



RGGS Pastoral Care Program Position Paper

Status:	Current	Supersedes: All previous Rockhampton Girls Grammar School Care Program position papers
Authorised by:	Deputy Principal – Students	Date of Authorisation: February 2021
References:	This position paper should be read in conjunction with: <ul style="list-style-type: none">• Rockhampton Girls Grammar School Student Code of Behaviour Policy• Rockhampton Girls Grammar School Social Media and Responsible Use of ICT Policy• Rockhampton Girls Grammar School Social Student Planner• Rockhampton Girls Grammar School Social Camp Program Position Paper	
Review Date:	This policy will be reviewed every (3) three years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: February 2024
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PURPOSE

This position paper has been developed to outline the philosophy and structure of the Rockhampton Girls Grammar School Care Program.

SCOPE

The Care Program is implemented from Prep through to Year 12 and all students participate in timetabled pastoral care sessions.

POSITION STATEMENT

Rockhampton Girls Grammar School is committed to developing the whole girl, giving every opportunity to become clever, confident and connected. Research indicates that relationships between students and staff are critical factors in the development and maintenance of healthy school cultures and academic achievement. Quality pastoral care is about all school staff enhancing the wellbeing of students through their relationships, interventions and the learning experiences they provide.

This is achieved through a quality pastoral care program, called Care, that involves staff, students and the wider school community. The program focuses on addressing the social and emotional wellbeing of each student through a personalised approach based on quality relationships between students and teachers. It recognises that all members of the school community make a valuable contribution to the school culture and therefore the program is underpinned by an ethos of care and respect for all, with the ultimate goal to build the capacity of the school community to support each student to grow and develop and engage in meaningful and successful learning.

In the primary years, the Care program is implemented by the classroom teacher. Secondary students have a Care Mentor who supports them with their wellbeing and development. The primary classroom teacher and Care Mentor form the main line of communication between the school and home regarding all day school related information, and will assist the student in all areas: Academic progress, friendship issues, workload issues etc.

STRUCTURE

The Care program is overseen by the Deputy Principal – Students in consultation with the Director – Primary and Director – Middle Years. Each year, classroom teachers and Care Mentors meet to discuss and plan the year's program which includes a 50-minute weekly extended Care lesson.

Each student engages in care lessons delivered by:

- classroom teachers (primary classes)
- Care Mentors (secondary students)
 - Years 7-9 Downs Care
 - Years 7-9 Paterson Care
 - Years 7-9 Smith Care
 - Years 7-9 Williams Care
 - Year 10 Care
 - Year 11 Care
 - Year 12 Care

The classroom teachers and Care Mentors support the academic development of the student by:

- developing within each student a genuine desire to learn, both at school and as a life-long challenge;
- reinforcing the work of the subject teacher by regularly checking the student planner;
- consulting with specialist teachers as particular problems arise;
- providing help and advice on study problems and exam preparation;

Care mentors and classroom teachers support positive student involvement in the school community by:

- encouraging all students to participate in co-curricular activities such as community days, whole school activities and sporting and cultural pursuits;
- familiarising students with the Code of Behaviour, uniform standards and school vision;
- regularly reinforcing routine matters such as good manners, respect, cleanliness, punctuality and self-discipline;
- encouraging confidence and connection within house and sister groups and year levels.



SECONDARY CARE PROGRAM

The Care program for Year 7 to Year 12 is based on the PERMA model:

- **Positive Emotions and Gratitude** – The focus is on being in charge of your emotions through your strengths, developing the aspects of emotional literacy and making a positive difference using signature character strengths.
- **Engagement and Mindfulness** – This includes connecting mindfully with yourself and being present as well as developing the capacity to pay attention.
- **Relationships and Empathy** – Students are encouraged to show others matter by doing good, reflecting on the feelings that occur from doing good and being respectful. It is also about looking to the future with optimism and hope.
- **Meaning and Purpose** – This unit focuses on being passionate about something larger than yourself, doing the right thing to make a positive difference in your world.
- **Accomplishment and Optimism** – Students are encouraged to adopt growth mindsets to deliberately practise more difficult approaches to grow the brain's abilities to achieve and succeed.

