

# PRIMARY PASTORAL CARE

■ community ■ challenge ■ choice





## St Michael's

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### COLLEGE

St Michael's College is a Catholic school in the Lasallian tradition which is committed to the human and Christian education of the young, especially the poor, through:

#### ■ Community

We are an inclusive and respectful community where each individual is known, valued and cared for, enabling them to feel confident to explore their curiosities, flourish and fully realise their potential.

#### ■ Challenge

Individual growth is achieved through engagement, opportunity and recognition, underpinned by a positive learning culture that is authentic, challenging and supportive.

#### ■ Choice

Through a quality Lasallian education, inspired by the Gospel and a concern for social justice, students are empowered to better choose who they become as people, learners and leaders in the world.

## MISSION AND VISION

A quality Lasallian education *"is realised by offering a community and personalised environment where individuals can flourish as human beings and where they are open to hope and have a positive sense of life"*

Br Alvaro

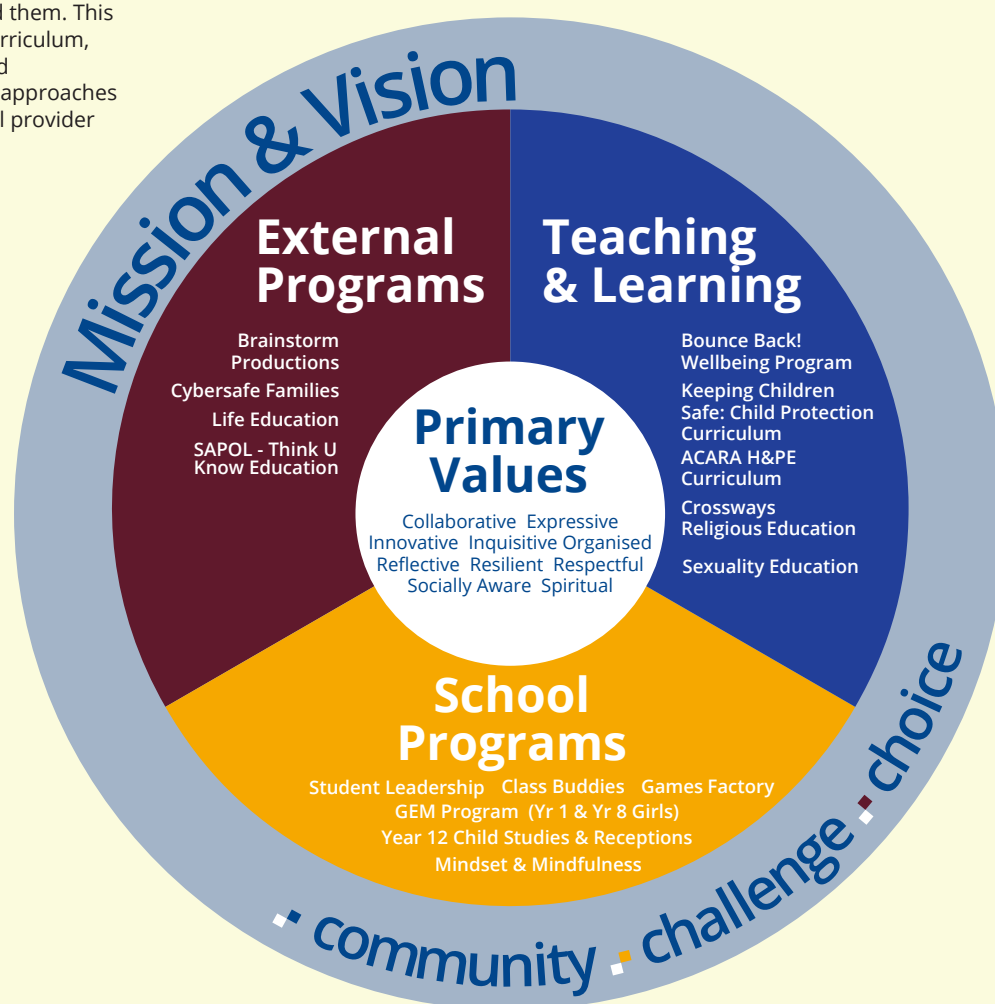
*I have come that they may have life, and have it to the full.*

(John 10:10)



# Key Pastoral Themes

At St Michael's College we take a holistic approach to student wellbeing and pastoral care. Through exploring and engaging with the Primary Values, students develop skills and knowledge to understand how they learn, build positive relationships, and safely connect to the world around them. This is supported through our curriculum, integrated inquiry-based and experiential school learning approaches and research-based external provider programs.



