Audit of primary school–based sexual abuse prevention policy and curriculum: Volumes 1 to 5

Prepared for the Royal Commission into Institutional Responses to Child Sexual Abuse

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December 2017
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Preface

On Friday, 11 January 2013, the (then) Governor-General appointed a six-member Royal Commission to inquire into how institutions with a responsibility for children have managed and responded to allegations and instances of child sexual abuse.

The Royal Commission is tasked with investigating where systems have failed to protect children, and making recommendations on how to improve laws, policies and practices to prevent and better respond to child sexual abuse in institutions.

The Royal Commission has developed a comprehensive research program to support its work and to inform its findings and recommendations. The program focuses on eight themes:

1. Why does child sexual abuse occur in institutions?
2. How can child sexual abuse in institutions be prevented?
3. How can child sexual abuse be better identified?
4. How should institutions respond where child sexual abuse has occurred?
5. How should government and statutory authorities respond?
6. What are the treatment and support needs of victim/survivors and their families?
7. What is the history of particular institutions of interest?
8. How do we ensure the Royal Commission has a positive impact?

This research report falls within theme two.

The research program means the Royal Commission can:

- obtain relevant background information
- fill key evidence gaps
- explore what is known and what works
- develop recommendations that are informed by evidence, can be implemented and respond to contemporary issues.

For more on this program, please visit www.childabuseroyalcommission.gov.au/research.
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Glossary

Child protection education: This term is used in school systems to refer to a specific child sexual abuse prevention curriculum in use.

Child safety education: This term is used in some school systems to refer to a specific child sexual abuse prevention curriculum in use.

Child sexual abuse prevention education: This is the term used in this report to describe educational experiences, activities and materials developed for the purpose of increasing children’s knowledge about child sexual abuse, and skills in responding to threats.

Curriculum: This is defined as the core knowledge, understandings, skills, capabilities and dispositions students should learn and acquire as they progress through school (Australian Curriculum, Assessment and Reporting Authority, 2009). Curriculum is developed by school authorities and is designed to be taught within the teaching time available during the school day, term or year, and with the resources provided by school authorities and made available at individual schools.

Policy: This is defined as a public statement expressing what a government intends to do – or not to do – to address a problem or a set of problems (Birkland, 2005; Pal, 2009). The terms policy and policies are used in this report to mean the substance of official texts: in this case, school system policy and education curriculum that outline school authorities’ actions in relation to child sexual abuse prevention education.

Protective behaviours: This term is used in two ways: (i) to refer to a specific child sexual abuse prevention education curriculum known as the Protective Behaviours Program™, which is delivered in Australian schools under the auspices of Protective Behaviours Australia and its state branches; and (ii) somewhat problematically, as a synonym for child sexual abuse prevention education. The problematic nature of this latter usage is further addressed in this report.

School authority(ies) or school system(s): These terms are used interchangeably to refer to Australian state and territory departments of education, and Catholic diocesan education offices.
Audit of primary school–based sexual abuse prevention policy and curriculum:
Volume 1

Prepared for the Royal Commission into Institutional Responses to Child Sexual Abuse

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December 2017
Executive summary

In late 2013, the Royal Commission into Institutional Responses to Child Sexual Abuse sought an audit of primary school–based sexual abuse prevention policies and curricula for children aged five to 12 years relative to the current international evidence base.

We developed an audit tool for this project based on a comprehensive search of the literature on guidelines for effective school-based child sexual abuse prevention education. Academic databases, agencies and institutions, and grey literature were searched. No guidelines were found. The audit tool was adapted from evidence-based frameworks in related areas including primary prevention, health promotion and safe schools. We distilled 10 criteria and relevant guiding questions.

We conducted the audit against the 10 criteria from January to April 2014, by searching:

(i) publicly accessible text, including print documents traceable via electronic means, located on 32 school system websites (eight state and territory departments of education; and 24 Catholic education offices representing 28 Catholic education dioceses)1
(ii) documents provided to the Royal Commission by the Australian Capital Territory, Northern Territory and South Australian government departments of education in response to a Notice to Produce pursuant to subsection 2 (3 A) of the Royal Commissions Act 1902 (Cth)
(iii) documents provided to the Royal Commission by the New South Wales, Queensland, Tasmanian, Victorian and Western Australian government departments of education, and Catholic diocesan education offices and Catholic education commissions through the Truth, Justice and Healing Council, in response to a request for information.

A total population sampling frame was used. We sampled all Australian state government departments of education and all Catholic diocesan education offices in a type of purposive sampling approach. The audit, therefore, includes the two largest schooling bodies in Australia, comprising almost 90 per cent of Australian schools (Australian Bureau of Statistics, 2014). The audit excludes non-government independent schools.

In early 2015, we conducted a review of supplementary material provided to the Royal Commission by state and territory departments of education and Catholic diocesan education offices in response to the circulation of a draft copy of this report. We carefully assessed the additional supplementary material to determine whether it fell within scope of the original audit. We concluded that much of the supplementary material was out of scope of the existing research (for example, because it had been developed since the audit period), or we were unable to determine if the material was within scope (for example, it was available exclusively on a staff intranet and therefore not publicly accessible or accessible to the researchers). One state department of education and several Catholic diocesan education offices provided supplementary material that was already included in the original audit. Findings of the review of supplementary material can be found in Volume 5.

1 There were 28 Catholic dioceses represented by 24 Catholic education offices. Catholic Education South Australia represented two dioceses: Adelaide and Port Pirie. Catholic Education Office of Western Australia represented four dioceses: Broome, Bunbury, Geraldton and Perth. A full list of the 32 school systems examined in this audit can be found in Appendix 3.
Policy

Not all audited Australian school systems have a child protection policy. A child protection policy could not be located (via any means using publically available search tools, or by carefully searching websites manually) in approximately one-third of the audited school systems. A small minority of school systems promote the teaching of child sexual abuse prevention education by including directives within the base child protection policy and, via this mechanism, demonstrate commitment to its compulsory inclusion in the school curriculum. No school system has a standalone child sexual abuse prevention education policy. Policies contain varying amounts of detail about institutional responses to child sexual abuse, and this information generally lacks clarity.

Curriculum

Child sexual abuse prevention education is typically located within the curriculum learning area of Health and Physical Education. However, school curriculum documents developed by state and territory statutory authorities do not explicitly detail what child sexual abuse prevention content is to be taught. Rather, there is an implicit approach where content may be inferred as appropriate within the scope of the curriculum. There is significant variation in the extent to which child sexual abuse prevention education may be taught in the various school systems. Some systems have up to five possible layers or ‘tiers’ of curriculum in which child sexual abuse prevention content may be taught. There is little information about how the curriculum can be differentiated for children considered at greater risk of child sexual abuse.

Curriculum and pedagogical support

Curriculum support (manuals, lesson and unit plans, teaching materials and resources) and pedagogical support (teacher training and professional development) is most comprehensive in school systems that have developed a specific child sexual abuse prevention curriculum. These are: South Australia’s Keeping Safe: Child Protection Curriculum (also used by Catholic Education South Australia); New South Wales’s Child Protection Education: Curriculum material to support teaching and learning in Personal Development, Health and Physical Education (Child Protection Education) (although this is now dated); and Queensland’s Daniel Morcombe Child Safety Curriculum. The Australian Capital Territory and Western Australia are currently developing new Protective Behaviours curricula.

Assessment and evaluation

In the majority of school systems, there were no specifications for assessment of primary school student learning about child sexual abuse prevention. In regard to curriculum evaluation, only the Keeping Safe: Child Protection Curriculum has undergone evaluation by an external body (KPMG, 2010). No gold-standard rigorous experimental studies have ever been undertaken of any curricula currently used in Australian primary schools in relation to child sexual abuse prevention education.

Information for parents, communities, children and young people

Some, but not all, school systems have an online interface specifically dedicated to communicating with parents and communities. A small minority of school systems have publicly available information, directed towards parents and communities, about institutional responses to child sexual abuse, including processes for reporting known or suspected child sexual abuse by a school staff member, volunteer or member of the clergy. However, few school systems have a public interface for communicating with children and young people. None of the school systems provided information, specifically crafted for children and young people, regarding child sexual abuse prevention or institutional responses to child sexual abuse (including reporting processes).
Referral to support agencies

None of the school systems disclosed formal partnerships, agreements or contracts with referral and/or support agencies relevant to victims of child sexual abuse and their families. In some instances, services listed were not relevant to the treatment of child sexual abuse.

Conclusion

This policy and curriculum audit finds that child sexual abuse prevention education is provided unevenly across school systems. This results in the potential for substantial inequity in Australian children’s access to child abuse prevention education as a part of their standard school curriculum.

Report overview

This report has five volumes:

1. Volume 1: Key findings
2. Volume 2: Tables
3. Volume 3: Raw data
4. Volume 4: Raw data and tables for the Australian Curriculum: Health and Physical Education (F–10)
5. Volume 5: Review of supplementary material.
Executive summary by criteria

An executive summary of findings for each criterion is presented below. A list of the 32 school systems examined in this audit of primary school–based sexual abuse prevention policy and curriculum can be found in Appendix 3.

**Criterion 1: Base child/student protection policy**

- Twenty-one of the 32 school systems (65.6 per cent) had a locatable child protection policy, while 11 (34.4 per cent) did not have a locatable or reasonably distinguishable child protection policy.
- Half of the New South Wales Catholic education offices did not have a child protection policy. Three-quarters of the Victorian Catholic education offices did not have a child protection policy. No school system in Tasmania had a child protection policy.
- Fourteen of the 32 school systems (43.8 per cent) had a clear, navigable electronic pathway from the school system’s home page to the child protection policy (that is, it could be located in two or three steps via a general ‘policy’ link on the departmental or diocesan website).
- School systems generally failed to identify all documents that were essential for policy implementation (for example, procedures and guidelines). Only two of the 32 school systems (6.3 per cent) listed this information clearly within the base child protection policy. Typically, school system policies included reference to numerous other related documents (37 documents in one extreme example), creating potential for confusion among policy users.
- Twenty-six of the 32 school systems (81.3 per cent) had guidelines for institutional responses to child sexual abuse where the suspected perpetrator was a school employee, volunteer or member of the clergy. In eight of the 32 school systems (25 per cent), guidance was provided in the base child protection policy; in most of these policies, information was limited. In 15 of the 32 school systems (46.9 per cent), guidance was provided in a separate policy, procedure, protocol or other document(s); in the majority of these instances, information was more detailed. In three of the 32 school systems (9.4 per cent), guidance was provided in both the base child protection policy and a separate document. In six of the 32 school systems (18.8 per cent), we could find no guidance regarding institutional responses to child sexual abuse in any document.
- Teaching of child sexual abuse prevention education is specified in the base child protection policy in four of the 32 school systems (12.5 per cent). South Australia is the only state or territory to approach universal provision of this education, with both the state and Catholic diocesan school systems making this commitment in systemic policy. This commitment is driven by recommendations from the *Our best investment: A state plan to protect and advance the interests of children (Layton Child Protection Review)* (Layton, 2003).

**Criterion 2: Specific policy on child sexual abuse prevention education**

- None of the 32 school systems examined had a specific or standalone policy regarding the provision of child sexual abuse prevention education.
- Provision of child sexual abuse prevention education within the school curriculum is compulsory in only four of the 32 school systems: the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia.
- In these four school systems, the policy directive can be found in the base child protection policy rather than a standalone policy.
Criterion 3: Location in the curriculum

- In this audit, we identified five tiers or levels of curriculum in which child sexual abuse prevention may be taught, as depicted in Figure 1. Tier 1 is compulsory and broadest in scope, while Tier 5 is voluntary and narrowest in scope.
- All school systems have a compulsory Tier 1 curriculum. Most school systems have more than one curriculum tier in place. For example, the Queensland Department of Education, Training and Employment has tiers 1, 3 and 5; the South Australian Department for Education and Child Development has tiers 1 and 3; the Catholic Education Office – Diocese of Wollongong has tiers 1, 2 and 3; and the Archdiocese of Canberra and Goulburn Catholic Education Office has tiers 1 and 5. This means that school systems use an array of interrelated compulsory and non-compulsory curricula to teach child sexual abuse prevention.

1. **School curriculum** refers to syllabuses developed by statutory authorities in each of the Australian states and territories. Child sexual abuse prevention education subject matter is located within the learning area known as Health and Physical Education (HPE) in all school systems except New South Wales, where this learning area is known as Personal Development, Health and Physical Education (PDHPE), and Tasmania, where it is known as Health and Wellbeing (H&W). The extent of coverage of the topic varies substantially across school systems. Coverage can be explicit (as in the Australian Capital Territory, New South Wales, South Australia and Western Australia) or implicit (as in the Northern Territory, Queensland, Tasmania and Victoria).

2. **Catholic school curriculum** refers to syllabuses developed by Catholic school systems in some, but not all, dioceses. These syllabuses provide a “Catholic perspective” on the curricula developed by state and territory curriculum authorities. These were in use in nine of the 24 Catholic school systems, mostly in New South Wales, where there are key differences between the Catholic school curriculum and the statutory PDHPE curriculum in the content areas of sexuality, personal development and relationships education.
3. **Specific child sexual abuse prevention education curricula** have typically been developed by government departments of education or Catholic education offices to specifically target child sexual abuse prevention education or child protection. Specific child sexual abuse prevention education curricula were in use in eight of the 32 school systems (12.5 per cent) – including the four systems where child sexual abuse prevention education within the school curriculum was compulsory via policy, and four of the New South Wales Catholic school systems (by virtue of the wide availability of the New South Wales *Child Protection Curriculum*, first published in 1997 and now dated). The most comprehensive of these curricula is the South Australian *Keeping Safe: Child Protection Curriculum*.

4. **Other child sexual abuse prevention program curricula (internal)** are non-compulsory child sexual abuse prevention programs developed internally by school systems. These curricula may include some child sexual abuse prevention subject matter, but may also incorporate broader topics such as sexuality and relationship education, and personal safety education (including prevention of bullying, cyber safety, drug and alcohol misuse, etc). These curricula were in use in 11 of the 32 school systems (34.4 per cent).

5. **Other child sexual abuse prevention program curricula (external)** are non-compulsory programs and curricula typically developed by non-government organisations that specifically target child sexual abuse prevention. These programs were typically delivered by staff members from non-government/community agencies. Eighteen of the 32 school systems (56.3 per cent) reported using one or more of these external curricula.

- Child sexual abuse prevention education is not explicitly mentioned in the *Australian Curriculum: Health and Physical Education (F–10).* The curriculum does not specifically nominate child sexual abuse prevention education as a teaching topic within any age band. The introduction of the *Australian Curriculum: Health and Physical Education (F–10)*, does not substantially change the status quo in regards to the provision of child sexual abuse prevention education in Australian primary schools. The inclusion of child sexual abuse prevention education remains largely implicit rather than explicit within the curriculum.
- The most comprehensive curricula (with implementation manuals, guidelines, lesson plans and teaching resources and materials) were found in the school systems with specific child sexual abuse prevention education curricula in place. These were:
  - South Australia: *Keeping Safe: Child Protection Curriculum* – current and comprehensive, used by state and Catholic school systems
  - New South Wales: *Child Protection Education* – now dated, used by state and some Catholic school systems
  - Western Australia: *Protective Behaviours* – currently under development, to be used by state schools.
- The Australian Capital Territory has a *Protective Behaviours* curriculum in place (according to policy), but we were unable to locate a copy of the curriculum.
- Another example of a comprehensive curriculum – although its use is not enshrined in policy – is Queensland’s recently developed *Daniel Morcombe Child Safety Curriculum*.

**Criterion 4: Inclusion, relevance and cultural sensitivity**

- Although all curricula contain overarching statements or have guiding principles about inclusivity and respect for diversity, we found very little detail (practical strategies, advice or recommendations) to assist teachers to differentiate the curriculum for certain groups of children (including those who may be considered at greater risk of child sexual abuse). This included children of different ages and genders, children of diverse cultural backgrounds.

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2 Volume 4 of this report presents a detailed examination of the content of the *Australian Curriculum: Health and Physical Education (F–10)* with respect to child sexual abuse prevention education.

- Curriculum differentiation advice was more common in school systems with specific child sexual abuse prevention curricula in place, mainly by virtue of the level of detail of these curriculum documents (such as implementation manuals, guidelines, lesson and unit plans, teaching resources and materials). The New South Wales Child Protection Education and South Australian Keeping Safe: Child Protection Curriculum were the most comprehensive in this respect, containing guidance for children of different ages and genders, Australian Indigenous children and children with disabilities.

**Criterion 5: Curriculum support**

- *Curriculum* refers to the content that should be taught – that is, topics, concepts, knowledge, skills and dispositions. In this audit, *curriculum support* is defined as materials developed to help teachers deliver the curriculum, such as manuals, lesson and unit plans, teaching materials and resources. Curriculum support helps teachers know *what* to teach.

- Curriculum support materials were available, or under development, in nine of the 32 school systems (28.1 per cent). In all other school systems (71.9 per cent), curriculum support materials were not provided or were unable to be located.

- Curriculum support materials (in the form of published manuals, guidelines, lesson and unit plans, and teaching resources) were most detailed in school systems with a specific child sexual abuse prevention curriculum in place, the use of which was directed in policy in some school systems. The most comprehensive materials were found in the New South Wales Child Protection Education and South Australian Keeping Safe: Child Protection Curriculum (also used by Catholic Education South Australia).

- Queensland’s recently developed Daniel Morcombe Child Safety Curriculum (the use of which is *not* directed in policy) also has comprehensive curriculum support materials.

- None of the 32 school systems provided curriculum support materials to assist in teaching about child sexual abuse perpetrated by school staff, volunteers and members of the clergy. We found no manuals, lesson plans, unit plans or teaching guidelines detailing institutional responses to child sexual abuse, that might be covered in lessons with children and young people, nor strategies for managing the risks associated with child sexual abuse prevention material being taught by potential perpetrators.

- Much of the development of curriculum support appears to be left up to the knowledge, skill and motivation of individual teachers, meaning that teachers ‘are still the ultimate arbiters of the “delivered” curriculum, that is, the actual curriculum that students encounter over time’ (Johnson, 2012, p. 9).

**Criterion 6: Pedagogical support**

- *Pedagogy* refers to the various methods by which the curriculum should be taught – that is, teaching strategies, instructional approaches, training, coaching etc. In this audit, *pedagogical support* is defined as the measures provided to assist teachers to develop teaching strategies, methods and approaches, including teacher training, professional development and continuous professional learning. Pedagogical support helps teachers know *how* to teach.

- The provision of child protection training for the school staff was specified in the child protection policies of 10 of the 32 school systems (31.3 per cent). However, the extent to which this training covered the teaching of child sexual abuse prevention education was unclear. There was no training indicated in 17 of the 32 school systems (53.1 per cent), and in five of the 32 school systems (15.6 per cent), the provision of training was unclear.
• Four of the 32 school systems (12.5 per cent) provided information about pedagogical support (in the form of training, professional development, and continuing education or learning) specifically for the teaching of child sexual abuse prevention. However, there was little detail about the nature and extent of this training, except in South Australia’s *Keeping Safe: Child Protection Curriculum*.

• South Australia has the most comprehensive approach to training for school staff members. The South Australian Department for Education and Child Development provides full-day, seven-hour face-to-face training in the *Keeping Safe: Child Protection Curriculum*, which is compulsory for school staff members if they will be delivering the curriculum in their classrooms. Teachers cannot access curriculum support materials (books containing lesson plans, unit plans and teaching guidelines) unless they have completed the training. Online refresher training is planned to begin in 2014.

• Catholic Education South Australia follows the model provided by the Department for Education and Child Development, and provides access to staff members to the same face-to-face training in the *Keeping Safe: Child Protection Curriculum*.

• The Western Australian Department of Education has a dedicated Child Protection portal, which houses child protection professional learning (CPPL). This seems an innovative model, although there is no empirical evidence in the literature to date regarding the effectiveness of online teacher training in child sexual abuse prevention education.

**Criterion 7: Assessment and evaluation**

• In regard to student assessment, in the majority of school systems there were no specific directives for assessing primary school student learning about child sexual abuse prevention, beyond the general requirement for learning within the school curriculum to be assessed.

• In 28 of the 32 school systems (87.5 per cent), primary school student learning about child sexual abuse prevention could possibly be assessed as part of student learning generally. In three of the 32 school systems (9.4 per cent), there was no information publicly available regarding intentions to assess student learning. In only one of the 32 school systems was it clear that student learning about child sexual abuse prevention would be assessed; in South Australia’s *Keeping Safe: Child Protection Curriculum*, assessment of the accuracy and depth of student learning is considered vital. Strategies and criteria for student assessment are provided in curriculum support materials.

• In regard to curriculum evaluation, only South Australia’s *Keeping Safe: Child Protection Curriculum* has undergone evaluation by an external body (KPMG, 2010). No gold-standard rigorous experimental studies have been undertaken of any curricula currently used in Australian primary schools.

**Criterion 8: Information for parents and communities**

• Twenty-two of the 32 school systems (68.8 per cent) had a parent tab, link or button on the departmental or diocesan website providing access for parents to important information.

• Five of the 32 school systems (15.6 per cent) provided easily accessible, publicly available information to parents about the school system’s (institutional) responses to child sexual abuse, including statutory reporting requirements of known or suspected child sexual abuse by a school staff member, volunteer or member of the clergy.

• Twelve of the 32 school systems (37.5 per cent) provided information to parents about parent involvement in child sexual abuse prevention education. These 12 school systems included those with specific child sexual abuse prevention education or other (internal or external) child sexual abuse prevention programs in place, indicating greater attention to detail in these specialist curricula.
• Parental permission for children’s participation in child sexual abuse prevention education was required in two of the 32 school systems (6.3 per cent), and not required in three of the 32 school systems (9.4 per cent). In 27 of the 32 school systems (84.3 per cent), there was no information or conflicting information about this.

**Criterion 9: Information for children and young people**

• Eight of the 32 school systems (25 per cent) had a student tab, link or button visible on the departmental or diocesan website providing access for children and young people to important information.
• None of the 32 school systems provided information directly to children and young people regarding institutional responses to child sexual abuse, including processes for reporting known or suspected child sexual abuse by a school staff member, volunteer or member of the clergy.
• None of the 32 school systems provided information to children and young people about child sexual abuse prevention education delivered at school.

**Criterion 10: Partnerships with community services and agencies**

• None of the 32 school systems disclosed formal partnerships, agreements or contracts with referral and/or support agencies in policy or procedure documents, websites, or submissions directly to the Royal Commission.
• Seventeen of the 32 school systems (53.1 per cent) nominated one or more referral and/or support agencies. Fifteen of the 32 school systems (46.9 per cent) provided no information regarding referral and/or support agencies.
• In some instances, recommended support and/or referral services were not relevant to child sexual abuse.
Introduction

In developed countries such as Australia, primary schools are a universal service, providing access to learning for virtually all children. The most recent annual *The State of the World’s Children* report (UNICEF, 2014) shows that the primary school enrolment ratio for Australian children, averaged from 2008 to 2011, was 97 per cent for boys and 98 per cent for girls. Schools are, therefore, viewed as key agencies for addressing a range of social issues impacting children’s learning and development (World Health Organization, 1998). Child sexual abuse prevention is one such issue. School systems and school staff members are essential components in the network of professionals involved in the prevention of child sexual abuse, and in child protection.

The most widely used strategy for child sexual abuse prevention is the provision of school-based primary prevention programs, which focus on preventing abuse by addressing malleable factors such as social norms, situational/contextual risks, and individual knowledge and skills. School-based prevention initiatives have capacity to ‘reach large numbers of diverse children in a relatively cost-efficient fashion’ and to ‘eliminate the stigma of identifying specific children or families as being at risk for sexual abuse’ (Wurtele & Kenny, 2010, p. 108).

The Royal Commission into Institutional Responses to Child Sexual Abuse provides a unique and important context in which to take stock of the scope and nature of system-level school-based child sexual abuse prevention education in Australian school systems. This audit takes a forensic approach to auditing the content of 32 school systems and provides a comprehensive attempt to describe the ‘state of the nation’ in this particular domain of child sexual abuse prevention.
Research brief

Background

The Royal Commission sought an audit of primary school–based sexual abuse prevention policy and curriculum for children aged five to 12 years relative to the current international evidence base. This research was conducted in two stages.

Stage 1: Develop system-level audit tool

This stage built on the findings of Australian Research Council Discovery Project 1093717, to develop a system-level audit tool to assess state and territory child sexual abuse prevention content provision in government school policy and curriculum. This involved:

(i) adapting a policy and curriculum evaluation matrix comprising 10 key criteria and descriptors, recently published by Walsh et al (2013) in the Oxford Review of Education
(ii) expanding the matrix to include the Australian Curriculum: Health and Physical Education (F-10) (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2014)
(iii) formatting the tool for use in an auditing exercise.

Stage 2: Conduct system-level audit

This stage involved using the audit tool from Stage 1 to analyse materials provided to the Royal Commission from the states and territories. This included:

(i) conducting the audit using materials made available to the Royal Commission by the states and territories
(ii) preparing an audit report.
Methodology

The following four sections detail the project methodology:

(i) Royal Commission procedure for obtaining information about school-based child sexual abuse prevention education from Australian state government departments of education and Catholic diocesan education offices

(ii) Development of the policy and curriculum audit tool

(iii) Audit methods

(iv) Data collection procedure for each criterion.
Royal Commission procedure for obtaining information about school-based child sexual abuse prevention education from Australian state government departments of education and Catholic diocesan education offices

This section provides an overview of the procedure undertaken by the Royal Commission to obtain information about school-based child sexual abuse prevention education from Australian state government departments of education and Catholic diocesan education offices. It includes:

- background information
- procedure for obtaining information.

Background

Prior to engaging the audit researchers, the Royal Commission began a consultative process of requesting information from Australian school authorities about the provision of child sexual abuse prevention education. The procedure began in October 2013 and is outlined below.

Procedure for obtaining information

In October 2013, prior to engaging the audit researchers, the Royal Commission consulted with Australian school authorities about available information relating to the provision of child sexual abuse prevention education. Consultations were held with nine Australian jurisdictions (the Australian Government, plus eight states and territories) as well as with the Truth, Justice and Healing Council on behalf of the Catholic diocesan offices in Australia.

The Royal Commission sought information via a Notice to Produce from the Australian Capital Territory, Northern Territory and South Australian governments. The Royal Commission did not exercise compulsory powers to seek information from the New South Wales, Tasmanian, Western Australian, Queensland and Victorian governments, and the Truth, Justice and Healing Council. The information sought from each jurisdiction is detailed at Appendix 1. Generally, jurisdictions were asked for:

- overarching frameworks, the curriculum and programs currently used with primary school students with the aim of reducing the likelihood of children being vulnerable to sexual abuse in institutional settings
- memorandums, policies and procedures that provide advice to schools on how the above are to be delivered
- implementation documents or other documents that support teachers or others to implement these frameworks and/or deliver the curriculum or programs
- documents concerning any evaluations conducted on the effectiveness of these curriculum areas or programs
- the number of primary school students enrolled in schools – at a specific point in 2013 – who had received training or education aimed at reducing their likelihood of these children being vulnerable to sexual abuse in institutional settings.

Responses were digitally stored on a secure, password-protected electronic file storage system monitored by information security protocols. This was accessible only to Royal Commission staff members and, following security clearance, the researchers.
Development of the policy and curriculum audit tool

This section provides an overview of the process for developing the policy and curriculum audit tool. It includes:

- background information
- procedure for developing the audit tool.

Background

In developing this tool for auditing school-based policy and curriculum in relation to child sexual abuse prevention education, we drew upon a national curriculum and policy scan comparing the provision of child sexual abuse prevention initiatives in primary schools within Australian state and territory government departments of education (Walsh, Berthelsen, Nicholson, Brandon, Stevens & Rachele, 2013). The curriculum and policy scan was part of Australian Research Council Discovery Project (DP1093717) Making Prevention Matter: Establishing Characteristics of Effective Child Sexual Abuse Prevention Programs (MPM), undertaken in 2010 to 2012.

Procedure for developing the audit tool

Version 1

Comprehensive searches of databases, agencies and institutions, and grey literature did not uncover any existing guidelines on the characteristics of effective school-based child sexual abuse prevention education. Therefore, our strategy – which was first adopted in the original scan mentioned above (Walsh et al., 2013) – was to adapt overarching frameworks from related areas including primary prevention, health promotion and safe schools. To design an analytic framework for the development of an audit tool, we drew upon principles from the following three publications:

1. *Spectrum of prevention* (Cohen & Swift, 1999), a framework for primary prevention
2. *A national framework for health promoting schools 2000–2003* (Australian Health Promoting Schools Association [AHPSA], 2000), containing a set of action areas to inform the promotion of health in schools

From these frameworks, we distilled 10 key criteria relevant to the provision of school-based child sexual abuse prevention education. Each criterion was operationalised with several sharply defined descriptors comprising guiding questions for data collection. Appendix 2, Table 1 displays these 10 criteria and descriptors. For the purpose of this report, the original matrix is labelled *Version 1*.

Version 2

The audit requested by the Royal Commission required an expanded matrix with additional detail to answer more specific questions related to the Terms of Reference. To this end, we identified a further five sources as relevant to the theoretical and empirical underpinning of the audit tool. These were:
1. **Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools** (Flood, Fergus & Heenan, 2009), a report commissioned by the Victorian Government to detail best practice for the provision of school-based violence prevention and respectful relationships education.

2. **Framing best practice: National standards for the primary prevention of sexual assault through education** (Carmody et al., 2009), a report on a commissioned project detailing six national standards.

3. **Guidelines for programs to reduce child victimization: A resource for communities when choosing a program to teach personal safety to children** (The National Center for Missing & Exploited Children [NCMEC], 1999), developed by a US-based large non-profit organisation. It comprises a ‘curriculum scorecard’ based on a commissioned literature review, prepared by Ruth Luna and David Finkelhor from the University of New Hampshire’s Crimes Against Children Research Center, and expert consultation;


5. **What works in prevention: Principles of effective prevention programs** (Nation et al., 2003), nine general prevention principles derived from a review of reviews in the areas of substance abuse, risky sexual behaviour, school failure, and juvenile delinquency and violence.

Appendix 2, Table 2 details all eight publications – including author information, country of origin, publication title and a short summary – and nominates the document sections most applicable to the audit criteria. As evident in the table, each of the publications generated a set of recommended approaches, albeit differently labelled. Across the eight documents, some common approaches were identified across strategy levels (Cohen & Swift, 1999), key action areas (AHPSA, 2000), key elements (MCEECDYA, 2011), criteria (Flood et al., 2009), standards (Carmody et al., 2009), guidelines (NCMEC, 1999), characteristics (UNESCO, 2004) and principles (Nation et al., 2003). Importantly for this project, there was common emphasis in the areas of policy and curriculum development. While not inclusive of all possible relevant frameworks, using these eight frameworks provided ample scope for developing and enhancing an audit tool for objectively assessing school policy and curriculum in the area of child sexual abuse prevention education.

