



## PASTORAL CARE 2019



CANBERRA GIRLS  
GRAMMAR SCHOOL

*Be yourself.*

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**‘Pastoral Care builds and supports the entire school community, making connections between its members. It encompasses all aspects of school life through a combination of structured activities and personal relationships. Pastoral Care is concerned with the total wellbeing of individuals within the school community and with the development of the whole person.’**

The Pastoral Care Program is a whole school sequential program covering the Early Learning Centre to Year 12. It incorporates Social Justice and Community Service programs.

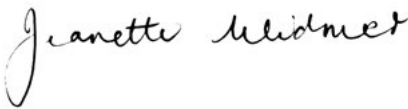
Social Justice is the effort to deal justly with people through the social, economic, and political systems in which they live. For us this includes the action of understanding, empathising with and responding to issues in society where injustices exist.

Community Service provides opportunities for individuals to serve others within the school and wider community. Students develop an awareness of community needs, raising funds, volunteering time and taking pride in giving back to their community. Through involvement in Community Service activities, students broaden their view of the world, whilst learning more about themselves as individuals.

# PERSONAL DEVELOPMENT PROGRAM SEQUENCE

<b>Reception</b>	Independence and starting school
<b>Pre-Prep</b>	Being Part of a Group
<b>Prep</b>	Independence at School
<b>Year 1</b>	Values
<b>Year 2</b>	Making Choices
<b>Year 3</b>	Friendship
<b>Year 4</b>	Self-Awareness
<b>Year 5</b>	Resilience
<b>Year 6</b>	Leadership and Transition
<b>Year 7</b>	Respect
<b>Year 8</b>	Empowerment
<b>Year 9</b>	Body Esteem/Life Skills
<b>Year 10</b>	Social Conscience
<b>Year 11</b>	Leadership
<b>Year 12</b>	Global and Digital Citizenship

This program is designed to ensure all students and staff are valued and supported through the provision of effective pastoral care in a Christian context.



**Jeanette Widmer**

DIRECTOR OF PASTORAL CARE

# RECEPTION

## Theme: Independence and starting school

### Outcomes

- To develop independence in daily activities
- To make positive personal choices
- To understand how to “be” in a school setting
- To understand how to take turns
- To understand how to listen to others
- To show ways of sharing with an awareness of others

### Program Overview

- Transition into ELC
- Quality Start
- Ongoing focus on social skills and emotional wellbeing
- Full year Unit of Inquiry: “Every day I learn more about who I am and what I can do”
- Learner Profile focus
- Selected sessions from PALS program

### Support/ Resources

1. CGGS Learning Profile & Attitudes
2. CGGS School Diary
3. CGGS Safe School Booklet
4. Playing and Learning to Socialise (PALS) by John Cooper

### Evaluation

- Teacher observation

Please contact the ELC Co-ordinator or Director of Junior School (ELC – Year 2) for any further information.

DIRECTOR OF JUNIOR SCHOOL (ELC – YEAR 2)

# PRE-PREP

## Theme: Being part of a group

### Outcomes

- To further develop independence in daily activities
- To make positive personal choices
- To recognise how individuals are similar to, and different from, others
- To recognise how individuals' feelings and actions affect themselves and other people
- To show care and consideration for peers

### Program Overview

- Transition into ELC/Pre Prep
- Quality Start
- Ongoing focus on social skills and emotional wellbeing
- Full year Unit of Inquiry: "Through literature I learn more about myself and others"
- Learner Profile and PYP Attitudes focus
- Selected concepts from Fun Friends program
- Transition to School (Prep/Kindergarten)

### Support/ Resources

1. CGGS Learning Profile & Attitudes
2. CGGS School Diary
3. Fun Friends – Pathways Health and Research Centre

### Evaluation

- Teacher observation

Please contact the ELC Co-ordinator or Director of Junior School (ELC – Year 2) for any further information.