# Whole Campus Activities

## Faith

Class and whole school Masses (R-6)

Parish Sacramental Program (Yr 4 but also inclusive of Yr 5-6 candidates)

De La Salle Day (R-6)

Daily Prayer (R-6)

Liturgical celebrations (R-6)

## Service

Student Leadership – Primary Campus Leaders (Year 6), House Leaders (Year 6), Faith Service & Community Leaders (Year 6), Youth Environmental Leaders (4-6), Class leaders (2-5)

GEM Program (Girls Empowerment Mentoring)

Buddy Program (R-5)

Mission Action Day (R-6)

Charities Week (R-6)

Caritas (R-6)

Winter Appeal (R-6)

Christmas Appeal (R-6)

## Community

Whole School Assemblies

Cyber Safety (4-6)

Cyber Bullying (5-6)

De La Salle Day (R-6)

SAPOL - Cyber (Year 6)

Life Education (R-6)

Brainstorm Productions (R-6)

Cybersafe Families - Cyber Safety (5-6)

Digital Citizenship (4-6)

Pastoral Day Activities (R-6)

Cross Country (R-6)

Lasallian House Sports Shield (R-6)

Lasallian Stars/New Receptions – Transition New Student (R-6)  
Transition

Year 6 Secondary Transition







# Primary Values

St Michael's College is committed to the development of the whole person, helping students gain a deep sense of self-worth and appreciation of who they are and their important place in the world around them. This journey at the Primary Campus is supported by the strong foundation of the Primary Values. These are ten key qualities that we value and believe characterise a confident well-balanced lifelong learner.

The Primary Values and their age aligned descriptors provide a reference and language for students, staff and parents to understand and articulate their identities as learners and people. The Primary Values are interwoven into all aspects of the college life, from academic endeavours in the classroom; to the many co-curricular activities and opportunities available; to the spiritual celebrations we share and faith development of each individual.



# Teaching & Learning

## Bounce Back! Program

BounceBack! is a fully integrated whole school social and emotional learning curriculum program promoting sustainable mental health, wellbeing and resilience for students and teachers.

Bounce Back! provides strategies and materials at three levels: R-Year 2, Years 3-4 and Years 5-6. Each level incorporates the same 10 curriculum units with age-appropriate activities and is supported by curriculum correlation charts linked to the Australian National curriculum.

Bounce Back! units	
Core values	Honesty, fairness, acceptance of differences and responsibility
Social values	Inclusion, kindness, cooperation, friendliness, being respectful to others and self-respect
People bouncing back	Skills and attitudes for coping and being resilient
Courage	Finding courage in both everyday life and difficult circumstances
Looking on the bright side	Optimistic thinking and positivity skills
Emotions	Amplifying positive emotions and managing uncomfortable emotions
Relationships	Social skills for making and keeping friends and managing conflict
Humour	Using humour to connect with others, to cope better and to understand differences between helpful and harmful humour
Being safe	Skills for understanding, countering and managing bullying situations; skills for supporting others who are being bullied
Success	Skills that lead to successful goal achievement (goal setting, growth mindset, overcoming obstacles); identifying your own positive character strengths and ability strengths

Education.nsw.gov.au 2022. Bounce Back! A positive education approach. [online] Available [here](#)

Video: Dr Toni Noble presents Bounce Back (Pearson Education) [here](#)





## Keeping Children Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a respectful relationships and child safety curriculum for children and young people from age 3 to year 12.

The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

KS:CPC

Learning about respectful relationships is at the foundation of the KS:CPC for children and young people from early to secondary years. Concepts focusing on consent are embedded throughout the curriculum at an age and developmentally appropriate level. This includes:

- healthy and unhealthy relationships;
- rights and responsibilities in relationships;
- power in relationships;
- sexual abuse, sexual harassment and sexual consent;
- anatomical names of the body;
- privacy, touching and consent;
- online safety, dating, grooming and image-based abuse;
- types of abuse and dating violence;
- recognising, responding to, and reporting abuse; and
- trusted networks and support services.

(<https://www.education.sa.gov.au>)

## ACARA Health & Physical Education

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan;
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships;
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings;
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes; and
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

(<https://www.australiancurriculum.edu.au>)

## Crossways Religious Education Curriculum & Made in the Image of God (MITIOG) Education

**Crossways** is the Religious Education curriculum for South Australian Catholic schools that is mandated by the Bishops. Crossways supports the integration of faith, life and culture through a contemporary Religious Education curriculum.

**Made in the Image of God (MITIOG)** is the Human Sexuality Education program for SA Catholic Schools.

It is based on the fundamental belief that humans are made in God's image and are deserved of the utmost dignity and respect, and that sexuality, integral to the human person, is a gift from God through which we can live out our vocation to love.

