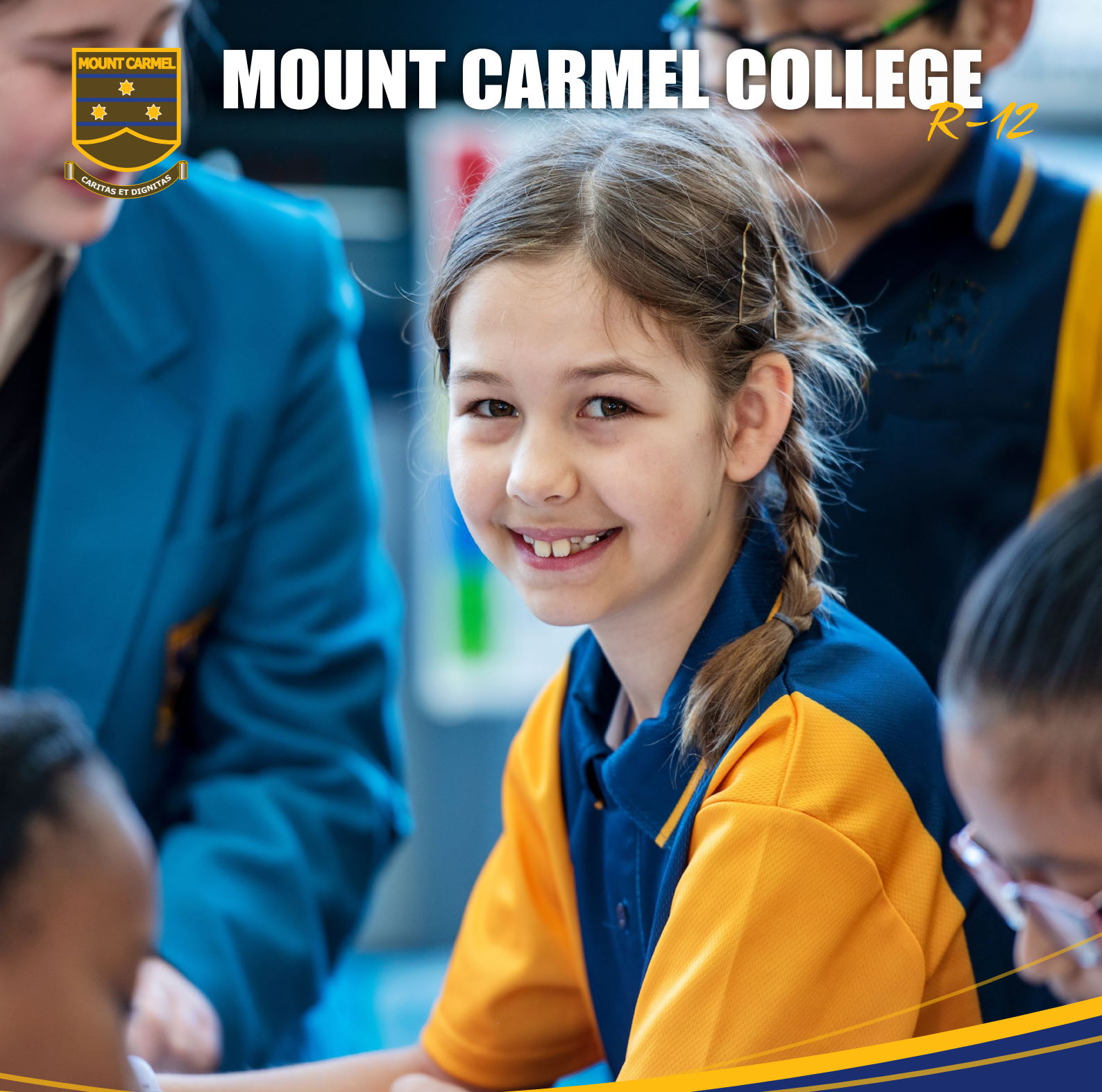




MOUNT CARMEL COLLEGE

R-12



Keeping Safe: Child Protection Curriculum Secondary

Belonging - Diversity - Excellence - Relationships

The rich heritage and tradition of the Josephite context founded by St Mary of the Cross MacKillop and underpinned by the Gospel values (Caritas et Dignitas) 'Love and Dignity' reflect the vision and mission of the Mount Carmel College community.