DIRECTOR OF JUNIOR SCHOOL (ELC – YEAR 2)

# PREP

## Theme: Independence at School

### Outcomes

- Establishing and maintaining friendships
- Understanding that actions have consequences
- Making good choices
- Developing problem-solving skills

### Program Overview

- Transition into the Junior School
- Quality Start
- Friends and Relationships

### Support/ Resources

1. CGGS Learning Profile & Attitudes
2. CGGS School Diary
3. Circle Time for the Very Young – Margaret Collins
4. Bounce Back!
5. Junior Literature & Picture Books
6. CGGS JS Behaviour Policy

### Evaluation

- Teacher observation

Please contact the Director of Junior School (ELC – Year 2) for any further information.

DIRECTOR OF JUNIOR SCHOOL (ELC – YEAR 2)

# YEAR 1

## Theme: Values

### Outcomes

- To recognise others are affected by our decisions
- To understand the need for values
- To recognise roles and responsibilities vary
- To recognise the right to feel safe

### Program Overview

- Collaborative essential agreements
  1. Why do we have agreements?
- Protective behaviours
  1. We all have the right to feel safe all the time
  2. Nothing is so awful that we can't talk to someone about it
  3. Early warning signs
  4. Networking – who can I go to?
  5. Public and private places
- Respect – respecting the rights of others
- Integrity – being honest, fair, responsible and loyal
- Citizenship

### Support/ Resources

1. CGGS Learning Profile & Attitudes
2. CGGS School Diary
3. Protective Behaviours Lesson plans
4. Primary Protective Behaviours
5. Circle Time for the Very Young – Margaret Collins
6. Junior Literature & Picture Books
7. CGGS JS Behaviour Policy

### Evaluation

- Teacher observation

DIRECTOR OF JUNIOR SCHOOL (ELC – YEAR 2)



# YEAR 2

## Theme: Making Choices

### Outcomes

- To identify personal strengths
- To identify and develop areas for personal growth
- Making appropriate choices independently

### Program Overview

- Quality Start
- CGGS Learning Profile
- CGGS PYP Attitude
- Transition – preparing for changing school (boys) and moving into Primary at CGGS (girls)

### Support/ Resources

1. CGGS Learner Profile & Attitudes
2. CGGS School Diary
3. Bounce Back! – Level 1
4. Year 2 Sleepover
5. Transition days
6. JS Behaviour Policy

### Evaluation

- Teacher observation

DIRECTOR OF JUNIOR SCHOOL (ELC – YEAR 2)

# YEAR 3

## Theme: Friendship

### Outcomes

- To understand qualities of a good friend
- To understand how to build friendships
- To understand how to maintain friendships
- To resolve conflicts with peers

### Program Overview

- Quality Start
- New beginnings
  1. Empathy
  2. Self-awareness
  3. Social skills
  4. Motivation
- Getting on and falling out
  1. Developing social skills of friendship
  2. Working well in a group
  3. Managing anger
  4. Resolving conflict
- Protective behaviours – Health unit
  1. Protective interrupting – actions to interrupt potentially unsafe situations
  2. Persistence – seeking help until we feel safe again

### Support/ Resources

1. CCGS Learner Profile & Attitudes
2. CCGS School Diary
3. Bounce Back! – associated resources available from Library
4. Literature & Picture Books
5. JS Behaviour Policy

### Evaluation

- Teacher observation

### Peter McDonald

DIRECTOR OF JUNIOR SCHOOL (YEAR 3 – YEAR 6)

# YEAR 4

## Theme: Self-Awareness

### Outcomes

- To identify and describe aspects of one's own identity
- To understand the importance of maintaining a positive attitude
- To recognise that attitude contributes to relationships with others
- To identify and practise the skills of resilience

### Program Overview

- Quality start
- Friendships
- Resilience
- Friends for Life (School Counsellor)
- Being Me – Health unit

### Support/ Resources

1. CGGS Learner Profile & Attitudes
2. CGGS School Diary
3. Friends for Life workbook
4. Bounce Back – associated resources available from library
5. Year 4 camp
6. School Counsellor
7. JS Behaviour Policy

