

CHILD SAFE FRAMEWORK



Est. 2003

GEORGIANA MOLLOY ANGLICAN SCHOOL 2020

A school of the Anglican Schools Commission (Inc)





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DEFINITIONS

AISWA

Association of Independent Schools of Western Australia

ASC

Anglican Schools Commission

CULTURALLY AND LINGUISTICALLY DIVERSE

'CaLD' people are from other cultures and/or speak languages other than English

DISABILITY

A physical or mental condition, handicap or disadvantage that limits a child's movements, senses, or activities. In line with the *Disability Act 2006*

EMOTIONAL ABUSE

When an adult harms a child by repeatedly speaking to and treating them in ways that damage that child's sense of dignity, self-esteem, and self-worth

GMAS/THE SCHOOL

Georgiana Molloy Anglican School

KS:CPC

Keeping Safe: Child Protection Curriculum

NEGLECT

Another form of child abuse. Failure on the part of a caregiver to provide sufficient care and attention appropriate to the basic needs of a child

PHYSICAL ABUSE

Severe and/or persistent intentional or reckless physical force used against a child without their consent which causes them harm

SEXUAL ABUSE

Any behaviour or encounter involving a sexual element which is acted out with or against a child. This can encompass misconduct, grooming and/or a sexual offence.

UNCROC

United Nations Convention on the Rights of the Child

FROM THE PRINCIPAL

The release of the Commonwealth 'Royal Commission Report into Institutional Responses to Child Sexual Abuse' in 2017 saw a hugely significant shift in Australian culture. The report followed a five-year investigation which examined allegations and incidents of child sexual abuse in institutional contexts, and how those institutions responded to the abuse. The final report outlined the best methods in responding to child sexual abuse in institutional settings.

An executive summary of the Royal Commission report can be found here:

<https://www.childabuseroyalcommission.gov.au/final-report>

The Registration Standards for Non-Government Schools underwent a significant review for 2020, which corresponded with GMAS's renewal date. Providing a supportive, child safe environment for students has always been paramount at GMAS but we took the opportunity as a community to improve our current procedures and implement new ones, including the development of a comprehensive Child Safe Framework.

GMAS has modelled its strategy on the Australian Human Rights Commission's ten Child Safe Organisations National Principles¹ which are based on the National Child Safe Standards developed by the Royal Commission. GMAS has implemented a number of processes and procedures in response to contemporary issues in the protection of children and young people.

¹ <https://childsafe.humanrights.gov.au/national-principles>

The abuse of children and young people will not be tolerated in our community, and school staff are committed to doing our part to protect the students under our care. Developing a safe environment begins with cultivating a culture of child safety in the school, including such processes as strengthening the safety of our operations via comprehensive staff recruitment and induction, ongoing staff training and regular policy reviews.

Developing a Child Safe Organisation requires employing many elements, and an ongoing process of learning, monitoring and reviewing these elements. A key objective for GMAS is to continue to entrench child safe practices into our culture. Maintaining a child safe organisation is a multifaceted, dynamic and ongoing process.

We welcome feedback and support from staff, parents, volunteers and other visitors in continuing to develop a child safe culture at GMAS. As a school community, we are all responsible for working to the best of our ability to keep our students safe from harm. Simply being compliant with the Child Safe standards is not enough; instead we strive to be a place where child safety is deeply embedded into the culture of the school.

Please do not hesitate to contact the school if you have any questions about this document.



TED KOSICKI

Principal

Georgiana Molloy Anglican School

COMMITMENT TO CHILD SAFETY

GMAS is committed to the safety and well-being of all children and young people in its community, which is the primary focus of our decision-making process. GMAS is committed to providing a child safe environment which protects all students, with particular attention being paid to Indigenous students, those from culturally and linguistically diverse backgrounds, and children with disabilities. GMAS undertakes procedures to ensure the continuation of the existing child safe culture of the school and holds the expectation that all members of the school community including staff, parents and caregivers, students and volunteers adhere to the commitment to child safety.

MISSION STATEMENT

The school Mission Statement, based on the Anglican ethos, supports the commitment to child safety and is strategically linked to the policies and procedures which reinforce the framework. GMAS aims to promote a safe, disciplined and caring community, inclusive of diverse needs and abilities. We acknowledge the dignity and worth of our students and encourage the responsibility of all members of our community to uphold a child safe setting. GMAS is accountable for our public statements and genuine in our application of the child safe framework.



ROYAL COMMISSION INTO INSTITUTIONAL RESPONSES TO CHILD SEXUAL ABUSE

The Royal Commission was an investigation from 2013 – 2017 which detailed allegations and instances of child sexual abuse in institutions and what the responses were. The main focus was child sexual abuse but the final report covers processes for creating child safe organisations which protect children and young people from all forms of abuse. GMAS is dedicated to following the recommendations of the final report, as the Commissioners discovered that "ignorance about child sexual abuse in institutions hindered prevention and identification."²

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The UNCROC is a legally-binding international agreement which sets out the social, cultural, civil, political and economic rights of every child, regardless of their race, gender, religion or abilities. They are recognised as individuals in their own right and not as objects which belong to adults. Central to the convention is the recognition that every child has basic fundamental rights such as protection from violence, abuse and/or neglect, an education, and the ability to express their opinions and be listened to. Under the terms of the convention, governments are required to meet these needs.