'Created in the image of God, all children and young people are our most precious and sacred citizens with a voice that must be heard, respected, and valued. Accordingly, we... are committed to the care, well-being and protection of our children and young people'.

(Catholic Archdiocese of Adelaide Commitment Statement)

The evidence-based Keeping Safe: Child Protection Curriculum framework is embedded in various curriculum areas both implicitly and explicitly across the 7-12 campus.

The purpose and quality of the programming are developed within the context of:

- [MCC R-12 Education Plan 2023](#)
- <https://kcc.cesa.catholic.edu.au/about/about-the-key-capabilities-continua>
- <https://studentwellbeinghub.edu.au/educators/framework/#/>
- <https://v9.australiancurriculum.edu.au/>

The Keeping Safe: Child Protection Curriculum is delivered across the following key areas and appropriately embedded within lessons and across curriculum areas from Years 7-12:

- Pastoral Care Y. 7-12
- Healthy Lifestyles Y.7-9
- Religious Education Y. 7-9
- HPE Y.7-12
- English Y.7-10
- Languages Y.7-9
- DT &E Y. 7-10
- Science Y.11-12
- HASS Y 8-10

Staff in these learning areas participate in effective Professional development and build formal programs whilst considering the effectiveness of the learning through various community and on-site activities which are mindful of the developmental stages of learners from vulnerable communities, and those with culturally and linguistically diverse backgrounds.

These programs are reviewed prior to their delivery each year and consider the staffing and student requirements that allow for a respectful, safe, and supportive learning environment.

It is also important to acknowledge that the R-12 College has recently adopted the Berry Street Education Model (BSEM). BSEM is a trauma-aware positive education model using practical, research-based approaches to teaching and learning that enables teachers to increase engagement with students with complex, and unmet learning needs and successfully improve all student self-regulation, growth, and academic achievement. The delivery of the modules will take place over two years involving professional development for teaching staff and will include information sessions for parents as part of delivering quality preparation within our school community.

Middle Years 7-9 Keeping Safe Child Protection Summary

Year 7

Explicitly, students in Year 7 learn about 'The Right to Feel Safe' by examining resiliency, the right to be safe and risk-taking behaviours through Year 7 Pastoral Care and Healthy Lifestyles programs. Learners explore a variety of perspectives relating to the warning signs of unsafe situations and are given opportunities to debrief through relaxation and meditation activities on account of the complex and at times vulnerable context of our student cohort. Implicitly, relationships, risk-taking behaviours, bullying, and psychological pressures are addressed through the Languages curriculum in the unit on 'Describing Self and Others.'

As a transition year from Primary school to High school, 'Healthy lifestyles' lessons openly address the emerging understanding of our role and obligation to rights and responsibilities in relationships. Year 7's being new to the high school context, will critically consider what is a healthy relationship. As students develop new friendships within their year level and across other levels, it is important for them to explore their identity in our community. Year 7's will learn their rights and responsibilities as students at Mount Carmel College and leaders for the world God desires. They will examine power in relationships, and personal relationship circles, and define healthy relationships whilst exploring the complex nature of relationships. This cohort is guided by students in the year 10 Peer Support team. Pastoral care lessons will provide opportunities to explicitly learn about the school's policy on Bullying as well as understand the role of the bystander, characteristics of the bully and distinct types of bullying and consider the impact of bullying on individuals and communities.

Within focus area 3 Recognizing and reporting abuse, elements of the Protective strategies are also explored. Healthy lifestyles concentrate on the recognition

of abuse, personal space, privacy, various problem-solving activities, and scenarios to ensure they are empowered to be resilient if challenged by Cyber and/ and body (anatomical names) as well as an understanding of what is public and what is private. Privacy and security are a focus for our Year 7's in Digital technologies here they undertake a unit on 'Act Esafe' explaining how multifactor authentication protects accounts when passwords are compromised, identifying phishing and other cyber security threats. Through Pastoral Care, students learn collaboration and group norms within various activities. They explicitly learn about internet awareness, Sexting, Online abuse, and abuse using mobile phones. Students will undertake various problem-solving activities and scenarios to ensure they are empowered to be resilient if challenged by Cyber and or various problem-solving activities and scenarios to ensure they are empowered to be resilient if challenged by Cyber and/or issues. As new students to the school a focus on our diary and school policies is studied and students are explicitly reminded of the support agencies within our college community such as Staff, and Counsellors. Community-based support networks where they can seek further information and or assistance.