At times, the Years 7, 8 and 9 cohort will be separated to provide developmentally appropriate information around puberty, development and safe relationships.

PRIMARY CARE PROGRAM

The Care program from Prep to Year 6 is based on the SSSRR model:

- **Self-Awareness:** the ability to identify and recognise one's own emotions and thoughts, as well as strengths and challenges in oneself.
- **Self-Management:** the ability to regulate emotions and behaviours, stress management and self-motivation.
- **Social Awareness:** the ability to take the perspective of others, including those from different backgrounds.
- **Relationship Skills:** the ability to form and maintain positive and healthy relationships and to communicate clearly.
- **Responsible Decision Making:** the ability to make constructive and respectful choices about their own behaviour, taking into account safety concerns and ethical standards.

It is widely acknowledged that mental health issues, such as anxiety and depression, affect one in seven primary-aged children, and an estimated 50% of all serious mental health issues in adulthood begin before age fourteen (beyondblue.com.au). In the primary classroom, students complete My Wellbeing Journals, personal spaces for students to express their feelings, fears, goals, struggles and opinions without fear of judgement from others. They are tools children can use to help express their private thoughts out of their minds and onto paper, while simultaneously learning techniques and strategies to cope with life's challenges. The journals are well-researched, easy-to-use student resources designed to assist in improving overall wellbeing in school-age children.



CARE PROGRAM OVERVIEW

The Care program is extended on a Thursday with a long care session where there is a specific focus on topics related to the PERMA model (Years 7-12) or SSSRR model (Prep – Year 6).

Primary events	Term 1	Term 2	Term 3	Term 4
	Life Education Van Cross Country GRIP Leadership Easter Bonnet Parade Investiture Primary Council Elections Harmony Day	ANZAC Day Athletics Carnival P-1 Mother's Day National Simultaneous Storytime	Ball Games Camps Book Week Parade P-1 Father's Day	Daniel Morcombe Curriculum RACQ Road Safety Remembrance Day Swimming Carnival Primary Transition Day Music: Count Us In Speech Night
Prep	The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe. The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.			
	Term 1	Term 2	Term 3	Term 4
	All About Me My Identity Mindfulness Moods and Attitudes	Perseverance Positive Thinking	Growth Mindset Respect	Empathy Gratitude
Year 1	The curriculum in Year 1 builds on the learning from Foundation and supports students to make decisions to enhance their health and safety. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older. The content explores health messages and how they relate to health decisions and behaviours and examines strategies students can use when they need help.			
	Term 1	Term 2	Term 3	Term 4
	All About Me My Identity My Vision Board Being Mindful My Learning Goals Self-Reflection My Achievements	Mindful Colouring The Strengths of Others Reflecting on the Week Things I am Good at All Families Are Different You Have Changed! Significant Relationships	My Anchors Groups I Belong To Spreading Kindness Reflecting on the Week Packing the Important Stuff Mindful Silence Growth Mindset	The Power of Yet Present Feelings Allow Your Feelings Coping with Unpleasant Emotions Things That Make Me Smile How Do I Feel? How Do I Know? What Makes You Fizz