For the purpose of the audit, the original matrix in Version 1 was extended to encompass a broader range of school systems and the implementation of the *Australian Curriculum: Health and Physical Education (F–10)* (the umbrella curriculum area under which child sexual abuse prevention education can be taught). The criteria required rewriting to account for the focus on institutional responses to child sexual abuse. This required fine-grained guiding questions within some criteria. We developed Version 2 of the policy and curriculum evaluation matrix, encompassing the following changes to Version 1:

- The original Criterion 3 (commitment) was incorporated into Criterion 4 (location in the curriculum).
- The original Criterion 7 (assessment) was expanded to incorporate evaluation.
- The original Criterion 8 (parental permission) was expanded to incorporate parental involvement.
- A new Criterion 4 (inclusion, relevance and cultural sensitivity) was added to assess strategies for curriculum differentiation for specific groups of children, including those at greater risk of child sexual abuse.
Version 2 of the audit matrix is shown in Appendix 2, Table 3. Version 2 was delivered in a milestone report to the Royal Commission and critically reviewed by two academics with extensive research expertise in the field of school-based child sexual abuse prevention interventions. We incorporated this feedback and developed Version 3.

**Version 3, the final audit tool**

Table 1.1 overleaf displays the Version 3, the final version of the policy and curriculum audit matrix. We incorporated the following changes:

- In Criterion 4, we added the following to the guiding questions: ‘Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s)’.
- In Criterion 7: we added the following to the guiding questions: ‘… (for example, are children’s knowledge, skills or behavioural changes measured)?’ and ‘Was follow-up evaluation conducted?’
- In Criterion 8, we changed the criterion label to ‘Information for parents and communities’. We added more detail to the guiding questions.
- In Criterion 9, we changed the criterion label to ‘Information for children and young people’. We added further detail to the guiding questions.
- In Criterion 10, we added further detail to the guiding questions.

The policy and curriculum matrix for this study has 10 criteria and a more detailed set of expanded guiding questions. It was used as a standardised instrument (audit tool) for collecting data on sexual abuse prevention education in Australian school systems as specified by the Royal Commission, including government and Catholic diocesan school systems.
Table 1.1: Policy and curriculum audit matrix (Version 3)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expanded guiding questions</th>
</tr>
</thead>
</table>
| 1. Base child/student protection policy           | • Does a child protection policy exist? Identify the policy by name and provide the universal resource locator (URL), document identification details, date of publication, date the policy was last updated and total number of pages in the policy.  
  • Is there a navigable pathway to the policy from the school system home page? Record the pathway from the home page to the policy, and the number of steps involved.*  
  • Does the home page search feature locate the policy using the terms ‘child protection’, ‘student protection’ or ‘child abuse’ within the first five to 10 hits?*  
  • Can the policy be downloaded as a single document?*  
  • Does the policy need to be read in conjunction with other documents? If so, identify these documents by title and record the number of pages in each document.*  
  • What specific guidance is provided for situations of suspected institutional abuse? Identify section numbers and page numbers to pinpoint where this information is provided. Record broad categories of information provided.*  
  • Is the teaching of child sexual abuse prevention education specified in the policy? Insert representative quotes and sources (including section number and page number).*  
  • What related documents are listed? Record the total number of documents listed and record the titles of the documents most relevant to child protection.* |
| 2. Specific policy on child sexual abuse prevention education | • Is there a specific policy on child sexual abuse prevention education? Identify the policy by name and provide the URL, document identification details, date of publication, date the policy was last updated and total number of pages in the policy.  
  • Does the policy specify evidence-based approaches? List any research cited in the policy. Does the policy specify updating in response to new research?*  
  • Does the policy address the potential for child sexual abuse to occur in child-related institutions (such as schools) by individuals employed by or otherwise engaged by the institutions, and by other children within the institutions? If so, describe.*  
  • Is child sexual abuse prevention education optional or compulsory? Describe the approach.*  
  • If compulsory, how do schools report on compliance? Describe the reporting mechanisms.* |
| 3. Location in the curriculum                      | • Is child sexual abuse prevention education named in the primary school curriculum?  
  • Where is child sexual abuse prevention education located in the primary school curriculum (that is, which parts of the school curriculum relate to child sexual abuse prevention education)? Indicate if this is explicit or implicit. Nominate learning areas/subjects, strands and learning outcomes.  
  • What recommendations are made for specific programs or for the timing, frequency or intensity of sexual abuse prevention education?*  
  • What recommendations are made for personnel in the teaching of child sexual abuse prevention education (for example, who will teach it and why; what qualifications or expertise are required)?* |
| 4. Inclusion, relevance and cultural sensitivity* | • What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (for example, for children of different ages and genders, children of diverse cultural backgrounds including refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, and same-sex attracted and gender-questioning children)?*  
  • Are curricula and/or programs presented in languages other than English? If so, indicate which language(s).* |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expanded guiding questions</th>
</tr>
</thead>
</table>
| 5. Curriculum support | - What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?  
- Which specific programs or materials are suggested for use?*  
- What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?*  
- Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?*  |
| 6. Pedagogical support | - Is training specified in the child protection policy?  
- What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.*  
- Which specific internal/external training agencies are involved and how?*  
- Which specific training programs or materials are used and why?*  
- Are contractual or other arrangements in place between school systems and other agencies (for example, preferred providers) for the delivery of staff training? If so, describe.*  |
| 7. Assessment and evaluation* | - Is student learning in child sexual abuse prevention education assessed? If so, how (for example, are children’s knowledge, skills or behavioural changes measured)? Describe.  
- Has the child sexual abuse prevention education/curriculum been evaluated? If so, who conducted the evaluation? When? What approach was used? What data were collected and from whom? Was follow-up evaluation conducted?*  
- Were evaluation findings implemented?*  |
| 8. Information for parents and communities | - Is there a parent navigation tab visible on the website home page?*  
- Is information is provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?*  
- Is information publicly available to parents and/or communities about child sexual abuse prevention education delivered at school? Describe.*  
- What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?*  
| 9. Information for children and young people* | - Is there a student navigation tab visible on the website home page?*  
- What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?*  
- What information is provided to children and young people about child sexual abuse prevention education delivered at school (for example, is information publicly available to children and young people)? Describe.*  |
<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Expanded guiding questions</strong></th>
</tr>
</thead>
</table>
| 10. Partnerships with community services and agencies | • What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?*  
• What reference is made on departmental or diocesan websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?*  
• What reference is made by departments or dioceses, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?*  
• What agencies are nominated to receive referrals in relation to child sexual abuse?*  
• Are the agencies predominantly government or non-government agencies?*  
• Are the agencies nominated of direct relevance to child sexual abuse, prevention education, disclosures, or counselling support?*                                                                 |

* Indicates change from original.
Audit methods

This section provides an overview of the audit methods used in relation to each of the 10 audit criteria. It includes:

- introduction
- scope
- methods
- limitations
- strengths
- data collection procedure for each criterion
- supplementary material.

Introduction

From January to March 2014 we undertook an audit of school policies and curricula in relation to child sexual abuse prevention education. The objective was to develop a comprehensive picture of the measures taken by Australian state and territory departments of education and Catholic diocesan education offices to reduce the likelihood of child sexual abuse in institutions via school policies and curricula. The target school systems for the audit were:

- state and territory departments of education (eight departments)
- Catholic education offices (24 offices representing 28 Catholic dioceses)\(^3\).

Scope

This audit pertains to policy and curriculum applicable in Australian primary schools – that is, from Pre-school or Kindergarten (children aged four to five years) to Year 6 or Year 7 (children aged 11 to 12 years).\(^4\)

Methods

Content analysis

We used a directed content analysis technique (Hsieh & Shannon, 2005) to uncover the extent, range and nature of child sexual abuse prevention education in school policy and curriculum in Australian government primary schools and Catholic diocesan primary schools. The research was also focused on comparing the provision of this education across the systems to identify strengths and weaknesses in school-based child sexual abuse prevention initiatives. Our primary purpose was to identify and qualitatively describe the existence, scope and configuration of policy and curriculum content.

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\(^3\) There were 28 Catholic dioceses represented by 24 Catholic education offices. Catholic Education South Australia represented two dioceses: Adelaide and Port Pirie. Catholic Education Office of Western Australia represented four dioceses: Broome, Bunbury, Geraldton and Perth. A full list of the 32 school systems examined in this audit can be found in Appendix 3.

\(^4\) South Australia is the only state or territory to include Year 7 as part of primary school.
Content analysis is a commonly used family of qualitative research techniques that can be flexibly applied to examine text data (Hsieh & Shannon, 2005; Krippendorff & Bock, 2009). Directed content analysis is a specific type of content analysis, guided by a structured process in which researchers identify key concepts or variables as initial coding categories, with working definitions for each category determined by theory and/or relevant research findings (Hsieh & Shannon, 2005). In this research, the large volumes of electronic data to be collected demanded a format to enable standardisation, organisation and comparison. For this reason, a policy and curriculum matrix was developed as outlined in the previous section, comprising 10 key criteria operationalised in the form of expanded guiding questions (see Table 1.1).

**Sampling strategy**

A total population sampling frame was used. We sampled all Australian state government departments of education and all Catholic diocesan education offices in a type of purposive sampling approach. Therefore, the audit includes the two largest schooling bodies in Australia, comprising almost 90 per cent of Australian schools (Australian Bureau of Statistics, 2014). The audit excludes non-government independent schools.

**Data collection**

The internet was used as the primary research medium for data collection (Lee, Fielding & Blank, 2008). The data corpus included:

1. publicly accessible text, including print documents traceable via electronic means, located on 32 school system websites (eight Australian state government departments of education, and 24 Catholic education offices)\(^5\)
2. documents provided to the Royal Commission by the Australian Capital Territory, Northern Territory and South Australian government departments of education in response to a Notice to Produce pursuant to subsection 2 (3 A) of the *Royal Commissions Act 1902* (Cth).
3. documents provided to the Royal Commission by the New South Wales, Queensland, Tasmanian, Victorian and Western Australian government departments of education, and Catholic diocesan education offices and Catholic education commissions through the Truth, Justice and Healing Council, in response to a request for information.

**Limitations**

There are four limitations of the above approach in relation to data collection that must be made clear at the outset. These are detailed in Table 1.2, along with potential issues arising and mitigation strategies applied in the research.

<table>
<thead>
<tr>
<th>Limitation</th>
<th>Issue</th>
<th>Mitigation strategies applied in the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The audit researchers did not have input into the questions provided to the Australian state government departments of...</td>
<td>The audit takes in a broader scope than the questions provided to the Australian state government departments of...</td>
<td>We conducted extensive searches of the websites of Australian state government departments of education and Catholic diocesan...</td>
</tr>
</tbody>
</table>

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\(^5\) There were 28 Catholic dioceses represented by 24 catholic education offices. Catholic Education South Australia represented two dioceses: Adelaide and Port Pirie. Catholic Education Office of Western Australia represented four dioceses: Broome, Bunbury, Geraldton and Perth. We searched the websites of 24 Catholic school systems.
The Australian state government departments of education and Catholic diocesan education offices did not have the opportunity to respond expressly to the audit criteria. The data collection process took into account the difference between the questions provided to the Australian state government departments of education and Catholic diocesan education offices, and the audit criteria. Search terms were used that reflected those used by school authorities in their responses to the Royal Commission.

The Australian state government departments of education and Catholic diocesan education offices provided different levels of detail in response to the requests for information. The audit researchers had varying levels of detail upon which to base the audit. Extensive searches of school system websites were used to supplement material provided to the Royal Commission.

School system websites are constantly changing, evolving and being updated. The audit captures information available on school system websites during the period January to March 2014. Therefore, it provides a snapshot, somewhat like a cross-sectional survey of website content. The report acknowledges that websites may have been updated since data were collected.

**Strengths**

The strength of the approach used in the audit lies in its broad scope and fine-grained detail. In all, school authorities’ and school systems’ websites were searched multiple times for each guiding question within each of the 10 criteria. Submissions made to the Royal Commission were also searched multiple times in answering guiding questions for each criterion. For most criteria, searches were conducted initially and validated in replicated searches.
Data collection procedure for each criterion

Criterion 1 search methods: Base child/student protection policy

The Criterion 1 audit was conducted in January 2014. Data were collected by searching the publicly accessible areas of each state and territory education department website (eight in total) and Catholic diocesan education office website (24 in total). We manually searched for base (or general) child or student protection policies and extracted the detail therein. Therefore, the content analyses for Criterion 1 were generated entirely from publicly available sources. Box 1.1 below provides the list of expanded guiding questions used for data collection for Criterion 1. Websites were initially searched by Kerryann Walsh (KW) and Leisa Brandon (LB), working independently. They compared findings for each state and territory. Disagreements were resolved via search repetition and discussion. This approach was undertaken to minimise the potential for researcher bias.

Box 1.1: Base child/student protection policy – expanded guiding questions

- Does a child protection policy exist? Identify the policy by name and provide the URL, document identification details, date of publication, date policy was last updated and total number of pages in the policy.
- Is there a navigable pathway to the policy from the school system home page? Record the pathway from the home page to the policy, and the number of steps involved.
- Does the home page search feature locate the policy using the terms ‘child protection’, ‘student protection’ or ‘child abuse’ within the first five to 10 hits?
- Can the policy be downloaded as a single document?
- Does the policy need to be read in conjunction with other documents? If so, identify these documents by title and record the number of pages in each document.
- What specific guidance is provided for situations of sexual abuse by individuals employed by or volunteering at the institution? Identify section numbers and page numbers to pinpoint where this information is provided. Record broad categories of information provided.
- Is the teaching of child sexual abuse prevention education specified in the policy? Insert representative quotes and source (including section number and page number).
- What related documents are listed? Record the total number of documents listed and record the titles of the documents most relevant to child protection.

Criterion 2 search methods: Specific policy on child sexual abuse prevention education

The Criterion 2 audit was conducted in February 2014. Data were collected by searching the publicly accessible areas of each state and territory education department website (eight in total) and Catholic diocesan education office website (24 in total). We manually searched for base (or general) child or student protection policies and extracted the detail therein. Therefore, the content analyses for Criterion 2 were generated entirely from publicly available sources. Box 1.2 below provides the list of expanded guiding questions used for data collection for Criterion 2. Websites and Royal Commission files were searched by KW and checked by LB, with disagreements resolved via search repetition and discussion.

Box 1.2: Specific policy on child sexual abuse prevention education – expanded guiding questions

- Is there a specific policy on child sexual abuse prevention education? Identify the policy by name and provide the URL, document identification details, date of publication, date the policy was last updated and total number of pages in the policy.
- Does the policy specify evidence-based approaches? List any research cited in the policy. Does the policy specify updating in response to new research?
Does the policy address the potential for child sexual abuse to occur in child-related institutions (such as schools) by individuals employed by or otherwise engaged by the institutions, and by other children within the institutions? If so, describe.

- Is child sexual abuse prevention education optional or compulsory? Describe the approach.
- If compulsory, how do schools report on compliance? Describe the reporting mechanisms.

**Criterion 3 search methods: Location in the curriculum**

The Criterion 3 audit was conducted in February 2014 and repeated in March 2014. Data were collected in an iterative process by searching and re-searching the publicly accessible areas of each state and territory education department website (eight in total) and Catholic diocesan education office website (24 in total). Searches also extended beyond these websites to state curriculum authorities (such as the New South Wales Board of Studies, Teaching and Educational Standards; and the Queensland Studies Authority). The researchers also searched the full texts of all relevant documents provided to the Royal Commission – including those provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions.

As described in the findings, we identified five tiers of curriculum in which child sexual abuse prevention education could be located: (i) state and territory school curricula, (ii) Catholic school curricula, (iii) specific child sexual abuse prevention education curricula, (iv) other internal child sexual abuse prevention program curricula and (v) other external child sexual abuse prevention program curricula. As depicted in Figure 1, the Tier 1 curriculum is compulsory and broadest in scope, while Tier 5 is non-compulsory and narrowest in scope.

Box 1.3 below provides the list of expanded guiding questions used for data collection for Criterion 3. Websites and Royal Commission files were initially searched by KW and searched again by LB and Lisa Kruck (LK) as data collection for other criteria revealed further information.

**Box 1.3: Location in the curriculum – expanded guiding questions**

- Where is child sexual abuse prevention education located in the primary school curriculum (that is, which parts of the school curriculum relate to child sexual abuse prevention education)? Indicate if this is explicit or implicit. Nominate learning areas/subjects, strands and learning outcomes. Refer to (i) school curriculum, (ii) specific child sexual abuse prevention education curricula, (iii) other child sexual abuse prevention program curricula (internal), and (iv) other child sexual abuse prevention education curricula (external).
- Is child sexual abuse prevention education named in the primary school curriculum?
- What recommendations are made for specific programs or for the timing, frequency or intensity of sexual abuse prevention education?
- What recommendations are made for personnel in the teaching of child sexual abuse prevention education (for example, who will teach it and why; what expertise or qualifications are required)?

**Criterion 4 search methods: Inclusion, relevance and cultural sensitivity**

The Criterion 4 audit was conducted in March 2014. The qualitative software package NVivo 10 (QSR International, 2012) was used for the content analysis. Full texts of all relevant documents provided to the Royal Commission – including those provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions were used as the data corpus. Additionally, copies of state and territory health and physical education curricula, specific child sexual abuse
prevention education curricula, and other relevant internal curricula used in schools were converted into searchable text and entered into NVivo for analysis. Box 1.4 below provides the list of expanded guiding questions used for data collection for Criterion 4. The researchers conducted six separate searches of the documents using keywords as detailed in Table 1.3 below. Searches were initially conducted by LB. Search results were verified by KW, who made random checks of NVivo searches.

Box 1.4: Inclusion, relevance and cultural sensitivity – expanded guiding questions

- What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (that is, for children of different ages and genders, children of culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in-out-of-home care, and same-sex attracted and gender-questioning children)?
- Are curricula and/or programs presented in languages other than English? If so, indicate which language(s).

Table 1.3: Terms and keywords used in Criterion 4 searches

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender differences</td>
<td>‘girl’*</td>
</tr>
<tr>
<td>Children from culturally and linguistically diverse backgrounds, including refugee and asylum-seeking backgrounds</td>
<td>‘culturally diverse’ OR ‘cultural diversity’ OR ‘cultures’</td>
</tr>
<tr>
<td>Australian Indigenous children</td>
<td>‘indigenous’ OR ‘Aboriginal’ OR ‘ATS1’ OR ‘Torres Strait islander’</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>‘special needs’ OR ‘disability’ OR ‘impair’* OR ‘disabilities’</td>
</tr>
<tr>
<td>Children in out-of-home care</td>
<td>‘foster care’ OR ‘foster home’ OR ‘foster parent’ OR ‘substitute care’ OR ‘residential care’ OR ‘out-of-home care’ OR ‘out of home care’</td>
</tr>
<tr>
<td>Same-sex attracted and gender-questioning children</td>
<td>‘gay’ OR ‘lesbian’ OR ‘LGBQ’ OR ‘LBGT’ OR ‘LGBTIQ’ OR ‘same-sex attracted’ OR ‘SSA’ OR ‘same-sex’ OR ‘homophobia’</td>
</tr>
</tbody>
</table>

**Criterion 5 search methods: Curriculum support**

The Criterion 5 audit was conducted in March 2014. The content analysis for this criterion was a more iterative process than for the other criteria, and necessitated considerable refinement of the guiding questions to ensure data extraction was consistent with the purpose of the content analysis. Box 1.5 displays the guiding questions used for data collection for Criterion 5. NVivo 10 (QSR International, 2012) was used for the content analysis. The data corpus comprised full texts of all relevant documents provided to the Royal Commission – including those provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions. NVivo searches were conducted using the search terms listed in Table 1.4 below. The researchers cross-checked the results against each submission to the Royal Commission, paying particular attention to the way ‘institutional abuse’ was addressed and curriculum support provided to teachers. Finally, they cross-
checked NVivo searches against departmental/diocesan websites for the provision of curriculum support. Searches were initially conducted by LK. To maintain construct and interpretive validity, raw data were reviewed in context by KW.

Box 1.5: Curriculum support – expanded guiding questions

- What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?
- Which specific programs or materials are suggested for use?
- What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?
- Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

Table 1.4: Terms and keywords used in Criterion 5 searches.

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training provided to teachers; suggested programs/materials and agencies involved</td>
<td>‘training’</td>
</tr>
<tr>
<td>Potential for institutional abuse acknowledged</td>
<td>‘institutional’</td>
</tr>
</tbody>
</table>

**Criterion 6 search methods: Pedagogical support**

The Criterion 6 audit was conducted in March 2014. The content analysis for this criterion was also an iterative process, as outlined for Criterion 5. Box 1.6 displays the guiding questions used for data collection for Criterion 6. NVivo 10 (QSR International, 2012) was used for the content analysis. The data corpus comprised full texts of all relevant document – including documents provided to the Royal Commission via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions. NVivo searches were conducted using the search terms listed in Table 1.5 below. The researchers cross-checked the results against each submission to the Royal Commission, paying particular attention to the way respondents addressed any training or support offered to teachers with regard to any particular child sexual abuse prevention curriculum or program. Finally, they cross-checked NVivo searches against departmental/diocesan websites, with a particular focus on identifying policies and curricula. They scanned documents for specific references to training. Searches were initially conducted by LK. To maintain construct and interpretive validity, raw data were reviewed in context by KW.

Box 1.6: Pedagogical support – expanded guiding questions

- Is training specified in the child protection policy?
- What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.
- Which specific internal/external training agencies are involved and how?
- Which specific training programs or materials are used and why?
- Are contractual or other arrangements in place between school systems and other agencies (for example, preferred providers) for the delivery of staff training? If so, describe.
Table 1.5: Terms and keywords used in Criterion 6 searches.

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is training specified in policy? What training is provided and who provides training?</td>
<td>‘training’</td>
</tr>
</tbody>
</table>

**Criterion 7 search methods: Assessment and evaluation**

The Criterion 7 audit was conducted in March 2014. Box 1.7 displays the guiding questions used for data collection for Criterion 7. NVivo 10 (QSR International, 2012) was used for the content analysis. The data corpus comprised full texts of all relevant documents provided to the Royal Commission – including documents provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions. NVivo searches were conducted using the search terms listed in Table 1.6 below. The researchers cross-checked the results against each submission to the Royal Commission, paying particular attention to the way respondents answered the Commission’s question concerning any evaluations conducted on the effectiveness of curricula or programs. Searches were initially conducted by LK and reviewed by KW.

**Box 1.7: Assessment and evaluation – expanded guiding questions**

- Is student learning about child sexual abuse prevention assessed? If so, how?
- Has the child sexual abuse prevention education/curriculum been evaluated? If so, who conducted the evaluation? When? How (what approach was used)? What data were collected and from whom?
- Were evaluation findings implemented?

Table 1.6: Terms and keywords used in Criterion 7 searches

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is primary school student learning assessed?</td>
<td>‘assessment’ OR ‘assessed’ OR ‘assess’</td>
</tr>
<tr>
<td>Has the program been evaluated? (When? Using what approach/methodology? What data collection methods were used? Were findings implemented?)</td>
<td>‘evaluated’ OR ‘evaluation’ OR ‘evaluate’</td>
</tr>
</tbody>
</table>

**Criterion 8 search methods: Information for parents and communities**

The Criterion 8 audit was conducted in February and March 2014. Box 1.8 contains the guiding questions for Criterion 8. Researchers used a combination of manual searching and searching with NVivo 10 (QSR International, 2012). First, researchers conducted an extensive manual search of school system websites for information directed towards parents. To be included, data must have (i) included content with parents and communities as the target audience, though the information may have also had other intended audiences, such as teachers; (ii) included content that directly addressed parents; and (iii) included content that was applicable to parents and communities. Second, researchers searched information provided to the Royal Commission – including information provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions using NVivo, with the search terms displayed in Table 1.7. Third, documents searched using the term ‘permission’ to answer the final guiding question listed in Box 1.8. Searches were initially conducted by LB and were reviewed by KW.
Box 1.8: Information for parents and communities – expanded guiding questions

- Is there a parent navigation tab visible on the website home page?
- Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
- Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?
- What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?
- Is parental permission required for children’s participation in child sexual abuse prevention education at school?

Table 1.7: Terms and keywords used in Criterion 8 searches

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information for parents</td>
<td>‘parents information’ (words within five words of each other)</td>
</tr>
</tbody>
</table>

**Criterion 9 search methods: Information for children and young people**

The Criterion 9 audit was conducted in February and March 2014. Box 1.9 contains the guiding questions for Criterion 9. Researchers used a combination of manual searching and searching with NVivo 10 (QSR International, 2012). First, researchers conducted an extensive manual search of school system websites for information directed towards children and young people. To be included, data must have (i) targeted children and/or young people as the main audience, though the information may have also had other intended audiences such as parents or teachers; (ii) included content that directly addressed children and/or young people in some way; and (iii) been relevant and applicable to children and/or young people. Second, researchers searched information provided to the Royal Commission – including information provided via Notice to Produce – from Australian state government departments of education; Catholic diocesan education offices; the Truth, Justice and Healing Council; and Catholic education commissions using NVivo with the search terms displayed in Table 1.8. Searches were initially conducted by LB and were reviewed by KW.

Box 1.9: Information for children and young people – expanded guiding questions

- Is there a student navigation tab visible on the website home page?
- What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
- What information is provided to children and young people about child sexual abuse prevention education delivered at school?

Table 1.8: Terms and keywords used in Criterion 9 searches

<table>
<thead>
<tr>
<th>Term</th>
<th>Keywords used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information for young people</td>
<td>‘students information’ (words within five words of each other)</td>
</tr>
</tbody>
</table>

**Criterion 10 search methods: Partnerships with community services and agencies**

The Criterion 10 audit was conducted in March 2014. Box 1.10 contains the guiding questions for Criterion 10. Data were collected by searching and re-searching the publicly accessible areas of each state and territory education department website (eight in total) and Catholic diocesan education office websites (24 in total). Searches initially focused on school system policies and procedures, and
related documents (as nominated in Criterion 1). Searches were then extended to look for any references to partnerships around child protection broadly, before focusing on relationships with agencies relating specifically to child sexual abuse prevention education and referrals arising from the teaching of child sexual abuse prevention education. School system submissions, including those provided via Notice to Produce to the Royal Commission, were also hand-searched for references to partnerships and referral relationships.

Box 1.10: Partnerships with community services and agencies – expanded guidance questions

- What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?
- What reference is made on departmental or diocesan websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?
- What reference is made by departments or dioceses, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?
- What agencies are nominated to receive referrals in relation to child sexual abuse?
- Are the agencies predominantly government or non-government agencies?
- Are the agencies nominated of direct relevance to child sexual abuse, prevention education, disclosures, or counselling support?
Supplementary material

Consultation with jurisdictions

Prior to publishing this report, the Royal Commission provided state and territory departments of education and Catholic diocesan education offices with a copy of the final draft report and they were given the opportunity to provide a response. Some of the state and territory departments and most of the Catholic diocesan education offices provided a response including supplementary materials that they believed had not been identified and should be included in the audit.

This material was examined by the chief investigator and assessed to determine whether it was within the scope of the original research. The results are included in a supplementary report (Volume 5). This was done to ensure this report provides a comprehensive picture of all measures taken by Australian state and territory departments of education and Catholic diocesan education offices to address child sexual abuse prevention via school policies and curricula.

Method for review of supplementary material

Twenty-eight of the 32 school systems included in the original research provided supplementary material. No supplementary material was provided by the departments of education in the Australian Capital Territory, New South Wales, Queensland or South Australia.

The methodology for the review comprised a qualitative content analysis of documents. This analysis is summarised in Volume 5, which provides a list of responding school systems, a description of supplementary material provided and a judgement about whether the material was within the scope of original research.

Submissions were generally of three types:

1. those providing general comments
2. those providing comments against some or all of the audit criteria
3. those comparing the findings of the original audit criteria with current work and/or future plans.

In submissions in which responses were made against some or all of the audit criteria (types 2 and 3 above), responses typically provided explanation, supplementary material and/or links to online sources. Responses broadly fell into seven categories, from which it was possible to assess whether the supplementary material was within the scope of the original research, out of scope, or unclear:

1. Supplementary material was within scope and already included in the original audit [within scope];
2. Supplementary material was within scope and available during the audit period January – April 2014, but was not provided to the Royal Commission at the time and/or located during the original Audit using the search methods employed (i.e. research team were unable to find it despite rigorous and extensive searching) [within scope];
3. Supplementary material was relevant and available during the audit period January – April 2014, but was available exclusively on a staff intranet during the period January – April 2014, and was thus not identified in the audit [out of scope];
4. Supplementary material was relevant, but has been developed since the audit period [out of scope];
5. Supplementary material was not relevant (e.g. focus too broad) [out of scope];
6. Supplementary material was not relevant and was already excluded from the audit (e.g. not explicitly about child sexual abuse prevention) [out of scope];
7. Supplementary material may be relevant but it was unclear when it was developed and/or if it was available during the audit period (e.g. materials were undated and/or websites did not have a “last updated” statement from which document modification could be determined) [unclear].

The bulk of the supplementary material was determined by the chief investigator to be out of scope of the current audit, in line with the one of the categories (3–7) listed above, and was therefore not incorporated into this report. One state department of education and several Catholic diocesan education offices also provided supplementary material that was already included in the original audit. Detailed analysis of the supplementary material is contained in Volume 5.
Findings

This section presents the findings of the audit of primary school–based sexual abuse prevention policy and curriculum for each criterion, and for each guiding question within each criterion. These findings summarise the raw data presented in Volume 3 and the summary tables presented in Volume 2. Supplementary material is assessed in Volume 5. This section presents the findings for:

- Criterion 1: Base child/student protection policy
- Criterion 2: Specific policy on child sexual abuse prevention education
- Criterion 3: Location in the curriculum
- Criterion 4: Inclusion, relevance and cultural sensitivity
- Criterion 5: Curriculum support
- Criterion 6: Pedagogical support
- Criterion 7: Assessment and evaluation
- Criterion 8: Information for parents and communities
- Criterion 9: Information for children and young people
- Criterion 10: Partnerships with community services and agencies
Findings – Criterion 1: Base child/student protection policy

Do school systems have a child protection policy?