Through shared text such as 'The Lion Witch and the Wardrobe' students engage in the thematic key ideas and issues explored by the author in the world of the text whilst real-world connections to these situations for children within the English Curriculum. Various spoken and written text responses and text creation activities allow open dialoguing and collaborative activities dealing with complex Christian themes relating to Human rights and dignity, the power dynamics in relationships, the recognising and dealing with abuse and the importance of keeping safe. Therefore, this curriculum area crosses all four domains of the Keeping Safe Curriculum.



Year 8

'The Right to Be Safe' is addressed within the Year 8 Pastoral care program focusing on unsafe warning signs and identifying unsafe situations. The external service: the 'Encounter Youth team' provides formal sessions in this area to the entire year 8 cohort. Students must learn about 'what to do' in unsafe scenarios and that the learning is conveyed via organizations outside of the school to remind all that this is an issue for teenagers their age within the community. Students explicitly discuss various scenarios and role-play within a secure and examining context. Subsequent lessons within pastoral care reinforce the warning signs, and psychological pressure scenarios and identify the impact on individuals and groups.

Through the compulsory detailed study of either the Novel 'Once' or 'Tunes for Bears to Dance to' in the English domain, many aspects of the KC; Child protection curriculum is explicitly examined across all four areas: The Right to be safe, Relationships, Recognizing and reporting abuse and Protective strategies as these texts deal with complex themes that relate to human rights and dignity, the power dynamics in relationships, recognizing and dealing with abuse and the importance of keeping oneself safe. The languages curriculum establishes a unit on organizing an outing with someone to a cinema or café. This is completed as an example of safe relationships built on trust and taking risks yet recognizing unhealthy relationships and power constructs in relationships. Within the program, students discuss age-appropriate scenarios to develop their own cartoon strip scenario of a hypothetical 'outing with friends.' Under Yr. 8 Geography, students focus on an alternate means of safety relating to evacuation, and hazards and identifying plans for safety accumulating in the creation of safety posters in bushfire scenarios.

Through the 'healthy lifestyles curriculum (HL), the abuse of electronic media including mobile phone use, sexting, and exploring the implication of electronic media is a strong focus. Students present

their understanding by creating awareness brochures where they also consider online abuse and being safe and aware. Students in HL are also reintroduced to their rights and responsibilities where they consider healthy relationships and define trust and networks. HL and Pastoral care also reinforce the school policy on bullying within their curriculum.

The areas of 'Recognizing and reporting Abuse' and 'Relationships' is studied in Pastoral Care through the educational program run by [Brainstorm](#) Productions. Using narratives to define healthy relationships, Brainstorm Productions uses theatre and music to assist students in building practical social and emotional skills. Relating to bullying characteristics, Bystanders, the definitions of bullies and victimization in various contexts, a focus on the aspects of public and private forums of harassment is explicitly addressed given the complex nature of student access to digital platforms. Brainstorm Productions is endorsed by the safety commission of Australia and aligns with curricula such as the healthy lifestyles (HL) curriculum and includes additional teaching resources to reinforce the learning and continue conversations in the classroom. The production is delivered to the whole cohort and opportunities for question-and-answer sessions are built appropriately into the comprehension of the school's bullying prevention program, well-being, and cyber safety curriculum. The work on recognizing abuse and cyber safety is reinforced in Digital technology lessons where students investigate and manage their digital footprints, and existing systems and establish solutions to assess the relevance of data and its purpose. Specific lessons on Privacy and Security using resources such as 'game on' and 'dumb stuff' allow for interactive e-safety videos and online platforms for exploring 'esafety' within the curriculum. Students will consider social and ethical resources in their investigations and navigate a more developed approach to the online world of safety in the curriculum aligned with both the ACARA and KSCPC curricula.