Year 2	<p>Year 2 builds on the learning from Foundation and Year 1 and supports students to make decisions to enhance their health, safety and participation in physical activity. This enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about safe use of medicines, food and nutrition, and mental health and wellbeing. Students also further develop their knowledge, understanding and skills in relation to simple rule systems and safe use of equipment in a variety of physical activities, games and imaginative play.</p>			
	Term 1	Term 2	Term 3	Term 4
	Not-So-Mindful Reactions	Empathy – Being Left Out	My Friends	Unsafe Situations
	Things I Do To Cheer Myself Up	The GOOD and the BAD Parts of Your Day	Similarities and Differences	Safe or Unsafe?
	To-Do-List	Reflecting on the Week	Responsibilities	My Physical Wellbeing
	Recognising Emotions	The Best Gift of All	Consequences	What's on a Healthy Plate?
	Seeking Help	Show Gratitude	Your Rights	Being Active
	Resilience	Making New Friends	Reflecting on the Week	Letting Go
Ingredients for Inclusion	The Key to Being a Good Friend	Mindful Colouring	A Year in Review	
Year 3	<p>In Year 3, students further develop their knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing. Students also have the opportunities to develop social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.</p>			
	Term 1	Term 2	Term 3	Term 4
	All About Me	Positive Affirmations	Empathy	Coping with Unpleasant
	My Vision Board	Practising Gratitude	Ingredients for Friendship	Emotions
	My Identity	Mindful Silence	Making and Keeping New Friends	Yoga Shapes
	Using my Strengths	Coping with Anger	Making and Keeping New Friends	Our Physical Wellbeing
	SMART Goal Setting	Relax Dude!	Coping with Anger	What's on a Healthy Plate
	Planning My Goal	Fixed Versus Growth Mindset	Responding to Challenges	Wellbeing Prescriptions
Self-Reflection	Three Little Words – I Need Help	Emotional Vocabulary		
		Spreading Kindness		



	<p>Through the Wellbeing Journal, the Australian Curriculum, external providers such as the Life Education Van, Daniel Morcombe Unit, RACQ School Tours and whole school activities such as Harmony Day and Remembrance Day, we develop students' knowledge, understanding and skills in relation to their health, wellbeing, and safety. Students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. Students explore knowledge, understanding and skills that support them to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.</p>			
<p>Year 4</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>
	<p>Things I Do to Cheer Myself Up Resilience Reflecting on the Week Fixed Mindset vs. Growth Mindset Responding to Challenges Change Your Thinking The Power of Yet</p>	<p>Learning New Skills The Good and Bad Parts of Your Day Mindful Colouring Coping with Unpleasant Emotions & Draw Your Favourite Strategy Emotional Vocabulary Reflecting on the Week How Do I Feel? How Do I Know?</p>	<p>Coping With Anger Not-So-mindful Reactions My Triggers Recognising Emotions Mindful Silence Giving Wellbeing Prescriptions Reflecting on the Week</p>	<p>Mindful Colouring Yoga Shapes Spreading Kindness The best Gift of ALL Our Physical Wellbeing What's on a Healthy Plate A Year in Review</p>
<p>Year 5</p>	<p>Students develop social and emotional competencies by discussing concepts which further develop their understanding of resilience and wellbeing. They investigate how identities are influenced by the people around them and manage changes to their own personal body development. Community resources are used as a method of seeking additional information about health, safety and wellbeing. Goal setting is introduced as students become more familiar with their own academic needs. Students examine how reactions and responses to situations can affect the outcome and responses of others.</p>			
	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>
<p>All About Me Wellbeing Bingo Being Mindful My Vision Board My Identity Significant Relationships Multiple Intelligences and My Kind of Smart</p>	<p>Strengths and Limitations A Recent Achievement My Identity Crest Reflecting on the Week Sources of Information One Year Ago</p>	<p>The Last Time I... Fixed Mindset vs Growth Mindset Using a Growth Mindset The Power of Yet Show Gratitude SMART Goal Setting and Planning My Goal Sticking to Your Goal</p>	<p>Self-Reflection Precepts are Wonderful Spreading Kindness Mindful Colouring Reflecting on the Week Resilience Building Resilience</p>	