Parents are acknowledged as the first and foremost educators of their children, particularly in the area of sexuality. In providing sexuality education, SA Catholic schools support parents in their primary role.



# School Programs

## Class Buddies

Our Buddy program aims to develop relationships between the younger and older children, enhancing the sense of a friendly and supportive school community.

There are benefits for the older buddy in acknowledging their leadership, responsibility and pride in their ability to be helpful. The Buddy program also provides another vehicle through which students can learn, develop and demonstrate the Primary Values.

### Buddy Classes

Year 6 Buddies and mentors to all year levels and Lasallian Stars (Mid-year Receptions)

Year 5 – Reception

Year 4 – Year 2

Year 3 – Year 1

## Play Is The Way – The Game Factory

The Game Factory program from Wilson McCaskill's PLAY IS THE WAY, is a social and emotional learning (SEL) methodology using physically interactive games & activities to develop students' capacity to be resilient, persist, get along, play fairly, build respect and solve problems. This program also provides an active and fun medium through which students learn, develop and demonstrate the Primary Values.

## GEM Program (Girls Empowerment Mentoring)

The program was developed in response to the first female cohort at St Michael's Primary School in 2021. The program consists of Year 8 leaders working with the Reception Students throughout the year. Miss Annabel Lampard coordinates the program. The G.E.M Program had the following aims:

- Assist the reception girls with the College's transition into primary co-education
- Provide the Receptions with strong female role models
- Challenge Year 8 Students with leadership opportunities
- Fulfill the College's vision of Community

The Year 8 Leaders and Reception Girls formed strong bonds during this year and will continue to grow this bond throughout Year 1. This opportunity has allowed the Reception girl's confidence to flourish with the support of their mentors. Each term the G.E.M Program focuses on a different theme.

Reception students throughout the year.

- Term 1 – Belonging: telling stories and getting to know you.
- Term 2 – Being Healthy and Strong in Sport
- Term 3 – Innovators and Creators
- Term 4 – Celebrating who we are and what we've learnt.

We look forward to continuing to develop this program throughout 2022.

## Mindset & Mindfulness

- Smiling Mind - is a meditation program for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.
- Chasing Monsters: A program dealing with issues of Anxiety tailored for individual children
- Drumbeat: Uses music, namely the Djembe drums to improve student's communication in relationships
- EQ = Emotional Intelligence: A program used to boost EQ, the capacity to use emotions to realise goals and enhance growth
- Class Yoga: Reduces stress, improves students listening skills and strengthens body, mind and spirit
- Fitness Boxing: A fitness regime which supports children to deal with stress, intense emotions and improves confidence
- Friend to Friend: A program which supports children wanting to improve their friendships
- Games Factory: Class or small group activities designed to improve students' ability to in teams
- Homework Club: Allows students time to work in a quiet space during lunchtimes
- Family Support - Grief & Loss: A Counsellor program which supports families dealing with the challenges of grief and loss
- Seasons for Growth: A peer support program which assists children to deal with change, grief and loss





## Year 12 Child Studies

There are two sessions conducted throughout the year whereby the Year 12 Child Studies cohort design and trial activities with reception students. These sessions are facilitated at the Henley Campus and involve Year 12 students guiding the younger students through a series of activities e.g Nature Play and Health and Well-being. Reception students work in very small groups with a hands-on learning approach, this is truly a shared learning experience as the Year 12 students learn just as much as our younger learners.

## Excursions/Camps

Excursions allow students to take their learning beyond the classroom. It is an opportunity for students to consolidate their knowledge in a different environment, enhance the learning that they have been doing in class and develop further awareness of a particular topic. Moving beyond the classroom provides students with different opportunities to represent their school. Showcasing their leadership skills and building on their responsibility in different settings.

## Transition (Reception, Year 1-6)

Transition is a multi-faceted program that encapsulates academic, social-emotional and wellbeing needs of students and families both joining our community with as Lasallian STARS (midyear reception) or Full Reception or leaving to continue their journey at the secondary campus.

### Transition to Reception - full/mid-year

Kindergarten/Early Learning Centre Visits conducted by our Leadership Team who meet with current educators and observe students engaging in class and with their peers.

Parent Welcome & Information Evening (students not required to attend) – opportunity for parents to meet with Primary Leadership Team, Reception teachers and key staff -prior to their child beginning their first transition morning. Also provides an opportunity for new families to meet each other prior to school commencing.