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² <https://www.childabuseroyalcommission.gov.au/nature-and-cause>

The Royal Commission Report found:

14.3%

of survivors were Aboriginal and
Torres Strait Islander people

4.3%

of survivors had a disability at the
time of the abuse

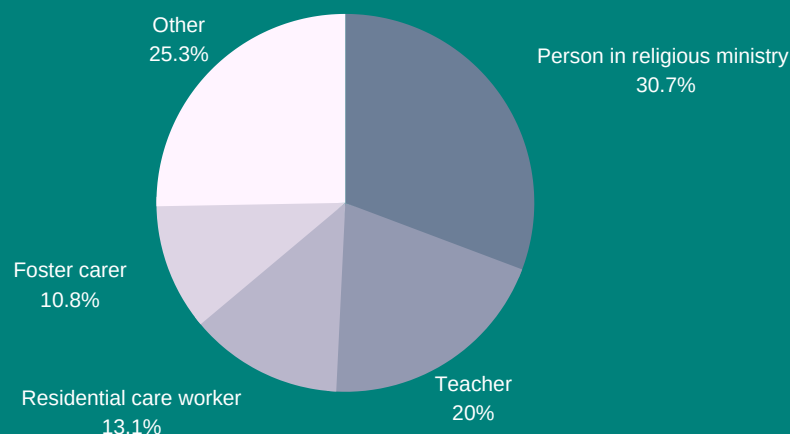
3.1%

of survivors were from culturally or
linguistically diverse backgrounds

58.6%

of survivors were sexually abused in an
institution managed by a religious
organisation

Perpetrators:



Overview of Child Safe Principles

CHILD SAFETY
AND WELL-BEING
POLICIES &
PROCEDURES

COMMITTED
LEADERSHIP,
GOVERNANCE &
CULTURE

COMPREHENSIVE
RECRUITMENT,
SCREENING &
INDUCTION
PROCESS

ONGOING
EDUCATION &
TRAINING

REGULAR REVIEW OF
IMPLEMENTATION OF
CHILD SAFE
PRINCIPLES

SAFE PHYSICAL &
ONLINE
ENVIRONMENTS

CHILDREN ARE
INFORMED AND
INVOLVED IN
DECISIONS
AFFECTING THEM

FAMILIES &
COMMUNITY ARE
INVOLVED IN SAFETY
MATTERS

EQUITY UPHELD &
DIVERSITY
RESPECTED

EFFECTIVE
COMPLAINTS
MANAGEMENT
PROCESS

The Principles

Child safety is embedded in institutional leadership, governance and culture

Child safety is of the utmost importance at GMAS, and the School Council and School Executive hold responsibility for promoting a child safe culture and for guiding, educating and supporting staff in understanding their obligations and responsibilities in maintaining this culture. All school staff are committed to protecting students from abuse, neglect or harm in accordance with both their legal obligations and the guidelines set by the Royal Commission regarding Child Safe Organisations.³

Children participate in decisions affecting them and are taken seriously

The United Nations Convention on the Rights of the Child (UNCROC), in Article 12 states “Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.”⁴ GMAS values ‘FIRE’: Faith, Integrity, Respect and Education. The spiritual and moral development of students, honesty and openness, respect and justice, and an inclusive and collaborative learning environment. These values are widely circulated and let students know they are allowed to have a voice and express their views, as well as any concerns they may have.

Home Rooms and class groups offer safe, supportive environments in the care of a teacher the students come to know well. These groups are ideal places for discussion of many issues, particularly those related to child safety.

GMAS students are encouraged to contribute in regard to school issues which affect them. The Student Code of Conduct will be reviewed on a regular basis in consultation with student leaders from various groups. This Code outlines the expectations for student behaviour and lists the school policies and procedures which directly involve their safety and well-being, so they can be informed about their rights and how to respond if anyone breaches one or more of the Codes.

Staff student relationships are based on the development of mutual respect, trust and open communication, encouraging students not to be intimidated by approaching school staff for help. Students are confident in raising any concerns or worries and are aware of how to go about it.

³ <https://www.childabuseroyalcommission.gov.au/making-institutions-child-safe>

⁴ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>



Families and communities are informed and involved

Parents/caregivers and the school community are provided with information on an ongoing basis via SEQTA, What's On, Facebook and the school website. Open lines of communication are established and publicised to enable families and other members of the GMAS community to make contact with staff and members of the School Executive. Accessibility is enhanced through the overall welcoming atmosphere of the school. Families and members of the wider school community are encouraged to express comments, opinions and ideas.

