

Child Safety Newsletter

Term 2 - 2024



Mary MacKillop Catholic Regional College

Victoria's Child Safe Standards were put in place in 2016 to protect children and young people from harm and abuse. Since their introduction, the Child Safe Standards have increased the safety of children and young people in organisations that provide services for them.

The Standards that will increase protection for children and young people and provide clarity for organisations that must comply with the Standards.

There are several Child safe Regulators who help institutions like Mary MacKillop Catholic Regional College attest to Child safety. See the bodies below:

- Department of Families Fairness and Housing
- Department of Health
- Department of Education and training
- Victorian Registration and Qualifications Authority
- Commission for Children and Young People

Mary MacKillop's Commitment Statement to Child Safety commits to providing a safe and nurturing culture for all children and young people in the Diocese of Sale through:

1. Upholding the primacy of the safety and wellbeing of children and young people
2. Empowering families, children, young people and staff to have a voice and raise concerns
3. Implementing rigorous risk-management and employment practices.

Enjoy our Child Safety Newsletter.

John Ryan
Deputy Principal
Wellbeing – Students and Staff





Mary MacKillop Catholic
Regional College
South Gippsland

Child Safety You can talk with.....



Principal
John Freeman



**Deputy Principal
Child Safety Officer**
John Ryan



Wellbeing Leaders
Year 7
Jess Stein



Year 8
Stephen Ross Bryant



**Student Engagement
Leader**
Nicole Buccilli



**Pastoral Care
Leader**
Chris Spencer



Year 9
Ben Stein



Year 10
David Robinson



School Counsellors
Rhiannon Le Busque



Kathy Williams



**Learning Adjustment
Leader**
Erica Masters



**Cultural Liaison
Officer**
Laura Muranty



**Compliance
Officer**
Jenny Damon



Year 11
Kate Dwyer



Year 12
Cade Maskell

Meet Nicole Buccilli

Nicole came to Mary MacKillop Catholic Regional College from St Joseph's in Wonthaggi in 2023. Currently Nicole is the acting Student Engagement Leader.

Nicole teaches Legal Studies for Years 11 and 12 and Religious Studies for Year 7.

Nicole grew up in Inverloch, where her family moved to in 1988 to run the old Shell Roadhouse (some of your parents may remember this). Life growing up there was lots of fun with an endless supply of lollies, ice cream, take away food and VHS tapes!

Nicole went to high school here at Mary MacKillop...see if you can find her in an old school photo or Deb photo on the walls in the corridor!

Nicole enjoys teaching and meeting all of her students and enjoys the friendships she is making with her colleagues.

She enjoyed studying as a child and loves to study, having studied a variety of subjects.

On the weekends she enjoys a relaxing time with her family and her cat Bubbles. Drinking coffee, eating out for breakfast and going to the beach are her favourite things.

Please say hi to Nicole if you see her in the playground or walking the corridors.



Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.

1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.

1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.

1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.

1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

This term staff engaged in Professional Learning around **Child Safe Standard 1**. They began with a thought-provoking presentation by First Nations guest speaker, Peta Murray, who is the Inclusive Education Officer at Doscel. (Photo below) The focus was on, embedding Aboriginal and Torres Strait Islander perspectives in the classroom. The presentation was backed up by a short workshop session to discuss the importance of First Nations perspectives and what teachers can do to actively commit to Reconciliation.



Reconciliation Around the School



This year's theme, 'Now More Than Ever,' prompted staff to reflect on their own practices and what they can do in their classes during Reconciliation Week and ongoing throughout the year. Through engaging activities, as pictured below, our staff and students explored the significance of Reconciliation Week and its meaning to each of us:



Year 10 Religious Education

Year 10 Religious Education students, alongside Mr. Cox, explored the geographic location of the Bunurong People and their territorial boundaries.

Mr. Cox also led discussions on the history of colonisation and smoking ceremonies, highlighting how traditional owners utilised gum leaves for smoke. Each student took a leaf as a gesture of respect, acknowledging the Indigenous people of this land.