Transition Visits – 9.15am – 12.15pm (\*parents not required to attend\*) two-morning sessions where students experience a snapshot of school life at St Michael's College – Primary under the care of Class and/or Specialist Teachers. Buddy program is also established during this visit. This allows new students to have a mentor and another student to assist them in the new environment.

### Transition to Year 7

Visits from Year 7 Leadership team and Learning Support Coordinator to share relevant information. regarding student needs-learning and wellbeing.

Parent Information Evening (students not required to attend) – an opportunity for parents to hear from Secondary Leadership Team prior to Orientation Day.

Transition Visits – Orientation Day – hosted at Secondary Campus students experience a snapshot of secondary school life at St Michael's College – Primary under the care of Class and / or Specialist Teachers.











# School Programs (continued)

## Student Leadership

### Primary Campus Leaders

The role of Primary Campus Leader (PCL) provides eight Year 6 students the opportunity to learn, develop and expand their personal leadership skills and knowledge as well as supporting other students in their enjoyment and engagement in school. In their roles the PCL's actively model the Primary Values and Student Responsibilities as well as work in partnership with staff, students, and Leadership to help create a positive school culture and learning environment.

### House Leaders

The role of House Leader provides eight Year 6 students the opportunity to learn, develop and expand their personal leadership skills and knowledge through supporting students' enjoyment and engagement in school through House team events and activities. The role requires the student to be a positive role model for the students at St. Michael's College.

The House Teams:

- St James (Green)
- St John (Yellow)
- St Paul (Blue)
- St Peter (Red)

### Faith, Service and Community Leaders

The role of Faith, Service & Community Leader (FSCL) provides Year 6 students the opportunity to learn, develop and expand their personal leadership skills and knowledge through service to the school community and leading by example. The role requires the student to be active and supportive in the various service initiatives in the school which include whole campus and class masses/liturgies, school assemblies, student mentoring to name a few.

### Youth Environmental Leaders

The role of Youth Environmental Leader provides students from Year 5-6 the opportunity to learn, develop and expand their personal leadership skills and knowledge through support and active involvement in the School Sustainability and Environmental Management Plan.

### Class Leaders

The role of class leader is a single semester position for two students in each Year 2-5 class. The Class Leader role provides students the opportunity to learn, develop and consolidate their personal leadership skills and knowledge as well as supporting other students in class to be the best they can be.



# External Provider Programs

## Life Education

Year	Module	Brief
Rec	Harold's Friend Ship	<p>In this module, students will learn to recognise the importance of relationships and will gain skills to seek help in a variety of situations. Throughout the module they will have the opportunity to practice strategies to manage their feelings and emotions and they will also learn the important link between nutrition and physical activity and how it affects the way we think and feel.</p> <ul style="list-style-type: none"> <li>■ How to build friendships and care for others</li> <li>■ Feelings and emotions</li> <li>■ Safe places and people to turn to for help</li> <li>■ Safe and unsafe situations and early warning signs</li> </ul>
1	Ready, Steady, Go	<p>Focusing on the benefits of healthy eating, physical activity, how our bodies react to stressful or unsafe situations and help seeking strategies. This module examines the many dimensions of health including feelings and emotions, safe and unsafe situations and behaviours that promote nutrition and wellbeing.</p> <p>Learning outcomes include;</p> <ul style="list-style-type: none"> <li>■ Identifying how our body reacts in new situations</li> <li>■ Benefits of physical activity</li> <li>■ What our body needs to be healthy including nutrition, water, and sleep</li> <li>■ Safety strategies in different environments</li> </ul>
2	Growing Good Friends	<p>Children investigate factors that impact physical health and emotional wellbeing including positive relationship and healthy lifestyle choices. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>■ Explore what health messages mean.</li> <li>■ Recognise how physical activity and nutrition contribute to a healthy lifestyle.</li> <li>■ Identify safety signs.</li> <li>■ Explore how positive relationships benefit our health and wellbeing.</li> </ul>
3	All Systems Go	<p>The 'All Systems Go' module focuses on the human body; it's uniqueness and what is needed to keep it healthy. This session helps your child understand why maintaining a healthy body and brain is the key to leading an active and productive life and gives them the tools to make sure they stay healthy. Students discuss issues and engage in activities centered on:</p> <ul style="list-style-type: none"> <li>■ The impact food choices have on health and energy levels.</li> <li>■ The effects of second-hand smoking.</li> <li>■ Exploring ways to manage peer pressure.</li> <li>■ The function of vital organs (heart, lungs, brain, kidneys).</li> </ul>