Year 6	<p>Students develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand physical and social changes and examine how the nature of their relationships change over time. External providers and school-based activities provide opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing. Their leadership skills are enhanced by content from the GRIP Leadership Program and focus on ways they can implement these skills across the school. Academic goals are a focus as students transition into the next stage of their learning journey.</p>			
	Term 1	Term 2	Term 3	Term 4
	Toxic Friendships	Changing Relationships	Letting Go	Physical Wellbeing
	Wanted: Good Friend	Coping with Unpleasant Emotions	Relax, Dude!	Benefits of Eating a Healthy Diet
	Empathy		Recognising Anxiety	
Celebrating Diversity	Allow Your Feelings	Mindful Silence	Physical Activity	
Practising Gratitude	My Triggers	Envy Ninjas	Bullying	
Reflecting on Your Week	Not-So-Mindful	Mindful Colouring	Cyber Bullying	
Yoga	Reactions	My Bucket List	Being Assertive	
Leadership - GRIP	Working with Our Worries	Reflecting on the Week	A Year in Review	
	To-Do-List			
Years 7 – 9	<p>At the beginning of each new school year, students will begin to build and establish relationships within year-levels and as a whole care group. Students will become familiar with school expectations and processes to assist in a smooth transition into the new year. As a care group, various icebreaker and team-building activities will be facilitated to ensure that new and current students are welcome and establish friendships with other students. Within year-levels, students will develop their ability to create personal and academic goals which will motivate achievable positive change.</p>			
	Term 1: A Fresh Start- Building and Establishing Relationships			Key Events
	<p>Year 7:</p> <ul style="list-style-type: none"> • School expectations for uniform and lockers • Student planner orientation • Managing assessment • The power of goalsetting • What makes a good goal? • Setting personal and academic goals <p>Year 8:</p> <ul style="list-style-type: none"> • School expectations for uniform and lockers • Time-management skills • Managing assessment • The power of goalsetting • What makes a good goal? • Setting personal and academic goals <p>Year 9:</p> <ul style="list-style-type: none"> • Subject-specific study skills • The power of goalsetting • What makes a good goal? • Setting personal and academic goals 			<ul style="list-style-type: none"> • Year 7 Orientation • Retreat Days • Student Council voting • Investiture



<p>Years 7 – 9</p>	<p>Term 2: Inter-house Tournaments and Comradery</p>	<p>Key Events</p>
	<p>To build on the developing relationships within the care group, students will be exposed to a variety of challenges and competitions which aim to foster a sense of comradery amongst the groups. Students will continue in their goal setting and also develop positive thinking habits to encourage resilience and a growth mindset.</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Continuation of goal setting • Growth mindset • Positive thinking tools and it's ok to fail • Accountability <p>Year 8:</p> <ul style="list-style-type: none"> • Continuation of goal setting • Growth mindset • Positive thinking tools and it's ok to fail • Accountability <p>Year 9:</p> <ul style="list-style-type: none"> • Continuation of goal setting • Growth mindset • Positive thinking tools and it's ok to fail • Accountability 	<ul style="list-style-type: none"> • 7-9 Oratory Competition • Year 8 Camp (Week 4)
<p>Years 7 - 9</p>	<p>Term 3: Health and Strength</p>	<p>Key Events</p>
	<p>While students have spent Semester 1 develop relationships with their peers, Term 3 will assist students in understanding their own health and strength. In individual year-levels, students will be given the opportunity to explore their own mental, physical and sexual health through forums which promote safe and productive conversations. These skills will then be consolidated more broadly within the whole care group, allowing for peer mentoring and support.</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Help-seeking • Living in the moment • Good habits (ICT & peer relationships) • Puberty, physical and emotional changes <p>Year 8:</p> <ul style="list-style-type: none"> • Puberty • Relationships and identity • Legislation • Q&A's <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual health and legislation • Consent and unwanted physical contact • Establishing a safe confidante 	<ul style="list-style-type: none"> • School Musical • Subject-Selection • Year 7 & 9 Camp (Week 9)
<p>Years 7 - 9</p>	<p>Term 4: Personal Growth</p>	<p>Key Events</p>
	<p>Students will end the year reflecting on their personal growth, including their goals, whether they achieved them and how they can develop resilience to move forward in the next year. Students will participate in activities which will encourage them to reflect on personal and academic progress through a positive mindset.</p> <ul style="list-style-type: none"> • Emotional intelligence • Resilience • Self-belief • Positive self-talk 	<ul style="list-style-type: none"> • Girls Rock • Speech Night



Year 10	Term 1: Get Set For Senior	Key Events
	<p>Term 1 focuses on the commencement of the senior phase of schooling. This will encompass topics such as what it is to be a leader, types of leaders and leadership qualities, in preparation for the election of year level leaders. Further topics will have students reflect on their learning styles and personalities through personality profiling to develop term planners and schedules in relation to assessment requirements. General well-being principles will be explored with the aim to maintain a workable school/life balance. A review of school policies and procedures will be paramount in ensuring students not only maintain but role model the expectations of Girls Grammar.</p> <p>Key topics include:</p> <ul style="list-style-type: none"> • the selection of leaders • leadership • study skills for senior school (schedules/planners) • policies and procedures • getting to know new students • GPA goal setting 	<ul style="list-style-type: none"> • Investiture • International Women's Day • Harmony Day • Camp (Week 5)
Year 10	Term 2: Community Engagement	Key Events
	<p>Term 2 will build on topics covered in Term 1. A community engagement focus will allow students to research charitable foundations and select an organisation. During this phase the cohort will determine fundraising ideas and host the fundraiser. As a start to the Careers Unit, students will explore different career pathways and look at personality types for particular jobs.</p> <ul style="list-style-type: none"> • Community Engagement <ul style="list-style-type: none"> ○ Researching charity and determine fundraising ideas ○ Hosting fundraiser • QCAA <ul style="list-style-type: none"> ○ courses and quizzes • Personality/Learning Styles connections • Careers/SET plans 	<ul style="list-style-type: none"> • ANZAC Day • Oratory Competition • Athletics Carnival • Year 10-12 Breakfast
Year 10	Term 3: Careers/SET Planning	Key Events
	<p>Students will focus on careers and the completion of suggested work experience arrangements. They also investigate career options and alternate pathways after leaving school. Key topics include:</p> <ul style="list-style-type: none"> • Tax File numbers • Resumes • Cover letters • Interview skills • Industry research • GPA goal setting 	<ul style="list-style-type: none"> • Subject selections
Year 10	Term 4: Relationships	Key Events
	<p>Students focus on the Party-Safe Program and have a visit from the School's Adopt-a-Cop who speaks about misconceptions in relation to cyber-safety, alcohol, drugs and partying. QPS will reaffirm their role in supporting the community rather than as a purely disciplinary organisation. Further to this, they will explore what a positive personal relationship looks like including reflections on their own relationships.</p>	<ul style="list-style-type: none"> • Remembrance Day • Girls Rock • Speech Night • School Party



Year 11	Term 1: Leadership	Key Events
	<p>The main focus of Year 11 Care in Term 1 is leadership, in preparation for the election of year level leaders. This includes topics such as what it is to be a leader, types of leaders and leadership qualities. Further topics will have students reflect on their learning styles and personalities to develop term planners and schedules in relation to assessment requirements. General well-being principles will be explored with the aim to maintain a workable school/life balance. A review of school policies and procedures will be paramount in ensuring students maintain the expectations of Girls Grammar. Key topics include:</p> <ul style="list-style-type: none"> • selecting leaders • leadership • senior responsibilities • study skills for senior school (schedules/planners) • policies and procedures • getting to know new students • GPA goal setting 	<ul style="list-style-type: none"> • International Women's Day • Harmony Day
Year 11	Term 2: Confident and Safe Relationships	Key Events
	<p>This term's focus will be maintaining confident and safe relationships. Issues surrounding cyber-safety will be explored along with relevant contemporary issues from the media and teen magazines such as 'Teen Breathe'.</p>	<ul style="list-style-type: none"> • ANZAC Day • Leadership Camp (Week 4) • Athletics Carnival • Year 10-12 Breakfast
Year 11	Term 3: Connections and Collaboration	Key Events
	<p>Term 3 focuses on students' connections and relationships with their peers and other members of their communities. In addition, students will start to explore leadership roles and various styles and responsibilities of leadership. Key topics include:</p> <ul style="list-style-type: none"> • Prefect nominations and preparation • Jerseys • School party preparation • Relationships (High Talk Family Planning Qld Resources) • GPA goal setting 	<ul style="list-style-type: none"> • Oratory Competition • Prefect selection
Year 11	Term 4: Community leadership	Key Events
	<p>This term students will focus on how to contribute to their school community by collaboratively planning, organising, and hosting the annual Girls Grammar School Party. In addition, students will move into their leadership and Prefect roles in preparation for their senior year.</p> <ul style="list-style-type: none"> • School Party • Senior Pledge • Commencement of Prefect roles 	<ul style="list-style-type: none"> • Remembrance Day • Girls Rock • Speech Night • School Party