- This audit examined 32 school systems: eight state and territory departments of education and 28 Catholic dioceses (represented by 24 Catholic education offices).  
- We used the term ‘base child protection policy’ as a label for this policy, to indicate the significance of this document as a driver for what school systems intend to do (or not do) in relation to child protection.
- Twenty-one of the 32 school systems (65.6 per cent) had a child protection policy.
- Seven of the 32 school systems (21.9 per cent) did not have a locatable child protection policy. Systems without a locatable policy included the Department of Education Tasmania, Catholic Education Office – Sydney (New South Wales), Catholic Education Diocese of Wilcannia-Forbes (New South Wales), Catholic Education Office Ballarat (Victoria), Catholic Education Office – Diocese of Sale (Victoria), Catholic Education Sandhurst (Victoria) and Tasmanian Catholic Education Office.
- Four of the 32 school systems (12.5 per cent) did not have a document that could reasonably be distinguished as a child protection policy (that is, it did not contain the word ‘policy’ in the title, or it did not contain the level of detail typically found in child protection policies). These systems were the Catholic Education Office Bathurst (New South Wales), Catholic Education Office – Diocese of Parramatta (New South Wales), Catholic Education Office – Diocese of Wollongong (New South Wales) and Catholic Education Office – Diocese of Darwin (Northern Territory).
- In all, 21 of the 32 school systems (65.6 per cent) did have a child protection policy and 11 of the 32 school systems (34.4 per cent) did not have a child protection policy.
- Half of the New South Wales Catholic education offices (that is, five out of 10) either did not have a child protection policy or did not have a reasonably distinguishable child protection policy.
- Three-quarters of the Victorian Catholic education offices (that is, three out of four) did not have a child protection policy.
- In Tasmania, no school system had a child protection policy.

Incidental findings

- There was considerable variation in the type and extent of administrative detail present in published policies to enable users to establish policy currency. Publication, implementation and revision dates were often missing (see Volume 2, Criterion 1, Tables 2.1.1, 2.1.3, 2.1.5, 2.1.7 and 2.1.9).
- Three of the 32 school systems (9.4 per cent) had a dedicated child protection portal (that is, a specific and easily accessible website). The Western Australian Department of Education had a dedicated child protection portal as a ‘one-stop-shop’ for child protection information and training. It is currently set up with a simple URL (http://det.wa.edu.au/childprotection/), providing a very effective way for teachers to access child protection policy information. Child protection portals were also developed by the Catholic Education Office – Diocese of Parramatta (http://childprotection.parra.catholic.edu.au/home) and Catholic Education South Australia (http://web.ceo.adl.catholic.edu.au/childprotection/index.html); however, the latter operated

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6 There were 28 Catholic dioceses represented by 24 Catholic education offices. Catholic Education South Australia represented two dioceses: Adelaide and Port Pirie. Catholic Education Office of Western Australia represented four dioceses: Broome, Bunbury, Geraldton and Perth.
more like a file-share facility from which staff could download resources relating to child protection than as a dynamic, interactive information-sharing facility.

- Although it was beyond the scope of this study, differences were noted in:
  - the operational principles underpinning the policies (for example, whether policies were underpinned by the best interests of children or institutional protection)
  - types of abuse and neglect required to be reported under the policies (for example, whether policies were consistent with state or territory legislation)
  - reporting duties and processes, depending on the identity of the suspected perpetrator (that is, differences for intrafamilial perpetrators, extrafamilial perpetrators and school staff perpetrators)
  - the ‘state of mind’ required to activate the reporting duty (for example, reasonable suspicion or reasonable belief)
  - reporting thresholds regarding the level of harm suspected (that is, harm or significant harm)
  - the temporal features of the suspected abuse (that is, whether the duty applied only to suspected past and presently occurring cases, or if it also applied to suspected risk of future abuse)
  - reporting chains (that is, to whom reports should be made and the number of steps in the process)
  - the roles of principals and other school employees in reporting
  - detail about the protections provided to school staff members who report (see also Mathews & Kenny, 2008; Mathews, Walsh, Butler & Farrell, 2010)
  - the extent to which policies and procedures were combined into one overarching document.

**Is there a navigable pathway to the policy from the school system’s home page?**

- Fourteen of the 32 school systems (43.8 per cent) had a clear, navigable electronic pathway from the school system’s home page to the child protection policy (that is, it could be located in two to three steps via a general ‘policy’ link). The remaining 18 school systems (56.3 per cent) did not have a locatable policy, or the pathway to the policy was difficult to navigate or was convoluted (that is, more than three steps were required to locate the policy via indirect links not labelled as ‘policy’).
- Queensland was the only state or territory in which all school systems had navigable electronic pathways to child/student protection policies.
- Search engines or search tool facilities on school system home pages were able to locate the child protection policy within the first 10 hits in only nine of the 32 school systems (28.1 per cent).

**Incidental findings**

- Putting ourselves in the shoes of a school staff member seeking information about child protection policies, procedures, processes or requirements, we found that there were several challenges to finding this information:
  - Insider information was needed about how school system websites were structured, where to find policy documents on the website, or the exact name of the policy. For example, a user of the New South Wales Department of Education and Communities website would need to know that the child protection policy was located under the ‘Wellbeing’ policy category or would need to know that the policy title began with ‘P’, for ‘Protecting’, in order to locate the document. A user of the Northern Territory
Department of Education website would need to know that the policy title began with ‘S’, for ‘Safeguarding’, in order to locate the document. A user of the Victorian Department of Education and Early Childhood Development website would need to know that the child protection policy was located under information ‘for principals and administrators’ and not under information ‘for teachers and support staff’. This issue was more prevalent for the larger state and territory departmental websites than for the smaller Catholic education office websites, as indicated by the examples given.

- Policies could be idiosyncratically named. For example, the New South Wales Department of Education and Communities policy was titled Protecting and supporting children and young people policy, the Northern Territory Department of Education policy was titled Safeguarding the wellbeing of children – Obligations for the mandatory reporting of harm and exploitation, the Catholic Education Office – Diocese of Toowoomba policy was titled Our commitment to the safety of all students: Student protection policy and procedure, and the Catholic Education South Australia policy was titled Policy for the care, wellbeing and protection of children and young people. Finding idiosyncratically named policies would be difficult for busy staff members.

- Multiple navigable pathways to policy documents could be taken in some cases, meaning that different information could be stumbled upon depending on the navigation route taken. This is problematic if it leads to fragmentation, inconsistency, or access to dated or inaccurate information.

Can the policy be downloaded as a single document?

- In 18 of the 21 school systems with locatable child protection polices, the policy was available in downloadable/printable (PDF) format. The New South Wales Department of Education and Communities, the Victorian Department of Education and Early Childhood Development, and Catholic Education Melbourne did not provide downloadable/printable formats; the policies were available in online format only. Provision of the policy in online format – although helpful for version control and conscientious for environmental reasons – may be problematic to the extent that school staff may not all have ready access to the online format, and online formats cannot be read ‘on the run’. This may not serve the best interests of children.

Does the policy need to be read in conjunction with other documents?

- Of the 21 school systems with a locatable child protection policy, 18 contained lists of other related documents such as legislation, policies, procedures and guidelines. Uniquely in the case of the South Australian Department for Education and Child Development, the list extended to international human rights instrument the Convention on the Rights of the Child.

- The mean number of other related documents listed in the 21 school system child protection policies was 6.6, with a range of 0–37 documents. Long lists of related documents without indication of which are essential for policy implementation are problematic as there is a risk that school staff members may overlook crucial information (for example, inter-agency guidelines or details about report decision-making tools). Long lists of related documents may also be an indicator of policy complexity.

- School systems generally failed to identify which other related documents were essential for policy implementation. Two school systems provided this information explicitly, but in different ways. The Australian Capital Territory Education and Training Directorate provided a paragraph, highlighted in a box, that stated ‘This policy should be read in conjunction with …’, and clearly listed two sets of guidelines essential for policy implementation. The Catholic Education Office –
Diocese of Parramatta used the term ‘head policy’ to describe the overarching child protection policy, with the presumption that other documents were subordinate.

What specific guidance is provided for situations of suspected institutional abuse?

- There was substantial variation in the amount of information provided in school policy documents in relation to school system responses to child sexual abuse where the suspected perpetrator was a school employee, volunteer or member of the clergy.
- Twenty-six of the 32 school systems (81.3 per cent) had some extent of specific guidance for institutional responses to child sexual abuse where the suspected perpetrator was a school employee, volunteer or member of the clergy.
- In eight of the 32 school systems (25 per cent), specific guidance for institutional responses to child sexual abuse was provided in the base child protection policy. In these policies, information was limited. Only one school system, the Catholic Education Office – Diocese of Toowoomba, provided detailed information in the base child protection policy.\(^7\)
- In 15 of the 32 school systems (46.9 per cent), specific guidance for institutional responses to child sexual abuse was provided in a separate policy, procedure, protocol or other document(s). In the majority of these documents, information was detailed. The Archdiocese of Canberra and Goulburn Catholic Education Office provided information in separate documents. The Catholic Education Office Bathurst (New South Wales) had detailed information in a separate document that appeared to be out of date. The Catholic education offices of Wollongong (New South Wales), Sandhurst (Victoria) and Darwin (Northern Territory), and the Tasmanian Catholic Education Office provided detailed but unclear information.
- In three of the 32 school systems (9.4 per cent), specific guidance for institutional responses to child sexual abuse was provided in both the base child protection policy and a separate document. These school systems were the South Australian Department for Education and Child Development, and the Catholic education offices of Melbourne (Victoria) and Parramatta (New South Wales).
- In six of the 32 school systems (18.8 per cent) we could find no information regarding institutional responses to child sexual abuse in any document. These school systems were the Department of Education Tasmania, and the Catholic education offices of Sydney (New South Wales), Wilcannia-Forbes (New South Wales), Townsville (Queensland), Ballarat (Victoria) and Sale (Victoria).
- Specific guidance on institutional responses to child sexual abuse was most detailed in New South Wales school systems. However, these procedures were also, comparatively, very complex, multifaceted and lacking in clarity. Reporting processes and chains were particularly problematic, as a number of agencies were charged with receiving reports depending on the nature of the allegations and the identity of the alleged perpetrator. Unless flowcharts were provided, it would be very difficult for school staff to determine the correct pathway for reports. Moreover, the role of the police in receiving reports seemed unclear.
- In some documents, reporting flowcharts were provided as a supplement to guidance provided in text. The combination of text and flowcharts appeared to offer greater clarity than text alone.

\(^7\) Despite the level of detail provided in the Catholic Education Office – Diocese of Toowoomba base child protection policy, titled *Our commitment to the safety of all students: Student protection policy and procedure* (updated April 2013), information about responding to allegations of child sexual abuse where the suspected perpetrator is a school staff member, volunteer or member of the clergy is complex and imprecise. This is made more difficult due to the use of three categories of interventions depending on the extent of harm and the identity of the perpetrator.
**Incidental findings**

- We noted that some child protection policies did not have page numbers and/or section numbers. It seemed striking that this level of basic detail would be omitted from policy documents.
- Detailed analysis of reporting chains was beyond the scope of this study. However, we noted a broad range of approaches to describing reporting requirements, including complexity in explanations of reporting chains. This may be an artefact of specific jurisdictional requirements; however, it may also be an artefact of document design. This highlights an important future direction for research on school systems’ child protection policies.

**Is the teaching of child sexual abuse prevention education specified in the policy?**

- Four of the 32 school systems (12.5 per cent) provided a directive within the base child protection policy for the teaching of child sexual abuse prevention education. These systems were the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia. Such a directive provides a greater level of institutional commitment to prevention.
- South Australia is the only jurisdiction to approach universal commitment to the provision of school-based child sexual abuse prevention education across school systems. This is driven by recommendations from the *Layton Child Protection Review* (Layton, 2003).
- The South Australian Department for Education and Child Development has the most comprehensive approach to the provision of child sexual abuse prevention education, with the following four characteristics:
  - (i) The base child protection policy specifies that school students will engage in learning from an approved child protection curriculum that teaches them explicitly about personal safety, their right to personal safety, help-seeking and self-protecting behaviours.
  - (ii) School staff members engaged in teaching the approved child protection curriculum (known as the *Keeping Safe Child Protection Curriculum*) must receive approved training, and ongoing professional development and support.
  - (iii) The curriculum is to be taught only by staff with training in its use.
  - (iv) The approved child protection curriculum is to be reviewed periodically in response to emerging evidence (a characteristic unique to this system) (South Australian Department for Education and Child Development, 2011, section 6.12–6.14).
- The Australian Capital Territory Education and Training Directorate also provides a policy directive, albeit less comprehensive, with the following two characteristics:
  - (i) It is the principal’s responsibility to ensure lessons in protective and safe behaviours are taught, and protective behaviours programs are implemented in their schools.
  - (ii) The policy specifies that the department must provide professional learning for school staff to effectively teach these lessons (Australian Capital Territory Education and Training Directorate, 2010, section 4.8–4.10).
- The Western Australian Department of Education provides a policy directive with three different characteristics:
  - (i) School principals must implement the preventive curriculum as part of the overall health and wellbeing curriculum for all students.
(ii) Principals must collaborate directly with other agencies (for example, Department for Child Protection, Western Australia Police, and Department of Corrective Services) to implement prevention programs.

(iii) The Department of Education is required to report compliance on this directive to government (Western Australian Department of Education, 2009, section 4.19).

**Incidental findings**

- We noted a common misuse of the term ‘protective behaviours’ in child protection policy documents, on school system websites and in other child sexual abuse prevention resources. The term ‘protective behaviours’ was often mistakenly used in school systems as a synonym for child sexual abuse prevention education. This is problematic because Protective Behaviours is a trademark name for a specific child sexual abuse prevention education program (or group of programs) developed by the organisation known as Protective Behaviours.
Findings – Criterion 2: Specific policy on child sexual abuse prevention education

Is there a specific policy on child sexual abuse prevention education?

- None of the 32 school systems had a specific or standalone policy on the provision of child sexual abuse prevention education.
- As reported for Criterion 1, only four of the 32 school systems (12.5 per cent) (the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia) had any kind of directive for the teaching of child sexual abuse prevention education. This existed not in a standalone policy but in these systems’ base child protection policies.

Does the policy specify evidence-based approaches?

- As noted above, no school system had a specific policy on child sexual abuse prevention education.
- Distinctively, the South Australian Department for Education and Child Development’s base child protection policy specified that ‘The approved child protection curriculum will be reviewed in response to emerging evidence about child abuse and violence prevention programs’ (South Australian Department for Education and Child Development, 2011, Section 6.14, p. 6). This is an exemplary approach.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

- As noted above, no school system had a specific policy on child sexual abuse prevention education.
- As reported for Criterion 1, 26 of the 32 school systems (81.3 per cent) had some kind of policy guidance for situations of suspected institutional abuse. In many instances, this information lacked clarity.

Is child sexual abuse prevention education optional or compulsory?

- Teaching of child sexual abuse prevention education was compulsory in four of the 32 school systems (12.5 per cent): the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia.
- The policy directive for compulsory teaching of child sexual abuse prevention education may be more accessible, clear and effective when located in the base child protection policy, as it is for the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia.
- The wording of the directive is important. For example, in the base child protection policies for the Australian Capital Territory Education and Training Directorate and the Western Australian Department of Education we found explicit statements such as ‘Directorate staff will provide …’ and ‘The principal must implement preventive curriculum for all students’. In the base child protection policies for the South Australian Department for Education and Child Development, and Catholic Education South Australia, directives were conveyed implicitly using statements
such as ‘Children and young people will engage with curriculum which explicitly teaches them about ...’, and ‘All children and young people in DECD [Department for Education and Child Development] preschools and schools will access ...’. There is a clear difference between the explicit and implicit approaches. For example, the directive is communicated more strongly when oriented towards what school systems and staff ‘will’ or ‘must’ do (as the onus is on adults). It is weaker when oriented towards what children should learn or ‘engage’ with (as children will have little capacity to decide what is taught and not taught in the curriculum). Although a child-centred focus is important, directives about the provision of child sexual abuse prevention education should be as clear and explicit as possible.

- Teaching child sexual abuse prevention education is optional (non-compulsory) in 18 of the 32 school systems (56.3 per cent). For example, in the Northern Territory Department of Education, it is considered ‘embedded’ in curriculum, and in the Queensland Department of Education, Training and Employment, it is ‘encouraged’ and ‘aligned with relevant curriculum’.
- In five of the 32 school systems (15.6 per cent), we were unable to determine whether teaching child sexual abuse prevention education was optional or compulsory. These systems were the New South Wales Department of Education and Communities, Victorian Department of Education and Early Childhood Development, Catholic Education Diocese of Rockhampton, and Catholic Education Melbourne.
- No information was available for four school systems (12.5 per cent): the Catholic Education Diocese of Townsville, Archdiocese of Canberra and Goulburn Catholic Education Office, Tasmanian Catholic Education Office, and Catholic Education Office of Western Australia.

If compulsory, how do schools report on compliance?

- Of the four school systems in which teaching of child sexual abuse prevention education was compulsory (the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, and Catholic Education South Australia), only the South Australian Department for Education and Child Development addressed accountability structures via a newly implemented *Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10* (Royal Commission reference: SA4.1 Item 1d – DECD Report on Evaluation Actions to KPMG Report, p.1). However, the specific reporting mechanisms were not detailed.
- Additionally, the South Australian Department for Education and Child Development maintains a database of teachers trained to deliver the *Keeping Safe: Child Protection Curriculum* (Royal Commission reference: SA4.1 Item 1e–2 Annual Circular to Regional Site Leaders, p. 1).

**Incidental findings**

Findings – Criterion 3: Location in the curriculum

Is child sexual abuse prevention education named in the primary school curriculum?

- The term ‘child sexual abuse prevention education’ was not explicitly used in any of the curriculum documents (nor was the term ‘child sexual abuse prevention’ or ‘prevention of child sexual abuse’). However, as reported for Criterion 2, a wide array of synonyms were used, including ‘child protection education’, ‘protective and safe behaviours’, ‘protective behaviours education’, ‘protective behaviours’, ‘child safety education’, ‘child safety and child protection’, ‘personal safety and wellbeing’, ‘relationships and sexuality education’ and ‘sexuality education’.

- School curriculum documents developed by state and territory statutory authorities do not have an explicit approach to addressing child sexual abuse prevention content. Rather, there is an implicit approach, where content may be inferred as appropriate within the scope of the curriculum. Hence, there is significant variation in the extent to which child sexual abuse prevention education may be interpreted as appropriate in the various school systems.

- In the newly released Australian Curriculum: Health and Physical Education (F–10), child sexual abuse prevention education is not explicitly named. The curriculum does not explicitly nominate child sexual abuse prevention as a teaching topic within any age band. (Note: further detail can be found in Volume 4, which deals explicitly with the content of the Australian Curriculum: Health and Physical Education (F–10)).

Where is child sexual abuse prevention education located in the primary school curriculum (that is, which parts of the school curriculum relate to child sexual abuse prevention education)?

- Child sexual abuse prevention education is located within the learning area of Health and Physical Education (HPE) in all school systems except New South Wales, where this learning area is known as Personal Development, Health and Physical Education (PDHPE); and Tasmania, where it is known as Health and Wellbeing (H&W).

- In six of the 32 school systems (18.8 per cent), there appeared to be no child sexual abuse prevention content taught in schools other than that which may be covered implicitly and in a very broad sense within the scope of the statutory state or territory curriculum documents. These systems were the Tasmanian Department of Education; New South Wales Catholic education dioceses of Bathurst, Maitland-Newcastle, and Wagga Wagga; Catholic Education Office – Diocese of Darwin (Northern Territory); and Tasmanian Catholic Education Office. This is especially problematic for school systems in the Northern Territory and Tasmania, as their HPE/H&W curricula have much less explicit coverage of child sexual abuse–related topics, and teaching prevention knowledge and skills could easily be missed.

- Approaches to teaching child sexual abuse prevention education, if they existed, varied considerably among the 32 school systems. There are five tiers or layers of curriculum within which child sexual abuse prevention may be taught: (i) school curriculum; (ii) Catholic school curriculum; (iii) specific child sexual abuse prevention curriculum; (iv) other curriculum (internal); and (v) other curriculum (external). These are further described below. As depicted in Figure 1, Tier 1 is compulsory and broadest in scope, and Tier 5 is non-compulsory and narrowest in scope.

- The newly developed Australian Curriculum: Health and Physical Education (F–10) will add another tier or layer of curriculum. To date, it is unclear how the different documents comprising the various tiers of curriculum will be adapted to account for the implementation of the Australian Curriculum.
Tier 1: School curriculum

- Tier 1: School curriculum refers to health and physical education syllabuses developed by statutory school curriculum authorities in each of the Australian states and territories. We examined school syllabus content for school students from Foundation (also variously known as Kindergarten, Pre-school and Reception) to Year 6 or Year 7.\footnote{South Australia is the only state or territory to have Year 7 as part of primary school.}

- Child sexual abuse prevention education is not specifically named in any school curriculum.

- Four of the eight states and territories (Australian Capital Territory, New South Wales, South Australia and Western Australia) have a more explicit and comprehensive approach to nominating content. Four have a less explicit and less comprehensive approach (Northern Territory, Queensland, Tasmania and Victoria).

- The most detailed approach can be found in the New South Wales PDHPE curriculum, and in South Australia’s R–10 Health and Physical Education curriculum.

- Suggested curriculum content in jurisdictions with a more explicit and comprehensive approach is, arguably, less likely to be subject to interpretation. A clear example is the following explicit statement in the New South Wales curriculum: ‘Identifying private and non-private body parts’ (Stage 1, p. 41), compared with the less explicit statement in the Tasmanian curriculum: ‘Identify parts of the body’ (Stage 1, p. 28). Another example of more explicit learning statements can be found in the Australian Capital Territory curriculum, where students should have opportunities to learn about and understand ‘appropriate and inappropriate touching’ (12.EC.10), ‘recognise safe and unsafe situations’ (12.EC.12), and ‘respond to situations that make them feel unsafe and identify people who can help’ (12.EC.14) (Early Childhood Band of Development, p. 122).

- In lower primary school (up to and including Year 3), the teaching of child sexual abuse prevention education tends to be located within topics associated with safety education. In upper primary school (Year 4 and above), it can also be located within topics associated with sexuality education, personal development and healthy relationships education.

Tier 2: Catholic school curriculum

- Tier 2: Catholic school curriculum refers to syllabuses developed by Catholic school systems in some, but not all, dioceses. These syllabuses provide a ‘Catholic perspective’ on the curricula developed by state and territory curriculum authorities. These additional curriculum documents were in use in nine of the 24 Catholic school systems: the New South Wales Catholic education offices of Armidale, Broken Bay, Lismore, Parramatta, Sydney and Wollongong; the Catholic Education Office – Diocese of Toowoomba (Queensland); the Tasmanian Catholic Education Office; and the Catholic Education Office of Western Australia.

- There does not appear to be a coordinated approach within Catholic school systems regarding the use of this additional layer of curriculum documents. The development of such documents seems to have originated in 1993 with the Catholic Education Commission NSW developing and endorsing the use of the Towards Wholeness curriculum, which was allowed by the then New South Wales Board of Studies (Catholic Education Commission, New South Wales, 2003). Over the years, this curriculum has been adapted for use in other Catholic school systems. Differences between the Towards Wholeness document and the New South Wales PDHPE curriculum are
mainly in the content areas of sexuality, personal development and relationships education. This is relevant to child sexual abuse prevention education as content is located in these areas.

**Incidental findings**

- With respect to the Catholic perspective that overlays the state and territory school curricula, particularly in New South Wales, we noted that teachers in Catholic schools are required to teach the health and physical education curriculum in ways that are consistent with specific Catholic values and doctrines. These values and doctrines are referred to in Catholic school curriculum and support materials, and include fidelity to God’s intention and plan, the sanctity of life, sexuality as a gift from God, chastity as a moral virtue, abstinence of sexual activity until after marriage, masturbation as an intrinsically and gravely disordered action, and homosexual genital activities as morally wrong and contrary to natural law (see, for example, *Growing Towards Wholeness; Towards Wholeness; and Sexual Health Matters: A Resource for Catholic Secondary Schools*).
- In curriculum and support documents, we noted a tendency for behaviours such as ‘lust, masturbation, fornication, pornography, prostitution, rape and homosexual acts’ to be expressed as offending ‘against the dignity of marriage’ rather than against the rights of the child to protection from sexual abuse and exploitation.
- In some dioceses, we noted that the use of outside agencies or guest speakers was not recommended unless the focus was on natural family planning in the teaching of sexuality education.

**Tier 3: Specific child sexual abuse prevention curriculum**

- Tier 3: *Specific child sexual abuse prevention curriculum* refers to a program of materials developed by government departments of education or Catholic education offices for the specific purpose of child sexual abuse prevention education. Tier 3 curricula are intended to be taught by school staff rather than external agencies, and their implementation can be directed in the school system’s base child protection policy and can, therefore, be considered compulsory.
- Specific child protection curricula were found to be available for use in eight of the 32 school systems (25 per cent).
- Specific child protection curricula existed in three of the state/territory education departments: the New South Wales Department of Education and Communities (*Child Protection Education*—now dated), South Australian Department for Education and Child Development (*Keeping Safe: Child Protection Curriculum* – current and comprehensive) and Western Australian Department of Education (*Protective Behaviours* under development at the time of the audit).
- The Australian Capital Territory Education and Training Directorate had a child protection education curriculum in place, but we were unable to find specific details. This curriculum did not appear to have published details comparable to that provided in South Australia or New South Wales, and appeared to be planned for delivery by an external agency rather than by school staff. We have, therefore, included the Australian Capital Territory *Protective Behaviours* curriculum below as a Tier 5 curriculum.
- In New South Wales Catholic education offices, four of the 10 systems combined materials from a range of sources to develop their own specific child protection curriculum, including parts of the New South Wales *Child Protection Education* curriculum. These four systems were the Catholic Schools Office – Diocese of Broken Bay (*Child Protection Resource Manual for Broken Bay Systemic Schools*), Catholic Education Office – Diocese of Parramatta (untitled aggregation of curricula), Catholic Education Office Sydney (*Child Protection Resource Manual for Broken Bay Systemic Schools*) and Catholic Education Office – Diocese of Wollongong (*Child Protection
Catholic Education South Australia (representing the dioceses of Adelaide and Port Pirie) has adopted and is currently using the specific *Keeping Safe: Child Protection Curriculum*.

No specific child protection curricula were available in any of the Catholic education offices in the Australian Capital Territory, Northern Territory, Queensland, Victoria, Tasmania or Western Australia.

**Tier 4: Other curriculum (internal)**

- Tier 4: *Other curriculum (internal)* refers to programs and materials developed internally by government departments of education or Catholic education offices, sometimes in collaboration with non-government organisations and community agencies, for the specific purpose of child sexual abuse prevention education. Implementation of this curriculum tier is not enshrined in policy and can, therefore, be considered non-compulsory. These child sexual abuse prevention curricula are typically delivered by school staff or by school staff in collaboration with staff from non-government organisations/community agencies.
- Eleven of the 32 school systems (34.4 per cent) reported using some form of ‘other internal’ curriculum with at least some child sexual abuse prevention content. These were the Queensland Department of Education, Training and Employment (*Daniel Morcombe Child Safety Curriculum* – current and comprehensive); Victorian Department of Education and Early Childhood Development (*Catching On Early* – current and comprehensive, but more broadly focused on sexuality education, with limited child sexual abuse prevention content); Catholic Schools Office – Diocese of Lismore (*Digital Citizenship* – limited to child sexual abuse prevention online); Catholic Education Office – Diocese of Parramatta (*Sexuality Education Kit; Protective Behaviours Kit*); Brisbane Catholic Education Office (*Feeling Safe* poster program); Catholic Education Diocese of Cairns (*Social Emotional Learning* – not dealing specifically with child sexual abuse); Catholic Education Diocese of Rockhampton (*Protective Behaviours* – unclear if this was used as a generic term or specific program); Catholic Education Office – Diocese of Townsville (*Kids Feel Safe* – unclear if this is a program for teachers or primary school students); Catholic Education Office Ballarat and Catholic Education Melbourne (adapted their own programs based on *Protective Behaviours*); and Catholic Education Office – Diocese of Sale (*Education in Sexuality within Catholic Schools* – more broadly focused on sexuality education, with limited child sexual abuse prevention content).
- The *Daniel Morcombe Child Safety Curriculum* developed by the Queensland Department of Education, Training and Employment has a level of detail comparable to other Tier 3 curricula; however, its use is not enshrined in policy.
- Victoria differs from all the other states and territories, with the unique approach of locating child sexual abuse prevention education within broader sexuality education for all primary school year levels.

**Tier 5: Other curriculum (external)**

- Tier 5: *Other curriculum (external)* refers to programs and materials developed externally by non-government organisations and community agencies for the specific purpose of child sexual abuse prevention education. Implementation of this curriculum tier is not enshrined in policy and is therefore voluntary (or non-compulsory). These child sexual abuse prevention curricula are typically delivered in schools by staff from non-government organisations/community agencies.
• Eighteen of the 32 school systems reported using some form of ‘other external’ child sexual abuse prevention education curriculum or program. A range of different curricula and non-government agencies were noted. Most refer to ‘protective behaviours’, although it is unclear if this term was used as a synonym for child sexual abuse prevention education, or to mean the specific Protective Behaviours programs developed by the Australian Protective Behaviours organisations (including Protective Behaviours Australia, Protective Behaviours Consultancy Group of NSW, and Protective Behaviours WA). Other commonly cited programs included those delivered by Bravehearts, the National Association for Prevention of Child Abuse and Neglect, and Children’s Safety Australia.

• The Australian Capital Territory Education and Training Directorate has a commitment, enshrined in the system’s base child protection policy, to ‘delivering lessons for children and young people in protective and safe behaviours’. In the information we were able to access, it appeared that this curriculum will be delivered by an external agency (Protective Behaviours) rather than by school staff. We have, therefore, included the Australian Capital Territory Protective Behaviours curriculum as a Tier 5 curriculum.

• Three of the 10 New South Wales Catholic education dioceses claimed to have used an external program: Armidale (Protective Behaviours), Parramatta (Protective Behaviours) and Sydney (a program by Bravehearts).

• Three of the five Queensland Catholic education dioceses indicated their intention to use the Daniel Morcombe Child Safety Curriculum (Brisbane, Cairns and Rockhampton).

• Victoria’s Catholic education systems have a strongly espoused model of devolution to individual schools. Although all four school systems indicated externally provided child sexual abuse prevention programs had been used, the actual extent of delivery cannot be known given the reporting mechanisms used.

The Australian Curriculum: Health and Physical Education (F–10)

Findings on our audit of the Australian Curriculum: Health and Physical Education (F-10) can be found separately in Volume 4 of this report. Key points are repeated here for completeness:

• Child sexual abuse prevention education is not explicitly mentioned in the Australian Curriculum: Health and Physical Education (F–10). That is, the curriculum does not specifically nominate child sexual abuse prevention education as a teaching topic within any age band.

• The teaching of child sexual abuse prevention must be inferred or interpreted within the scope of the curriculum. For example, within content for the Foundation (Pre-school/Kindergarten) age band, children may learn about ‘identifying and labelling private parts of the body and understanding contexts when body parts should be kept private’ (ACARA, 2014, p. 20). This content is typically found in specialist child sexual abuse prevention education programs. Another example can be found in the content for the Year 3 and Year 4 age band, where children may learn about ‘indicating on a local map the location of safe places and people who can help’ (p. 30). Help-seeking strategies and personnel are also typically taught in specialist child sexual abuse prevention programs. Some content, however, is much broader and open to interpretation. For example, in content for the Year 7 and Year 8 age band, students may learn about ‘proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans’ (p. 42).

• State and territory curriculum authorities will be responsible for implementing the Australian Curriculum: Health and Physical Education (F–10) and for developing teacher curriculum support materials and pedagogical supports (for example, teacher training).
• It is not known if state and territory curriculum authorities and Catholic school systems will make the teaching of child sexual abuse prevention education less subject to interpretation as they progress through the implementation phase.

• South Australia is the only jurisdiction that has begun the process of mapping its existing specific child sexual abuse prevention curriculum, the Keeping Safe: Child Protection Curriculum, against the Australian Curriculum: Health and Physical Education (F–10). South Australia is also the only jurisdiction to have made an explicit commitment to continuing to use the Keeping Safe: Child Protection Curriculum alongside the Australian Curriculum: Health and Physical Education (F–10).

• The introduction of the Australian Curriculum: Health and Physical Education (F–10), does not substantially change the status quo in regards to the provision of child sexual abuse prevention education in Australian primary schools. The inclusion of child sexual abuse prevention education remains largely implicit rather than explicit within the curriculum. Hence, the teaching of this content in schools remains largely discretionary or voluntary. (Analysis of the Australian Curriculum: Health and Physical Education (F–10) can be found in Volume 4 of this report.)

• Based on the implicit rather than explicit nature of the content, it is highly likely that teachers will continue to exercise discretion in their teaching of this material unless there are additional system-led directives (for example, policy directives) for the teaching of child sexual abuse prevention education (as is the case in the Australian Capital Territory, South Australia and Western Australia). Policy directives of this type are beneficial in that they are typically accompanied by compulsory teacher training initiatives and the development of evidence-based and user-friendly curriculum support materials to assist in the teaching of child sexual abuse prevention education (as is the case in South Australia with the Keeping Safe: Child Protection Curriculum).

What recommendations are made for specific programs or for the timing, frequency or intensity of sexual abuse prevention education?

• It is important to note that six rigorous systematic reviews and meta-analyses on the effectiveness of child sexual abuse prevention programs have been conducted over the past 20 years (Berrick & Barth, 1992; Davis & Gidycz, 2000; Heidotting, Keiffer & Soled, 1994; Rispens, Aleman & Goudena, 1997; Walsh, Zwi, Woolfenden & Shlonsky, forthcoming;). None have been able to pinpoint the most effective program timing, frequency or intensity.

• Three of the 32 school systems make recommendations relevant to this question. Timing for lessons is generally not specified so that schools and teachers can determine when and how the curriculum is implemented during the year. There are very few recommendations made for lesson duration, length or frequency.

• The Keeping Safe: Child Protection Curriculum (a Tier 3 specific child sexual abuse prevention education curriculum), developed in South Australia, recommends the following with respect to frequency and intensity:
  o (i) Frequency: the curriculum is presented at least once to each learner at each band level.
  o (ii) Intensity: all four focus areas (the right to be safe; relationships; recognising and reporting abuse; and protective strategies) must be covered at each year level.
  o (iii) Intensity: the curriculum is reinforced by whole-school behaviour codes with two themes: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’.
  o (iv) Intensity: there are 11 ‘non-negotiable’ aspects to the curriculum.
The Daniel Morcombe Child Safety Curriculum (a Tier 4 ‘other internal’ child sexual abuse prevention education curriculum), developed in Queensland, recommends the following with respect to timing and intensity:

- (i) Intensity: six lessons are taught at each stage and lessons are sequentially structured to gradually build students’ knowledge and skills.
- (ii) Intensity: adhere to the lesson sequences and key themes found within lesson scripts so that students do not miss critical content.
- (iii) Intensity: take opportunities to consolidate lesson concepts.
- (iv) Timing: start early in the school year.

The Child Protection Education (a Tier 3 specific child sexual abuse prevention education curriculum), developed in New South Wales and now dated, has a useful Scope and Sequence chart, which provides an overview of curriculum delivery across the school years.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education?**

- No recommendations were found regarding the specific skills, knowledge, qualifications, certifications or training required of staff who teach child sexual abuse prevention education.
- More data on the extent and nature of teacher training is provided in the Criterion 6 findings.
Findings – Criterion 4: Inclusion, relevance and cultural sensitivity

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (for example, for children of different ages and genders; children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds; Australian Indigenous children; children with disabilities; children in out-of-home care; and same-sex attracted and gender-questioning children)?

Differentiation in the school curriculum

- There were few strategies articulated in any of the state or territory, or Catholic school curriculum documents specifically in relation to differentiating the teaching of child sexual abuse prevention education for different groups of children.

Differentiation in the specific child sexual abuse prevention education curriculum

- Curriculum differentiation was more evident in school systems with a specific child sexual abuse prevention curriculum in place.
- To reiterate the findings from Criterion 3, specific child sexual abuse prevention curricula were available for use in eight of the 32 school systems (25 per cent): the New South Wales Department of Education and Communities (Child Protection Education), South Australian Department for Education and Child Development (Keeping Safe: Child Protection Curriculum), Western Australian Department of Education (Protective Behaviours), Catholic Schools Office – Diocese of Broken Bay (Child Protection Resource Manual for Broken Bay Systemic Schools), Catholic Education Office – Diocese of Parramatta (untitled aggregation of curricula), Catholic Education Office Sydney (Child Protection Resource Manual for Broken Bay Systemic Schools), Catholic Education Office – Diocese of Wollongong (Child Protection Education for Students, Diocesan Curriculum Resource for Child Protection Education in the Context of Catholic School Pastoral Care, Personal Development and Christian Values) and Catholic Education South Australia (Keeping Safe: Child Protection Curriculum).
- Curriculum differentiation was also evident, albeit to a lesser extent, in school systems with an ‘other internal’ curriculum in place.
- To reiterate the findings from Criterion 3, other (internal) curricula with some child sexual abuse prevention content were available for use in 11 of the 32 school systems (34.4 per cent): the Queensland Department of Education, Training and Employment (Daniel Morcombe Child Safety Curriculum); Victorian Department of Education and Early Childhood Development (Catching On Early); Catholic Schools Office – Diocese of Lismore (Digital Citizenship); Catholic Education Office – Diocese of Parramatta (Sexuality Education Kit; Protective Behaviours Kit); Brisbane Catholic Education Office (Feeling Safe poster program); Catholic Education Diocese of Cairns (Social Emotional Learning); Catholic Education Diocese of Rockhampton (Protective Behaviours); Catholic Education Office – Diocese of Townsville (Kids Feel Safe); Catholic Education Office Ballarat and Catholic Education Melbourne (program based on Protective Behaviours); and Catholic Education Office – Diocese of Sale (Education in Sexuality within Catholic Schools).
- The New South Wales Child Protection Education and South Australia’s Keeping Safe: Child Protection Curriculum were clearly the most detailed in terms of articulating strategies for curriculum differentiation. Even so, the notion of identifying specific groups of children who may be considered at greater risk of child sexual abuse received insufficient attention, and the articulation of specific differentiation strategies was limited.
Children of different ages

- The main strategy for differentiating the curriculum for children of different ages was to develop implementation manuals for each year level or group of year levels.
- Five of the 32 school systems (15.6 per cent) had curricula in place with manuals, lesson plans or teaching guidelines for different age groups or bands: the New South Wales Department of Education and Communities (Child Protection Education); South Australian Department for Education and Child Development (Keeping Safe: Child Protection Curriculum); Catholic Education South Australia (Keeping Safe: Child Protection Curriculum); Queensland Department of Education, Training and Employment (Daniel Morcombe Child Safety Curriculum); and the Victorian Department of Education and Early Childhood Development (Catching On Early).

Gender differences

- The main strategy identified for differentiating the curriculum by gender was the teaching of separate classes for boys and girls for some content. However, it remains unclear which specific content would be best suited to this approach, and what year levels would benefit most.
- Four of the 32 school systems (12.5 per cent) had curricula in place that recommended teachers consider single-sex grouping of children: the New South Wales Department of Education and Communities (Child Protection Curriculum), South Australian Department for Education and Child Development (Keeping Safe: Child Protection Curriculum), Victorian Department of Education and Early Childhood Development (Catching On Early) and Catholic Education South Australia (Keeping Safe: Child Protection Curriculum).

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

- The main strategies identified for differentiating the curriculum for children from culturally and linguistically diverse backgrounds, including refugee and asylum-seeking backgrounds, included:
  - in relation to teaching self-protection, emphasising to teachers that there may be culturally specific ways of demonstrating assertiveness
  - in relation to teaching about private and non-private (public) body parts, highlighting for teachers that these will differ for some religious and/or cultural groups
  - in relation to teaching correct names for body parts, recommending that teachers also use anatomically correct terms specific to languages used in the school community
  - in relation to teaching about personal networks and help seeking, highlighting to teachers that students from culturally and linguistically diverse backgrounds may require additional practical assistance in identifying and growing their personal networks
  - in relation to student disclosures of child sexual abuse, highlighting for teachers the difficulties students from culturally and linguistically diverse backgrounds may experience in making disclosures to school staff
  - in relation to student experiences of past trauma, highlighting for teachers that a child protection curriculum cannot replace individual therapy.
- School systems having curricula in place which provide some or all of the above-mentioned strategies include nine of the 32 school systems (28.1%): NSW Department of Education and Communities (Child Protection Education); Qld Department of Education, Training and Employment (Daniel Morcombe Child Safety Curriculum); SA Department of Education and Child Development (Keeping Safe: Child Protection Curriculum), Vic Department of Education and Early Childhood Development (Catching On Early); Catholic Schools Office Diocese of Broken Bay.
The Layton Child Protection Review (Layton, 2003) recommended updating child sexual abuse prevention education programs in schools to address the needs of children and young people from different cultures (Recommendation 137). The South Australia Keeping Safe: Child Protection Curriculum has been developed and implemented by the South Australian Department for Education and Child Development.

Australian Indigenous children

- The main strategies identified for differentiating the curriculum for Australian Indigenous children included:
  - in relation to teaching the curriculum generally, recommending that teachers team-teach or work alongside Indigenous education assistants and community language teachers to deliver lessons
  - in relation to teaching correct names for body parts, highlighting for teachers the need to check with local community elders regarding correct terms that are permissible to use in Aboriginal languages
  - in relation to teaching resources, emphasising to teachers that specific Indigenous support materials are used
  - in relation to identifying supportive networks, stressing to teachers that local Indigenous services – including health services – are discussed and where possible, involved in teaching
  - in relation to Indigenous student disclosures of child sexual abuse, highlighting for teachers the difficulties these students may experience in making disclosures to school staff, particularly given Indigenous Australians’ negative past experiences

- Four of the 32 school systems (12.5 per cent) had curricula in place that provided some or all of the above-mentioned strategies for differentiating the curriculum for Australian Indigenous children: the New South Wales Department of Education and Communities (Child Protection Education), South Australian Department for Education and Child Development (Keeping Safe: Child Protection Curriculum), Western Australian Department of Education (Protective Behaviours) and Catholic Education South Australia (Keeping Safe: Child Protection Curriculum).

- The Western Australian Department of Education, in collaboration with non-government organisation Protective Behaviours, had developed supplementary resources for teaching Aboriginal and Torres Strait Islander students.

- The Layton Child Protection Review (Layton, 2003) recommended increasing and improving child sexual abuse prevention education programs in schools with specific emphasis on Indigenous children (Recommendations 9 and 137). Information within the Keeping Safe: Child Protection Curriculum stated that these materials were currently being developed by the South Australian Department for Education and Child Development (see, for example, p. 12: “Early Years Band: Ages 3–5”). However, we were unable to locate these resources and they were not provided in submissions to the Royal Commission.
**Children with disabilities**

- The main strategies identified for differentiating the curriculum for children with disabilities included:
  - in relation to teaching the curriculum generally, highlighting for teachers the need to adapt the curriculum for use by primary school students with verbal or communication disorders, and where appropriate, to maximise their participation in whole-class activities, and use small group activities or individual instruction to ensure key messages are understood
  - in relation to general teaching, emphasising that teachers use case study examples including primary school students with a range of disabilities
  - in relation to teaching about private and non-private (public) parts of the body, and correct terminology, highlighting for teachers that children with physical disabilities and chronic illnesses may have a greater number of adults assisting with personal and medical care, necessitating greater focus on body integrity
  - in relation to clarity in teaching about different types of touching, highlighting for teachers the need to cover this material with students in small groups with similar needs
  - in relation to teaching assertiveness, highlighting for teachers that this material will require modification (for example, the NO-GO-TELL sequence should be adapted for students with physical and communication difficulties)
  - in relation to teaching about personal networks, highlighting for teachers the need to modify these activities
  - in relation to teaching the concept of early warning signs, stressing to teachers that children with sensory disabilities and histories of trauma may require adaptation and greater sensitivity.

- Five of the 32 school systems (15.6 per cent) had curricula in place that provided some or all of the above-mentioned strategies for differentiating the curriculum for children with disabilities: the New South Wales Department of Education and Communities (*Child Protection Education*); Queensland Department of Education, Training and Employment (*Daniel Morcombe Child Safety Curriculum*); South Australian Department for Education and Child Development (*Keeping Safe: Child Protection Curriculum*); Victorian Department of Education and Early Childhood Development (*Catching On Early*); and Catholic Education South Australia (*Keeping Safe: Child Protection Curriculum*).

- The *Layton Child Protection Review* (Layton, 2003) recommended increasing and improving child sexual abuse prevention education programs in schools with specific emphasis on children with special needs (Recommendations 9 and 137). Information within the *Keeping Safe: Child Protection Curriculum* stated that these materials were currently being developed by the South Australian Department for Education and Child Development (see, for example, p. 12: ‘Early Years Band: Ages 3–5’). However, we were unable to locate these resources and they were not provided in submissions to the Royal Commission.

**Children in out-of-home care**

- The main strategies for differentiating the curriculum for children in out-of-home care include:
  - in relation to teaching child sexual abuse prevention education generally, advising teachers to respect the rights of children and young people not choose whether to participate in child protection education lessons and/or refrain from requesting that they share their work with the class
emphasising that teachers include case studies and teaching resources depicting children living in foster or kinship care.

- Three of the 32 school systems (9.4 per cent) had curricula in place that included some or all of these strategies: the New South Wales Department of Education and Communities (*Child Protection Education*), South Australian Department for Education and Child Development (*Keeping Safe: Child Protection Curriculum*) and Catholic Education South Australia (*Keeping Safe: Child Protection Curriculum*).

**Same-sex attracted and gender-questioning children**

- The main strategy for differentiating the curriculum for same-sex attracted and gender-questioning children was to take a clear, positive, broad and inclusive stance in relation to gender and sexual diversity.
- Only one of the 32 school systems (3.1 per cent) had a curriculum in place to address the above-mentioned strategy: the Victorian Department of Education and Early Childhood Development (*Health and Physical Education* curriculum; *Catching On Early*).
- The lack of attention to recognising the vulnerability of same-sex attracted and gender-questioning children and young people, and providing specific strategies to address their specific needs is problematic – especially given a substantial volume of the cases of child sexual abuse of interest to the Royal Commission involve a perpetrator and victim of the same gender. Boys in particular would seem especially vulnerable, with additional vulnerabilities for individuals who are questioning their gendered or sexual identity.
- In Victoria, the unique stance on inclusiveness and respect for sexual diversity extends far beyond the school curriculum generally and sexuality education in particular. It is a whole-of-system approach that also promotes acceptance of sexual diversity on school premises; professional development for all school staff members; anti-bullying policies, procedures and programs; access for students to information about gender diversity and diverse sexualities; and inclusive sexuality education.

*Are curricula and/or programs presented in languages other than English? If so, indicate which language(s).*

- We found no evidence that curricula and/or programs in relation to child sexual abuse prevention were presented in languages other than English, beyond the above-mentioned suggestions for using culturally relevant terms for teaching private and non-private (public) body parts.
Findings – Criterion 5: Curriculum support

Note: Curriculum refers to the content that should be taught – that is, topics, concepts, knowledge, skills and dispositions. In this audit, curriculum support is defined as the materials developed for teachers to assist them in delivering the curriculum, such as manuals, lesson and unit plans, teaching materials and resources. Curriculum support helps teachers know what to teach.

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

- Curriculum support materials were more comprehensive in school systems with specific child sexual abuse prevention curricula in place.
- Curriculum support materials were available in the form of published documents (for example, manuals, lesson plans, unit plans and teaching guidelines) in seven of the 32 school systems (21.9 per cent): the New South Wales Department of Education and Communities (Child Protection Education), South Australian Department for Education and Child Development (Keeping Safe: Child Protection Curriculum), Catholic Schools Office – Diocese of Broken Bay (Child Protection Resource Manual for Broken Bay Systemic Schools), Catholic Education Office – Diocese of Parramatta (untitled aggregation of curricula), Catholic Education Office Sydney (Child Protection Resource Manual for Broken Bay Systemic Schools), Catholic Education Office – Diocese of Wollongong (Child Protection Education for Students, Diocesan Curriculum Resource for Child Protection Education in the Context of Catholic School Pastoral Care, Personal Development and Christian Values) and Catholic Education South Australia (Keeping Safe: Child Protection Curriculum).
- In two further school systems (6.3 per cent), curriculum support materials were under development. These systems were the Australian Capital Territory Education and Training Directorate (Protective Behaviours) and Western Australian Department of Education (Protective Behaviours).
- In one school system (3.1 per cent), curriculum support materials were comprehensive even though the use of the curriculum was not specified in policy. This was the Queensland Department of Education, Training and Employment (Daniel Morcombe Child Safety Curriculum).
- In all other school systems, curriculum support was provided only in the form of school curriculum documents. School curriculum documents developed by school system authorities in the states, territories and Catholic school dioceses did not provide detailed teaching support materials at the level of lesson plans or unit plans.

Which specific programs or materials were suggested for use?

- Specific curriculum materials reported to be used in the state and territory school systems are presented in the findings for Criterion 3. No information regarding specific programs was found for the Australian Capital Territory Education and Training Directorate or the Tasmanian Department of Education.
- In the New South Wales Catholic school systems, specific curriculum materials in the form of kits and resource packs were developed, with materials aggregated from a range of sources, including parts of the specific Child Protection Education curriculum, parts of the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools and other material. This is problematic in terms of implementation, because it means the integrity of specific curricula cannot be guaranteed. It is unknown if expert advisors were involved in the design of these materials, and which specific materials draw on the different original sources.
In the Queensland Catholic school systems, there was no specific child sexual abuse prevention curriculum in use. A range of other external programs and curricula were reported to be in use on an ad hoc basis, such as the Daniel Morcombe Child Safety Curriculum, Bravehearts programs, Protective Behaviours, Safe4Kids materials, Queensland Police Service resources and Children’s Safety Australia lesson plans.

In the Victorian Catholic school systems, there was no common specific child sexual abuse prevention curriculum in use. Specific materials and/or programs reported to be used had a broader sexuality education and mental health focus, in keeping with the AusVELS school curriculum. Additionally, programs developed by Protective Behaviours and Bravehearts were nominated and were used on an ad hoc basis.

In the Catholic school systems in the Australian Capital Territory, Northern Territory, Tasmania and Western Australia, little information was available to identify specific curriculum support materials in use. The Tasmanian Catholic Education Office recommended using of the Growing Towards Wholeness Catholic school curriculum. The Catholic Education Office of Western Australia mentioned the use of Protective Behaviours curricula, Keeping Ourselves Safe (a curriculum developed in New Zealand) and the Keeping Safe: Child Protection Curriculum (developed in South Australia). It appears these program materials may be used on an ad hoc basis.

Catholic Education South Australia used the comprehensive specific materials provided within the Keeping Safe: Child Protection Curriculum.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

No clear information was available for any of the 32 school systems regarding contractual agreements or other arrangements with other agencies for the provision of curriculum support to teachers.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

None of the 32 school systems provided information on curriculum support materials or resources that assist in understanding prevention of child sexual abuse perpetrated by school staff, volunteers and members of the clergy. We found no teaching materials or resources detailing institutional responses to child sexual abuse that might be covered in lessons with children and young people, nor strategies for managing the risks associated with child sexual abuse prevention material being taught by potential perpetrators.
Findings – Criterion 6: Pedagogical support

Note: Pedagogy is a term used to denote the various methods by which the curriculum should be taught – that is, teaching strategies, instructional approaches, training, coaching etc. In this audit, pedagogical support is defined as measures provided to assist teachers in developing teaching strategies, methods and approaches, including teacher training, professional development and continuous professional learning. Pedagogical support helps teachers know how to teach.

Is training specified in the child protection policy?

- The provision of child protection training for school staff was specified (in policy) in 10 of the 32 school systems (31.3 per cent): the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Western Australian Department of Education, Catholic Education Archdiocese of Brisbane, Catholic Education Diocese of Cairns, Catholic Education Diocese of Rockhampton, Catholic Education Office – Diocese of Toowoomba, Catholic Education Office – Diocese of Townsville, Catholic Education South Australia and Catholic Education Office of Western Australia. It was unclear how much of this training, if any, pertained specifically to child sexual abuse prevention education.
- In five of the 32 school systems (15.6 per cent), it was unclear whether child protection training containing child sexual abuse prevention content was provided. These systems were the New South Wales Department of Education and Communities; Northern Territory Department of Education; Queensland Department of Education, Training and Employment; Tasmanian Department of Education; and Catholic Education Office – Diocese of Wollongong.
- There was no training specified or no information about training available in 17 of the 32 school systems (53.1 per cent).

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

- Four of the 32 school systems (12.5 per cent) had some information about training in child sexual abuse prevention (or professional development/learning).
- The South Australian Department for Education and Child Development provides full-day, seven-hour face-to-face training in the Keeping Safe: Child Protection Curriculum. The training is compulsory for school staff members who deliver the curriculum in their classrooms. Teachers cannot access curriculum materials unless they have completed the training. Online refresher training was planned to begin in 2014. South Australia has the most comprehensive approach to training for school staff.
- Catholic Education South Australia follows the model provided by the South Australian Department for Education and Child Development and allows staff members to attend face-to-face training in the Keeping Safe: Child Protection Curriculum.
- The Australian Capital Territory Education and Training Directorate provides professional learning for staff in ‘protective and safe behaviours’. School psychologists deliver this training. No detail was provided regarding timing, content, frequency and formats for the training.
- The Western Australian Department of Education has compulsory online Child Protection Professional Learning (CPPL). The Western Australian Department of Education reported in material provided on Notice to the Royal Commission that training in the Protective Behaviours curriculum was planned to begin via CPPL in 2014. No detail was provided regarding timing, content, frequency and formats for the training.
Which specific internal/external training agencies are involved and how?

- Principals Australia Institute is the accredited supplier for training that supports the implementation of the *Keeping Safe: Child Protection Curriculum* to the South Australia Department for Education and Child Development.

- Other external agencies nominated as providing ad hoc training or professional development for school staff include Protective Behaviours, Bravehearts, the Daniel Morcombe Foundation, Children’s Safety Australia, Family Planning Queensland and Safe4Kids.

- Four school systems (12.5 per cent) reported the provision of training by internal personnel, including school psychologists or guidance officers (the Australian Capital Territory Education and Training Directorate; Queensland Department of Education, Training and Employment; and Catholic Education Office of Western Australia), school principals and deputy principals (Queensland Department of Education, Training and Employment) and Child Protection Support Team (Western Australian Department of Education).

Which specific training programs or materials are used and why?

- No information about specific training or materials provided by external agencies could be found for 20 of the 32 school systems (62.5 per cent).

- Specific training programs or materials that were nominated by school systems included programs by the organisation Protective Behaviours, the Bravehearts ‘Ditto’ program, the *Daniel Morecombe Child Safety Curriculum*, Queensland Police Service resources, Safe4Kids materials and Children’s Safety Australia lesson plans.

- In New South Wales Catholic diocesan schools, the Catholic school curriculum known as *Towards Wholeness* was nominated, along with the *Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools*, which has been adapted for use in many of the New South Wales education dioceses.

Are contractual or other arrangements in place between school systems and other agencies (for example, preferred providers) for the delivery of staff training? If so, describe.

- No clear information was available for 31 of the 32 school systems (96.9 per cent) regarding contractual or other arrangements with agencies to deliver staff training.

- For the Western Australian Department of Education, it appeared funding had been provided to Protective Behaviours and Safe4Kids. However, it was unclear whether this funding was for staff training and/or the development of child sexual abuse prevention materials for use in schools.
Findings – Criterion 7: Assessment and evaluation

Is student learning about child sexual abuse prevention assessed? If so, how?

- In only one of the 32 school systems was it clear that student learning about child sexual abuse prevention would be assessed. In the South Australian Department for Education and Child Development’s *Keeping Safe: Child Protection Curriculum*, assessment of the accuracy and depth of student learning is considered vital. Strategies and criteria for student assessment are provided.
- In the majority of school systems, there were no specific directives for assessment of student learning about child sexual abuse prevention, beyond the general requirement for student learning within the school curriculum to be assessed.
- In 28 of the 32 school systems (87.5 per cent) student learning about child sexual abuse prevention knowledge and skills could possibly be assessed as part of student learning generally.
- In three of the 32 school systems (9.4 per cent) there was no information publicly available regarding intentions to assess student learning in this regard.

Has the child sexual abuse prevention education/curriculum been evaluated? If so, who conducted the evaluation? When and how (what approach was used)? What data were collected and from whom?

- The Royal Commission specifically asked school systems what evaluation had been undertaken in relation to school-based child sexual abuse prevention. We were able to examine the school system responses provided.
- A very broad range of responses was received. Responses were so diverse that it was impossible to develop clear categories to represent the different approaches in use. It was clear that school systems had interpreted the question about evaluation very differently.
- There have been no rigorous experimental studies conducted on any school-based child sexual abuse prevention curricula currently used in Australian primary schools.
- Only one of the 32 school systems had a program of ongoing evaluation of its specific child sexual abuse prevention curriculum. The South Australian Department for Education and Child Development’s *Keeping Safe: Child Protection Curriculum* was independently evaluated by KPMG in 2010.
- Strategies reported by school systems in response to the evaluation question included:
  - the use of expert advisory or reference groups to provide feedback to curriculum developers
  - general school satisfaction surveys in which students, parents and staff members provide their perceptions of student safety at school
  - audits to check the delivery of syllabus content broadly (not child sexual abuse prevention education specifically)
  - reviews of the sexuality education curriculum broadly (not child sexual abuse prevention education specifically)
  - teacher feedback on the standard of grades in the health and physical education curriculum broadly (not child sexual abuse prevention education specifically)
  - awareness of independent evaluation of the content of other external child sexual abuse prevention programs not specifically designed by school systems
• use of the National Safe Schools Framework audit tool, and anecdotal feedback from school staff as an indicator of effectiveness.

• In most responses, the relevance of these evaluation strategies to the evaluation of child sexual abuse prevention education was unclear.

**Were evaluation findings implemented?**

• In only one of the 32 school systems were evaluation findings incorporated to improve the delivery of child sexual abuse prevention education. The South Australian Department for Education and Child Development’s *Keeping Safe: Child Protection Curriculum* was independently evaluated by KPMG in 2010. The curriculum has been reviewed in response to the findings of this research, and new versions of the curriculum have been developed.

• It should be noted that the South Australian Department for Education and Child Development’s base child protection policy contains a directive for the child sexual abuse prevention education curriculum to be regularly reviewed with regard to the developing evidence base regarding child sexual abuse. Such a directive is not found elsewhere. The directive ensures curriculum evaluation occurs and that enhancements are made in the light of findings.
Findings – Criterion 8: Information for parents and communities

Is there a parent navigation tab visible on the website home page?

- Twenty-two of the 32 school systems (68.8 per cent) had a parent tab, link or button on the departmental or diocesan website.
- In two of the 32 school systems (6.3 per cent), information for parents and students was combined under one tab. These systems were the Brisbane Catholic Education Office and Catholic Education Melbourne.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

- Five of the 32 school systems (15.6 per cent) had easily accessible, publicly available information provided to parents about the school system’s (institutional) responses to child sexual abuse, including processes for reporting known or suspected child sexual abuse by a school staff member, volunteer or member of the clergy. These systems were the Catholic Education Archdiocese of Brisbane, Catholic Education Diocese of Rockhampton, Catholic Education Office – Diocese of Toowoomba, Archdiocese of Canberra and Goulburn Catholic Education Office, and Catholic Education Office of Western Australia.
- In two of the 32 school systems (6.3 per cent), this information was available, but navigation to its location was difficult or unclear. These systems were the Victorian Department of Education and Early Childhood Development, and the Western Australian Department of Education.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

- Five of the 32 school systems (15.6 per cent) had information publicly available to parents/communities about child sexual abuse prevention education delivered at school. These were the New South Wales Department of Education and Communities; Queensland Department of Education, Training and Employment; South Australian Department for Education and Child Development; Catholic Schools Office – Diocese of Broken Bay; and Catholic Education Office – Diocese of Parramatta.
- In one of the 32 school systems (3.1 per cent) (the Western Australian Department of Education), this information was planned but not yet available.
- One of the 32 school systems (3.1%) (the Catholic Education Office – Diocese of Toowoomba) provided information for parents about sexual abuse prevention programs generally, but these programs were not taught in the system’s schools. The information encouraged parents to teach this content to their children at home.
- In five of the 32 school systems (15.6 per cent), information was available, but navigation to its location was difficult or unclear. These systems were the Catholic Schools Office Armidale, Catholic Schools Office – Diocese of Lismore, Catholic Education Office Sydney, Catholic Education Office – Diocese of Wollongong, and Catholic Education South Australia.
What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

- In 12 of the 32 school systems (37.5 per cent), information about parental involvement in child sexual abuse prevention education was available for parents. These were school systems that also reported having a specific child sexual abuse prevention education program or other (external) child sexual abuse prevention program in place. Typically, information to parents about their involvement was provided in a letter or brochure. Four of these school systems (12.5 per cent) (all from New South Wales Catholic education dioceses) reported providing this information to parents, but this was unable to be publicly located. These systems were the Catholic Schools Office Armidale, Catholic Schools Office – Diocese of Lismore, Catholic Education Office Sydney, and Catholic Education Office – Diocese of Wollongong.
- In one of the school systems (3.1 per cent) (the Western Australian Department of Education), this information was planned but not yet available.
- In one of the 32 school systems (3.1 per cent) (Catholic Education Office – Diocese of Toowoomba), information was provided to parents about how they could become involved in child sexual abuse prevention generally, but these programs were not taught in the system’s schools. The information encouraged parents to teach this content to their children at home.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

- In two of the 32 school systems (6.3 per cent), parental permission was required. These were the New South Wales Department of Education and Communities and the Catholic Schools Office – Diocese of Broken Bay.
- In three of the 32 school systems (9.4 per cent), parental permission was clearly not required. These were the South Australian Department for Education and Child Development, Victorian Department of Education and Early Childhood Development, and the Western Australian Department of Education.
- In two of the 32 school systems (6.3 per cent), it was unclear if parental permission was required. These were the Queensland Department of Education, Training and Employment; and the Tasmanian Department of Education. In the latter school system, this was unclear because it appeared parental permission was not required; however, parents could opt to withdraw students from these classes.
- In 25 of the 32 school systems (78.1 per cent), there was no information available about whether parental permission was required for children’s participation in child sexual abuse prevention education at school.
Findings – Criterion 9: Information for children and young people

Is there a student navigation tab visible on the website home page?

- Eight of the 32 school systems (25 per cent) had a student tab, link or button visible on the departmental or diocesan website. These systems were the Australian Capital Territory Education and Training Directorate; New South Wales Department of Education and Communities; Northern Territory Department of Education; Queensland Department of Education, Training and Employment; Tasmanian Department of Education; Victorian Department of Education and Early Childhood Development; Catholic Schools Office – Diocese of Maitland-Newcastle; and Catholic Education Archdiocese of Brisbane.
- Typically, these tabs were labelled ‘Students’ or ‘Information for students’.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

- None of the 32 school systems had provided information directly to children and young people regarding institutional responses to child sexual abuse, including processes for reporting known or suspected child sexual abuse in institutional contexts.
- Two of the 32 school systems (6.3 per cent) had information that may have been accessible to students, but was not directed towards them. These were the Catholic Education Diocese of Rockhampton and the Catholic Education Office – Diocese of Toowoomba. This information took the form of an open letter on the diocesan home page.
- One of the 32 school systems (3.1 per cent) (the Tasmanian Catholic Education Office) had a grievance policy specifically directed towards students.

What information is provided to children and young people about child sexual abuse prevention education delivered at school?

- None of the 32 school systems provided information to children and young people about child sexual abuse prevention education delivered at school.
Findings – Criterion 10: Partnerships with community services and agencies

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

- None of the 32 school systems articulated formal partnerships in policies or procedures documents. Some references were made to agencies that may receive referrals from school staff or to which referrals were recommended or supported, but no formal partnership agreements or contracts were mentioned.

What reference is made on departmental or diocesan websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

- None of the 32 school systems articulated formal partnerships in departmental or diocesan website content. Some references were made to referral and/or support agencies for victims of child sexual abuse and their families, but no formal partnership agreements or contracts were mentioned.

What reference is made by departments or dioceses, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

- None of the 32 school systems articulated formal partnerships in submissions made to the Royal Commission. Some references were made to referral and/or support agencies for victims of child sexual abuse and their families, but no formal partnership agreements or contracts were mentioned.

What agencies are nominated to receive referrals in relation to child sexual abuse?

- Seventeen of the 32 school systems (53.1 per cent) nominated one or more support agencies that would be appropriate to receive referrals in relation to child sexual abuse.
- Fifteen of the 32 school systems (46.9 per cent) provided no information at all regarding support agencies to which referrals in relation to child sexual abuse could be made.
- State and territory departments of education provided the most comprehensive listings of support agencies.
- Catholic dioceses provided less comprehensive listings, often including Catholic-specific agencies and counselling services.

Are the agencies predominantly government or non-government agencies?

- Agencies nominated were generally a mix of government and non-government agencies, but were predominantly non-government agencies.

Are the agencies nominated of direct relevance to child sexual abuse, prevention education, disclosures or counselling support?
• The direct relevance of the nominated agencies to serving children who may be victims of child sexual abuse was not always clear, nor was the depth of expertise of various agencies in providing effective support. For example, some school systems simply provided links to other information sources or websites (such as child sexual abuse prevention programs, cyberbullying websites or youth mental health websites) rather than specialist counselling support services.

• Seven of the 32 school systems (21.9 per cent) nominated a specialist sexual assault, rape crisis centre or sexual health service. These systems were the Australian Capital Territory Education and Training Directorate, South Australian Department for Education and Child Development, Victorian Department of Education and Early Childhood Development, Tasmanian Department of Education, Western Australian Department of Education, Catholic Education Melbourne, and Catholic Education Office – Diocese of Sale.

• Five of the 32 school systems (15.6 per cent) provided a link to Kids Helpline. These were the Australian Capital Territory Education and Training Directorate; New South Wales Department of Education and Communities; Queensland Department of Education, Training and Employment; South Australian Department for Education and Child Development; and Western Australian Department of Education.

• Only two of the 32 school systems (6.3 per cent) provided a link or suggested referral to Bravehearts, which operates a victim support service for children and families in addition to its education program. These systems were the Queensland Department of Education, Training and Employment; and the Tasmanian Department of Education.
Audit of primary school-based sexual abuse prevention policy and curriculum: Final report

Volume 2

Tables

Prepared for the Commonwealth of Australia as represented by Royal Commission into Institutional Responses to Child Sexual Abuse
Criteria 1: Base child/student protection policy
State and Territory Departments of Education

This section includes Criteria 1 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.1.1: Criteria 1 base child protection policies for State and Territory Education Departments, including policy name, identifier, dates, and Universal Resource Locator (URL)

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Child Protection Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/Territory</td>
<td>Child Protection Policies</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| Tasmania (TAS) | Policy: Unable to be located  
Identifier: Unable to be located  
URL: Unable to be located  
Implementation date: Unable to be located  
Last updated: Unable to be located |
| Victoria (VIC) | Policy: Child Protection – Mandatory Reporting  
Identifier: No file number or reference supplied  
Implementation date: Not recorded  
Last updated: Not recorded |
| Western Australia (WA) | Policy: Child Protection (2009)  
Identifier: Trim No: D13/0636565  
Effective date: 8th April 2009  
Last updated: 26th November 2013 |
### Table 2.1.2: Criteria 1 base child/student protection policy: Summary of audit for State and Territory Education Departments

<table>
<thead>
<tr>
<th>Criteria 1: Base child/student protection policy</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base child protection policy a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pathway to policy from home page b</td>
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<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Clear</td>
<td>N/A</td>
<td>Unclear</td>
<td>Unclear</td>
</tr>
<tr>
<td>Search function locates policy c</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Policy download available d</td>
<td>PDF</td>
<td>No PDF</td>
<td>PDF</td>
<td>PDF</td>
<td>PDF</td>
<td>N/A</td>
<td>No PDF</td>
<td>PDF</td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified) e</td>
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<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td>Unclear</td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy f</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>17</td>
<td>20</td>
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<td>8</td>
<td>37</td>
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<tr>
<td>Guidance in relation to institutional abuse g</td>
<td>Base policy (limited detail)</td>
<td>Separate policy (detailed)</td>
<td>Base policy (limited detail)</td>
<td>Separate policy (detailed)</td>
<td>Base policy &amp; separate documents (detailed)</td>
<td>No information</td>
<td>Separate protocol document (some detail)</td>
<td>Base policy (some detail)</td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention h</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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**a** A base child protection policy was defined as a document having the term “policy” in the title and which appeared to be a superordinate or overarching statement or set of statements expressing what the government intends to do to address child or student protection (Birkland, 2005; Pal, 2009).

**b** The electronic pathway to the policy from the departmental home page was assessed as a measure of policy accessibility. A rating of “clear” was assigned when the pathway to the policy was easily navigated (e.g. in 2-3 steps via a general “policy” link). A rating of “unclear” was assigned when the pathway to the policy was difficult to navigate or was convoluted (e.g. >3 steps via indirect links not labelled “policy”).
Tests of the Departmental / Diocesan website search function were conducted assuming a school staff member was searching for the relevant policy. A rating of “Yes” was assigned if the search term “child protection” or “student protection” returned the base policy within the first 10 hits.

Policy accessibility was appraised according to whether or not the policy could be downloaded as a single document. The download format was recorded.

The base policy was searched for indicators that the base policy must be read in conjunction with other documents (including policies) for implementation. A rating of “Yes” was assigned for policies clearly nominating related documents (including policies) and specifying those essential for policy implementation. A rating of “No” was assigned for policies not nominating any related documents. A rating of “unclear” was assigned for policies nominating related documents but not specifying those essential to policy implementation.

The number of related documents (including policies, procedures, protocols, guidelines etc.), listed in the policy, was recorded. This was seen as an indicator of policy complexity.

Base child protection policies and other related documents were searched for guidance on responses to child sexual abuse when the suspected perpetrator was a departmental employee or volunteer. Coverage in the base policy or separate policies was recorded. Extent of coverage was also recorded.

Base child protection policies were searched for statements regarding the teaching of child sexual abuse prevention education. A rating of “Yes” was assigned for policies incorporating a directive for the teaching of child sexual abuse prevention education as part of the school curriculum. A rating of “No” was assigned for policies not containing any such statements.

A base child protection policy for Tasmania’s Department of Education could not be found, therefore, “N/A” (not applicable) is recorded against most criteria.
New South Wales Diocesan Schools

This section includes Criteria 1 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Wilcannia-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.1.3: Criteria 1 base child protection policies for New South Wales Catholic Education Dioceses, including dates, policy identifier, and Universal Resource Locator (URL)

<table>
<thead>
<tr>
<th>Diocese</th>
<th>Child Protection Policies</th>
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</thead>
<tbody>
<tr>
<td>Armidale</td>
<td>Policy</td>
</tr>
<tr>
<td></td>
<td>Child protection policy statement (2007)</td>
</tr>
<tr>
<td></td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Implementation date</td>
</tr>
<tr>
<td></td>
<td>15th October 2007</td>
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<tr>
<td></td>
<td>Last updated</td>
</tr>
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<td></td>
<td>Not recorded</td>
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<tr>
<td>Bathurst</td>
<td>Policy?</td>
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<tr>
<td></td>
<td>Guidelines for professional conduct in the protection of children and young people (2013)</td>
</tr>
<tr>
<td></td>
<td>Not recorded</td>
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<tr>
<td></td>
<td>Endorsement date</td>
</tr>
<tr>
<td></td>
<td>20th August 2013</td>
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<tr>
<td></td>
<td>Last updated</td>
</tr>
<tr>
<td></td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Possible policy?</td>
</tr>
<tr>
<td></td>
<td>Child protection code of professional standards for employees in Catholic schools in the Diocese of Bathurst (2011)</td>
</tr>
<tr>
<td></td>
<td>Professional conduct and child protection: Responding to allegations involving school personnel (undated)</td>
</tr>
<tr>
<td>Broken Bay</td>
<td>Policy</td>
</tr>
<tr>
<td></td>
<td>Creating safe and supportive school environments: Child protection policy for diocesan systemic schools (2006)</td>
</tr>
<tr>
<td></td>
<td>Not recorded</td>
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<td></td>
<td>Implementation date</td>
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<td></td>
<td>December 2004</td>
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<td></td>
<td>Last updated</td>
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<td></td>
<td>April 2006</td>
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<td>Lismore</td>
<td>Policy</td>
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<td></td>
<td>Child protection policy and procedures (2004)</td>
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<td>Not recorded</td>
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<td>Date issued</td>
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<td>Diocese</td>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Identifier</td>
<td>Not recorded</td>
</tr>
<tr>
<td>Effective date</td>
<td>21st October 2010</td>
</tr>
<tr>
<td>Last updated</td>
<td>Not recorded</td>
</tr>
<tr>
<td>Parramatta</td>
<td>Policy Not located</td>
</tr>
<tr>
<td>Identifier</td>
<td>103000</td>
</tr>
<tr>
<td>Implementation date</td>
<td>22 July 2013</td>
</tr>
<tr>
<td>Last updated</td>
<td>Not recorded</td>
</tr>
<tr>
<td>Sydney</td>
<td>Policy Not located</td>
</tr>
<tr>
<td>Identifier</td>
<td>Not located</td>
</tr>
<tr>
<td>URL</td>
<td>Not located</td>
</tr>
<tr>
<td>Implementation date</td>
<td>Not located</td>
</tr>
<tr>
<td>Last updated</td>
<td>Not located</td>
</tr>
<tr>
<td>Wagga wagga</td>
<td>Policy Safe Schools policy (child protection) (2009)</td>
</tr>
<tr>
<td>Identifier</td>
<td>03/06</td>
</tr>
<tr>
<td>Approval date</td>
<td>2006</td>
</tr>
<tr>
<td>Last updated</td>
<td>July 2009</td>
</tr>
<tr>
<td>Willcania-Forbes</td>
<td>Policy Not located</td>
</tr>
<tr>
<td>Identifier</td>
<td>Not located</td>
</tr>
<tr>
<td>URL</td>
<td>Not located</td>
</tr>
<tr>
<td>Implementation date</td>
<td>Not located</td>
</tr>
<tr>
<td>Last updated</td>
<td>Not located</td>
</tr>
<tr>
<td>Diocese</td>
<td>Child Protection Policies</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Wollongong</td>
<td>Not located</td>
</tr>
<tr>
<td></td>
<td>Care Wellbeing and Protection of Children (2010)</td>
</tr>
<tr>
<td></td>
<td>Code of Conduct in the Protection of Children and Young People (2013)</td>
</tr>
<tr>
<td></td>
<td>Maintaining Right Relationships (undated)</td>
</tr>
</tbody>
</table>

a The expression “Policy?” is used to indicate lack of clarity regarding which document should be identified as the “base” child protection policy, that is, the key or head document.

b The expression “Possible policy?” is used to indicate other documents located in searches that may possibly be the “base” child protection policy. In these cases, it was not possible to determine which document should be taken as the child protection policy.
### Table 2.1.4: Criteria 1 base child/student protection policy: Summary of audit for New South Wales Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 1: Base child/student protection policy</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wagga</th>
<th>Wilcania</th>
<th>Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base child protection policy</td>
<td>Yes</td>
<td>Unclear</td>
<td>Yes</td>
<td>Yes</td>
<td>Unclear</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Unclear</td>
</tr>
<tr>
<td>Pathway to policy from home page</td>
<td>Unclear</td>
<td>Clear</td>
<td>Clear</td>
<td>Clear</td>
<td>Clear</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td>Clear</td>
<td></td>
</tr>
<tr>
<td>Search function locates policy</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No search tool</td>
</tr>
<tr>
<td>Policy download available</td>
<td>PDF</td>
<td>PDF</td>
<td>PDF</td>
<td>PDF</td>
<td>PDF</td>
<td>N/A</td>
<td>PDF</td>
<td>N/A</td>
<td>PDF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified)</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Yes (1)</td>
<td>N/A</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy</td>
<td>Nil</td>
<td>Nil</td>
<td>20</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>N/A</td>
<td>3</td>
<td>N/A</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance in relation to institutional abuse</td>
<td>Separate policy (detailed)</td>
<td>Separate document (detailed but dated)</td>
<td>In base policy (limited)</td>
<td>In base policy &amp; procedure (detailed)</td>
<td>In base policy (some detail)</td>
<td>In base policy &amp; separate document (some detail)</td>
<td>No information</td>
<td>In base policy (some detail)</td>
<td>No information</td>
<td>Several separate documents (detailed but unclear)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A base child protection policy was defined as a document having the term “policy” in the title and which appeared to be a superordinate or overarching statement or set of statements expressing what the government intends to do to address child or student protection (Birkland, 2005; Pal, 2009). A rating of “unclear” was assigned when there were multiple documents identified that contained policy information, and no document was clearly labelled as the child protection policy.

The electronic pathway to the policy from the departmental home page was assessed as a measure of policy accessibility. A rating of “clear” was assigned when the pathway to the policy was easily navigated (e.g. in 2-3 steps via a general “policy” link). A rating of “unclear” was assigned when the pathway to the policy was difficult to navigate or was convoluted (e.g. >3 steps via indirect links not labelled “policy”).

Tests of the Departmental / Diocesan website search function were conducted assuming a school staff member was searching for the relevant policy. A rating of “Yes” was assigned if the search term “child protection” or “student protection” returned the base policy within the first10 hits.

Policy accessibility was appraised according to whether or not the policy could be downloaded as a single document. The download format was recorded.

The base policy was searched for indicators that the base policy must be read in conjunction with other documents (including polies) for implementation. A rating of “Yes” was assigned for policies clearly nominating related documents (including policies) and specifying those essential for policy implementation. A rating of “No” was assigned for policies not nominating any related documents. A rating of “unclear” was assigned for policies nominating related documents but not specifying those essential to policy implementation.

The number of related documents (including policies, procedures, protocols, guidelines etc.), listed in the policy, was recorded. This was seen as an indicator of policy complexity.

Base child protection policies and other related documents were searched for guidance on responses to child sexual abuse when the suspected perpetrator was a departmental employee or volunteer. Coverage in the base policy or separate polices was recorded. Extent of coverage was also recorded.

Base child protection policies were searched for statements regarding the teaching of child sexual abuse prevention education. A rating of “Yes” was assigned for policies incorporating a directive for the teaching of child sexual abuse prevention education as part of the school curriculum. A rating of “No” was assigned for policies not containing any such statements.

A base child protection policy for the diocese of Sydney could not be found, therefore, “N/A” (not applicable) is recorded against most criteria.

A base child protection policy for the diocese of Wilcannia-Forbes could not be found, therefore, “N/A” (not applicable) is recorded against most criteria.
Queensland Diocesan Schools

This section includes Criteria 1 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
<table>
<thead>
<tr>
<th>Diocese</th>
<th>Policy</th>
<th>Child Protection Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifier</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Implementation date</td>
<td>September 2011</td>
</tr>
<tr>
<td></td>
<td>Last updated</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Identifier</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Approval Date</td>
<td>BOG, 2013</td>
</tr>
<tr>
<td></td>
<td>Last updated</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Identifier</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Approval Date</td>
<td>17th August 2012</td>
</tr>
<tr>
<td></td>
<td>Last updated</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Identifier</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Implementation date</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Last update</td>
<td>April 2013</td>
</tr>
<tr>
<td></td>
<td>Identifier</td>
<td>Not recorded</td>
</tr>
<tr>
<td></td>
<td>Date ratified</td>
<td>16th September 2004</td>
</tr>
</tbody>
</table>
Table 2.1.6: Criteria 1 base child/student protection policy: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 1: Base child/student protection policy</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brisbane</td>
</tr>
<tr>
<td>Base child protection policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Pathway to policy from home page</td>
<td>Clear</td>
</tr>
<tr>
<td>Search function locates policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Policy download available</td>
<td>PDF</td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified)</td>
<td>Unclear</td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy</td>
<td>Nil</td>
</tr>
<tr>
<td>Guidance in relation to institutional abuse</td>
<td>Separate document (detailed)</td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention</td>
<td>No</td>
</tr>
</tbody>
</table>

A base child protection policy was defined as a document having the term “policy” in the title and which appeared to be a superordinate or overarching statement or set of statements expressing what the government intends to do to address child or student protection (Birkland, 2005; Pal, 2009).

The electronic pathway to the policy from the departmental home page was assessed as a measure of policy accessibility. A rating of “clear” was assigned when the pathway to the policy was easily navigated (e.g. in 2-3 steps via a general “policy” link). A rating of “unclear” was assigned when the pathway to the policy was difficult to navigate or was convoluted (e.g. >3 steps via indirect links not labelled “policy”).
Tests of the Departmental / Diocesan website search function were conducted assuming a school staff member was searching for the relevant policy. A rating of “Yes” was assigned if the search term “child protection” or “student protection” returned the base policy within the first 10 hits.

Policy accessibility was appraised according to whether or not the policy could be downloaded as a single document. The download format was recorded.

The base policy was searched for indicators that the base policy must be read in conjunction with other documents (including policies) for implementation. A rating of “Yes” was assigned for policies clearly nominating related documents (including policies) and specifying those essential for policy implementation. A rating of “No” was assigned for policies not nominating any related documents. A rating of “unclear” was assigned for policies nominating related documents but not specifying those essential to policy implementation.

The number of related documents (including policies, procedures, protocols, guidelines etc.), listed in the policy, was recorded. This was seen as an indicator of policy complexity.

Base child protection policies and other related documents were searched for guidance on responses to child sexual abuse when the suspected perpetrator was a departmental employee or volunteer. Coverage in the base policy or separate policies was recorded. Extent of coverage was also recorded.

Base child protection policies were searched for statements regarding the teaching of child sexual abuse prevention education. A rating of “Yes” was assigned for policies incorporating a directive for the teaching of child sexual abuse prevention education as part of the school curriculum. A rating of “No” was assigned for policies not containing any such statements.
Victoria Diocesan Schools

This section includes Criteria 1 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
Table 2.1.7: Criteria 1 base child protection policies for Victoria Catholic Education Dioceses, including dates, policy identifier, and Universal Resource Locator (URL)

<table>
<thead>
<tr>
<th>Diocese</th>
<th>Child Protection Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballarat</td>
<td>Policy Not located</td>
</tr>
<tr>
<td></td>
<td>Identifier Not located</td>
</tr>
<tr>
<td></td>
<td>URL Not located</td>
</tr>
<tr>
<td></td>
<td>Implementation date Not located</td>
</tr>
<tr>
<td></td>
<td>Last updated Not located</td>
</tr>
<tr>
<td></td>
<td>Identifier 2.19</td>
</tr>
<tr>
<td></td>
<td>Implementation date August 2013</td>
</tr>
<tr>
<td></td>
<td>Last updated August 2013</td>
</tr>
<tr>
<td>Sale</td>
<td>Policy Not located</td>
</tr>
<tr>
<td></td>
<td>Identifier Not located</td>
</tr>
<tr>
<td></td>
<td>URL Not located</td>
</tr>
<tr>
<td></td>
<td>Date issued Not located</td>
</tr>
<tr>
<td></td>
<td>Last update Not located</td>
</tr>
<tr>
<td>Sandhurst</td>
<td>Policy Not located</td>
</tr>
<tr>
<td></td>
<td>Identifier Not located</td>
</tr>
<tr>
<td></td>
<td>URL Not located</td>
</tr>
<tr>
<td></td>
<td>Effective date Not located</td>
</tr>
<tr>
<td></td>
<td>Last updated Not located</td>
</tr>
</tbody>
</table>
Table 2.1.8: Criteria 1 base child/student protection policy: Summary of audit for Victorian Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 1: Base child/student protection policy</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base child protection policy (^a)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pathway to policy from home page (^b)</td>
<td>N/A</td>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Search function locates policy (^c)</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy download available (^d)</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified) (^e)</td>
<td>N/A</td>
<td>Unclear</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy (^f)</td>
<td>N/A</td>
<td>17</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Guidance in relation to institutional abuse (^g)</td>
<td>No information</td>
<td>Base policy and separate documents (some detail)</td>
<td>No information</td>
<td>Separate documents (detailed but unclear)</td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention (^h)</td>
<td>N/A</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\(^a\) A base child protection policy was defined as a document having the term “policy” in the title and which appeared to be a superordinate or overarching statement or set of statements expressing what the government intends to do to address child or student protection (Birkland, 2005; Pal, 2009). A rating of “unclear” was assigned when multiple documents could be assumed to be the base policy or a document was not named as a policy document but contained policy information.

\(^b\) The electronic pathway to the policy from the departmental home page was assessed as a measure of policy accessibility. A rating of “clear” was assigned when the pathway to the policy was easily navigated (e.g. in 2-3 steps via a general “policy” link). A rating of “unclear” was assigned when the pathway to the policy was difficult to navigate or was convoluted (e.g. >3 steps via indirect links not labelled “policy”).
Tests of the Departmental / Diocesan website search function were conducted assuming a school staff member was searching for the relevant policy. A rating of “Yes” was assigned if the search term “child protection” or “student protection” returned the base policy within the first 10 hits.

Policy accessibility was appraised according to whether or not the policy could be downloaded as a single document. The download format was recorded.

The base policy was searched for indicators that the base policy must be read in conjunction with other documents (including policies) for implementation. A rating of “Yes” was assigned for policies clearly nominating related documents (including policies) and specifying those essential for policy implementation. A rating of “No” was assigned for policies not nominating any related documents. A rating of “unclear” was assigned for policies nominating related documents but not specifying those essential to policy implementation.

The number of related documents (including policies, procedures, protocols, guidelines etc.), listed in the policy, was recorded. This was seen as an indicator of policy complexity.

Base child protection policies and other related documents were searched for guidance on responses to child sexual abuse when the suspected perpetrator was a departmental employee or volunteer. Coverage in the base policy or separate policies was recorded. Extent of coverage was also recorded.

Base child protection policies were searched for statements regarding the teaching of child sexual abuse prevention education. A rating of “Yes” was assigned for policies incorporating a directive for the teaching of child sexual abuse prevention education as part of the school curriculum. A rating of “No” was assigned for policies not containing any such statements.

A base child protection policy for the Ballarat diocese could not be found, therefore, “N/A” (not applicable) is recorded against most criteria.
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 1 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Table 2.1.9: Criteria 1 base child protection policies for Catholic Education Dioceses in the Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia, including dates, policy identifier, and Universal Resource Locator (URL)

<table>
<thead>
<tr>
<th>State and Diocese</th>
<th>Child Protection Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT Darwin</td>
<td>Policy Identifier</td>
</tr>
<tr>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
<td>Policy Identifier</td>
</tr>
<tr>
<td>TAS Tasmanian Catholic Education Office</td>
<td>Policy Identifier</td>
</tr>
</tbody>
</table>
Table 2.1.10: Criteria 1 base child/student protection policy: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 1: Base child/student protection policy</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base child protection policy a</td>
<td>Yes</td>
<td>Unclear</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Pathway to policy from home page b</td>
<td>Clear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
</tr>
<tr>
<td>Search function locates policy c</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy download available d</td>
<td>PDF</td>
<td>N/A</td>
<td>PDF</td>
<td>N/A</td>
<td>PDF</td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified) e</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy f</td>
<td>12</td>
<td>Nil</td>
<td>23</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Guidance in relation to institutional abuse g</td>
<td>Separate documents (detailed recent update)</td>
<td>Separate document (some detail but unclear)</td>
<td>Separate document (limited detail)</td>
<td>Separate document (detailed but unclear)</td>
<td>Separate document (limited detail)</td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention h</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>
A base child protection policy was defined as a document having the term “policy” in the title and which appeared to be a superordinate or overarching statement or set of statements expressing what the government intends to do to address child or student protection (Birkland, 2005; Pal, 2009). A rating of “unclear” was assigned when multiple documents could be assumed to be the base policy or a document was not named as a policy document but contained policy information.

The electronic pathway to the policy from the departmental home page was assessed as a measure of policy accessibility. A rating of “clear” was assigned when the pathway to the policy was easily navigated (e.g. in 2-3 steps via a general “policy” link). A rating of “unclear” was assigned when the pathway to the policy was difficult to navigate or was convoluted (e.g. >3 steps via indirect links not labelled “policy”).

Tests of the Departmental / Diocesan website search function were conducted assuming a school staff member was searching for the relevant policy. A rating of “Yes” was assigned if the search term “child protection” or “student protection” returned the base policy within the first 10 hits.

Policy accessibility was appraised according to whether or not the policy could be downloaded as a single document. The download format was recorded.

The base policy was searched for indicators that the base policy must be read in conjunction with other documents (including policies) for implementation. A rating of “Yes” was assigned for policies clearly nominating related documents (including policies) and specifying those essential for policy implementation. A rating of “No” was assigned for policies not nominating any related documents. A rating of “unclear” was assigned for policies nominating related documents but not specifying those essential to policy implementation.

The number of related documents (including policies, procedures, protocols, guidelines etc.), listed in the policy, was recorded. This was seen as an indicator of policy complexity.

Base child protection policies and other related documents were searched for guidance on responses to child sexual abuse when the suspected perpetrator was a departmental employee or volunteer. Coverage in the base policy or separate policies was recorded. Extent of coverage was also recorded.

Base child protection policies were searched for statements regarding the teaching of child sexual abuse prevention education. A rating of “Yes” was assigned for policies incorporating a directive for the teaching of child sexual abuse prevention education as part of the school curriculum. A rating of “No” was assigned for policies not containing any such statements.
Criteria 2: Specific policy on child sexual abuse prevention education
State and Territory Departments of Education

This section includes Criteria 2 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
### Table 2.2.1: Criteria 2 specific child sexual abuse prevention education policy: Summary of audit for State and Territory Education Departments

<table>
<thead>
<tr>
<th>Criteria 2: Specific policy</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific policy on child sexual abuse prevention education (^a)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No (^i)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy specifies evidence-based approaches (^b)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy contains information specific to child sexual abuse within institutions</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Child sexual abuse prevention education compulsory (^c)</td>
<td>Compulsory (directly conveyed in policy)</td>
<td>Unclear</td>
<td>Not Compulsory (&quot;embedded&quot; in curriculum)</td>
<td>Not Compulsory (&quot;encouraged&quot;, &quot;aligned with relevant curriculum&quot;)</td>
<td>Compulsory (implicitly conveyed in policy)</td>
<td>Not Compulsory</td>
<td>Unclear</td>
<td>Compulsory (directly conveyed in policy)</td>
</tr>
<tr>
<td>Mechanism for reporting on compliance (^d)</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Unclear, under development</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Not required</td>
</tr>
<tr>
<td>Term used for child sexual abuse prevention education</td>
<td>Protective and safe behaviours</td>
<td>Child protection education</td>
<td>Protective behaviours education</td>
<td>Child safety education</td>
<td>Personal safety and wellbeing</td>
<td>Relationships and sexuality education</td>
<td>Sexuality education</td>
<td>Protective behaviours</td>
</tr>
</tbody>
</table>

\(^a\) A specific child sexual abuse prevention policy was defined as a document having the term "policy" in the title and which contained a statement or set of statements expressing what the government intends to do, within schools, to address child sexual abuse prevention education (Birkland, 2005; Pal, 2009).

\(^b\) Where a specific child sexual abuse prevention policy did not exist, a response of “not applicable” (N/A) was recorded.

\(^c\) Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission. A response of “compulsory” was recorded in cases where provision of child sexual abuse prevention is indicated in Departmental or Diocesan policy. A response of “not
“Compulsory” was recorded in cases where provision of child sexual abuse prevention education is not indicated in Departmental or Diocesan policy, but could be incorporated under the terms of school curriculum. A response of “unclear” was recorded in cases in which we were unable to determine the nature of provision.

Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission to determine mechanisms for reporting on compliance with the teaching of child sexual abuse prevention education where provision was enshrined in policy.
New South Wales Diocesan Schools

This section includes Criteria 2 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Wilcannia-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.2.2: Criteria 2 specific child sexual abuse prevention education policy: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 2: Specific policy</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wilcania</th>
<th>Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific policy on child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy specifies evidence-based approaches</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy contains information specific to child sexual abuse within institutions</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Child sexual abuse prevention education compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Unclear</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
</tr>
<tr>
<td>Mechanism for reporting on compliance</td>
<td>No information</td>
<td>No information</td>
<td>Not compulsory</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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<tr>
<td>Term used for child sexual abuse prevention education</td>
<td>Appropriate behaviours</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Protective behaviours</td>
<td>No information</td>
<td>No information</td>
<td>Child safety &amp; child protection</td>
</tr>
</tbody>
</table>

a A specific child sexual abuse prevention policy was defined as a document having the term “policy” in the title and which contained a statement or set of statements expressing what the government intends to do, within schools, to address child sexual abuse prevention education (Birkland, 2005; Pal, 2009).

b Where a specific child sexual abuse prevention policy did not exist, a response of “not applicable” (N/A) was recorded.

c Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission. A response of “compulsory” was recorded in cases where provision of child sexual abuse prevention is indicated in Departmental or Diocesan policy. A response of “not
"compulsory" was recorded in cases where provision of child sexual abuse prevention education is not indicated in Departmental or Diocesan policy, but could be incorporated under the terms of school curriculum. A response of “unclear” was recorded in cases in which we were unable to determine the nature of provision.

Searches were conducted of publicly available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission to determine mechanisms for reporting on compliance with the teaching of child sexual abuse prevention education where provision was enshrined in policy.
Queensland Diocesan Schools

This section includes Criteria 2 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
### Table 2.2.3: Criteria 2 specific child sexual abuse prevention education policy: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 2: Specific policy</th>
<th>Brisbane</th>
<th>Cairns</th>
<th>Rockhampton</th>
<th>Toowoomba</th>
<th>Townsville</th>
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<tbody>
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<td>No</td>
<td>No</td>
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<td>No</td>
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<tr>
<td>Policy specifies evidence-based approaches b</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy contains information specific to child sexual abuse within institutions</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Child sexual abuse prevention education compulsory c</td>
<td>Not compulsory</td>
<td>Not compulsory</td>
<td>Unclear</td>
<td>Not compulsory</td>
<td>No information</td>
</tr>
<tr>
<td>Mechanism for reporting on compliance d</td>
<td>No information</td>
<td>No information</td>
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<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Term used for child sexual abuse prevention education</td>
<td>No information</td>
<td>No information</td>
<td>Protective Behaviours</td>
<td>Protective Behaviours</td>
<td>No information</td>
</tr>
</tbody>
</table>

a A specific child sexual abuse prevention policy was defined as a document having the term “policy” in the title and which contained a statement or set of statements expressing what the government intends to do, within schools, to address child sexual abuse prevention education (Birkland, 2005; Pal, 2009).

b Where a specific child sexual abuse prevention policy did not exist, a response of “not applicable” (N/A) was recorded.

c Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission. A response of “compulsory” was recorded in cases where provision of child sexual abuse prevention is indicated in Departmental or Diocesan policy. A response of “not compulsory” was recorded in cases where provision of child sexual abuse prevention education is not indicated in Departmental or Diocesan policy, but could be incorporated under the terms of school curriculum. A response of “unclear” was recorded in cases in which we were unable to determine the nature of provision.

d Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission to determine mechanisms for reporting on compliance with the teaching of child sexual abuse prevention education where provision was enshrined in policy.
Victoria Diocesan Schools

This section includes Criteria 2 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
Table 2.2.4: Criteria 2 specific child sexual abuse prevention education policy: Summary of audit for Victoria Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 2: Specific policy</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
</table>
| Specific policy on child sexual abuse prevention education  
   \(^a\) | No | No | No | No |
| Policy specifies evidence-based approaches  
   \(^b\) | N/A | N/A | N/A | N/A |
| Policy contains information specific to child sexual abuse within institutions | N/A | N/A | N/A | N/A |
| Child sexual abuse prevention education compulsory  
   \(^c\) | No information | Unclear | Not compulsory | No information |
| Mechanism for reporting on compliance  
   \(^d\) | No information | No information | No information | No information |
| Term used for child sexual abuse prevention education | No information | No information | No information | No information |

\(^a\) A specific child sexual abuse prevention policy was defined as a document having the term “policy” in the title and which contained a statement or set of statements expressing what the government intends to do, within schools, to address child sexual abuse prevention education (Birkland, 2005; Pal, 2009).

\(^b\) Where a specific child sexual abuse prevention policy did not exist, a response of “not applicable” (N/A) was recorded.

\(^c\) Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission. A response of “compulsory” was recorded in cases where provision of child sexual abuse prevention is indicated in Departmental or Diocesan policy. A response of “not compulsory” was recorded in cases where provision of child sexual abuse prevention education is not indicated in Departmental or Diocesan policy, but could be incorporated under the terms of school curriculum. A response of “unclear” was recorded in cases in which we were unable to determine the nature of provision.

\(^d\) Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission to determine mechanisms for reporting on compliance with the teaching of child sexual abuse prevention education where provision was enshrined in policy.
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 2 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Table 2.2.5: Criteria 2 specific child sexual abuse prevention education policy: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 2: Specific policy</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific policy on child sexual abuse prevention education a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policy specifies evidence-based approaches b</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy contains information specific to child sexual abuse within institutions</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Child sexual abuse prevention education compulsory c</td>
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<td>No information</td>
<td>Compulsory</td>
<td>Not compulsory</td>
<td>No information</td>
</tr>
<tr>
<td>Mechanism for reporting on compliance d</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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<tr>
<td>Term used for child sexual abuse prevention education</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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</tbody>
</table>

a A specific child sexual abuse prevention policy was defined as a document having the term “policy” in the title and which contained a statement or set of statements expressing what the government intends to do, within schools, to address child sexual abuse prevention education (Birkland, 2005; Pal, 2009).

b Where a specific child sexual abuse prevention policy did not exist, a response of “not applicable” (N/A) was recorded.

c Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission. A response of “compulsory” was recorded in cases where provision of child sexual abuse prevention is indicated in Departmental or Diocesan policy. A response of “not
compulsory” was recorded in cases where provision of child sexual abuse prevention education is not indicated in Departmental or Diocesan policy, but could be incorporated under the terms of school curriculum. A response of “unclear” was recorded in cases in which we were unable to determine the nature of provision.

\[d\] Searches were conducted of publically available information on Departmental / Diocesan websites and in information provided directly to the Royal Commission to determine mechanisms for reporting on compliance with the teaching of child sexual abuse prevention education where provision was enshrined in policy.
Criteria 3: Location in the curriculum
State and Territory Departments of Education

This section includes Criteria 3 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.3.1: Criteria 3 curriculum location: Summary of audit for State and Territory Education Departments, including curriculum name, dates, and Universal Resource Locator (URL)

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Curriculum type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory (ACT)</td>
<td>School curriculum&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Every Chance to learn: Curriculum Framework for ACT Schools - Preschool to year 10 <a href="http://activated.act.edu.au/ectl/resources/ectl_framework.pdf">URL</a> Document undated (assumed publication date 2007), publisher unknown (assumed publisher ACT Government)</td>
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<tr>
<td></td>
<td>Specific curriculum&lt;sup&gt;b&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Other curriculum (internal)&lt;sup&gt;c&lt;/sup&gt;</td>
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</tr>
<tr>
<td></td>
<td>Other curriculum (external)&lt;sup&gt;d&lt;/sup&gt;</td>
<td>Protective behaviours (Royal Commission reference: ACT4. Government response to C-NP-85, p.8)</td>
</tr>
<tr>
<td></td>
<td>Other curriculum (internal)</td>
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<td></td>
<td>Other curriculum (external)</td>
<td>Bravehearts – Ditto’s Keep Safe Adventure; Love Bites; Take 2 – Respectful Relationships; Protective Behaviours (Royal Commission reference: NSW4. Child protection research - Tab C to letter of MW, p.1) <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm">URL</a> URLs provided in submission to Royal Commission No details found</td>
</tr>
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<td>State/Territory</td>
<td>Curriculum type</td>
<td>Details</td>
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<td>----------------------</td>
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</tr>
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<td>Northern Territory (NT)</td>
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<td>South Australia (SA)</td>
<td>School curriculum</td>
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School curriculum refers to syllabuses developed by is statutory authorities in each of the Australian States and Territories. These authorities typically provide syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for schools. In this project school syllabuses of interest are those for school students from K/P-Year 7.

Specific curriculum refers to a program of materials developed by government Departments of Education or Catholic Education Offices for the specific purpose of child sexual abuse prevention education. Their implementation is specified in school system child protection policy. Specific child sexual abuse prevention curricula are typically delivered by school staff and are to be used system-wide.
Other curriculum (internal) refers to programs and materials developed by government Departments of Education or Catholic Education Offices, sometimes in collaboration with non-government organisations and community agencies, for the specific purpose of child sexual abuse prevention education. Their implementation is not enshrined in policy. These child sexual abuse prevention curricula are typically delivered by school staff or by school staff in collaboration with staff from non-government organisations/community agencies.

Other curriculum (external) refers to programs and materials developed by non-government organisations and community agencies for the specific purpose of child sexual abuse prevention education. Programs and materials are typically delivered in schools or provided to schools by these external agencies.
New South Wales Diocesan Schools

This section includes Criteria 3 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.3.2: Criteria 3 curriculum location: Summary of audit for New South Wales Catholic Education Dioceses, including curriculum name, dates, and Universal Resource Locator (URL)

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<sup>a</sup> Uses NSW PDHPE. URL: As per Table 1, Criteria 3. Published: As per Table 1, Criteria 3.


<sup>c</sup> No details found. URL: No details found. Published: No details found.

<sup>d</sup> No details found. URL: No details found. Published: No details found.

<sup>e</sup> Protective Behaviours (unclear use of term). URL: No details provided. Published: No details provided.
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|              | Catholic school curriculum | Towards Wholeness  
|              | Published       | 2003, Catholic Education Commission NSW                                                                                                         |
|              | Specific curriculum | Aggregation of curricula known as Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools (which includes elements of Child protection education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education) |
|              | URL             | No details found                                                                                                                              |
|              | Published       | 2007, Catholic Schools Office of Broken Bay                                                                                                |
|              | Other curriculum (internal) | No details found                                                                                                                                 |
|              | URL             | No details found                                                                                                                              |
|              | Published       | No details found                                                                                                                              |
|              | Other curriculum (external) | No details found                                                                                                                             |
|              | URL             | No details found                                                                                                                              |
|              | Published       | No details found                                                                                                                              |
| Lismore      | School curriculum | Uses NSW PDHPE                                                                                                                                |
|              | URL             | As per Table 1, Criteria 3                                                                                                                     |
|              | Published       | As per Table 1, Criteria 3                                                                                                                     |
|              | Catholic school curriculum | Towards Wholeness  
<p>|              | Published       | 2003, Catholic Education Commission NSW                                                                                                         |
|              | Specific curriculum | No details found                                                                                                                             |
|              | URL             | No details found                                                                                                                              |
|              | Published       | No details found                                                                                                                              |
|              | Other curriculum (internal) | Digital Citizenship (this curriculum does not deal with sexual abuse in contexts other than online)                                      |
|              | URL             | No details provided                                                                                                                           |
|              | Published       | No details provided                                                                                                                           |
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|              | URL             | No details found                                                                                                                              |</p>
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School curriculum refers to syllabuses developed by is statutory authorities in each of the Australian States and Territories. These authorities typically provide syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for schools. In this project school syllabuses of interest are those for school students from K/P-Year 7.

Catholic school curriculum refers to syllabuses developed by Catholic school systems in some, but not all, Dioceses. These syllabuses provide a “Catholic perspective” on the curriculums developed by State and Territory curriculum authorities.

Specific curriculum refers to a program of materials developed by government Departments of Education or Catholic Education Offices for the specific purpose of child sexual abuse prevention education. Their implementation is specified in school system child protection policy. Specific child sexual abuse prevention curricula are typically delivered by school staff and are to be used system-wide.

Other curriculum (internal) refers to programs and materials developed by government Departments of Education or Catholic Education Offices, sometimes in collaboration with non-government organisations and community agencies, for the specific purpose of child sexual abuse prevention education. Their implementation is not enshrined in policy. These child sexual abuse prevention curricula are typically delivered by school staff or by school staff in collaboration with staff from non-government organisations/community agencies.

Other curriculum (external) refers to programs and materials developed by non-government organisations and community agencies for the specific purpose of child sexual abuse prevention education. Programs and materials are typically delivered in schools or provided to schools by these external agencies.
Queensland Diocesan Schools

This section includes Criteria 3 summary tables for:

- Catholic Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
- Catholic Education Archdiocese of Brisbane
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School curriculum refers to syllabuses developed by statutory authorities in each of the Australian States and Territories. These authorities typically provide syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for schools. In this project school syllabuses of interest are those for school students from K/P-Year 7.

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not enshrined in policy. These child sexual abuse prevention curricula are typically delivered by school staff or by school staff in collaboration with staff from non-government organisations/community agencies.

"Other curriculum (external) refers to programs and materials developed by non-government organisations and community agencies for the specific purpose of child sexual abuse prevention education. Programs and materials are typically delivered in schools or provided to schools by these external agencies."
Victoria Diocesan Schools

This section includes Criteria 3 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
Table 2.3.4: Criteria 3 curriculum location: Summary of audit for Victoria Catholic Education Dioceses, including curriculum name, dates, and Universal Resource Locator (URL)

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Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 3 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
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Table 2.3.5: Criteria 3 curriculum location: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses, including curriculum name, dates, and Universal Resource Locator (URL)
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<th>Diocese</th>
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<td>SA</td>
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<td>School curriculum</td>
<td>Uses Australian Curriculum</td>
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<td><a href="http://www.catholic.tas.edu.au/key-documents/growing-towards-wholeness">http://www.catholic.tas.edu.au/key-documents/growing-towards-wholeness</a></td>
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<td>Tasmanian Catholic Education Office</td>
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138
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<th>Details</th>
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<td>The Teaching of Human Sexuality: Guidelines for Catholic Schools in Western Australia</td>
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<td>URLs provided for all of the above programs.</td>
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<td>Published</td>
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School curriculum refers to syllabuses developed by the statutory authorities in each of the Australian States and Territories. These authorities typically provide syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for schools. In this project school syllabuses of interest are those for school students from K/P-Year 7.

Catholic school curriculum refers to syllabuses developed by Catholic school systems in some, but not all, Dioceses. These syllabuses provide a “Catholic perspective” on the curriculums developed by State and Territory curriculum authorities.

Specific curriculum refers to a program of materials developed by government Departments of Education or Catholic Education Offices for the specific purpose of child sexual abuse prevention education. Their implementation is specified in school system child protection policy. Specific child sexual abuse prevention curricula are typically delivered by school staff and are to be used system-wide.

Other curriculum (internal) refers to programs and materials developed by government Departments of Education or Catholic Education Offices, sometimes in collaboration with non-government organisations and community agencies, for the specific purpose of child sexual abuse prevention education. Their implementation is not enshrined in policy. These child sexual abuse prevention curricula are typically delivered by school staff or by school staff in collaboration with staff from non-government organisations/community agencies.
Other curriculum (external) refers to programs and materials developed by non-government organisations and community agencies for the specific purpose of child sexual abuse prevention education. Programs and materials are typically delivered in schools or provided to schools by these external agencies.
Criteria 4: Inclusion, relevance, and cultural sensitivity
State and Territory Departments of Education

This section includes Criteria 4 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.4.1: Criteria 4 inclusion, relevance, and cultural sensitivity: Summary of audit for State and Territory Education Departments

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New South Wales Diocesan Schools

This section includes Criteria 4 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Wilcannia-Forbes
- Catholic Education Office, Diocese of Wollongong
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<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga Wagga</th>
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Queensland Diocesan Schools

This section includes Criteria 4 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
### Table 2.4.3: Criteria 4 inclusion, relevance, and cultural sensitivity: Summary of audit for Queensland Catholic Education Dioceses

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Victoria Diocesan Schools

This section includes Criteria 4 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
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<th>Criteria 4: Inclusion, relevance, and cultural sensitivity</th>
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Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 4 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
### Table 2.4.5: Criteria 4 inclusion, relevance, and cultural sensitivity: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
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<tr>
<th>Criteria 4: Inclusion, relevance, and cultural sensitivity</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
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Criteria 5: Curriculum support
State and Territory Departments of Education

This section includes Criteria 5 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.5.1: Criteria 5 curriculum support: Summary of audit for State and Territory Education Departments

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<tr>
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<td>Protective Behaviours program. Curriculum materials could not be found</td>
<td>Child Protection Education K-6 curriculum. Extensive support materials provided</td>
<td>Numerous resources, but no affiliation with a specific program</td>
<td>A wide variety of support materials and resources are known to the Department</td>
<td>Keeping Safe Child Protection Curriculum. Extensive support materials provided</td>
<td>No information</td>
<td>Catching On curriculum support materials (although not specifically targeting child sexual abuse)</td>
<td>Protective Behaviours program. Support materials under development</td>
</tr>
<tr>
<td>What support materials and resources are used?</td>
<td>No information</td>
<td>Child Protection Education Stages 1-3, curriculum materials (worksheets, classroom activities, lists of resources provided by the Department)</td>
<td>Adolescent Sexuality Education Project Booklet (contents unknown)</td>
<td>Possibly the Keeping Safe Child Protection Curriculum, but this is unclear</td>
<td>Daniel Morcombe Child Safety Curriculum (teacher guides, lesson plans, information); Safe Start program (lesson plans); Orbit child sexual abuse prevention computer game; Bravehearts programs (performance, activity book, booklets); Family Planning Queensland (various resources)</td>
<td>No information</td>
<td>Catching On Early/Everywhere sexuality education resources (lesson plans, activities, focus questions) (although not specifically targeting child sexual abuse)</td>
<td>Protective Behaviours WA has developed some resources: activity books for young children and adolescents, lesson plans, worksheets and suggested activities.</td>
</tr>
<tr>
<td>What other agencies are involved?</td>
<td>Canberra Sexual Health Centre, Canberra Rape</td>
<td>NAPCAN, Family Planning Queensland</td>
<td>Daniel Morcombe Foundation, Bravehearts, Child Safety Australia Inc, Principals Australia Institute (training delivery)</td>
<td>No information</td>
<td>Family Life Victoria, Family Planning Victoria</td>
<td>Protective Behaviours WA, Safe4Kids, Departmental</td>
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<td>Criteria 5: Curriculum support</td>
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<tr>
<td>Crisis Centre, Sexual Health, Family Planning ACT</td>
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<td>Family Planning Qld, University of the Sunshine Coast</td>
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<td>Child Protection Support Team.</td>
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<tr>
<td>Do support materials/resources acknowledge institutional abuse?</td>
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<td>Unclear</td>
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</table>
New South Wales Diocesan Schools

This section includes Criteria 5 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.5.2: Criteria 5 curriculum support: Summary of audit for New South Wales Catholic Education Dioceses

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<thead>
<tr>
<th>Diocese</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga Wagga</th>
<th>Wilcania-Forbes</th>
<th>Wollongong</th>
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<tbody>
<tr>
<td><strong>Criteria 5: Curriculum support</strong></td>
<td><strong>What curriculum support is provided for teaching child sexual abuse prevention education?</strong></td>
<td><strong>No information</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
<td><strong>In the context of the PDHPE curriculum</strong></td>
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<td><strong>In the context of the PDHPE curriculum</strong></td>
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<td></td>
<td><strong>What support materials and resources are used?</strong></td>
<td><strong>Towards Wholeness documents for K-6 (although not specifically targeting child sexual abuse)</strong></td>
<td><strong>No information</strong></td>
<td><strong>The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools (an aggregation of curricula) – including sample units and support documents</strong></td>
<td><strong>Towards Wholeness documents for K-6 (although not specifically targeting child sexual abuse)</strong></td>
<td><strong>Towards Wholeness documents for K-6 (although not specifically targeting child sexual abuse)</strong></td>
<td><strong>Towards Wholeness documents for K-6 (although not specifically targeting child sexual abuse)</strong></td>
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<td><strong>Towards Wholeness documents for K-6 (although not specifically targeting child sexual abuse)</strong></td>
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<td>Broken Bay</td>
<td>Lismore</td>
<td>Maitland-Newcastle</td>
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<td>Sydney</td>
<td>Wagga Wagga</td>
<td>Wilcannia-Forbes</td>
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<td>What agencies are involved?</td>
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<td>No information</td>
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<td>No information</td>
<td>Possibly Bravehearts</td>
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<td>Do support materials/resources acknowledge institutional abuse?</td>
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Queensland Diocesan Schools

This section includes Criteria 5 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Table 2.5.3: Criteria 5 curriculum support: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 5: Curriculum support</th>
<th>Diocese</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Brisbane</td>
</tr>
<tr>
<td>What curriculum support is provided for teaching child sexual abuse prevention education?</td>
<td>Several curriculum resources, but no affiliation with a specific program</td>
</tr>
<tr>
<td>What support materials and resources are used?</td>
<td>Programs and materials include: Bravehearts resources; ‘You Can Do It’ social emotional learning program; Feeling Safe poster program; Daniel Morcombe Child Safety Curriculum (focus questions, lesson plans and activities).</td>
</tr>
<tr>
<td>What agencies are involved?</td>
<td>Bravehearts, Daniel Morcombe Foundation,</td>
</tr>
<tr>
<td>Do support materials/resources acknowledge institutional abuse?</td>
<td>Unclear</td>
</tr>
</tbody>
</table>
Victoria Diocesan Schools

This section includes Criteria 5 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
<table>
<thead>
<tr>
<th>Criteria 5: Curriculum support</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>What curriculum support is provided for teaching child sexual abuse prevention education?</td>
<td>In the context of the AusVELS HPE curriculum</td>
<td>In the context of the AusVELS HPE curriculum</td>
<td>In the context of the AusVELS HPE curriculum</td>
<td>In the context of the AusVELS HPE curriculum</td>
</tr>
<tr>
<td>What support materials and resources are used?</td>
<td>Reference is made to Protective Behaviours (targeting child sexual abuse), KidsMatter and MindMatters, <em>(not specifically targeting child sexual abuse).</em></td>
<td><em>Directives for Christian Education in Sexuality</em> guide schools in curriculum planning and delivery of sexual education (although not specifically targeting child sexual abuse prevention). Bravehearts, Life Education Victoria, Bounce Back, Protective Behaviours, and the Alannah and Madeline eSmart Initiative (some of which specifically target child sexual abuse prevention).</td>
<td>Schools utilise Protective Behaviours (targeting child sexual abuse), KidsMatter and MindMatters, <em>(not specifically targeting child sexual abuse).</em></td>
<td>Some schools utilise programs and resources of Bravehearts and Protective Behaviours – provision of support materials are part of program delivery.</td>
</tr>
<tr>
<td>What agencies are involved?</td>
<td>No information</td>
<td>Protective Behaviours, Bravehearts, Life Education Victoria, the Alannah and Madeline Foundation, and Bounce Back</td>
<td>Family Life Victoria.</td>
<td>Protective Behaviours and Bravehearts.</td>
</tr>
<tr>
<td>Do support materials/resources acknowledge institutional abuse?</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
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</tbody>
</table>
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 5 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
### Table 2.5.5: Criteria 5 curriculum support: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 5: Curriculum support</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What curriculum support is provided for teaching child sexual abuse prevention education?</td>
<td>No information</td>
<td>No information</td>
<td><em>Keeping Safe Child Protection Curriculum.</em> Extensive support materials provided</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>What support materials and resources are used?</td>
<td>No information</td>
<td>No information</td>
<td><em>Keeping Safe</em> curriculum support materials contain lesson plans, activities, worksheets, scenarios, background information, referral services and links to support curriculum delivery.</td>
<td>Growing Towards Wholeness Some schools also utilise programs and resources of Bravehearts, Family Life Sex Education Program, and Protective Behaviours, KidsMatter programs.</td>
<td>Protective Behaviours WA, Safe4Kids, Keeping Ourselves Safe, Safe Start, People 1st Program, Keeping Safe (SA program), MindMatters, KidsMatter</td>
</tr>
<tr>
<td>What agencies are involved?</td>
<td>No information</td>
<td>No information</td>
<td>Principals Australia Institute (training delivery)</td>
<td>Australian Primary Schools Mental Health Initiative</td>
<td>Non-Government Schools Psychology Service, Children’s Safety Australia, Safe4Kids, Protective Behaviours, Department of Education</td>
</tr>
<tr>
<td>Criteria 5: Curriculum support</td>
<td>Diocese</td>
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<td>ACT Canberra and Goulburn</td>
<td>NT Darwin</td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
<td>TAS Tasmanian Catholic Education Office</td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</td>
</tr>
<tr>
<td>Do support materials/resources acknowledge institutional abuse?</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
</tr>
</tbody>
</table>
Criteria 6: Pedagogical support
State and Territory Departments of Education

This section includes Criteria 6 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
### Table 2.6.1: Criteria 6 pedagogical support: Summary of audit for State and Territory Education Departments

<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>ACT</th>
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<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
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</thead>
<tbody>
<tr>
<td>Is training specified in child protection policy?</td>
<td>Yes</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Unclear</td>
<td>Yes</td>
<td>Unclear</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>Professional learning for staff in protective and safe behaviours. School psychologists provide training</td>
<td>Child protection initial training; updates yearly (unclear if teaching child sexual abuse prevention is covered); professional development for teachers implementing the PDHPE curriculum.</td>
<td>Reporting requirements twice yearly (unclear if teaching child sexual abuse prevention is covered)</td>
<td>The Adolescent Sexuality Education Project (ASEP) 12-hour training in sexuality &amp; sexual health education</td>
<td>Student Protection training at induction and then annually (unclear if teaching child sexual abuse prevention is covered) Training delivered by principals/DP/guidance officers. Daniel Morcombe Foundation, Bravehearts, Child Safety Australia Inc, Family Planning Qld</td>
<td>Full day/7-hour face-to-face training for Keeping Safe. Refresher training online from 2014 or face-to-face.</td>
<td>Professional learning in relation to delivering Health and Wellbeing curriculum.</td>
<td>No information</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>School psychologists (internal). Protective Behaviours, Canberra</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Departmental principals, deputy principals and guidance officers (internal)</td>
<td>Curriculum for Learner Health and Wellbeing Management Group, Principals</td>
<td>No information</td>
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<td>Criteria 6: Pedagogical support</td>
<td>ACT</td>
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<td>Daniel Morcombe Foundation, Bravehearts, Child Safety Australia Inc, Family Planning Qld (external)</td>
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<td>Which specific programs or materials are used?</td>
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<td>Implied focus on training in Protective Behaviours program.</td>
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<td>Curriculum and program support documents, PowerPoints, online courses in Student Protection</td>
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<td>No information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNCLEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protective Behaviours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

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New South Wales Diocesan Schools

This section includes Criteria 6 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.6.2: Criteria 6 pedagogical support: Summary of audit for New South Wales Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>One Protective Behaviours workshop in one school</td>
</tr>
<tr>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>No information</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wilcannia-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which specific programs or materials are used?</td>
<td>No information</td>
<td>No information</td>
<td>Child Protection Resource Manual</td>
<td>DBB Pastoral Care and Wellbeing Framework</td>
<td>No information</td>
<td>No information</td>
<td>Towards Wholeness (although this does not specifically target child sexual abuse)</td>
<td>Towards Wholeness (although this does not specifically target child sexual abuse)</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Are contractual/other arrangements in place for training provision?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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Queensland Diocesan Schools

This section includes Criteria 6 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
### Table 2.6.3: Criteria 6 pedagogical support: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>Brisbane</th>
<th>Cairns</th>
<th>Rockhampton</th>
<th>Toowoomba</th>
<th>Townsville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is training specified in child protection policy?</td>
<td>Yes, in <em>Procedures</em> document accompanying Policy.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>Training in student protection initially upon employment, reminders annually (unclear if teaching child sexual abuse prevention is covered). Training provided by Student Protection Contacts, Guidance Counsellors. Training also via Formal Network Meetings, Area Supervisors, Principals, Assistant Principals etc. Email updates to staff. Learning and teaching portal on BCE intranet.</td>
<td>Induction and training about child protection generally (unclear if teaching child sexual abuse prevention is covered).</td>
<td>Training in student protection 2-hours annually (unclear if teaching child sexual abuse prevention is covered). Support provided to teachers by program delivery and training organisations, to help implement the curriculums, including Protective Behaviours training</td>
<td>Training in student protection policy (unclear if teaching child sexual abuse prevention is covered) In 2010-2011 training delivered in Safe Start Program by Children’s Safety Australia Inc.</td>
<td>Student protection in-service mentioned (unclear if teaching child sexual abuse prevention is covered)</td>
</tr>
<tr>
<td>Criteria 6: Pedagogical support</td>
<td>Brisbane</td>
<td>Cairns</td>
<td>Rockhampton</td>
<td>Toowoomba</td>
<td>Townsville</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>Bravehearts, Daniel Morcombe Foundation</td>
<td>No information</td>
<td>Policy states specialist personnel and support resources provided to assist schools Also Protective Behaviours; Daniel Morcombe Child Safety Curriculum</td>
<td>Children's Safety Australia Inc</td>
<td>No information</td>
</tr>
<tr>
<td>Which specific programs or materials are used?</td>
<td>Bravehearts ‘Ditto’ program support materials and Daniel Morcombe Child Safety Curriculum support materials.</td>
<td>No information</td>
<td>Protective Behaviours; Daniel Morcombe Child Safety Curriculum Queensland Police Safe4Kids</td>
<td>Children's Safety Australia Inc</td>
<td>No information</td>
</tr>
<tr>
<td>Are contractual/other arrangements in place for training provision?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
</tbody>
</table>
Victoria Diocesan Schools

This section includes Criteria 6 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is training specified in child protection policy?</td>
<td>No information</td>
<td>No</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Protective Behaviours and Bravehearts program training</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Bravehearts, Protective Behaviours</td>
</tr>
<tr>
<td>Which specific programs or materials are used?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Are contractual/other arrangements in place for training provision?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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</tbody>
</table>
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 6 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
### Table 2.6.5: Criteria 6 pedagogical support: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 6: Pedagogical support</th>
<th>Diocese</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is training specified in child protection policy?</td>
<td>No</td>
<td>No information</td>
<td>Yes</td>
<td>No information</td>
<td>Yes</td>
<td>Induction in child protection procedures (unclear if teaching child sexual abuse prevention is covered) Keeping Safe trailed with training of school-based trainers in 2011.</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>No information</td>
<td>No information</td>
<td>Curriculum training support undertaken in the <em>Keeping Safe</em> curriculum, 2009-2011, one-day training</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>School psychologists and Non-Government School Psychology Service</td>
</tr>
<tr>
<td>Which specific programs or materials are used?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td><em>Growing Towards Wholeness</em> (this does not specifically target child sexual abuse prevention)</td>
</tr>
<tr>
<td>Are contractual/other arrangements in place for training provision?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
</tbody>
</table>
State and Territory Departments of Education

This section includes Criteria 7 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
<table>
<thead>
<tr>
<th>Criteria 7: Assessment and evaluation</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is student learning about child sexual abuse prevention assessed?</strong></td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Yes, as part of <em>Keeping Safe</em></td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td><strong>Have child sexual abuse prevention education programs/curricula been evaluated?</strong></td>
<td>No</td>
<td>Unclear</td>
<td>No</td>
<td>Unclear</td>
<td>Yes. In 2010, KPMG evaluated the child protection curriculum</td>
<td>No</td>
<td>50 schools (government and non-government) have had their sexuality education program reviewed</td>
<td>Unclear</td>
</tr>
<tr>
<td><strong>Have findings from evaluations been implemented?</strong></td>
<td>N/A</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td>Seven key recommendations were made and acted upon, including curriculum and training updates</td>
<td>N/A</td>
<td>An audit tool was developed to assist schools to evaluate sexuality education curriculum</td>
<td>Unclear</td>
</tr>
</tbody>
</table>
New South Wales Diocesan Schools

This section includes Criteria 7 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
### Table 2.7.2: Criteria 7 assessment and evaluation: Summary of audit for New South Wales Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 7: Assessment and evaluation</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wilcannia-Forbes</th>
<th>Wagga-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is student learning about child sexual abuse prevention assessed?</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>No information</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td></td>
</tr>
<tr>
<td>Have child sexual abuse prevention education programs/curricula been evaluated?</td>
<td>Unclear, no information found</td>
<td>Unclear, no information found</td>
<td>Unclear. Reference to audits to check the delivery of syllabus content</td>
<td>Unclear. Reference to Board of Studies compliance and curriculum audits</td>
<td>No</td>
<td>Unclear. Reference to evaluation as the responsibility of individual schools.</td>
<td>Unclear. References annual syllabus evaluation by the Board of Studies.</td>
<td>No information</td>
<td>Unclear. Reference to teacher feedback and monitoring of student grades in PDHPE</td>
<td>Unclear, no information found</td>
<td></td>
</tr>
<tr>
<td>Have findings from evaluations been implemented?</td>
<td>N/A</td>
<td>N/A</td>
<td>Unclear</td>
<td>Unclear</td>
<td>N/A</td>
<td>Unclear</td>
<td>Unclear</td>
<td>No information</td>
<td>Unclear</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Queensland Diocesan Schools

This section includes Criteria 7 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
### Table 2.7.3: Criteria 7 assessment and evaluation: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 7: Assessment and evaluation</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brisbane</td>
</tr>
<tr>
<td>Is student learning about child sexual abuse prevention assessed?</td>
<td>Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td>Have child sexual abuse prevention education programs/curricula been evaluated?</td>
<td>Unclear. Reference to evaluation of curriculum as an “ongoing practice” for schools</td>
</tr>
<tr>
<td>Have findings from evaluations been implemented?</td>
<td>Unclear</td>
</tr>
</tbody>
</table>
Victoria Diocesan Schools

This section includes Criteria 7 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
### Table 2.7.4: Criteria 7 assessment and evaluation: Summary of audit for Victoria Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 7: Assessment and evaluation</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is student learning about child sexual abuse prevention assessed?</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
<td>Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td>Have child sexual abuse prevention education programs/curricula been evaluated?</td>
<td>No evaluations have been undertaken by the diocese. Schools may evaluate their programs and curriculum, and schools are required to review “procedures” for student safety and wellbeing every four years.</td>
<td>Unclear. References evaluation of child safety through the Attitudes to Schools Survey data as part of School Improvement Framework. All schools can use the National Safe Schools Framework audit tool to evaluate their approach to child safety programs and curriculum</td>
<td>Unclear, no information found</td>
<td>Unclear, no information found</td>
</tr>
<tr>
<td>Have findings from evaluations been implemented?</td>
<td>Unclear</td>
<td>Unclear</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 7 audit tables for:

1. Archdiocese of Canberra and Goulburn Catholic Education Office
2. Catholic Education Office, Diocese of Darwin
3. Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
4. Tasmanian Catholic Education Office
5. Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Table 2.7.5: Criteria 7 assessment and evaluation: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 7: Assessment and evaluation</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is student learning about child sexual abuse prevention assessed?</td>
<td>ACT Canberra and Goulburn Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td></td>
<td>NT Darwin No information</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie) Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth) Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td>Have child sexual abuse prevention education programs/curricula been evaluated?</td>
<td>ACT Canberra and Goulburn Unclear, no information found</td>
</tr>
<tr>
<td></td>
<td>NT Darwin No information</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie) Underway. An evaluation of the Keeping Safe Child Protection Curriculum will begin in 2014</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office Unclear, no information found</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth) No formal evaluations. Anecdotal feedback from staff is used as an indicator of effectiveness</td>
</tr>
<tr>
<td>Have findings from evaluations been implemented?</td>
<td>ACT Canberra and Goulburn N/A</td>
</tr>
<tr>
<td></td>
<td>NT Darwin No information</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie) Findings from research and previous evaluations have been incorporated into the child protection curriculum</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office N/A</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth) Unclear</td>
</tr>
</tbody>
</table>
Criteria 8: Information for parents and communities
State and Territory Departments of Education

This section includes Criteria 8 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
<table>
<thead>
<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent tab/link/button on website?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>Parents and school community</td>
<td>Parent</td>
<td>Parent and community</td>
<td>Parents and carers</td>
<td>Parents &amp; community</td>
<td>Parents &amp; carers</td>
<td>For parents</td>
<td>Information for parents</td>
</tr>
<tr>
<td>Information provided to parents about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Unclear</td>
<td>Unclear</td>
</tr>
<tr>
<td>Information provided to parents about child sexual abuse prevention education</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No, but planned</td>
</tr>
<tr>
<td>Information provided to parents about their involvement in child sexual abuse prevention education</td>
<td>No</td>
<td>Yes via Child Protection Education curriculum</td>
<td>No</td>
<td>Yes via the Daniel Morcombe Child Safety Curriculum</td>
<td>Yes via the Keeping Safe Child Protection Curriculum</td>
<td>No</td>
<td>No Catching on curriculum deals with much broader sexuality ed</td>
<td>Planned via Protective Behaviours curriculum</td>
</tr>
<tr>
<td>Parental permission required?</td>
<td>No information</td>
<td>Yes</td>
<td>No information</td>
<td>Unclear</td>
<td>No</td>
<td>No information</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
New South Wales Diocesan Schools

This section includes Criteria 8 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.8.2: Criteria 8 information for parents and communities: Summary of audit for New South Wales Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wilcannia-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent tab/link/button on website?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, but not functioning</td>
<td>No</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Parents</td>
<td>Parent and community</td>
<td>Parents</td>
<td>Parents</td>
<td>Parent information</td>
<td>For parents</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>No</td>
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<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about child sexual abuse prevention education</td>
<td>Unclear</td>
<td>No</td>
<td>Yes</td>
<td>Unclear</td>
<td>No</td>
<td>Yes</td>
<td>Unclear</td>
<td>No</td>
<td>No</td>
<td>Unclear</td>
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195
<table>
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<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wagga</th>
<th>Wilcannia-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental permission required?</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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Queensland Diocesan Schools

This section includes Criteria 8 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Table 2.8.3: Criteria 8 information for parents and communities: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>Brisbane</th>
<th>Cairns</th>
<th>Rockhampton</th>
<th>Toowoomba</th>
<th>Townsville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent tab/link/button on website?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>Students &amp; parents</td>
<td>Parents &amp; community</td>
<td>N/A</td>
<td>N/A</td>
<td>Parents &amp; community</td>
</tr>
<tr>
<td>Information provided to parents about institutional responses to child sexual abuse</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes, but it is not taught in schools</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about their involvement in child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes, but it is not taught in schools</td>
<td>No</td>
</tr>
<tr>
<td>Parental permission required?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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Victoria Diocesan Schools

This section includes Criteria 8 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
<table>
<thead>
<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent tab/link/button on website?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>N/A</td>
<td>Information for parents &amp; students</td>
<td>N/A</td>
<td>For parents</td>
</tr>
<tr>
<td>Information provided to parents about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about their involvement in child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Parental permission required?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
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</table>
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 8 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Table 2.8.5: Criteria 8: Information for parents and communities Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 8: Parents &amp; communities</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent tab/link/button on website?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>Parents</td>
<td>N/A</td>
<td>N/A</td>
<td>For families</td>
<td>Family info</td>
</tr>
<tr>
<td>Information provided to parents about institutional responses to child sexual abuse</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Information provided to parents about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>Unclear</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to parents about their involvement in child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>Unclear, possibly via Keeping Safe curriculum</td>
<td>Unclear, possibly via Growing Towards Wholeness curriculum</td>
<td>Unclear, possibly via Keeping Safe curriculum if used</td>
</tr>
<tr>
<td>Parental permission required?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No, but parents may withdraw students</td>
<td>No</td>
</tr>
</tbody>
</table>
Criteria 9: Information for children and young people
State and Territory Departments of Education

This section includes Criteria 9 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.9.1: Criteria 9 information for children and young people: Summary of audit for State and Territory Education Departments

<table>
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<tr>
<th>Criteria 9: Children &amp; young people</th>
<th>ACT</th>
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<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tab/link/button on website?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
<td>Information for students</td>
<td>Students</td>
<td>Students, apprentices and trainees</td>
<td>Students</td>
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<td>Students</td>
<td>For students</td>
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<tr>
<td>Information provided to children &amp; young people about institutional responses to child sexual abuse</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
New South Wales Diocesan Schools

This section includes Criteria 9 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
### Table 2.9.2: Criteria 9 information for children and young people: Summary of audit for New South Wales Catholic Education Dioceses

<table>
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<th>Criteria 9: Children &amp; young people</th>
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<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wagga</th>
<th>Wilcania-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tab/link/button on website?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>No</td>
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<td>No</td>
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Queensland Diocesan Schools

This section includes Criteria 9 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Table 2.9.3: Criteria 9 information for children and young people: Summary of audit for Queensland Catholic Education Dioceses

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<th>Criteria 9: Children &amp; young people</th>
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</thead>
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<td></td>
<td>Brisbane</td>
</tr>
<tr>
<td>Student tab/link/button on website?</td>
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</tr>
<tr>
<td>Name of tab/link/button</td>
<td>Students &amp; parents</td>
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<tr>
<td>Information provided to children &amp; young people about institutional responses to child sexual abuse</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about child sexual abuse prevention education</td>
<td>Yes, but not on website</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Accessible to them but not directed towards them</td>
</tr>
<tr>
<td></td>
<td>Accessible to them but not directed towards them</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<table>
<thead>
<tr>
<th></th>
<th>Cairns</th>
<th>Rockhampton</th>
<th>Toowoomba</th>
<th>Townsville</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>No</td>
<td>No</td>
<td>Accessible to them but not directed towards them</td>
<td>Accessible to them but not directed towards them</td>
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<td>No</td>
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<td>No</td>
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<td>No</td>
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Victoria Diocesan Schools

This section includes Criteria 9 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
<table>
<thead>
<tr>
<th>Criteria 9: Children &amp; young people</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tab/link/button on website?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>
Australian Capital Territory Diocesan Schools, Northern Territory Diocesan Schools, South Australia Diocesan Schools, Tasmania Diocesan Schools, and Western Australia Diocesan Schools

This section includes Criteria 9 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Table 2.9.5: Criteria 9 information for children and young people: Summary of audit for Australian Capital Territory, Northern Territory, South Australia, Tasmania and Western Australia Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 9: Children &amp; young people</th>
<th>ACT Canberra and Goulburn</th>
<th>NT Darwin</th>
<th>SA Catholic Education South Australia (Adelaide and Port Pirie)</th>
<th>TAS Tasmanian Catholic Education Office</th>
<th>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tab/link/button on website?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Name of tab/link/button</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about institutional responses to child sexual abuse</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No, but general grievance policy is directed towards students</td>
<td>No</td>
</tr>
<tr>
<td>Information provided to children &amp; young people about child sexual abuse prevention education</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>
Criteria 10: Partnerships with community services and agencies
State and Territory Departments of Education

This section includes Criteria 10 summary tables for:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Table 2.10.1: Criteria 10 partnerships with community services and agencies: Summary of audit for State and Territory Education Departments

<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>ACT</th>
<th>NSW</th>
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<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference in policy and procedures documents to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference on department or diocesan websites to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference in submissions to the Royal Commission to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Nominated agencies for referrals in relation to child sexual abuse (including information support, reporting support, counselling support)</td>
<td>Dept. of Communities Helpline, Kids Helpline, Canberra Sexual Health Centre, Canberra Rape Crisis Centre, Domestic Violence Crisis Centre, Sexual Health Educators,</td>
<td>Child Protection Helpline, Child Wellbeing Unit, Community Services hotline, Victims of Crime Bureau (Victims Support Line), Kids Helpline, Reach Out, Livewire,</td>
<td>Child Protection Hotline, Darwin Consultant Psychologists, Child Protection Hotline, Health Education Advisor to make, SCAN teams, Kids Helpline, Bullying No Way, Eheadspace, Parenting help lines, Beyond Blue, Reach Out, Lifeline, Bravehearts Links to a range of CSA,</td>
<td>Kids Helpline, Child Abuse Report Line, Crisis Care, DV Crisis Service Helpline, Lifeline, Mission Australia, Rape and Sexual Assault Service, Youth Health Line, Child and Adolescent Health Service,</td>
<td>Tasmanian Sexual Assault Educators, Brave Foundation, Centacare, Core of Life, Family Planning, Tasmania, Laurel House, Pulse Youth Health Centre,</td>
<td>Centres Against Sexual Assault (CASA), specialised Aboriginal services, Department of Health and Safety services,</td>
<td>Department of Health (school health service), Department of Child Protection - duty officer, after hours crisis line, external counselling services, Kids Helpline, Youth</td>
<td></td>
</tr>
<tr>
<td>Criteria 10: Partnerships</td>
<td>ACT</td>
<td>NSW</td>
<td>NT</td>
<td>QLD</td>
<td>SA</td>
<td>TAS</td>
<td>VIC</td>
<td>WA</td>
</tr>
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<td>------</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Health and Family Planning ACT, Information websites for Bullying No Way, Think U Know.</td>
<td>Healthspace, Beyond Blue, The Butterfly Foundation, GPs, Online counselling for drug and alcohol abuse</td>
<td>suggestions - none specified.</td>
<td>prevention programs.</td>
<td>Youth Health, Parent Helpline, Yarrow Place - Rape and Sexual Assault Service, SA Police Sexual Crime Investigation Branch</td>
<td>Sexual Assault Support Service, The Link Youth Health Service, Working it Out, Phoenix Centre, Prepared!</td>
<td>Beyond Blue, Sexual Health &amp; Relationship Information for Young People, Sexual Assault Resource Centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct relevance of agencies to child sexual abuse prevention education, disclosures, counselling support?</td>
<td>Yes, some</td>
<td>Yes, some</td>
<td>Yes, some</td>
<td>Yes, few</td>
<td>Yes, some</td>
<td>Yes, few</td>
<td>Yes, some</td>
<td>Yes, some</td>
</tr>
<tr>
<td>Evidence of any partnerships formalised by school systems?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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New South Wales Diocesan Schools

This section includes Criteria 10 summary tables for:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Table 2.10.2: Criteria 10 partnerships with community services and agencies: Summary of audit for New South Wales Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>Armidale</th>
<th>Bathurst</th>
<th>Broken Bay</th>
<th>Lismore</th>
<th>Maitland-Newcastle</th>
<th>Parramatta</th>
<th>Sydney</th>
<th>Wagga</th>
<th>Wilcannia-Forbes</th>
<th>Wollongong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference in policy and procedures documents to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
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<td>No formal partnership s</td>
</tr>
<tr>
<td>Reference on department or diocesan websites to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
</tr>
<tr>
<td>Reference in submissions to the Royal Commission</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No submission</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
<td>No submission</td>
<td>No formal partnership s</td>
<td>No formal partnership s</td>
</tr>
<tr>
<td>Criteria 10: Partnerships</td>
<td>Armidale</td>
<td>Bathurst</td>
<td>Broken Bay</td>
<td>Lismore</td>
<td>Maitland-Newcastle</td>
<td>Parramatta</td>
<td>Sydney</td>
<td>Wagga Wagga</td>
<td>Wilcannia-Forbes</td>
<td>Wollongong</td>
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</tr>
<tr>
<td>to partnerships with external agencies/communit y services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
<td>Department of Community Services, Centacare</td>
<td>None nominated</td>
<td>Catholic Care Catholic Family Welfare Services</td>
</tr>
<tr>
<td>Nominated agencies for referrals in relation to child sexual abuse (including information support, reporting support, counselling support)</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Both</td>
<td>No information</td>
<td>Non-government</td>
</tr>
<tr>
<td>Are agencies predominantly government/non-government?</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Unclear</td>
<td>No information</td>
<td>Unclear</td>
</tr>
<tr>
<td>Direct relevance of agencies to child sexual abuse prevention education, disclosures,</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
<td>Unclear</td>
<td>No information</td>
<td>Unclear</td>
</tr>
<tr>
<td>Criteria 10: Partnerships</td>
<td>Armidale</td>
<td>Bathurst</td>
<td>Broken Bay</td>
<td>Lismore</td>
<td>Maitland-Newcastle</td>
<td>Parramatta</td>
<td>Sydney</td>
<td>Wagga Wagga</td>
<td>Wilcannia-Forbes</td>
<td>Wollongong</td>
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<td>-----------</td>
</tr>
<tr>
<td>counselling support?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Evidence of any partnerships formalised by school systems?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Queensland Diocesan Schools

This section includes Criteria 10 summary tables for:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
### Table 2.10.3: Criteria 10 partnerships with community services and agencies: Summary of audit for Queensland Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>Brisbane</th>
<th>Cairns</th>
<th>Rockhampton</th>
<th>Toowoomba</th>
<th>Townsville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference in policy and procedures documents to <em>partnerships</em> with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference on department or diocesan websites to <em>partnerships</em> with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference in submissions to the Royal Commission to <em>partnerships</em> with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No submission</td>
</tr>
<tr>
<td>Nominated agencies for referrals in relation to child sexual abuse (including information support, reporting support, counselling support)</td>
<td>Caroline Chisolm School Students and Family Support Centre, Nyunga Student and Family Support Centre, Australian Catholic University Psychology and Counselling Clinic, Student Protection Officers to link students to services</td>
<td>Siloam Centre, Centacare, Atherton Counselling</td>
<td>None nominated</td>
<td>None nominated</td>
<td>None nominated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diocesan Student Protection Office to link student to support</td>
</tr>
<tr>
<td>Criteria 10: Partnerships</td>
<td>Brisbane</td>
<td>Cairns</td>
<td>Rockhampton</td>
<td>Toowoomba</td>
<td>Townsville</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Are agencies predominantly government/non-government?</td>
<td>Non-government</td>
<td>Non-government</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Direct relevance of agencies to child sexual abuse prevention education, disclosures, counselling support?</td>
<td>Unclear</td>
<td>Unclear</td>
<td>No information</td>
<td>No information</td>
<td>No information</td>
</tr>
<tr>
<td>Evidence of any partnerships formalised by school systems?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Victoria Diocesan Schools

This section includes Criteria 10 summary tables for:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office Diocese of Sale
- Catholic Education Sandhurst
Table 2.10.4: Criteria 10 partnerships with community services and agencies: Summary of audit for Victoria Catholic Education Dioceses

<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference in policy and procedures documents to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference on department or diocesan websites to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Reference in submissions to the Royal Commission to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
<td>No formal partnerships</td>
</tr>
<tr>
<td>Nominated agencies for referrals in relation to child sexual abuse (including information support, reporting support, counselling support)</td>
<td>None nominated</td>
<td>Victoria Police, the Dept. of Human Services, Child and Adolescent Mental Health Service Centre Against Sexual Assault, Centacare, Children’s Protection Society</td>
<td>Centre Against Sexual Assault</td>
<td>None nominated</td>
</tr>
<tr>
<td>Are agencies predominantly government/non-government?</td>
<td>No information</td>
<td>Both</td>
<td>Non-government</td>
<td>No information</td>
</tr>
</tbody>
</table>
### Criteria 10: Partnerships

<table>
<thead>
<tr>
<th></th>
<th>Ballarat</th>
<th>Melbourne</th>
<th>Sale</th>
<th>Sandhurst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct relevance of agencies to child sexual abuse prevention education, disclosures, counselling support?</td>
<td>No information</td>
<td>Yes, some</td>
<td>Yes</td>
<td>No information</td>
</tr>
<tr>
<td>Evidence of any partnerships formalised by school systems?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
This section includes Criteria 10 summary tables for:

- Archdiocese of Canberra and Goulburn Catholic Education Office
- Catholic Education Office, Diocese of Darwin
- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie.
- Tasmanian Catholic Education Office
- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference in policy and procedures documents to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>ACT Canberra and Goulburn</td>
</tr>
<tr>
<td></td>
<td>NT Darwin</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</td>
</tr>
<tr>
<td>Reference on department or diocesan websites to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>ACT Canberra and Goulburn</td>
</tr>
<tr>
<td></td>
<td>NT Darwin</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</td>
</tr>
<tr>
<td>Reference in submissions to the Royal Commission to partnerships with external agencies/community services for referrals arising from the teaching of child sexual abuse prevention education?</td>
<td>ACT Canberra and Goulburn</td>
</tr>
<tr>
<td></td>
<td>NT Darwin</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office</td>
</tr>
<tr>
<td></td>
<td>WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth)</td>
</tr>
<tr>
<td>Nominated agencies for referrals in relation to child sexual abuse (including Online cyberbullying resources)</td>
<td>ACT Canberra and Goulburn</td>
</tr>
<tr>
<td></td>
<td>NT Darwin</td>
</tr>
<tr>
<td></td>
<td>SA Catholic Education South Australia (Adelaide and Port Pirie)</td>
</tr>
<tr>
<td></td>
<td>TAS Tasmanian Catholic Education Office</td>
</tr>
</tbody>
</table>
| | WA Catholic Education Office of Western Australia (Broome, Bunbury, Geraldton and Perth) | Non-Government Schools Psychology Service,
<table>
<thead>
<tr>
<th>Criteria 10: Partnerships</th>
<th>Diocese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACT</td>
</tr>
<tr>
<td></td>
<td>Canberra and Goulburn</td>
</tr>
<tr>
<td>information support, reporting support, counselling support</td>
<td>Interagency approach supported</td>
</tr>
<tr>
<td>Are agencies predominantly government/non-government?</td>
<td>No information</td>
</tr>
<tr>
<td>Direct relevance of agencies to child sexual abuse prevention education, disclosures, counselling support?</td>
<td>No information</td>
</tr>
<tr>
<td>Evidence of any partnerships formalised by school systems?</td>
<td>No</td>
</tr>
</tbody>
</table>
Audit of primary school-based sexual abuse prevention policy and curriculum: Final report

Volume 3

Raw data

Prepared for the Commonwealth of Australia as represented by Royal Commission into Institutional Responses to Child Sexual Abuse
Criteria 1: Base child/student protection policy
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 1 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Does a child protection policy exist?

Yes. The policy is entitled *Child protection and reporting child abuse and neglect in ACT Public Schools*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page. The policy can be found via the following route: home page – publications and policies – policies A-Z – child protection policy (3 steps).

Does the home page search feature locate the policy?

The search terms “child protection” “student protection” or “child abuse” inserted into the search tool on the home page identifies the policy within the first 10 hits.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a single PDF document (4 pages).

Does the policy need to be read in conjunction with other documents?

The policy states it must be read in conjunction with two other documents which were not linked and could not be found:

- *Child Protection and Reporting Child Abuse and Neglect Guidelines for ACT Public Schools* (unable to be located).
- *Keeping Children and Young People Safe: A Shared Community Response – A guide to reporting child abuse and neglect in the ACT* (unable to be located).

What specific guidance is provided for situations of suspected institutional abuse?

Specific guidance is limited. The policy, Sections 4.4 and 4.5, refer to the procedures for reports and responsibilities of Directorate staff who are mandated or required reporters, including procedures where the suspected perpetrator is a Directorate staff member. Guidance contained within the policy comprises two short paragraphs with referral to a further document *Child Abuse and Neglect Guidelines for Schools* which could not be publically accessed and appeared to be locked for staff use only. This further document may contain more specific detail for situations of suspected institutional abuse.

Is child sexual abuse prevention mentioned in the child protection policy?
No.

**Is the teaching of child sexual abuse prevention education mentioned in the policy?**

Yes. The term used is “lessons for children and young people in protective and safe behaviours” (p.4).

**Is a prevention role specifically ascribed to teachers in the policy?**

Yes. Section 4.8 ascribes this role to principals, and Section 4.9 ascribes this role to Directorate staff. Principals will “ensure lessons for children and young people in protective and safe behaviours are delivered” (p.4). Directorate staff will “deliver lessons for children and young people in protective and safe behaviours” (p.4).

Further, as an organisation, the Directorate itself will “provide professional learning for school staff in protective and safe behaviours”.

**What related documents are listed?**

Section 6 of the policy details related policies including:

- *Providing Safe Schools P-12 suite of policies* (located in the A-Z of policies, 4 pages)
- *Visitors in Schools Framework* (unable to be located)
- *Teachers Code of Professional Practice* (unable to be located)
- *Ethics in the ACT Public Service* (link broken)

**Other observations**

Not all relevant documents listed in the policy document were reviewed as they were unable to be located.

No further policy information was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: ACT4.).

**Suggested “good practice” elements**

Example: The ACT policy provides a useful summary of key pieces of information on the policy’s first page including: publication date, links to legislation, and other documents required for policy implementation, as shown below.

Suggestion: For completeness, additional information could be added such as: implementation date; review date; and hyperlinks to essential documents.
Policy Title: CHILD PROTECTION AND REPORTING CHILD ABUSE AND NEGLECT IN ACT PUBLIC SCHOOLS
Published: 2010
Identifier: CPRCAN201007
Legislation: Children and Young People Act 2008 (ACT)

This policy should be read in conjunction with the Child Protection and Reporting Child Abuse and Neglect Guidelines for ACT Public Schools and the booklet ‘Keeping Children and Young People Safe: A Shared Community Response – A guide to reporting child abuse and neglect in the ACT’, which is available at:

www.dhcs.act.gov.au

1. POLICY STATEMENT
New South Wales, Department of Education and Communities

Does a child protection policy exist?

Yes. The policy is entitled *Protecting and supporting children and young people policy*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the department’s home page.

The policy can be found via the following route: home page – policies – schools – school policies and procedures – wellbeing – child protection policy (5 steps). A user would need to know that the policy was under the heading “wellbeing” to locate it via policy category. Alternatively, a user would need to know that the policy title began with “P” for “Protecting” in order to locate the policy. Using the “search A-Z DET policies” function in the policy sidebar, does not locate the policy within the first 10 hits.

Does the home page search feature locate the policy?

The search terms “child protection” “student protection” or “child abuse” inserted into the search tool on the home page do not locate the policy within the first 10 hits.

Can the policy be downloaded as a single document?

The policy document cannot be downloaded as a single PDF document, it must be read online.

Does the policy need to be read in conjunction with other documents?

The policy does not state that it must be read in read in conjunction with any other documents; however, the following are listed as implementation documents in a website sidebar:

- *Protecting and supporting children and young people procedures* (48 pages)
- *Collection of students by the Department of Community Services, procedures* (5 pages)

What specific guidance is provided for situations of suspected institutional abuse?

The *Protecting and supporting children and young people policy* does not provide any specific guidance for reporting situations of suspected institutional abuse. Specific guidance is provided in other documents.

including concerns about risk of harm or risk of significant harm that relate to the actions of a school staff member. This appears in Section 20 (7 pages).

An additional and separate policy entitled *Allegations against employees in the area of child protection* (available online only at [https://www.det.nsw.edu.au/policies/staff/child_protect/alleg_emp/PD20050263.shtml?level=] has been developed along with two further implementation documents: *Responding to allegations against employees in the area of child protection* (procedures, 44 pages, available at [https://www.det.nsw.edu.au/policies/staff/child_protect/alleg_emp/respondwoutdisc.pdf]); and *Child protection, procedures for the local management of less serious allegations against DET employees* (9 pages, available at [https://www.det.nsw.edu.au/policies/staff/child_protect/local_man/localman03.pdf]).

While it is beyond the scope of this report to investigate reporting procedures and reporting chains in depth, it is worth noting that the situation in NSW appears to be unique in that different categories of suspicions must be reported to different authorities depending upon the “significance” or seriousness of the suspected harm, and the suspected perpetrator. Relevant authorities charged with receiving reports include: the NSW Ombudsman, the Employee Performance and Conduct Directorate (EPAC), the Commission for Children and Young People, and Community Services. Some concerns may also be discussed with the Child Wellbeing Unit, the Safety and Security Directorate, and the Legal Services Directorate. Police are mentioned only in relation to investigations and interviews emergencies or immediate health and/or safety concerns, and children who are missing. In addition, this uniqueness extends to the number of different policy and procedures documents that must be consulted in order for school staff to understand what is required of them. No decision-making flowcharts could be found.

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No. It is not mentioned in the base policy or implementation documents.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No. It is not mentioned in the base policy or implementation documents.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No. It is not mentioned in the base policy or implementation documents.

**What related policies and documents are listed?**

As above, the base child protection policy nominates implementation policies including:

- *Protecting and supporting children and young people procedures* (48 pages)
- *Collection of students by the Department of Community Services, procedures* (5 pages)

Related information is listed as:

- *NSW Interagency guidelines for child protection intervention 2006 edition* (133 pages)
- *Allegations against employees in the area of child protection* (a related policy, available only online)
- *Safe and ethical practice during student workplace learning policy – TAFE* (8 pages)
- *Student welfare policy* (11 pages)
• Working with children check policy (a related policy, available only online).

Additionally, the policy on Allegations against employees in the area of child protection nominates 15 other related documents.

Other observations

A large number of additional reference documents appear to be related to the base child protection policy document and allegations against employees’ policy document. It is not clear which of these documents must be read specifically in conjunction with the policies. The risk of fragmentation and obtaining of partial information is high in NSW owing to the way the policies are labelled and located.
Northern Territory, Department of Education

Does a child protection policy exist?

Yes. The policy is entitled: Safeguarding the wellbeing of children – Obligations for the mandatory reporting of harm and exploitation.

Policy citation


Is there a navigable pathway to the policy from the department home page?

A link to policy is featured on the department’s home page. The policy can be found via the following route: home page – quicklinks: policies – A-Z listing – “S” – safeguarding the wellbeing of children policy (4 steps). A user would need to know that the policy title began with “S” in order to locate the document.

Does the home page search feature locate the policy?

Conducting a search using the home page search function with the terms “child protection” “student protection” or “child abuse” does not locate the policy within 10 hits. A user would need to know to use the term “safeguarding” which identifies the policy in the first hit.

Can the policy be downloaded as a single document?

The policy can be downloaded as a PDF document (12 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state that it must be read in read in conjunction with any other documents.

What specific guidance is provided for situations of suspected institutional abuse?

Specific guidance is limited. Section 4 of the policy details reporting procedures. Section 4.2 provides guidance for reporting the alleged conduct of a person who works in a school context. This section contains one paragraph which advises informing the “principal/manager (or in their absence the most appropriate senior officer)” in addition to making a report to the 24-hour NT Families and Children Child Protection Hotline on or to NT Police.

Is child sexual abuse prevention mentioned in the base child protection policy?

No. It is not mentioned in the base policy or implementation documents.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No. It is not mentioned in the base policy or implementation documents.

Is a prevention role specifically ascribed to teachers in this base policy?
No. It is not mentioned in the base policy or implementation documents.

**What related policies and documents are listed?**

The policy nominates the following related policies:

- *DET criminal history checks policy* (unable to be located, not provided in submission)
- *Police in schools policy* (3 pages; a 3-page guidelines document also exists)
- *NTPS principles and code of conduct* (unable to be located, not provided in submission)
- *Code of conduct for schools* (2 pages; a 7-page guidelines document also exists)

The Department provided further information directly to the Royal Commission. The following documents were also identified as relevant (Royal Commission reference: NT4. pp. 1 - 2):

- *School-wide positive behaviour support* (a website detailing this framework is available at [http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs](http://www.education.nt.gov.au/teachers-educators/students-learning/safe-schools-nt/swpbs)).

**Other observations**

Nil
Queensland, Department of Education, Training and Employment

Does a child protection policy exist?

Yes. The policy is entitled: Student protection.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy or child protection information from the department’s home page.

The policy could not be found by navigating from the homepage.

Does the home page search feature locate the policy?

Conducting a search using the home page search function with the term “child protection” or “student protection” identifies information for parents within the first 10 hits, but does not identify the policy. A search using the term “child abuse” does not locate any relevant information within the first 10 hits.

Can the policy be downloaded as a single document?

The policy can be downloaded as a PDF document (11 pages).

Does the policy need to be read in conjunction with other documents?

The policy states that it must be read in read in conjunction with the following documents:

- Code of conduct for the Queensland public service (18 pages, listed in the policy sidebar)
- Code of conduct standard of practice (24 pages, listed in the policy sidebar).
- Code of school behaviour (4 pages, listed in the policy sidebar)

Further to this, however, 2 authorities (legislation), 15 related policy instruments, and 10 attachments were listed in a sidebar to the policy. It was not clear which, if any, of these are essential for policy implementation. As well, within the policy itself, 2 forms and 12 supporting documents were listed.

What specific guidance is provided for situations of suspected institutional abuse?

The policy states that “harm including sexual misconduct involving employees” (p.2) is managed in accordance with a separate policy entitled Allegations against employees in the area of student protection.

This policy is supported with a guidelines document entitled *Allegations against employees in the area of student protection – Guidelines* (7 pages, available in the RH sidebar at http://ppr.det.qld.gov.au/corp/hr/management/Pages/Allegations-Against-Employees-in-the-Area-of-Student-Protection.aspx). The policy details 3 types of referral procedures for harm caused to students by departmental employees. An SP 3 referral is a report of suspected sexual abuse of a student by an employee. The policy spells out in detail the responsibilities of different employees, including directors, principals, managers, and supervisors. The guidelines document describes different types of harm including physical, psychological and sexual harm, and actions required. Somewhat like the NSW policies of this type, the guidelines also outline procedures for responding to allegations, record keeping, confidentiality, staff support, and student support. The document provides 28 examples of appropriate and inappropriate conduct.

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are listed?**

There appears to be a maze of policies and related documents forming the department’s child protection response as noted above. It is unclear which documents are essential for policy implementation.

**Other observations**

Policy sections are not numbered. The document entitled *Allegations against employees in the area of student protection – Guidelines* was provided online in an insecure format that could potentially be modified. It was issued as an editable MS Word document. This is unusual, and may compromise document security.

**Suggested “good practice” elements**

The website presents links to legislative authorities, as below.
**Student Protection**

**Version Number**
4.2

**Implementation Date**
29/05/2013

**Scope**
All Education Queensland employees.

**Purpose**
Outline responsibilities and commitment of Education Queensland to providing a safe, supportive and disciplined learning environment, and preventing and responding to harm or risk of harm for all students. These categories of harm are addressed: harm caused by another student; harm caused by someone outside the state education institution environment; and

**Definitions**

**Authority**
- Education (General Provisions) Act 2006 (Qld) sections 24A-306, section 405
- Child Protection Act 1999 (Qld) Chapters 1 5 9 14, section 59-65, section 186-190

**Related Policy Instruments**
- Guidelines Against Employment in the Area of Student Protection
- Code of Conduct for the Government
South Australia, Department of Education and Child Development

Does a child protection policy exist?

Yes. The policy is entitled *Child protection in schools, early childhood education, and care services*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page.

The policy can be found via the following route: home page – policies A-Z – child safety and wellbeing – child protection in schools, early education and care policy (3 steps).

Does the home page search feature locate the policy?

Using the search tool from the homepage with the search terms “child protection” “student protection” or “child abuse” does not locate the relevant policy in the first 10 hits.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (11 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state that it must be read in conjunction with any other documents, however several “associated documents” were nominated on the final page of the policy. In all, 20 related documents were listed in hierarchical order: international conventions (1 document), national policies (4 documents), state legislation (2 documents), state policies (4 documents), and DECD policies/programs/guidelines (9 documents).

What specific guidance is provided for situations of suspected institutional abuse?

The *Child Protection in Schools, Early Childhood Education and Care Services policy* acknowledges that, “Child protection concerns arise within family, community and institutional contexts” (Royal Commission reference: SA4.1 Item 1e – 3 Child Protection in Schools Early Ed & Care, p.3).

The Policy provides guidance for dealing with staff conduct that compromises the safety or wellbeing of children and young people in five paragraphs between Sections 6.8-6.11. Responsibilities of site/service leaders are specified in seven dot points in Section 7.1. Responsibilities of corporate leaders are specified in nine dot points in Section 7.5.

Recently, two further guidelines have been developed following the South Australian *Royal Commission 2012–2013 Report of Independent Education Inquiry* (Government of South Australia,
2013) dedicated to managing allegations of sexual misconduct in SA settings and care settings and providing specific advice for site leaders. Both documents could be downloaded as PDF documents.


- **Child Protection: Managing allegations of sexual misconduct in SA settings and care settings: Introduction for site leaders** (12 pages, available at [http://www.decd.sa.gov.au/speced2/files/links/Presentation_Managing_alle.pdf](http://www.decd.sa.gov.au/speced2/files/links/Presentation_Managing_alle.pdf)). This document is a PowerPoint presentation for site leaders with key categories of information including advice to act on all allegations or reports of inappropriate adult conduct in consultation with their education director, and to discuss unclear matters an Incident Management Division Intake Officer.

Is child sexual abuse prevention mentioned in the base child protection policy?

Yes the policy provides a directive. Section 6 of the policy states “Children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing, their rights to personal safety and wellbeing, helpseeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others”.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

Yes, as above. Sections 6.12-6.14 state 3 key points: all students will access approved child protection curriculum; the curriculum will be taught by staff who have received training; and the curriculum will be reviewed in response to emerging evidence.

Further, in Section 7.1, site/service leaders must ensure the approved child protection curriculum is taught. In Section 7.5 corporate leaders must ensure staff child protection training programs are provided to staff annually and updated every three years.

Is a prevention role specifically ascribed to teachers in this base policy?

Indirectly as above.

What related policies and documents are referred to, nominated, or listed?

On the website, the following documents appear to accompany the policy:

- **Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering or working in in education and care settings** (22 pages)
- **Child Protection: Managing allegations of sexual misconduct in SA settings and care settings** (booklet 1: 36 pages & booklet 2: 12 pages)
- **Child Protection: Responding to problem sexual behaviour in children and young people** (48 pages)
- **Interagency code of practice: Investigation of suspected child abuse or neglect** (86 pages)
In the policy, 20 related documents are listed in hierarchical order: international conventions (1 document), national policies (4 documents), state legislation (2 documents), state policies (4 documents), and DECD policies/programs/guidelines (9 documents).

Other observations

Nil

Suggested “good practice” elements

The South Australia, Department of Education and Child Development’s coherent suite of 5 child protection-related policies sets what the Department intends to do in relation to child protection clearly in separate documents: (i) child protection policy (including clear statements about child sexual abuse prevention education); (ii) separate policy for managing allegations against departmental staff (including volunteers and visitors); (iii) separate document on protective practices (including guidelines for interactions between staff and students, i.e. positive, caring and respectful relationships); (iv) separate policy on responding to problem sexual behaviour amongst children and young people; (v) separate document on interagency guidelines/code of practice.
Tasmania, Department of Education

Does a child protection policy exist?

No, a child protection policy could not be found. However there is a Learner Health, Care, and Safety policy (5 pages) dealing with general safety issues that are not specifically relevant to child protection.

Policy citation

Unable to be located.

Is there a navigable pathway to the policy from the department home page?

From the department home page, there is no link to a specific Child Protection policy. From the home page there is a link to “Forms, Policies and Procedures”. The link leads to a confusing array of “Forms”, “Frameworks”, “Guidelines”, “Policies”, “Procedures”, and “Statements”, none of which have a specific child protection label.

Does the home page search feature locate the policy?

Using the search tool on the homepage with the search terms “child protection” “student protection” or “child abuse” does not locate any child protection or related policy in the first 10 hits.

Can the policy be downloaded as a single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be found.

Does the policy need to be read in conjunction with other documents?

It is not known if there is any further policy located on a departmental staff intranet and therefore it is not possible to know if the policy can be downloaded as a PDF or if the policy must be read in conjunction with other documents.

What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance could be identified.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding departmental approaches to sexual abuse prevention could be found.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding departmental approaches to sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No information regarding departmental approaches to sexual abuse prevention could be found.
What related policies and documents are referred to, nominated, or listed?

Fourteen associated documents and materials are mentioned in the Learner Health, Care, and Safety policy, the most relevant of which is entitled Child Protection and Children in Care Information Sheet. However the link to this document is broken.

Other observations

No further policy information was identified in material provided by the Department directly to the Royal Commission (Royal Commission reference: TAS 4.0).
Victoria, Department of Education and Early Childhood Development

Does a child protection policy exist?

Yes. The policy is entitled *Child Protection – Mandatory Reporting*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the departmental home page. There is no link to a policy listing from the home page. It is unclear how to navigate to the child protection policy.

Does the home page search feature locate the policy?

The search terms “child protection” “student protection” and “child abuse” inserted into the search tool on the home page identifies three relevant documents in the first 10 hits.

Can the policy be downloaded as a single document?

The policy document cannot be downloaded as a single PDF document, it must be read online.

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with other documents, however, it appears that the policy is mainly directed towards school leaders and administration (e.g. principals) and could be accompanied by the following two documents which can both be downloaded in PDF format:

- *Child Protection Protocol: Protecting the Safety and Wellbeing of Children and Young People* (52 pages) which contains essential information for all staff to supplement the policy
- *A step-by-step guide to making a report to Child Protection or Child FIRST* (2 pages)

What specific guidance is provided for situations of suspected institutional abuse?

The child protection policy does not contain information about responding to suspected abuse of students by school staff. Specific guidance is contained in a separate document.

The *Child Protection Protocol* (52 pages available at http://www.education.vic.gov.au/Documents/childhood/providers/regulation/protectchildp.pdf) provides guidance via four paragraphs in Sections 6.7 and 6.8 regarding reporting of allegations of abuse perpetrated by staff or school visitors. Key categories of information include:
- When to report to police: “If there is an allegation of abuse by a staff member or visitor at a school, the matter must be immediately reported directly to Victoria Police for investigation by telephoning the emergency number 000” (p.25).

- Misconduct allegations – employees of Victorian schools: “If Child Protection receive information alleging that a teacher or other education staff member has abused a child or young person, this information will be referred to Victoria Police. If the information refers to allegations involving education staff in a Victorian government school, the Department of Education and Early Childhood Development Conduct and Ethics Branch must be contacted” (p.25).

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No. Child sexual abuse prevention is not mentioned in the base policy, the protocol, or the step-by-step document.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No. Victoria has a specific approach to addressing this topic under the broader umbrella of sexuality education, which focuses more widely on love, abstinence, safer sex, respect for others and oneself, diversity, personal rights and responsibilities, relationships and friendships, effective communication, decision-making and risk behaviours.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are referred to, nominated, or listed?**

The policy lists 5 related policy documents, all of which could be located online, but were not available in PDF format including:

- Duty of care
- Police and DHS Interviews
- Responding to Student Sexual Assault
- Requests for Information about Students
- Subpoenas and Witness Summons

Further, the policy links to 3 departmental resources:

- Flowchart: A step-by-step guide to making a report to Child Protection or Child FIRST (2 pages)
- Protecting the safety and wellbeing of children and young people (52 pages)
- Mandatory Reporting eLearning Module (access locked)

**Other observations**
Western Australia, Department of Education

Does a child protection policy exist?

Yes. The policy is entitled *Child protection.*

Policy citation


Is there a navigable pathway to the policy from the department home page?

Western Australia has a dedicated child protection portal for all of the Department’s child protection related information. http://www.det.wa.edu.au/childprotection/detcms/portal/

There is no direct link to the policy or portal from the department home page.

The policy can be found via the following route: home page – links: policies and strategies – policies website – safety and welfare – duty of care for students – child protection (5 steps). Locating the policy entails knowing that the policy would be located under “duty of care” rather than one of the other relevant headings.

Does the home page search feature locate the policy?

Using the search tool from the homepage with the search terms “child protection” “student protection” or “child abuse” does not bring up the policy or portal in the first 10 hits.

Can the policy be downloaded as a single document?

The policy can be downloaded in one PDF document (38 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not specify that it must be read in conjunction with other documents; however, the portal lists and links to over 30 related documents (legislation, policy, previous versions of the child protection policy, and other government documents).

What specific guidance is provided for situations of suspected institutional abuse?

The policy provides guidance in approximately 6 paragraphs in Section 4.3 regarding reporting of allegations of abuse perpetrated by staff and stipulates reporting roles for staff and school principals. Key categories of information include:

- Guidelines and examples of sexual behaviour that constitute misconduct and sexual behaviour that may constitute criminal behaviour
• Reporting procedures (principals must report child protection concerns that may involve criminal behaviour to WA Police; other school staff must report allegations or concerns involving an employee’s behaviour towards a child to the principal; allegations regarding the conduct of the principal must be reported to the Director Schools)

Appendix H provides guidelines for appropriate staff-student behaviour via 12 dot points and includes considerations and guidelines.

**Is child sexual abuse prevention mentioned in the base child protection policy?**

Yes, a directive is provided.

The policy’s background statement, Section 2, states: “Child protection and the prevention of child abuse is an across government initiative and a shared community responsibility”. Section 4.19 stipulates: “The principal must implement preventive curriculum for all students”. And, “in response to the Gordon Inquiry (2002), the Department is required to report on compliance with the requirement to introduce protective behaviours into the school curriculum... Preventive programs can be part of the health and wellbeing curriculum... The principal may collaborate direct with [other agencies] in the selection and implementation of prevention programs.”

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

Yes, as above the Policy, in Appendix E1 states: “District education office staff have a responsibility to assist and support school principals and staff to implement this policy”. These staff are responsible for “provision of professional learning programs or training, information about early intervention or universal prevention programs, or collaboration with non-government agencies and other departments. District education office staff may negotiate provision of universal prevention programs for schools”.

Appendix E2 also states that school nurses “provide information about universal promotion and prevention programs”.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are referred to, nominated, or listed?**

Documents are presented in the following order: related legislation, related policies, and previous versions of policies. Approximately 15 related documents, 15 related policies, and several other documents are suggested as links besides the policy itself.

**Other observations**

The child protection portal links to training (locked), policy, explanatory booklets and texts, forms, Protective Behaviour program (locked).
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 1 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office Armidale

Does a child protection policy exist?

Yes. The policy is entitled *Child protection policy statement*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page.

The policy can be found via the following route: home page – policies and information – child protection – catholic schools office child protection policy statements – child protection policy statement (4 steps).

Does the home page search feature locate the policy?

The search terms “child protection” “student protection” or “child abuse” inserted into the search tool on the home page does not locate the policy statement within the first 10 hits.

Can the policy be downloaded as a single document?

The policy statement can be downloaded as a single PDF document (4 pages).

Does the policy need to be read in conjunction with other documents?

The policy identifies “subordinate policies” as the following but does not state that the policy must be read in conjunction with these documents:

- *Child protection – Mandatory reporting* (10 pages)
- *Child protection – Responding to allegations of reportable conduct and allegations of misconduct that may involve reportable conduct made against employees* (20 pages)
- *Child Protection – Code of Professional Standards for Catholic School Employees in the Diocese of Armidale* (11 pages, labelled with a different title on the website link)
- *BCCS – Complaints and Suggestions Policy for the Diocese of Armidale* (unable to be found)

What specific guidance is provided for situations of suspected institutional abuse?

The policy statement does not provide guidance on allegations made against employees. Specific guidance can be found in other subordinate documents.

The subordinate policy *Child protection: Mandatory reporting* (10 pages, available at http://www.arm.catholic.edu.au/policies/child-protection/Armidale%20Mandatory%20Reporting%20v.2.pdf/view) briefly mentions the procedure for reporting concerns regarding the conduct or negligence of an employee (Section 8) in one sentence.
The subordinate policy *Child protection: Responding to allegations of reportable conduct and allegations of misconduct that may involve reportable conduct made against employees* (20 pages, available at [http://www.arm.catholic.edu.au/policies/child-protection/Armidale%20Responding%20to%20Allegations%20v.2.pdf](http://www.arm.catholic.edu.au/policies/child-protection/Armidale%20Responding%20to%20Allegations%20v.2.pdf)) provides guidance on responding to two main categories of staff conduct in relation to students: (i) allegations of reportable conduct which includes “sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence)” (p.7); and (ii) allegations of misconduct that may involve reportable conduct. This policy specifies that “the Principal, in consultation with the Executive Assistant to the Director, will determine whether an allegation or complaint, taken at face value, is a reportable allegation. The Executive Assistant to the Director will manage the investigation of reportable allegations” (p.8). The Principal and the Executive Assistant to the Director determine action to be taken based upon: whether the allegation / possible allegation is of reportable conduct as defined by the Ombudsman Act 1974; whether there are reasonable grounds to suspect a child is at current risk of harm (note: this appears to be out of date as NSW now uses “significant harm” as the reporting threshold); and whether the allegation falls within the definition of reportable conduct, but is not reportable to the Ombudsman as it falls within an exemption (pp.9-10).

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No directive is provided. However, the policy states broadly that “the Catholic Schools Office, through its schools, will... Identify and implement appropriate curriculum programs to equip students with prevention strategies” (p.3).

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

Yes, as above.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are referred to, nominated, or listed?**

The education office website, lists 13 relevant documents including those noted above and a range of forms (6 documents). It is not clear which of these, if any, are essential for policy implementation.

On a linked website, providing information about child protection resources, one further document was identified:


It is not clear how this document relates to the child protection policy.

**Other observations**

No further policy information was identified in material provided by the Catholic Schools Office Armidale in their submission directly to the Royal Commission (reference: CAT4.1.).
Catholic Education Office Bathurst

Does a child protection policy exist?

There is no document clearly labelled as a “policy”. Three documents were located. It is not possible to determine which, if any, is the child protection policy. The 3 documents are:

- Child protection code of professional standards for employees in Catholic schools in the Diocese of Bathurst (12 pages)
- Guidelines for professional conduct in the protection of children and young people (25 pages)
- Professional conduct and child protection: Responding to allegations involving school personnel (8 pages).

Policy citation

Of the three documents above, the following was assumed to be the base child protection policy for the purpose of this audit:


Note: The document was developed during 2011/2013 by the Catholic systemic Schools Child Protection Practitioners’ Group (CSSCPPPG) under the auspices of the Conference of Diocesan Directors of Education NSW and ACT (CDD) and endorsed by the CDD for adaption and adoption in NSW Dioceses on 20 August 2013 (see p.1).

However, the document states that these guidelines are:

“… non-binding guidelines that may be adapted and adopted by each Catholic Schools/Education Office” (p.2) [our emphasis].

Of the 8 NSW and 1 ACT dioceses, Wollongong is the only other diocese that appears to use these guidelines.

Is there a navigable pathway to the policy from the department home page?

There is no direct link a “policy” from the education department home page.

The three documents listed above can be found via the following route: home page – policies and procedures – 3 child protection documents (2 steps).

Does the home page search feature locate the policy?

Using the search tool located on the education office home page, and inserting the terms “child protection” or “student protection” does not identify a “policy” but does identify the document Guidelines for professional conduct in the protection of children and young people in the first hit. Using the term “child abuse” returns 0 results.

Can the policy be downloaded as a single document?
The “guidelines” document can be downloaded as a PDF document (25 pages).

**Does the policy need to be read in conjunction with other documents?**

The guidelines document does not state that it must be read in conjunction with any other document(s).

**What specific guidance is provided for situations of suspected institutional abuse?**

Specific guidance is provided in the three overlapping documents. As noted above, it was not clear which is the primary reference document.


One of the purposes of the document entitled *Guidelines for professional conduct in the protection of children and young people* (25 pages, available at http://www.bth.catholic.edu.au/images/Policies/codeprofessionalconduct16august2013final.pdf) is to “clarify the parameters of appropriate and inappropriate conduct for workers who work in child related employment” (p.6). In addition to the topics covered in the above mentioned document, the Guidelines also detail principles and procedures for reporting concerns about workers’ conduct. This is the most recent of the three documents.

The document entitled *Professional conduct and child protection: Responding to allegations involving school personnel* (8 pages, available at http://www.bth.catholic.edu.au/images/Policies/professionalconductcprespendingtoallegationsinvolvingschoolpersonnel.pdf) also appears to overlap with the Guidelines document above. It details finer grained procedures for responding to allegations and conducting internal investigations. It provides a reporting flowchart. In terms of reporting, the policy notes a report is made to DoCs if there is concern that the child is at risk of harm (note: this appears to be out of date as NSW now uses “significant harm” as the reporting threshold and the incorrect departmental name is specified); a report is made to the Executive Director who determines if the allegation is one of “reportable conduct” and therefore notified to the NSW Ombudsman or whether an exemption applies (p.3). A flowchart tracking responses to allegations is provided. It appears this document may be out of date.

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No. None of the 3 documents mention this.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No. None of the 3 documents mention this.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No. None of the 3 documents mention this.
What related policies and documents are referred to, nominated, or listed?

Document 1 lists related policies, procedures and publications: 3 systemic documents are listed. None could be located.

Documents 2 and 3 do not list any related policies and/or documents.

Other observations

It may be a typological error - “Guidelines” document is watermarked “Confidential draft (not for circulation)” (see pp.1-24).

No further policy information was identified in material provided by the Catholic Education Office Bathurst in their submission directly to the Royal Commission (Royal Commission reference: CAT4.2).
Catholic Schools Office, Diocese of Broken Bay

Does a child protection policy exist?

Yes. The policy is entitled *Creating safe and supportive school environments: Child protection policy for diocesan systemic schools*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page.

The policy can be found via the following route: home page – resources – policies and procedures – *Creating safe and supportive school environments: child protection policy* (3 steps).

Does the home page search feature locate the policy?

Using the search tool from the office home page, and inserting the search term “child protection”, “student protection” or “child abuse” generates 0 results.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (9 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with any other documents.

What specific guidance is provided for situations of suspected institutional abuse?

Specific guidance is limited. The policy outlines appropriate principles for responding to and recording allegations of ‘reportable’ and ‘exempt’ conduct (one paragraph each) by an employee towards a child (p.8). The policy sets out responsibilities of the Diocesan Schools Board and the Catholic Schools Office (one paragraph and six dot points, p.9). Specific procedures and reporting flowcharts are not detailed.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No.

Is a prevention role specifically ascribed to teachers in this base policy?
What related policies and documents are referred to, nominated, or listed?

The policy lists 20 related policies and support documents including one which appeared to be important for policy implementation but could not be found:

- *Creating safe and supportive school environments: A child protection resource manual for systemic schools* (unable to be located on the website, provided in submission to the Royal Commission - CAT 4.7. 12122013 DBB Response to TJHC Part 1, 60 pages).

Other observations

The policy is not organised with section numbers.
Catholic Schools Office Lismore Diocese

Does a child protection policy exist?

Yes. The policy is entitled *Child protection policy and procedures*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page. The policy can be found via the following route: home page – policies – child protection (2 steps).

Does the home page search feature locate the policy?

Using the home page search tool, and entering the terms “child protection” “student protection” does not locate the policy statement within the first 10 hits. Inserting the search term “child abuse” returns 0 results.

Can the policy be downloaded as a single document?

The policy and procedure can be downloaded as a PDF document (32 pages).

Does the policy need to be read in conjunction with other documents?

The policy and procedure does not nominate other related policies or procedures to be read in conjunction with this policy.

What specific guidance is provided for situations of suspected institutional abuse?

The policy statement does not provide guidance on allegations made against employees. The procedural detail in the second half of the document provides details for managing complaints and allegations in three categories: complaints which are not notifiable to the Ombudsman; allegations of reportable conduct notifiable to the Ombudsman; and allegations of reportable conduct notifiable to the Ombudsman and reportable to Community Services.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No. Prevention efforts are limited to “raising awareness in the general community about child protection by displaying brochures, posters and school newsletters” (p.11).

Is a prevention role specifically ascribed to teachers in this base policy?
No.

**What related policies and documents are referred to, nominated, or listed?**

No related policies or documents could be found.

**Other observations**

Nil.
Catholic Schools Office, Diocese of Maitland-Newcastle

Does a child protection policy exist?

Yes. The policy is entitled Reporting Child Protection Concerns Policy.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the catholic schools office home page.

The policy can be found via the following route: home page – about – policies – child protection (3 steps).

Does the home page search feature locate the policy?

Using the search tool from the office home page, and inserting the search term “child protection”, does not locate the policy within the first 10 hits. The term “student protection” identifies the policy in the first hit. The term “child abuse” does not locate the policy at all.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (32 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with any other documents.

What specific guidance is provided for situations of suspected institutional abuse?

The policy (32 pages) refers to reporting of child abuse broadly. Its various sections distinguish “matters that may require reporting to, and investigation by, internal Diocesan resources or external authorities” (p.2). The policy details roles for members of the diocese (i.e. employees and volunteers), supervisors and senior management. There are brief statements in each of these sections for responses where the suspected perpetrator is a member of the diocese. The policy states: “It is the Bishop’s responsibility (as Head of Agency) to determine whether a child protection concern constitutes a reportable allegation, which may require a separate report to the NSW Ombudsman. The DCPU acts as the Bishop’s delegate” (p.14).

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No.
Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

Section 12 of the policy lists supporting material including legislation, statutory guidelines, Canon law, and church guidelines. No related policies or documents were nominated as provided within the Catholic Schools Office.

Other observations

The Diocese of Maitland-Newcastle has established a Diocesan Child Protection Unit (DCPU) that “was established by Bishop Malone to act as a specialist resource for the Diocese. The DCPU will assist Diocesan members in meeting their reporting obligations and ensure that there is an appropriate record kept of any concerns raised” (p.2)

Suggested “good practice” elements

Clear information regarding versions, dates, author, changes made, implementation and review dates (Reporting child protection concerns policy, p.17).
Catholic Education Diocese of Parramatta

Does a child protection policy exist?

A specific child protection policy could not be found

A procedures document entitled *Child protection procedures* carries a note announcing that it replaces the former *Child protection policy*.

**Policy citation**


**Is there a navigable pathway to the policy from the department home page?**

There is no direct link to the procedures document from the education department home page. The procedures can be found via the following route: home page – you choose – policy central – students - child protection procedure (4 steps). The user would need to know that the procedure can be found under a sub-heading “students” rather than “safety” or “child protection” or another related category.


**Does the home page search feature locate the policy?**

Using the search tool from the office’s home page, and inserting the search term “child protection”, does not locate the procedure document within the first 10 hits, but does locate the child protection website. The term “student protection” yields 0 results. The term “child abuse” does not identify the procedure or the website within the first 10 hits.

**Can the policy be downloaded as a single document?**

The procedure document can be downloaded as a PDF document (20 pages).

**Does the policy need to be read in conjunction with other documents?**

The Catholic Education Diocese of Parramatta use the term “head policy” to describe overarching policy. The “head policy” for the *Child protection procedures* is:

- *Student policy* (1 page) which provides a set of general mission statements on student education.

Some of the links within the *Child protection procedures* document were broken (e.g. to hyperlinked appendices containing forms).

**What specific guidance is provided for situations of suspected institutional abuse?**
Specific guidance, albeit limited, can be found in the primary or base child protection policy. The *Child protection procedures* document (20 pages, as above), Section B, details “preventive measures” to protect children in schools including pre-employment screening and annual training (p.6).

Procedures Section C (3 pages) provides information on responding to child protection allegations against employees including detail about delegation chains, process for assessment of allegations, responding to allegations of non-reportable conduct, responding to allegations of reportable conduct, and possible actions in relation to employees (pp.7-9).

The child protection website provides a link to information about staff misconduct which mirrors information provided in the procedures document: allegations against employees in three categories: (i) not notifiable to the Ombudsman; (ii) reportable to the Ombudsman; (iii) reportable to the Ombudsman, Community Services or Police.

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are referred to, nominated, or listed?**

Eighteen related policies and documents are listed (3 student policy documents, 11 relevant legislation documents).

*Student policies*

- Responsible Use of ICT and Social Media for Students - Guidelines (listed twice, 3 pages)
- Responsible Use of ICT and Social Media for Students – Procedures (1 page)
- Responsible Use of ICT and Social Media for Staff – Guidelines (4 pages)

*Relevant legislation*

- National Safe Schools Framework [NB this is not legislation]
- