



St Patrick's College
LAUNCESTON

PASTORAL CARE PROTOCOL

SEPTEMBER 2025 | V5.0



PASTORAL CARE PROTOCOL

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PURPOSE

"A fundamental belief for Tasmanian Catholic Education as a community is that Jesus' values and teachings seeks the flourishing of all people: I come that they may have life, and have it to the full (John 10:10)." [CET Pastoral Care and Well-Being Policy](#).

Pastoral Care provides a visible presence of God's love within the actions, words and demeanour of all within the College. It draws on gospel values of faith, compassion, and justice, demonstrating a deep respect and acknowledgement of the dignity of each individual, who is "made in the image of God" (Genesis 1:27).

Pastoral Care is at the heart of all Catholic schools and institutions. The central tenet of Pastoral Care is to nourish, support, challenge and sustain all members of the school community: students, families, staff and members of the broader community. As such, a shared understanding of Pastoral Care should inform and influence relationships, and learning and teaching purposes and outcomes. Pastoral Care ensures that all members of the College community are welcomed, have a voice, and can rely on a network of care and appropriate support when in need.

At St Patrick's College, the foundation of all Pastoral Care is underpinned by the values of our Mission Statement, which is to be a school community of faith, learning, respect and service in the Catholic tradition.

PROTOCOL STATEMENT

The purpose of this protocol is to outline the scope and principles of the College's Pastoral Care. The protocol refers in the broader sense to the Catholic Education Tasmania (CET) [Pastoral Care and Well-Being Policy](#) and specifically refers to and draws upon individual College protocols, including the [Anti-bullying & Harassment Protocol: Students](#), and all other related protocols.



DEFINITIONS

Pastoral Care

Pastoral Care is the care for the 'whole person', i.e. for the individual's spiritual, intellectual, social, physical and psychological wellbeing. It originates in profound respect for the dignity of both the individual person and the community transformed by the values of the gospel (CET Pastoral Care and Well-Being Policy).

The origin of the phrase 'pastoral care' is in Jesus's pastoral image of the Good Shepherd (John 10:1-18). Here the Good Shepherd is one who looks after his sheep and will lay down his life for them. Likewise in the Parable of the Lost Sheep (Luke 15:1-7; Matthew 18:12-14) the Good Shepherd is the image of a shepherd who has compassion for the 'little ones' who are at risk.

Wellbeing

Well-being "is a combination of a person's physical, mental, emotional and social health. Positive well-being enables students, staff and communities to flourish." ([CET Pastoral Care Policy](#))

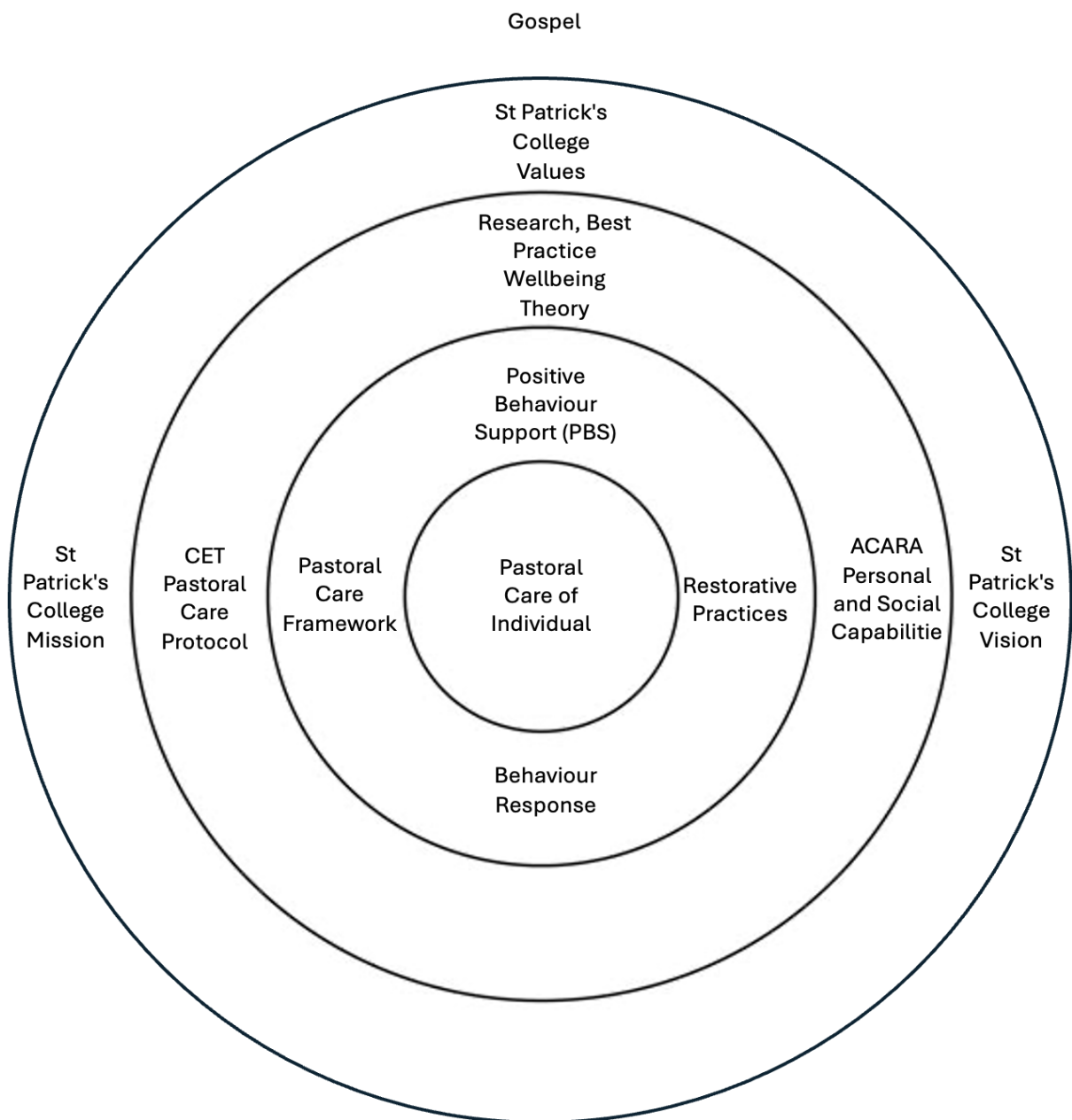
Wellbeing "...encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose." (WHO, 2021)