It is important to note that throughout teaching areas, YLC conversations, Counselling services and external programs provided, students are explicitly reminded of safety and group norms. The College endeavours to provide opportunities for safe and effective communication, persistence and problem-solving strategies that underpin the delivery of programs. Students are provided with links and further support services to inform them of public/ school policy and their rights and responsibilities within each of the areas related to cyber safety, Bullying, unhealthy relationships (abuse) and safety.

Year 9

From 2023 Year 9 students in Pastoral Care and Healthy Lifestyles use the 'Rite of Passage' program developed by the [Rite Journey](#) organization. Specially trained teachers of the program are specifically selected as Pastoral care teachers who also educate year 9's in at least one other area such as Healthy Lifestyles to build the mentorship element of the program 'fostering positive connections with adult role models.' The program celebrates and acknowledges each student's shift into adulthood and within this students explicitly address how they can become more responsible, respectful, and resilient teenagers. Aligning to the KSCPC defining stronger adult bonds of trust, and the exploration of healthy relationships is key to their transformation into the next stage of their lives. Students explore risk-taking and resiliency as they recognize and assess risks students identify and acknowledge their positive strengths in their growth and connection to becoming an adult. Students investigate and recognize unhealthy power relationships as well as gender and power constructs critiquing and debunking myths around gender stereotypes and behaviours. Dating violence and sexual abuse is another area covered under focus area three of the KSCPC. It is important to note that the work done with staff in preparing students for sessions focuses on safety and group norms



for sharing within the specifically planned content and material addressed. Within the Healthy Lifestyle's curriculum, students delve into more detail about their right to be safe in assessing risk as well as developing the networks, personal relationships, rights, and responsibilities in the relationships focus area two. These are practiced given structures around appropriate group norms, so students feel comfortable within the context and setting of sessions. Students in HL also focus on the appropriate use of language associated with resilience and persistence within problem-solving, age-appropriate scenarios.

Underpinning the Commerce and Law Hass unit, Ethics in marketing is a focus for year 9 students where they are introduced to exploring the misrepresentation of marketing to young people and how this manipulative practice has an impact on the psychological well-being of individuals. Identity and relationships as well as the psychological pressures and manipulation aspect are also addressed within the Language's curriculum. Students concentrate on and address the reality of individuals who pressure and manipulate others into changing themselves rather than embracing their uniqueness through scenarios of bullying, power plays and identity in relationships.



Valuing the individual as unique and a precious part of humanity and respecting human dignity is a focus within the Religious Education curriculum with undertones in various aspects of the curriculum but specifically that of the See Judge Act a Catholic social teachings unit' Students connect to the KSCPC through the focus area of Relationships by researching and exploring external power structures which repress and compromise living standards of humans in various situations. As well as the rights of people, especially youth. Developing an understanding of the use and abuse of power allows students to problem-solve and foster strategies for change in our community and throughout the world whilst practicing and developing assertiveness as advocates of change. In the English Curriculum the detailed study of the novella 'A Christmas Carol' (Charles Dickens) lends itself to an explicit examination of themes that relate to human rights and dignity and the power dynamics in relationships. Students study and recognize abuse and the importance of keeping oneself safe. The study of Australian Aboriginal poetry reinforces the importance of self-preservation in the study of Noonuccal's poetry 'The Child Wife' exploring the inequity in power dynamics when dealing with forced marriage. Through these real-life connections, students can safely discuss power in various contexts.

In Digital technologies students discuss and deconstruct privacy, security settings and tagging. They also complete various digital footprint exercises to build on their cyber safety awareness. This unit is specifically aligned with the D and T ACARA curriculum and reinforced within the KSCPC. Further work on mobile phones, online abuse sexting and exploring the implications of electronic media are explicitly addressed in Pastoral care lessons using the E-Safety website as a prompt to the most up-to-date laws and regulations. Students also engage in a [circle of support](#) community living activities whilst addressing personal relationships circles students also participate as a cohort in the 'Brain Storm' productions and the [Sammy D](#) Bullying prevention programs which are reinforced through Pastoral care lessons and Healthy lifestyles as an extension of the presentations.