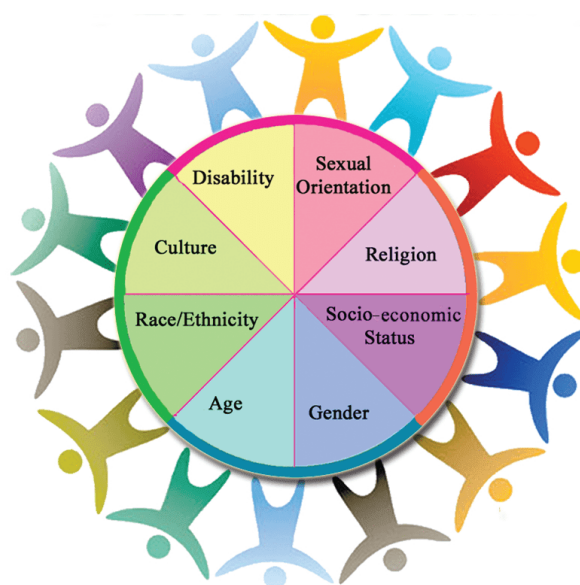
"Adults paying attention when a child or young person raised a concern or worry was the most influential characteristic in determining how safe children felt within an organisation." *Our Safety Counts*, a report for the Royal Commission into Institutional Responses to Child Sexual Abuse

Equity is upheld and diverse needs are taken into account

GMAS acknowledges that there are differences and variations in child raising practices due to cultural, religious or personal beliefs, but recognise that these differences do not diminish a child's right to remain safe from harm or the school's responsibility to protect them. As the Royal Commission stated, "Some children are more vulnerable to abuse, based on various factors including age, gender, ethnicity, disability, and prior abuse or neglect."⁵ These children have a decreased ability to disclose or report abuse and an increased likelihood of encountering situations which increase the risk of abuse.

Respecting diversity means:

- valuing and respecting people's beliefs.
- building responsive relationships.
- communicating openly and honestly to find out how best to be inclusive and respectful towards cultural needs.
- examining our personal ideals, customs and beliefs and acknowledging that the beliefs of one person may not be the same as those of another.
- appreciating that others can hold different beliefs of equal significance.⁶



⁵ <https://www.childabuseroyalcommission.gov.au/making-institutions-child-safe>

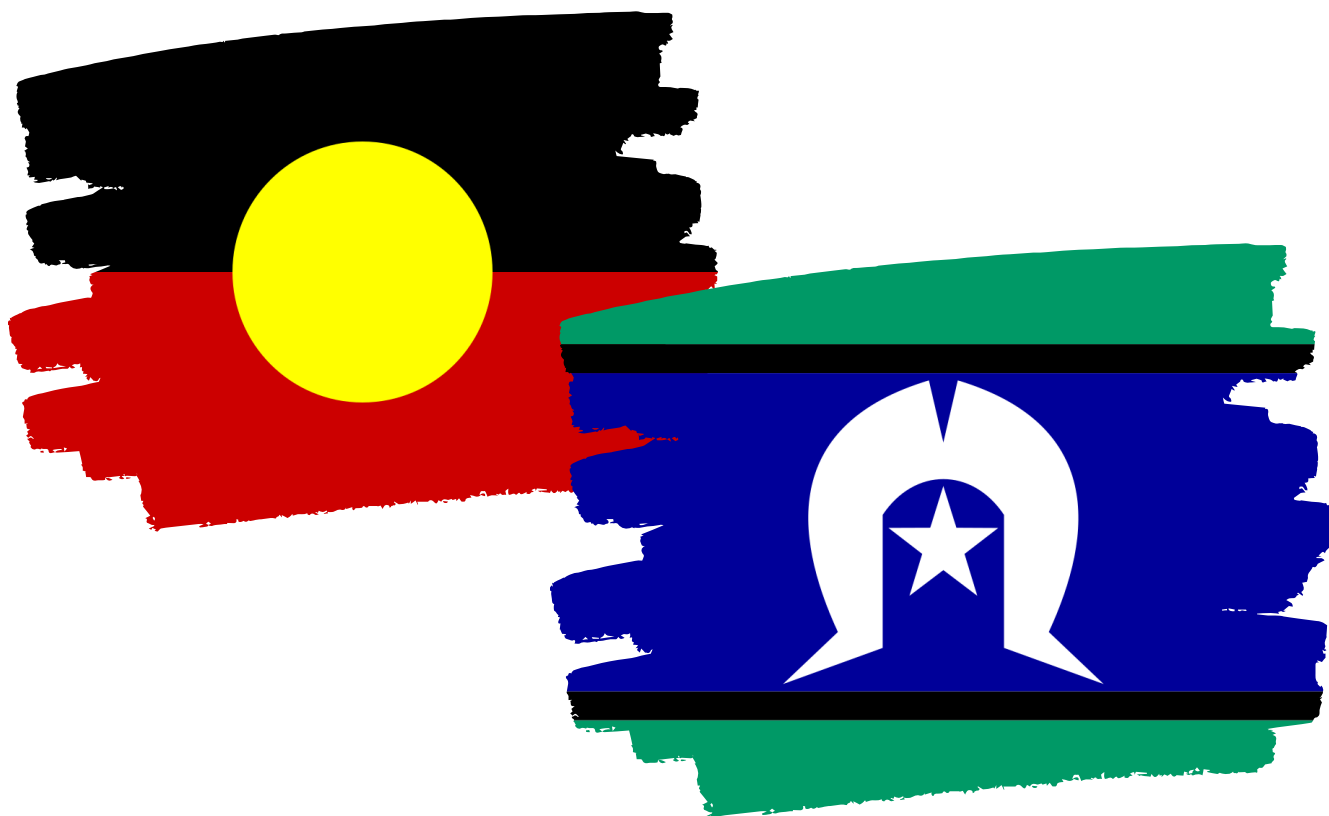
⁶ A Guide for Creating a Child Safe Organisation

Cultural safety of Indigenous & Torres Strait Islander children

Culture is vital to Indigenous and Torres Strait Islander (TSI) people. It is entwined in their languages, relationships, heritage and connection to their lands. Cultural identity is central to the safety and well-being of Indigenous and TSI children in particular, as it affects the way the child sees themselves in relation to others and the impact of the environment on their sense of safety.

GMAS has a strong focus on the cultural safety of Indigenous children, embedded in its nature due to the school's patron and namesake who had an open and trusting relationship with the local Indigenous people. At every large school event, a welcome is given in the local Wadandi language and their people are acknowledged. Indigenous seasons are included in the school calendar, as are key events such as Sorry Day and NAIDOC Week. GMAS is committed to making Indigenous and TSI students feel equally as safe as every other student and confident in reporting any issues or abuse.

GMAS has created a culturally safe school environment by frequently liaising with the local Indigenous community, developing a Reconciliation Action Plan, acknowledging the continuing negative impacts on Indigenous people of past societal and government practices, observing key events such as Sorry Day and NAIDOC Week, and openly respecting and embracing the culture of the local Wadandi people.



Cultural safety of children from culturally and/or linguistically diverse backgrounds

There are a number of initiatives GMAS is involved with which increase the cultural diversity awareness of the school community. An annual service trip to Cambodia is undertaken by a select group of Year 10, 11 and 12 students, staff and parents who build homes for families in need. The students fundraise a large amount of the donation money themselves in the year leading up to the trip, and as well as participating in the house builds, they are immersed in historical and cultural experiences and visit educational locations which highlight the differences in history and privilege between Australians and Cambodians.

Additionally, the School Chaplain leads a yearly service trip to the remote community of Lilla in the Northern Territory. The aim is to bridge the gap between Indigenous and non-Indigenous Australians by having students assist with projects designed to relieve poverty and homelessness, promote life skills and resilience for the residents of the community, and complete fundraising activities for the Lilla Foundation.



Safety of children with disabilities

GMAS does not stereotype or make assumptions students with disabilities, and recognises that each one experiences the world and their disability differently. The school does not discriminate on the basis of disability and involves special needs students in making decisions which affect them, as we do with every student. We take seriously our responsibility to ensure children with disabilities are safe under our care.

GMAS has both an onsite Psychologist and a Learning Support Department led by education staff fully qualified to work with students who have special needs. These staff work closely with class room teachers, education assistants, parents/caregivers and external agencies to ensure that our special needs students are given the best possible care, afforded the same opportunities as every other student, and accomplish pedagogical achievement to the best of their abilities. Additionally, as well as the Child Protection training which every staff member undertakes, Learning Support staff hold the requisite training and experience required to be able to recognise, report and monitor any abuse in any special needs students.



Safety of children under the rainbow flag

In the context of this framework, the rainbow flag indicates students who are on the spectrum of same-sex attracted, non-binary, transgender, intersex, gender diverse and so forth. It is still common for children and young people on this spectrum to experience discrimination, bullying and abuse despite it being illegal. Some students may be members of rainbow families or have rainbow parents/caregivers. GMAS welcomes and values these members of the community and has zero tolerance for discrimination.

The school supports students under the rainbow flag and encourages them to feel safe by making it clear in policy documents that all are equal regardless of sexual orientation or gender identity, stating in Codes of Conduct that discrimination will not be tolerated, being supportive and respectful of decisions that our students make in regard to their preferred name and gender pronouns, and arming staff with relevant training to enable them to respond sensitively and appropriately if a student shares personal information with them relating to their sexual orientation, gender identity and so on.

People working with children are suitable and supported

As expressed in the school's Mission Statement, GMAS is a community which is committed to upholding the Anglican ethos and nurturing all students to reach their full potential through service, excellence and enjoyment in learning. These values, attitudes and expectations are made clear to all staff and volunteers.

Staff recruitment and selection emphasises child safety and detailed reference checks occur before the appointment of staff. Working With Children Checks are required for all staff, practicum students, volunteers and visitors who work with GMAS students. All staff attend a comprehensive induction day upon commencement which includes the Staff Code of Conduct, child safety and mandatory reporting responsibilities. Staff professional learning is held regularly to ensure they are kept up to date.

Physical and online environments minimise the opportunity for abuse to occur

PHYSICAL

Security cameras monitor the entrances to the school and the grounds. There are staff on duty in the grounds before school, at recess time, lunch time and on bus duty after school, between the hours of 8:00am and 4:00pm. All visitors are required to sign in at reception. Classrooms all have doors with inbuilt windows. The Staff Code of Conduct, Teacher Registration Board of WA (TRBWA) 'Teacher-Student Professional Boundaries' document, and the ASC Use of Private Vehicle Policy all clearly direct staff to be aware of professional boundaries when working with students, and on the rare occasions they may need to transport a student in their car. Clear guidelines are expressed in these documents regarding contact between adults and students during activities such as toileting, showering and changing clothes, and students who arrive early in the morning or who stay after school for sport or other extracurricular activities.