### Evaluation

- Teacher observation

### Peter McDonald

DIRECTOR OF JUNIOR SCHOOL (YEAR 3 – YEAR 6)

# YEAR 5

## Theme: Resilience

### Outcomes

- To understand and describe the nature of resilience
- To understand the role of courage in building personal resilience
- To implement strategies when facing challenges

### Program Overview

- Quality Start
- Better Buddies
- Protective behaviours – Health unit
  1. Risking on purpose – choosing to take risks
- Who We Are unit of inquiry

### Support/ Resources

1. CCGS Learner Profile & Attitudes
2. CCGS School Diary
3. Protective Behaviours Program – Children’s Protection Society
4. Bounce Back! – associated resources available from library
5. Better Buddies Framework – Alannah and Madeline Foundation (digital version)
6. Resilience Toolbox
7. Year 5 camp
8. JS Behaviour Policy

### Evaluation

- Teacher observation

### Peter McDonald

DIRECTOR OF JUNIOR SCHOOL (YEAR 3 – YEAR 6)

# YEAR 6

## Theme: Leadership and Transition

### Outcomes

- To develop leadership skills
- To develop a better sense of self
- To develop empathy and appreciation for others
- To prepare for transition

### Program Overview

- Quality Start
- Transition— Preparing for Senior School
- Making a Difference: mini-fete unit
- Cyber Safety
- Peer mediation (selected students only)

### Support/ Resources

1. CCGS Learner Profile & Attitudes
2. CCGS School Diary
3. Police Cyber Safety talk
4. Year 6 Camp
5. Enlighten Day
6. Peer Mediation Resources – School Counsellor
7. JS Behaviour Policy

### Evaluation

- Teacher observation

### Peter McDonald

DIRECTOR OF JUNIOR SCHOOL (YEAR 3 – YEAR 6)

# YEAR 7

## Theme: Respect

### Outcomes

- To respect oneself and as a digital citizen
- To have respect for one another on line and face to face
- To have respect for property, possessions and facilities
- To respect the School; its history and traditions

### Program Overview

- Transition to CCGS
- Peer Support:
  1. Orientation
  2. Working through Conflict/Safe School
  3. Resilience
  4. Values/Behaving with Integrity
- Making friends; Self esteem
- Study skills

### Support/Resources

1. CCGS Safe Emily School Booklet
2. Secondary Leadership Training teachers' notes
3. PSF 'Framework for Orientation' module
4. PSF 'Rethinking Challenges' module
5. PSF 'Working through Conflict' teacher and student modules
6. PSF 'Values – Behaving With Integrity' module
7. Year 7 Camp
8. CCGS School Diary
9. Year 7 Study Skills booklet
10. Guest speakers
11. Pastoral Care welcome bag
12. ESmart agreement template

### Evaluation

- Student evaluation Peer Support surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE

# YEAR 8

## Theme: Empowerment

### Outcomes

- To be resilient
- To be confident to express one's opinions and values
- To accept differing viewpoints
- To be able to actively listen to others

### Program Overview

- Empowering girls
  1. Self worth
  2. Relationships
  3. Connecting
- Adolescent wellbeing
  1. Emotional education, resilience building and stress reduction
  2. Social skills and building social supports
  3. Life problem solving skills, conflict management and assertiveness
  4. Building positive expectations and growing up digital
  5. Awareness and understanding of E Smart
- Study skills

### Support/Resources

1. 'Mpower Girls' Opening the door to Girls Relationships – Teacher Booklet
2. 'Mpower Girls' Opening the door to Girls Relationships – Student journals
3. 'Beyond Blue': Towards Happiness. Teachers booklet and resource folder
4. 'Girl Force Friends – A Girl's Guide to Friendship'
5. CCGS Safe Emily School booklet
6. Year 8 Camp
7. Year 8 Study Skills booklet
8. Guest speakers
9. Cyber safety and cyber issues