PASTORAL CARE MODEL AT ST PATRICK'S COLLEGE

The Catholic School must provide a contemporary, dynamic, multi-faceted, and multi-layered approach to the task of pastoral care to be inclusive of the diverse needs and challenges presented by adolescence. We recognise that every student is unique, and this necessitates the provision of targeted and varied pastoral care programs and initiatives to address all components of students' wellbeing.

The unifying concept of the College's Pastoral Care model is that the INDIVIDUAL is at the centre, and it requires an approach to pastoral care that is characterised by THE GOSPEL and inspired by the image of the Good Shepherd (John 10:1-18): "It takes the whole curriculum to teach the whole Gospel, and it takes the whole Gospel to teach the whole child (Dizdar, 2014)".

Moving outwards from the centre, each subsequent layer of the framework enriches and enhances the layer outside it, illustrating a deepened and multi-layered approach to pastoral care:



The Gospel and Jesus' Teaching

The Pastoral care model at St Patrick's College is informed by the Gospel exemplified but not exclusive of the following Gospel passages:

- **Love** Matthew 22:37-40 emphasises love for others as a reflection of love for God.
- **Forgiveness, Reconciliation, and Community** In John 13:34-35 Jesus tells his followers to love one another as he has loved them.
- **Social Justice** In Matthew 6:25-34 Jesus warns against greed and comforts the poor, and encourages people not to worry about their basic needs but to "seek first the kingdom of God."
- **Prayer/Gratitude** In Philippians 4:6-7 talks about how prayer and gratitude lead to "the peace of God, which transcends all understanding" and "guards your hearts and your minds in Christ Jesus."
- **Physical** Jesus healed the sick, fed the hungry, and restored people to their communities.
- **Peace/Rest** In Romans 5:1 peace is presented as the foundation of all wellbeing. Matthew 11:28-30 - "Come to me, all who are weary and burdened, and I will give you rest." Jesus offers rest for the soul - emotional and mental wellbeing through surrender and trust.

Vision, Mission and Values

Pastoral care at St Patrick's is a key area where The Mission and Vision of the College is lived out.

The College is particularly committed to a holistic, inclusive and Christ-centred education. Learning about and living the College values of Catholic Identity, Compassion, Endeavour & Excellence, Stewardship, Individuality, Relationships, Leadership, Social Justice is central to pastoral care philosophy at St Patrick's College. Our mission is for each student to thrive in a changing world.

Wellbeing Theory

Jesus' example and teachings in the Gospel align closely to wellbeing theory.

The PERMA model, which outlines the characteristics of a flourishing individual, is considered robust and is used to inform pastoral care at St Patrick's College. Research has shown significant positive associations between each of the PERMA components and physical health, vitality, job satisfaction, life satisfaction, and commitment within organisations (Kern, Waters, Alder, & White, 2014).

The PERMA model consists of five elements that contribute to wellbeing. These five elements or components (PERMA; Seligman, 2012) are:

- **Positive emotion** - cultivating and experiencing positive feelings like joy, gratitude, hope, and contentment.
- **Engagement** - living in the present moment and focusing entirely on the task at hand.
- **Relationships** - feeling supported, loved, and valued by others.
- **Meaning** - belonging and/or serving something greater than ourselves.
- **Accomplishments** - working toward and reaching goals, mastering an endeavour, and having self-motivation to finish what you set out to do.

ACARA - Personal and Social Capability

The Personal and Social Capability is one of the General Capabilities in the Australian Curriculum, developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). It is closely linked to pastoral care in schools, as it aims to support students' emotional wellbeing, social development, and holistic growth.

At St Patrick's College the four key elements of self-awareness, self-management, social awareness, and social management from this capability are drawn upon when teaching and designing pastoral care learning and experiences for our students.

CET Pastoral Care Policy

It is noted that pastoral care and wellbeing is essential to Catholic Education and as such St Patrick's College Pastoral care aims to

- permeate all College activities.
- be the unifying focus for all aspects of school life.
- be the basis for inclusion and commitment to enhance individuals and the community.

The policy dictates that successful pastoral care promotes positive wellbeing through

- opportunity for Christian formation.
- the development of self-discipline, social responsibility and a sense of social justice.
- an open, peaceful and respectful environment that promotes flourishing.
- fostering a sense of belonging and pride in the community.

CET Response to Unacceptable Behaviour Policy

A Behaviour Policy and Pastoral Care Protocol are deeply connected in a school setting. They work together to support students' wellbeing, personal development, and social responsibility. The CET Response to Unacceptable Behaviour Policy sets the framework for expected conduct and obligations regarding taking disciplinary action. Pastoral care at the College ensures the emotional and relational support behind managing and improving that behaviour. ([CET Response to Unacceptable Behaviour Policy](#))

Positive Behaviour Support

The goal of school-wide Positive Behaviour Support at St Patrick's College is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

The College's Positive Behaviour Support (includes the [PBS matrix](#) and the [positive behaviour curriculum](#)) provides the overview and structure of the College's approach to promoting positive and safe behaviour in the College community. The focus of the approach with our students is on our 'PBS Statements' - Participate in Our Community. Be a Learner. Show Respect.

An informed, compassionate and educative approach to all aspects of individual and social relationships, interactions and behaviour is actively promoted and pursued across all Schools, Houses and domains within the College and community. Responses and actions provided by the College to individual needs acknowledge the dignity and intrinsic worth of each person, considering all dimensions of life: spiritual, emotional, intellectual, physical and social.

Behaviour Response

Decisions made by groups or individuals, that impact significantly on the lives, wellbeing, education, or work of others and are contrary to aims of the College, necessitate a considered, fair, and appropriate intervention. Behavioural responses have been developed to guide staff in navigating the range of behaviours from initial to sustained or extreme. These responses place a high degree of significance on being educative and restorative in nature, designed to encourage and guide the growth, spiritual development, and emotional, intellectual, and social maturity of all students.

Restorative Practices

Pastoral care nurtures a supportive school culture and seeks to understand the underlying needs behind behaviour, helping students grow from mistakes. Restorative practices at St Patrick's College help maintain and repair that culture when conflict or harm occurs.

Restorative practices are part of the College's behaviour response, which helps to embed pastoral care into everyday practice. ([Restorative Practices](#))

Teachers, leaders, and pastoral staff all aim to use consistent language and strategies to build a respectful and compassionate community.

Pastoral Care Framework

Many skills such as communication, empathy, cooperation, and conflict resolution are not always learned naturally, so direct instruction through the Pastoral Care Framework (PCF) ensures all students have the opportunity to develop them. The PCF is based on the College values and the ACARA Personal and Social Capability.

This explicit instruction occurs through through tutor group sessions, house activities, dedicated pastoral care lessons or through the curriculum in dedicated College classes:

- BeSPC (Years 7-8)
- Rite Journey (Year 9)
- ACE (Year 10)

Related Policies & Protocols

[CET Pastoral Care and Well-Being Policy](#)

[Anti-Bullying & Harassment Protocol: Students](#)

[Attendance Protocol](#)

[Critical Incident and Emergency Response Protocol](#)

[Illicit Drugs Protocol](#)

[Uniform Protocol](#)

[CET Work, Health and Safety Policy](#)