Emotional engagement-focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school
- Cognitive engagement-focusing on student’s level of investment in learning

(Fredricks, Blumenfeld, and Paris, (2004)

## Student Voice

Student voice refers to the views of all students on their experiences of school, learning and wellbeing. It involves students having a say, being heard, being part of the decision-making and school improvement processes and incorporating students’ perspectives. It’s about adopting a culture of inclusiveness where all students of the community are heard, respected and valued.

## Wellbeing

Wellbeing refers to a positive sense of self and belonging and the skills to make positive and healthy choices to support learning and achievement, provided in a safe and accepting environment for all students (Ottawa-Carleton District School Board, 2014). Student wellbeing encompasses the multidimensional and interconnected domains of cognitive, emotional, social, physical and spiritual wellbeing.

## Guiding Principles for Pastoral Care and Wellbeing

1. Wellbeing and learning are inextricably linked. Wellbeing is integral to school engagement and successful learning and successful learning is a key contributor to positive lifelong wellbeing outcomes.
2. Parents have the primary responsibility for the development of their child's wellbeing. It is important for families and communities to collaborate as partners with the school to support attendance, student learning, safety, and wellbeing (Australian Student Wellbeing Framework, 2018)
3. Pastoral care is a unique and core value of catholic schools. Pastoral care fosters the physical, emotional, academic, social, moral and spiritual growth and wellbeing of every person and is integrated throughout the teaching and learning process.
4. Student wellbeing is most effective through a whole school approach and when
  - prioritised by leadership and adequately resourced *Pastoral Care and Wellbeing Guideline Page 3*
  - students are active participants in their wellbeing
  - embedded within policy, curriculum, culture, and everyday practice
  - implemented using a multi-tiered system of support
  - grounded in Catholic teaching and tradition
  - within a safe and supportive environment
5. Wellbeing underpins curriculum planning and pedagogy and is demonstrated through the actions, interactions, and attitudes of all school community members.
6. Teaching and learning wellbeing skills, including social and emotional skills, is a parallel, integrated, complementary process of broader academic learning.
7. Wellbeing is dependent upon, and nurtured through positive, authentic relationships. Relationships within Catholic school communities value the dignity of the person, promoting connection, safety, trust and respect for all.
8. Student voice is valued and important in informing decision-making and when reflecting on the teaching and learning environment, culture and pedagogy. By working in partnership with students, staff and the broader community, schools are able to promote inclusion and foster belonging.
8. The wellness of teachers is critical to the education, behaviour and mental health of young people (Roffey, 2015). Staff and student wellbeing are linked and therefore important that schools focus on supporting both staff and student wellbeing.
9. There are some students who will require additional and targeted support in schools when experiencing mental health difficulties.

## Staff Responsibilities

- Embracing a collaborative approach where all staff are responsible for supporting student wellbeing and contributing to a safe, supportive and inclusive learning environment.
- Actively engaging in professional learning opportunities to address identified wellbeing needs of the school community.
- Developing positive, authentic student relationships which value the dignity of the person and promote connection, safety, trust and respect for all, including students with diverse needs.
- Building collaborative partnerships with parents/carers, the parish and broader community student supports.
- Embedding student wellbeing policy, framework, programs and initiatives across the school and in everyday practice guided by the multi-tiered system of supports.
- Explicitly teaching social and emotional skills, physical health, safe and responsible student behaviour and school expectations for student wellbeing with reference to relevant school and CES policies, and curriculum syllabuses.

## Pastoral Care and Wellbeing Programs

At MSBC students have access to a range of Pastoral care and Wellbeing Programs:

- Individual School Counsellor Support and Zones of Regulation
- Curriculum Programs: PBS and SEL Programs
- Wellbeing Officer: Season for Growth, Skill Streaming, Water and Rock
- Indigenous Liaison officer – Capacity Building
- Transition Officer – Transition Support

## See also (Related Policies and Guidelines)

- Accidents and First Aid
- Attendance and Punctuality
- College Uniform and Grooming
- Enrolment
- Excursions and Camps
- Pastoral Care and Wellbeing Guideline Page 4
- Extra-Curricular
- Homework Guidelines
- Student Behaviour in Extra-Curricular
- Student Code of Conduct