Year	Module	Brief
4	bCyberwise	<p>Through a variety of activities, students are empowered to think about how their own actions and decisions can protect their privacy and safety online. Activities and questioning are designed to assist students in applying conceptual ideas to their own world, now or in the future. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>■ How to recognise, react and report unwanted contact, bullying or predatory behaviours.</li> <li>■ Keeping personal information safe online.</li> <li>■ Responsible and respectful behaviour when using communication technology.</li> <li>■ Skills for building positive relationships with friends.</li> <li>■ Exploring the role of bystanders.</li> </ul>
5	Relate, Respect, Connect	<p>Relate Respect Connect equips students with knowledge, skills and strategies to help them develop safe and respectful relationships - face to face and online. Learning outcomes include;</p> <ul style="list-style-type: none"> <li>■ Understanding how to respect ourselves and others.</li> <li>■ Strategies to help maintain positive online and offline relationships.</li> <li>■ Identifying characteristics of positive relationships.</li> <li>■ How to recognise, react and report unwanted contact, bullying or predatory behaviours.</li> </ul>
6	Think Twice	<p>This module explores the impact of alcohol and other drugs on our bodies. It equips students with the facts to help protect kids and help them make informed decisions. By recognising their responsibility for the health and safety of themselves and others, students identify strategies to manage unsafe situations and social dilemmas. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>■ Investigating myths, facts and social norms</li> <li>■ Strategies and skills to be safe</li> <li>■ Understanding what drugs are and how they are classified</li> <li>■ Influences on decision making (family, peers, media, culture, financial &amp; legal)</li> </ul>

Source: <https://lifeed.org.au/teachers-and-schools/the-life-ed-program/primary-program/>



# External Provider Programs (continued)

## Brainstorm Productions

Brainstorm Productions primary school programs – creatively engage the audience to spark conversations in the classroom about anti-bullying, cyber safety and being resilient.

### 2022 Performance - Saving Lil & Archie Wellbeing Program Covers

- Positive Connections
- Cyber Safety
- Emotion Regulation
- Resilience
- Digital Citizenship
- Bullying & Cyber Bullying
- Social skills
- Empathy
- Screen Time
- Sleep

## SACPSSA Student Leadership Day

Our students House leaders have opportunity to explore effective student leadership initiatives to support Daily Physical Activity and promote an active curriculum, as well as develop personal and social skills to enable them to run effective leadership programs at school.

## Cybersafe Families

Cybersafe Families school education sessions explore the skills and understandings children need to safely and effectively navigate their way around their digital environment with confidence. These sessions are consistent with major Australian Education and Safety frameworks including the Australian Government eSafety Commissioner's office.

## GRIP Leadership Conference

The Primary Campus Leaders have an opportunity to engage with other young leaders from other schools in training to assist them for their role as SCHOOL LEADERS. They explore strategies and initiatives that will help them be positive and effective role models and ways they can have a visible and contribution to the school. The GRIP acronym comes from the Core values students explore at the conference.

### GRIP Core Values

Generosity - Willingness to use what you have been given (time and resources) on behalf of those you seek to influence.

Responsibility - We all have a responsibility to develop what we have and help others to live well.

Integrity - A commitment to truth and honesty in dealings.

People - Every human being is of great significance and has a purpose to fulfill.

## AFP - ThinkUKnow Education Program

ThinkUKnow Australia is an evidence-based education program led by the Australian Federal Police (AFP), delivered nationally in partnership with police and industry partners to prevent online child sexual exploitation.

The program is pro-technology and addresses topics including self-generated online child sexual exploitation material, online grooming, image-based abuse, sexual extortion, and importantly encourages help seeking behaviour.

## SAPOL - South Australia Police Program

SAPOL - South Australia Police (SAPOL) offers presentations to schools for students of all ages.

Topics include the role of police in the community, aspects of the law, personal safety, and cyber safety including the ThinkUKnow program.



# Whole Year Level Activities

Activity	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Buddy Program							
Bullying. No Way!							
Brainstorm Productions Performance							
Camp							
Caritas							
Class/Campus Mass & Liturgy							
Christmas Appeal (St Vinnies)							
Cross Country							
Cyber Safety/Bullying							
Daily Prayer							
De La Salle Day							
Digital Citizenship							
Early Primary Assemblies							
Internet (Safety, Respectful use)							
Seasonal Liturgical Celebrations							
Stewardship (Laudato Si)							
House Team Lasallian Spirit Shield							
Life Education							
Made In The Image of God							
Mission Action Day							
Pastoral Day - Activities							
Parish Sacramental Program							
Primary Assemblies							
Sports Day							
Student Leadership							
Whole School Assemblies							
Winter Appeal (Hutt St Centre)							

**An inclusive  
and respectful  
community  
where each  
individual  
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