### Evaluation

- Staff and student evaluation surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE

# YEAR 9

## Theme: Body Esteem/Life Skills

### Outcomes

- To communicate and solve problems in relationships
- To appreciate the feelings of others and engage in cyber safety
- To critically evaluate media literacy
- To be understanding of other cultures views on body esteem and be cyber smart

### Program Overview

- Helpful Thinking & Self Talk
- Emotion Recognition and Regulation
- Communication
- Sense of Control
- Body Esteem
- Cyber Smart: Sexting, pornography debate, advertising controversy

### Support/Resources

1. Life Skills Teacher booklet
2. Body Esteem
3. CGGS Safe Emily School booklet
4. External performance groups
5. Year 9 Study Skills booklet
6. Guest speakers.
7. Year 9 Camp
8. Cyber Safety/Cyber Issues

### Evaluation

- Staff and student evaluation surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE



# YEAR 10

## Theme: Social Conscience

### Outcomes

- To carefully consider choices when making decisions in person and online
- To recognise marginalisation and how to make a difference
- To think about the needs of self and others when making choices
- To expand one's own sense of social conscience

### Program Overview

- Global and local issues affecting marginalised people
- Engagement in practical social service
- Connect students with opportunities to serve locally and globally
- The Six Senses – self-worth, belonging, control, purpose or meaning, future, humour
- Study skills
- Online ethical behaviours

### Support/Resources

1. Social Conscience Teachers Booklet
2. Social Conscience 'Yours or Mine?' Student Booklet
3. 'Beyond Blue' Year 10 teachers' manual, student booklet and DVD (Library)
4. CGGS Safe Emily School booklet
5. Year 10 Study Skills booklet
6. Guest Speakers
7. Cyber Safety and Cyber Issues
8. Community Service Booklet

### Evaluation

- Staff and student evaluation surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE

# YEAR 11

## Theme: Leadership

### Outcomes

- To understand the skills and attributes of a leader and role model cyber safety
- To understand that leadership is service
- To appreciate that being a leader is role modelling ethical values
- To accept the opportunity and responsibility to lead

### Program Overview

- Transition program including:
  1. Peer support leadership training
  2. Orientation to Senior stress management and careers
  3. Library orientation
  4. ACT Board of Senior Secondary Studies guidelines

### Support/ Resources

1. Transition Program
2. Peer Support Foundation Secondary Leadership Training teacher's notes
3. Secondary Leadership Training Peer Leader's Learning Guide
4. PSF 'Framework for Orientation' module
5. PSF 'Rethinking Challenges' module
6. PSF 'Working through Conflict' teacher and student modules
7. PSF 'Values – Behaving With Integrity' module
8. CCGS Safe Emily School booklet
9. Study Skills booklet
10. Guest Speakers/External performances
11. Perspectives on cyberbullying, bullying and social media

### Evaluation

- Peer Support Leadership Training Certificate and Registered Unit Recognition
- Self-evaluation surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE

# YEAR 12

## Theme: Global and Digital Citizenship

### Outcomes

- To look broadly at post school options
- To be prepared for life after school
- To continue to strive for one's own personal best
- To make a contribution to the School and wider community

### Program Overview

- Your Life, Your Choice
- Future options
- Health, wellbeing and stress management
- Speaker program
- Personal safety

### Support/ Resources

1. Your Life, Your Choice Resource Booklet
2. ACT Policing – City Safe – Harm Minimisation Strategy
3. [www.lovegoodbadugly.com](http://www.lovegoodbadugly.com)
4. CCGS Safe Emily School booklet
5. Supporting Senior Studies booklet
6. Physical Personal Development experiences
7. Speaker program: parents, former CCGS students, guest speakers, careers, mental health, youth law, safe partying, vehicle maintenance, smart traveller, moving out with survival skills, self-defence, cyber smart, first aid, budgeting.

### Evaluation

- Student evaluation surveys and staff meetings

### Jeanette Widmer

DIRECTOR OF PASTORAL CARE



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