INDIGENOUS RECONCILIATION PRAYER



*May we pray,
That all Australians walk together
That the injustices in our past are reconciled and
a relationship of harmony is created between
Indigenous and Non-indigenous Australians.
May we give courage for people to speak up
against the wrongs that have occurred in our
past and let it never happen again.
We all have to acknowledge the history that
happened and move forward in a united union.
May we pray through Jesus's name
Amen*

Year 7 and 8 French

In addition to this, the year 7 and year 8 French classes worked together to translate the students' responses to "What Does Reconciliation Mean to You," while the Youth Ministry wrote these prayers:

*Qu'est-ce que signifie la
Réconciliation pour vous ?*



Year 8 Drama

Mr Robinson used a yarn circle in his year 8 Drama to focus on journaling as a reflection tool around the Reconciliation Week conversations.



Year 12 VM

In the year 12 Personal Development VM class, Mr Stein used their yarn circle as a platform to move the discussion to current global issues impacting our culture today, allowing students to reflect on both the past and present, and the many moments in Australia's reconciliation journey.

VET Fashion

Students in VET Fashion were given the challenge to complete a design brief as part of Reconciliation Week. They had limited time to work collaboratively to fulfill all requirements. The design brief was: Create an educational display of a traditional Aboriginal Kangaroo Cloak that reflects the rich cultural heritage and traditions of Aboriginal people. The cloak should be authentic, functional, and aesthetically pleasing, incorporating traditional designs, techniques, and materials. The information displayed should incorporate research into the history and cultural significance of kangaroo cloaks.

Students worked effectively and collaboratively to create an educational display for the college to learn from. This display is currently on view in the library.



Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture

2.1 The organisation makes a public commitment to child safety.

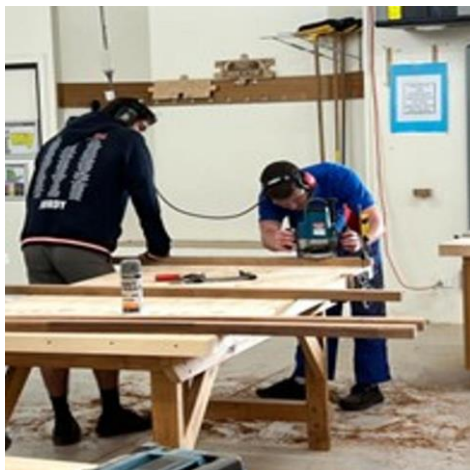
2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

Blue Tree Project

In the year 12 VM class this term we are working on the Blue Tree Project, it is a mental health initiative where people paint dead trees blue to raise awareness about mental health issues. It started in Australia to honor Jayden Whyte, who painted a tree blue as a joke. After his passing, his family repainted the tree to remember him, sparking the movement. These blue trees act as reminders for people to check in on each other and talk about mental health. There are now over 1,170 blue trees around the world.

We are supporting this project, by making our own blue tree out of metal and making wood benches to put around the tree for people to sit there for a mental health break. We hope by making this tree and creating a safe space people can go there if they need someone to talk or just want to be alone.

See pictures below of the students building and using their seats. This all wouldn't of happened without our sponsors Bunnings Warragal, AC Metal Fabrication located in Archies Creek, and Haymes Paint Shop Leongatha. - VM Class



Anti-Bullying and Bullying Prevention Policy

A school must have policies and procedures to provide students with a safe environment where the risk of harm is minimised and students feel safe. The school is responsible for ensuring all staff are aware of their legal obligations.

Mary MacKillop Catholic Regional College owes a duty of care to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation. This might mean a fellow student or adult working with a student. The policy has excellent definitions of bullying which are used by our staff to define for all parties what type of bullying is occurring. See below or click on this link.

<https://www.mackillopleongatha.catholic.edu.au/wp-content/uploads/migrated/2023/06/Anti-Bullying-and-Bullying-Prevention-Policy.pdf>

MMCRC POLICY Bullying Definitions

4.1 Bullying: is repeated unreasonable behaviour directed towards a person, causing fear, distress or harm that involves an imbalance of power. It creates a risk to the mental and physical health and safety of others. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation or social acceptance on more than one occasion.

4.2 Cyberbullying: the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones and includes abusive texts and emails, hurtful messages, images or videos, imitating others, excluding others, humiliating others, spreading nasty gossip and chat, and creating fake accounts to trick someone or humiliate them.

4.3 Direct bullying: behaviour that hurts, harms, or humiliates and is overt, obvious, and apparent to anyone witnessing it. The actions and words are easy to identify, the identity of the person bullying is usually known, and the acts are focused toward the person being bullied – they know about the bullying as it is happening.

4.4 Exclusion bullying: deliberately and continuously being left out of activities.

4.5 Extortion bullying: physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities.

4.6 Gesture bullying: non-verbal signals used to silence and intimidate a victim.

Indirect bullying: behaviour that hurts, harms, or humiliates, which is often covert, subtle, and not always immediately acknowledged as bullying. The words and actions can be harder to identify, can be done anonymously and discreetly, and the target might not find out about the bullying until long after it has happened.

4.7 Physical bullying: pushing, shoving, fighting, pinching, damaging, stealing or hiding personal belongings and any other unwelcome physical contact used intentionally to intimidate or hurt someone.

4.8 Psychological bullying: words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

4.10 Harassment: when a person is treated less favourably on the basis of certain protected attributes, such as race, religion, sex, age, disability, medical conditions, sexuality, gender identity or intersex status. Treating a person less favourably can include harassing or bullying a person.

4.11 Sexual harassment: touching, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, continuously asking questions about someone's private life. Page 2 of 5

4.12 Verbal bullying: put downs, particularly those referring to physical characteristics, can result in loss of self-esteem. Racial discrimination or any kind of discrimination based on age, sex, gender, disability, belief or culture is a form of bullying.

4.13 Visual bullying: offensive notes or material, graffiti, or damaging other people's possessions.

Child Safe Standard 5

Equity is upheld and diverse needs respected in policy and practice

5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.

5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Anti Bullying Poster by Matt Meadley and Isaac Jorgensen 8C

Indirect Bullying

Indirect bullying is a type of bullying that occurs in sneaky and deceptive ways



It can be just as harmful as the more upfront and obvious types of bullying



Indirect bullying can also be hard to solve because it is often hard to prove that the bullying is occurring



Junior School Anti-Bullying Policy & Bullying Prevention Campaign

This term in Life Skills, the Junior school engaged in learning about our Anti-bullying Policy. They were encouraged to read and understand the policy definitions and procedures, so that they were informed to make formal complaints and know their rights when it comes to feeling safe in our school. They are currently creating their own ad campaigns to create posters and videos that either educate students to know what to do if they or someone they know are being bullied, or help prevent bullying.

Our Anti-bullying policy can be found on our school website. Do you know your rights? If you want to learn more, download the policy now.

This policy establishes the rights of all students at Mary MacKillop Catholic Regional College which is managed and operated by Diocese of Sale Catholic Education Ltd (DOSCEL), to an environment free from fear, intimidation and harassment. All students have the right to feel safe and comfortable at school and to be treated with understanding and respect by others.

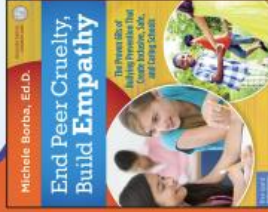
The prevention of and responses to bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved through a whole school approach, focusing on creating and maintaining caring and supportive environments and a culture that promotes positive relationships and reflects Catholic Social Teaching. Bullying, cyberbullying, harassment, aggression and violence can adversely affect the wellbeing of our students and are therefore unacceptable.



14 WARNING SIGNS OF BULLYING

Most bullying occurs in areas and times when adults are not present; that's why it's crucial to learn the warning signs.

- 1 Sudden disinterest in school.
- 2 Sudden change in behavior or personality.
- 3 More anxious or fearful.
- 4 Unexplained damage or missing school supplies.
- 5 Afraid to be left alone.
- 6 Suddenly clingier.
- 7 Starts to bully others.
- 8 Withdrawal from the social scene.
- 9 Frequently ill or absent.
- 10 Physical injuries.
- 11 Appears exhausted.
- 12 Sudden drop in grades.
- 13 Carries protection.
- 14 Talks about running away or committing suicide.



Professional Development Book
Grades Pre-K-12
9781631983535
go.tcmapub.com/bullying-signs

www.tcmapub.com/families
These warning signs and more are
found in this teacher resource.

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Take a stand against bullying



Serious bullying is a crime punishable by up to 10 years in jail



Are you a victim of bullying? Do you know somebody who might be?
Help and support is available. Help say no to bullying by taking a stand.

For information about Victoria's anti-bullying laws visit www.justice.vic.gov.au/saynotobullying
Anyone who needs crisis support can call Lifeline 24/7 on 13 11 14 or your local police.