Year 12	Term 1: Leadership	Key Events
	<p>Term 1 focuses on leadership, encompassing topics such as what it is to be a leader, types of leaders and leadership qualities. Further topics will have students reflect on their learning styles and personalities to develop term planners and schedules in relation to assessment requirements. General well-being principles will be explored with the aim to maintain a workable school/life balance. A review of school policies and procedures will be paramount in ensuring students maintain the expectations of Girls Grammar.</p> <p>In Term 1, Year 12 students:</p> <ul style="list-style-type: none"> • complete their Senior pledge (2021) • induct leaders • reflect on senior responsibilities • review study skills (Schedules/planners) • discuss policies and procedures • consider personality/learning styles connections • GPA goal setting 	<ul style="list-style-type: none"> • Valentine's Day fundraising • Investiture • International Women's Day
Year 12	Term 2: Confident and safe relationships	Key Events
	<p>This term's focus is on maintaining confident and safe relationships. Issues surrounding cyber-safety will be explored along with relevant contemporary issues from the media and community organisations. Key topics may include:</p> <ul style="list-style-type: none"> • RACQ Docudrama • confidence in relationships • Party-Safe Program 	<ul style="list-style-type: none"> • Anzac Day dawn service and street march • Mother's Day Luncheon • Year 12 Formal
Year 12	Term 3: Life after school	Key Events
	<p>This term's focus will be on skills and knowledge required for life after school, such as renting, budgeting, and registering for government services and systems. In addition, students will start finalising end of year events and responsibilities.</p>	<ul style="list-style-type: none"> • Mock examinations • Valedictory competition
Year 12	Term 4: Farewell	Key Events
	<p>Students finalise the organisation of their end of year activities such as graduation, Girls Rock, Farewell assembly, Kampala articles and Muck Up Day. Students will go into preparation for external exams. for external exams.</p>	<ul style="list-style-type: none"> • Pink Gate • External examinations • Year 12 Graduation • Girls Rock • Speech Night

CAMPS AND PASTORAL CARE

The Rockhampton Girls Grammar Camp Program forms an important part of the Years 4 to 12 pastoral care program. Research clearly pinpoints that learning away at residential learning experiences such as camps provide opportunities, benefits and impacts that cannot be achieved in any other educational context or setting. All students are expected to attend scheduled camps as part of the pastoral care program.

Further information on camps is available in the Rockhampton Girls Grammar School Camp Position Paper.

SISTERS AND HOUSES

Rockhampton Girls Grammar's Sisters Program is a unique aspect of our school community. From their first day, all girls are matched with a big Sister who will welcome her and help her feel part of our school community by supporting, guiding and encouraging her. No matter their age, all our girls have a peer to champion them, inspire them and build their self-confidence.

Sisters lessons are also held school-wide throughout the term to strengthen connections and develop relationships between the primary and secondary girls.



House spirit is strong at Rockhampton Girls Grammar School and, to foster house pride and connection, House meetings are held on alternative weeks to Sisters meetings.

FURTHER INFORMATION

The Care Program is overseen by the Deputy Principal – Students, in conjunction with the Director – Primary and Director – Middle Years and implemented by classroom teachers and Care Mentors. Further information about the program can be obtained from the Deputy Principal – Students.