



Mary MacKillop Catholic Regional College

The current edition of the Child Safety Newsletter provides our College with a snapshot of the first five Child Safety Standards. In all there eleven Child Safe standards. Organisations who are required to comply with the Standards need to implement all aspects of the 11 Standards.

Each of the Standards is expressed as a statement of an expected **outcome** that organisations must achieve. The new Standards also include minimum requirements, to provide more clarity for our school about what we need to do.

The Child Safe Standards help our College to:

- Promote the safety of children
- Prevent child abuse
- Ensure effective processes are in place to respond to and report allegations of child abuse
- Encourage children to 'have a say', especially on issues that are important to them or about decisions that affect their lives.

Please enjoy our Child Safety newsletter.

John Ryan
Deputy Principal
Catholic Identity and Mission, Wellbeing and Child Safety Officer



Child Safety Around Our School

Racism Pastoral Program

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 value

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.

Students in Year 7 participated in a 'Racism, it Stops with Me' program in their Pastoral Class. The array of interactive activities were designed to inform and educate students about our schools strong position against racism and explore the intricacies of systemic racism and unconscious bias. Students were challenged to question their own personal mindset and to think deeply about Australia's historical impact on First Nations people and how the media dictates racial beauty standards. Each student was asked to make a pledge to call out racism when they see or hear it and to not perpetuate racial hate.

Photo of Year 7's



Live For Life Program

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

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

This term, all Year 8 classes experienced three sessions of Teen Mental Health First Aid, through Live4Life. Year 9 students participated in early training to provide peer support.

Below are the thoughts of Olivia Van Helsdingen in 8C

The Live4Life program is a teen mental health program that was taught in my year 8 class, (and other classes in our year) about the importance of mental health and the way in which we as teens can cope with different emotions we feel in high school. I found the program to be beneficial as it got the class as a group and we all explored and identified the different ways in which we can have a healthy mind whilst being in high school. I enjoyed and looked forward to each class as I knew it was a great place to talk about different aspects of mental health and that we as teens weren't alone in feeling different emotions towards coming to high school and learning in a common place.



A part that stood out to me was the small booklets we were given to all of us, underlining the different things that we were to cover in the unit. I enjoyed having these as they were something we could take home and explore in our own time.

It had helpful tips and resources to use if we wanted to seek further help and understanding on the subject. Overall, I really enjoyed the Live4Life program and would recommend it to others

Safe Partying in the Middle School

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

3.1 Children and young people are informed about all of their rights, including to safety, information and participation.

Students in Year 9 and 10 were treated to an emotive and dynamic talk by Sonya Karras, who addressed some of the challenges young people experience as they socially navigate their way around parties. Some of the topics discussed were:

- Going to parties and how to prepare
- Standard drinks and how alcohol works
- Having a party at home
- Inviting guests
- Law associated with parties and underage guests
- Police – when will they get involved
- Registering a party with Police
- Getting there and going home safely
- What to do if it all goes wrong
- Gate crashers
- Harm minimisation strategies
- Safety

This learning experience was consolidated by the Year 10 Theatre Studies play called, *After the Party*. One of the actors, Jasmine, said, “the talk taught us a lot about the dangers of vaping and drinking and ties perfectly in with the themes of our play, such as underage drinking, peer pressure and what happens when a party goes wrong. The play was awesome to be in, because it felt like I was a part of a bigger picture, helping educate year 9s and 10s of the dangers of partying (especially with alcohol) in a meaningful and relatable way.



Teen Brave

Students in Year 8 have been engaged in the youth program, Teen Brave, which deals with empowering students to make great choices throughout their teenage years. The topics discussed through learning modules include, Anger Management, Value of the Human Person, Consent and Pornography and includes a combination of stories, research, brain science and tips to consider. Each topic educates students about potential dangers and encourages them to make informed decisions as they navigate their way through adolescence with friends, family, online and in their community. Student feedback has been positive and many students felt that it provided them with an important opportunity to learn about their rights and responsibilities they need to be aware of. It also clearly highlighted unsafe behaviour and knowing how to recognise it and ask for help if needed.



Diversity Allies

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice

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.

Every Monday a broad range of students from different year levels meet in a safe space to show their support and acceptance of LGBTQIA+ diversity in our school. The group, which is heavily supported by allied teachers, comes together to discuss integral strategies for child safety. Students are given a voice to express themselves and any concerns they may have. As a school we aim to stand in solidarity with all diverse students and families. The Diversity Allies group are united to call out homophobic and discriminative behaviour. Through education and acknowledgment of our diverse cohort, we can create an equitable safe environment for all students, while combatting the higher statistical risks of poor mental health among LGBTQIA+ youth.

Meetings are held every Monday in the Drama Room and are open to any students or teachers wanting to be part of the allied group or access support in a safe space.