ONLINE

Parent/caregiver permission is sought regarding the taking of photographs on school activities such as camps, excursions and tours, and a Photo Restriction Database is regularly updated, maintained and circulated to staff. The Cybersafety User Agreement for Years 3-6 contains clear information regarding cyber safety. This information is reinforced in the classroom. All students are required to sign an Acceptable Use Policy for the use of their laptops, classroom devices and Library computers to indicate awareness of what cybersafety entails. There is a clear and strictly enforced policy regarding the use of Personal Electronic Devices at school and technology can be confiscated if used inappropriately.



A variety of speakers are invited to address our students to help them understand their safety both online and in the community at large. All teaching staff have been professionally trained to deliver the Keeping Safe: Child Safe Curriculum program which has been integrated into each subject in the school curriculum from Little Georgies to Year 12 (see page 26). There are clear guidelines for staff and volunteers in the Staff Code of Conduct and Staff Social Media Policy about communication with students.

GMAS is an eSmart School, an initiative of the Alannah and Madeline Foundation, designed to help schools improve cyber safety and reduce cyber bullying and bullying.



Processes to respond to complaints of child sexual abuse and are child focused

There are a number of reasons children and adolescents consistently give for not reporting abuse. According to the CCYP, these reasons include not knowing who to approach, how to go about it, and fear of not being believed, as well as the shame of other people finding out. GMAS, in conjunction with the ASC, is establishing a process that is easily accessible to the children and young people in our community. The steps are outlined in the Complaints Resolution Procedures document and have been simplified into a flowchart which is readily available to students, caregivers and the school community via the school website and Staff Handbook. The information can be found in posters displayed around the campus, expressed in age-appropriate language in a simple, clear format.

The Junior School Diary and SEQTA will indicate a range of choices through which reports and complaints can be made, with encouragement for students to make a complaint face to face. Regular discussion is encouraged in class groups. The students are encouraged to offer suggestions on ways that GMAS can continue to be a friendly and child safe environment. Through all decisions, the students are assured that:

- they will be listened to.
- appropriate action will take place.
- they will be kept informed of the process.
- they will know with whom the information needs to be shared.

Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training

Staff new to GMAS undergo a comprehensive induction day prior to commencement which includes appropriate behaviour, boundaries, recognising abuse and neglect, and responsibilities for reporting such or escalating if a report has been made to them. Staff are supported by regular training opportunities in relation to child safe practices, awareness and prevention of child abuse, supervision and mentoring. Professional learning related to child safety and related responsibilities is made available to staff and volunteers throughout the school year in order to maintain a high level of knowledge of their responsibilities in regard to child protection. The education process for parents and caregivers is ongoing and is designed to grow their awareness and encourage their participation in retaining GMAS as a child safe school. The ASC have numerous policies which are located in the Staff Handbook, on the school website, and given to new families on enrolment. These policies in conjunction with GMAS procedures and processes explain child abuse and neglect and summarise strategies for preventing its occurrence in the school environment.



Implementation of the Child Safe Standards is continuously reviewed and improved

GMAS is aware of the importance of child safety and that there can be no complacency in this regard. There is an ongoing cycle of review, reflection and action overseen by the ASC to ensure that the GMAS procedures and processes remain consistent with legal requirements that our delivery of child safe services and operations are continuously improved. Any developments or changes to requirements will be conveyed to staff, parents/caregivers and the school community. Databases are maintained to keep track of schedules for policy and procedure reviews and professional development for staff and volunteers.

Policies and procedures document how the institution is child safe

The ASC has a number of policies related to child safety and well-being which GMAS adheres to (see page 22). These policies clearly outline the responsibilities and obligations for staff, parents, students, volunteers, School Council members and other members of the school community. Additionally, GMAS has its own procedures and processes which are linked to the ASC policies. The Staff and Parent Codes of Conduct set out clear behavioural standards towards children by staff, practicum students, parents, visitors and volunteers.

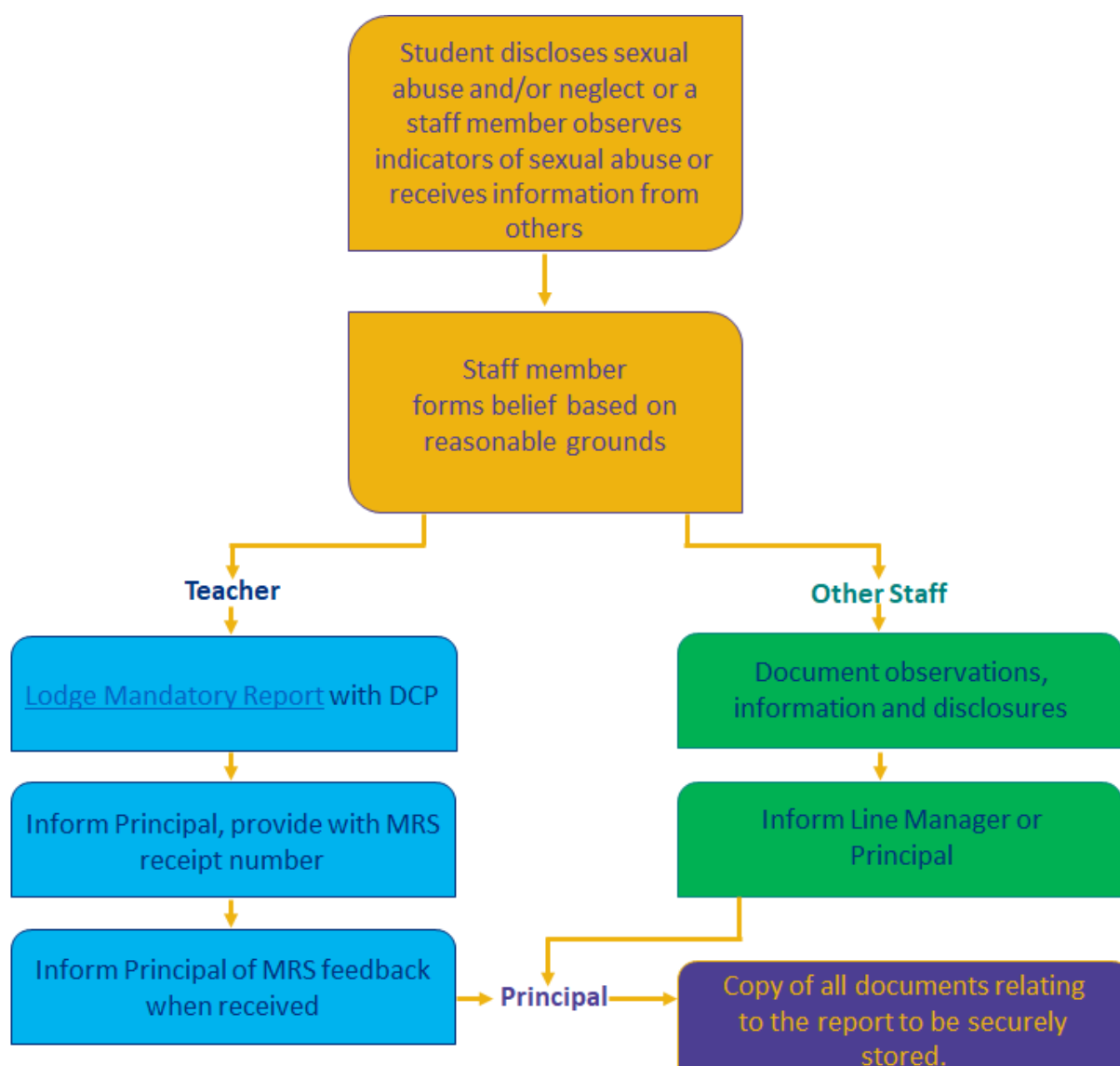
Our child-focused complaint handling procedures give instructions for members of the GMAS community for handling a complaint, and approaches to dealing with different types of complaints. It is stated that all staff and volunteers have an obligation to act on and report breaches of the Codes of Conduct, and all teaching staff are legally bound to report suspected instances of child abuse.

The Principal oversees all reports and complaints to ensure:

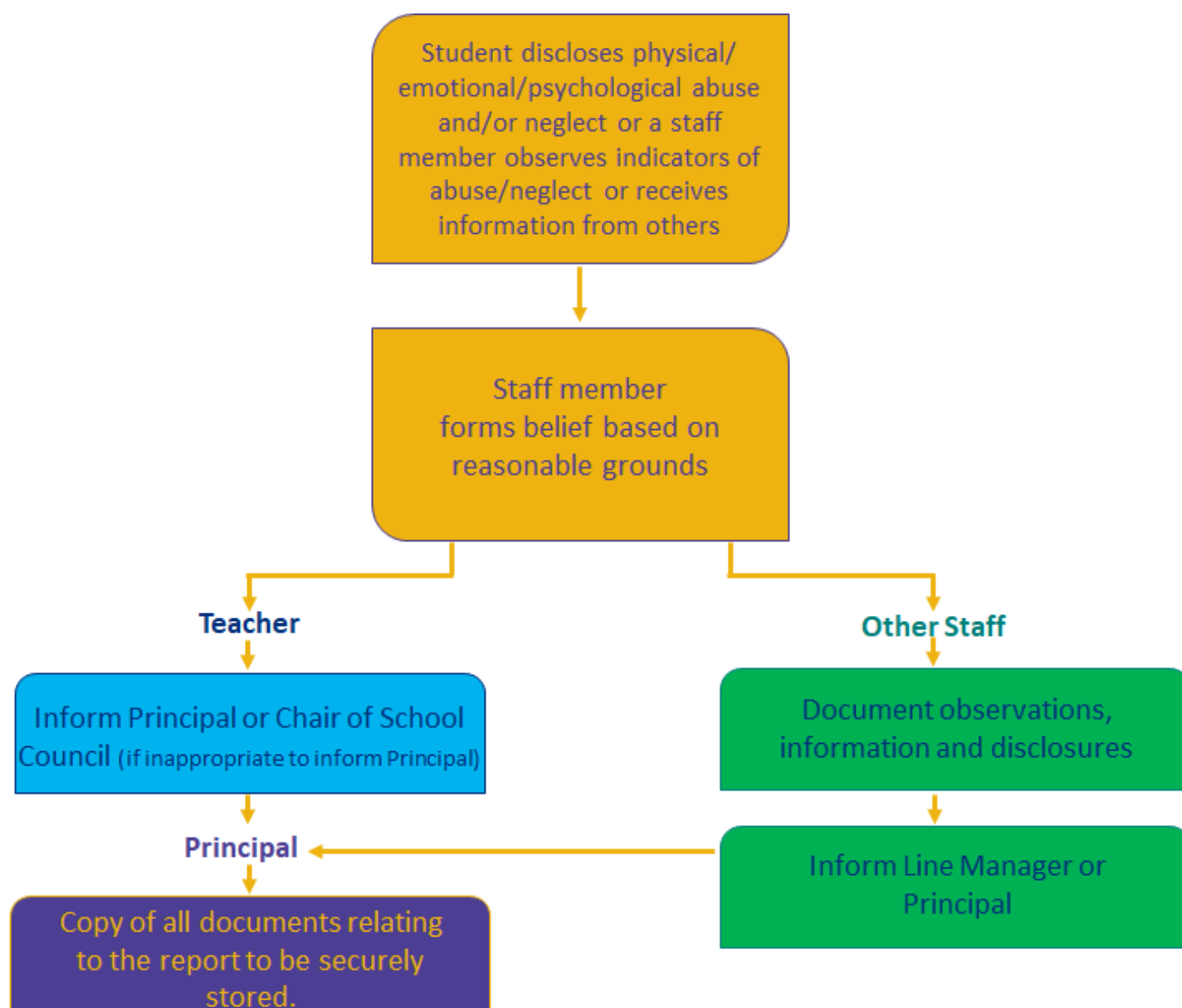
- They are taken seriously.
- Action is taken promptly.
- Investigations are thorough.
- Confidentiality and privacy are maintained.
- Reporting obligations are met.
- All relevant laws are adhered to.

Process flowcharts

Steps for reporting child sexual abuse



Steps for reporting child abuse (excluding sexual abuse)



Relevant documentation

There are many documents which are instrumental in supporting our Child Safe Framework.

GMAS documents

- Staff Code of Conduct
- Parent Code of Conduct
- Student Code of Conduct
- Bullying and Harassment Prevention Policy & Procedures
- Critical Incident Procedures
- Complaint Resolution Procedures

ASC documents

- Child Safe Policy (WA)
- Mandatory Reporting of Child Sexual Abuse and Neglect Policy & Procedures
- Reporting of Abuse and Neglect Policy & Procedures
- Allegations of Misconduct against Employees in ASC Schools
- Reporting Critical and Emergency Incidents in ASC Schools in WA
- Dispute and Complaint Resolution Policy & Procedures
- Use of Private Vehicle Policy
- Whistleblowing Policy & Procedures

Child sexual abuse by other children or young people

Multi-Agency Protocol

The new Registration Standard 10.3 requires schools to co-operate in the Multi-Agency Protocol (MAP) for Education Options for Young People Charged with Harmful Sexual Behaviours. This is a system developed by the Western Australian Department of Education (DETWA) in which information about children and young people charged with harmful sexual behaviours is shared between and managed by governing bodies and schools.

The Protocol is not publicly available due to its sensitive nature. However, in the event a student to whom the MAP applies is enrolled at GMAS and charged with a harmful sexual behaviour, the Protocol will be provided to The Chair of the ASC and the Principal who will receive information and resources from DETWA. The Protocol has been approved by AISWA.



Making a complaint (students)



Top tips for making a complaint

- 1 Get support**

Talk to a parent, carer, friend or someone you trust and ask them to help you. They can even be with you when you complain. You can also use an interpreter if you need to.
- 2 Find out how**

Sometimes it is tricky to know how to make a complaint. It is usually best to talk to the organisation you are dealing with first.

 - a. Talk to someone in the organisation you feel comfortable with or check out the website to find out about their complaints system.
 - b. Find out who is the person responsible for complaints. This will save you from having to tell lots of people your full story.
 - c. What are the different ways you can make a complaint (face-to-face, by phone, in writing - letter, email, any others)?

If you are not safe or do not want to talk to someone in the organisation there are other agencies that can help you. Check out our website ccyp.wa.gov.au
- 3 Plan what you want to say**

Write down what you are not happy about and how this has affected you. Also decide what you think should be done.

This will help you when you have to talk about it. You may need to tell a couple of people in the process, so it will also help you remember what you've said before.



Commissioner for
Children and Young People
Western Australia

4 Be calm and ask questions

When you make your complaint, try to be calm and polite even if you feel upset. Staff of the organisation should also treat you with respect.

Ask as many questions as you like. You may want to know:

- How they will keep your complaint private?
- What will happen next?
- Who will get back to you and your support person?
- When will they get back to you?
- If you're not happy about the result of your complaint what is the next step - who will review your complaint then?

5 Keep notes

Write down who you speak or write to, the dates, anything they promise they will do and the date they say they will get back to you. This will help you keep track of things. You can also write down how you feel about the complaint process, this may be useful later.

6 Keep at it

Don't be afraid to complain further if you are still not safe or feel the matter has not been resolved fairly.



From the Commissioner for Children and Young People WA

Ground Floor, 1 Alvan Street, Subiaco WA 6008 | Telephone 08 6213 2297 | Facsimile 08 6213 2220
Freecall 1800 072 444 | www.ccp.wa.gov.au

Protective Behaviours Curriculum

Children and young people need to know that they have the right to be safe and that it is ok to talk to trusted adults if they have any concerns.

The KS:CPC is an educational program originally developed by the South Australian government and suitable for children and young people aged 3 years to Year 12. The curriculum covers topics including learning to recognise abuse, developing ways of protecting themselves from abuse, and appropriate/inappropriate physical contact. Broadly speaking, it also encompasses rights, relationships, responsibilities and ethical behaviour.

AISWA runs the course as a professional learning seminar. Participants are given the opportunity to familiarise themselves with the resources, experience some of the lessons and activities, explore ways to aid their students' understanding of the curriculum and devise methods of integrating the material into each learning area.

KS:CPC enables the school to meet the requirement to provide a protective behaviours and sexual abuse prevention education to all students, as per the Department of Education Non-Government Registration Standard 10.6: "All students receive a protective behaviours and sexual abuse education."⁷ It is a one day course which is compulsory for all GMAS teaching staff.

How can parents/caregivers help?

- Active listening.
- Provide relevant information about your child to their teacher/s which may assist with the delivery of the curriculum.
- Role model respectful relationships to encourage their own interpersonal development.
- Support and monitoring children's developing social networks.
- Reinforce the message "It is okay to say 'no.'"
- Monitor changes in behaviour.
- Monitor online use and teaching good digital citizenship.
- Learn the key messages of the KS:CPC.
- Approach your child's classroom teacher, Home Room teacher or Head of Year with any concerns.

⁷ Guide to the Registration Standards and Other Requirements for Non-Government Schools

Curriculum Overview

	Early Years: Ages 3 - 5	Early Years: Years K - 2	Primary years: Years 3 - 5	Middle years: Years 6 - 9	Senior Years: Years 10 - 12
Focus Area 1: The right to be safe	<ol style="list-style-type: none"> 1. Feelings 2. Exploring the concepts of safe and unsafe 3. Warning Signs 	<ol style="list-style-type: none"> 1. Feelings 2. Exploring the concepts of safe and unsafe 3. Warning Signs 4. Risk-taking and emergencies 	<ol style="list-style-type: none"> 1. Exploring the concept of safety 2. Reviewing the concept of warning signs 3. Unsafe situations and acceptable risk-taking 	<ol style="list-style-type: none"> 1. Safety and risk-taking 2. Warning signs and emergencies 	<ol style="list-style-type: none"> 1. Recognising and assessing risk 2. Psychological pressure and manipulation
Focus Area 2: Relationships	<ol style="list-style-type: none"> 1. Identity and relationships 2. Fair and unfair 3. Trust and networks 	<ol style="list-style-type: none"> 1. Trust and networks 2. Rights and responsibilities 3. Use and abuse of power 	<ol style="list-style-type: none"> 1. Understanding rights and responsibilities 2. Trust and networks 3. Developing personal identity 4. Power in relationships 	<ol style="list-style-type: none"> 1. Rights and responsibilities in relationships 2. Power in relationships 3. Bullying as an abuse of power 	<ol style="list-style-type: none"> 1. A matter of rights 2. Rights and responsibilities in relationships 3. Power in relationships
Focus Area 3: Recognising and reporting abuse	<ol style="list-style-type: none"> 1. Privacy and names of parts of the body 2. Touching 3. Recognising abuse 4. Secrets 	<ol style="list-style-type: none"> 1. Names of parts of the body, privacy and touching 2. Recognising abusive situations and secrets 	<ol style="list-style-type: none"> 1. Privacy and names of parts of the body 2. Recognising abuse, neglect and unsafe secrets 3. Electronic media safety 	<ol style="list-style-type: none"> 1. Recognising abuse 2. Identifying abuse and neglect 3. Electronic media abuse 	<ol style="list-style-type: none"> 1. Identifying abuse and neglect 2. Family violence 3. Acting to report abuse and neglect
Focus Area 4: Protective strategies	<ol style="list-style-type: none"> 1. Strategies for keeping safe 	<ol style="list-style-type: none"> 1. Practising protective strategies 2. persistence 	<ol style="list-style-type: none"> 1. Problem-solving for keeping safe 2. Review of networks 	<ol style="list-style-type: none"> 1. Problem-solving strategies 2. Network review and community support 	<ol style="list-style-type: none"> 1. Protecting yourself 2. Community support



Est. 2003

We acknowledge and respect the cultural authority of the Wadandi people, the traditional custodians on whose ancestral lands our school resides. We acknowledge the deep feelings of attachment and relationships of Indigenous peoples to country. We also pay respects to and welcome Indigenous people visiting/attending our school from other areas of Australia.