Senior Years 10-12 Keeping Safe Child Protection Summary

Year 10

A comprehensive Pastoral care program across the Year 10 curriculum which includes 'Challenge Cup activities and a Year 10 Camp ensures the KSCPC curriculum is embedded into lifelong learning opportunities for each pastoral care group. As a year level, students also participate in a variety of presentations including the [Sammy D](#) violence and education seminar, the [Encounter Youth](#) 'Whose calling the shots?' program, [SAPOL Learners](#) Presentation on obtaining your Learners License and the [Empowered Program](#) endorsed by the PAFC and Centacare where players engage directly with students on issues relating to ending violence towards women.

[Sammy D](#) Foundation provides a presentation on Violence prevention Education called 'Impact.' This program corresponds with the 'Right to be safe,' Rights and responsibilities components of the KSCPC. It addresses rights, responsibilities care and protection of oneself and that of peers. It discusses warning signs associated with violence, de-escalation strategies as well as the impact and consequences of violence for victims and perpetrators. Using the KSCPC focus on protective strategies this presentation explicitly identifies situations for self-protection, and delves into practicing effective communication with parents and caregivers. It provides networking information on support services, self-protection strategies and community service providers who can

support students and families in this learning space. Students are given packages of these resources to take away with them.

The [Encounter Youth](#) 'Whose calling the shots?' program is a seminar that provides the opportunity for young people to consider their own beliefs around drinking and compare these to the attitudes, beliefs and realities of young people. Using statistics and facts that support the risks, The program addresses alcohol and brain development, trends in illicit drug use, and an introduction to cannabis. Explicitly interlinked in the KSCPC it focuses on pressure, manipulation and risk-taking behaviours as well as identifying networks through parties, friends and peers, healthy relationships, and situations of trust. Students are engaged in Q and A, scenarios, and debunking myths concerning substance use and its effects on the body and brain. Students are also informed of their role as peer support leaders of fellow students by using problem-solving strategies when students disclose issues relating to self-harm and building mentor relationships of trust as a self-protection strategy to support themselves and their friends.

The [SAPOL Learners](#) Presentation focuses on the Community support aspect of students understanding their rights and responsibilities when applying for and obtaining their Learners' Permit. This presentation serves to inform and inform students and parents on the processes associated with the driver's license whilst assessing risks and reviewing warning signs associated with the rights and responsibilities of achieving this rite of passage. Presented in Year 10 as students are becoming more independent, this cohort who are at times part-time workers who see driving as further independence. The presentation is timely as with this new freedom students must understand the responsibilities to themselves and others.

The [Empowered Program](#) engages directly with males and females to start important conversations and work towards challenging entrenched attitudes that can contribute to gender-based violence. Defining categories of abuse, statistics, emotional abuse, sexting, and digital reputations, dating violence and date rape, Abuse in close and personal relationships it explicitly addresses family violence and the cycle of violence as well as myths about Domestic violence and growing trends in the community. Within the explicit address of relationships, the program explores power in relationships, defining diverse types of power and abuse, sexual harassment, and levels of discrimination as unhealthy relationships. The workshop is conducted over two 90-minute sessions and focuses on networks as self-protection and community support through sports against violence to bring about social change.

With the Year 10 Camp and the Challenge Cup, students build their trust in relationships. The camp offers students an outdoor experience where they work and interact together developing resilience and supporting each other whilst trekking through different trails. They explore healthy relationships with their peers as experiences lived through challenge competitions where teamwork and collegiality are a focus to strengthen social bonds physically emotionally, intellectually, and tactically, through activities.

In the English Curriculum the detailed study of the play Romeo and Juliet (Shakespeare), lends itself to the explicit examination of power dynamics, family abuse, discrimination based on gender and the importance of keeping oneself safe. It is a compulsory component of the curriculum which can be completed in either Semester one or two. In the study of History Students within focus area two address the UN Declaration of Human Rights in understanding laws, child protection, rights and responsibilities and the building of modern Australia. Digital Technology focuses on Privacy and security in 'rewriting one's story' as they use critical and creative thinking around Privacy, and security in an online space accessing e-safety materials.

Year 11-12

In the most senior year levels students may intermittently be exposed to the implicit study of areas relating to safety, relationships, recognizing and reporting abuse and protective strategies through exposure to a variety of themes within text studies in the areas of English, HASS, RE and SCIENCE curriculum At times this can be investigated through student choice and teachers are aware of conferencing as part of their duty of care in unpacking content with students individually, therefore, educators will use talking points to build knowledge and discuss support services identifying problems, policy, power and situations as presented. In Year 11 Psychology there is a specific focus on Health and Well-being within the Curriculum. This unit addresses mental health and social media as well as health and resilience. Within this unit students who undertake psychology complete assessments and investigations on happiness and social media with a focus on psychological manipulation, pressure, and Positive psychology as a means of managing stress/ risky situations. Students analyze, critique and research various situations and perspectives relating to these issues.

Collectively Pastoral Care lessons in Years 11 and 12 respectively deliver intense meaningful sessions focusing on the KSCP curriculum areas. In Years 11 and 12 the focus is on the [Sammy D-Party Wise](#) program reviewing their right to be safe, trust networks, Rights and responsibilities and protective strategies. Within the program, students break into workshops to discuss real-life scenarios which are led by education facilitators.

The content includes information students need to know regarding planning a party, suspected overdose, gatecrashers, violence and fights, and intoxicated mates with a partial introduction to 'Schoolies.' Given the rights of passage which come with driving at this age, we also provide the SA Metropolitan Fire Service [RAP program](#) to all Year 11 seniors on site. This road safety presentation exposes students to RAP seeks to actively engage and empower drivers and other road users through positive peer pressure and its motto: "You get to choose the risk, but you don't get to choose the consequences" It presents statistics and is evidence-based presenting informative real-life scenarios regarding the negative impacts of emergencies and road accidents. It focuses on keeping oneself and our mates safe therefore building a trust network and protective strategies within social scenarios is highlighted and explored by students. The 90-minute presentation presents real-life narratives and a crash survivor and family member who has lost a loved one will also engage the students in the consequences of their trauma and experience. These programs are further explored within the context of the Year 11 Pastoral Care program within the classroom through the exploration of [the Fatal-5](#) to deepen student awareness of their rights, responsibilities and safety as young adults who are now more in charge of their daily routines. In Year 12 students participate off-campus in the [RAA Street Smart High](#) Road awareness program. Students in this forum will witness a simulated crash scene, and hear from trauma victims and families about the realities around the aftermath of trauma experiences.

This seminar empowers students to understand their rights and responsibilities and strategies to protect themselves from unhealthy and risky situations within a community-based support service. Collectively with other students their age, they can identify with the speakers, evidence and statistics presented to them. With the approach to the end of their Highschool education, it is important to note the school also empowers students with the knowledge to be safe within community contexts at festivals and schoolies events. Therefore, we enlist the support of [Encounter Youth](#) (EY) who provide seminars on # Adulting and Safety at Schoolies. Within the program of 'Adulting,' Students continue the dialogue around making great choices in their lifestyles especially in unfamiliar situations looking after themselves and their mates. Topics include Alcohol and Secondary Supply laws, Party fights and the role of the bystander, Drink spiking, an introduction to MDMA and ecstasy as well as their social responsibility and networking. These areas correspond with the KSCPC through the understanding of keeping oneself safe (rights and responsibilities, risk-taking behaviours, and the law). It delves into trusted networks in our relationships and Protective strategies through building scenarios and effective problem-solving strategies to empower students to make safe choices. The Schoolies seminar provides students with an up-to-date guide regarding the Schoolies event at Victor Harbor, the role of the EY Team, and information for partying safely, and responsibly whilst taking care of their mates. EY prides itself on being available to all students during the schoolie's events as a trusted network prides itself on the safety of students in a wide variety of situations which encourages students to access their array of volunteers when needed throughout the event.



At Mount Carmel College we believe our role in supporting and empowering children and young people to be safe, positive, and responsible citizens should never be understated. Schools and educators play a pivotal role in the conversations around a safe, respectful, and inclusive context which is critical to achieving staff and student well-being and high-quality educational goals and targets.



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R-6

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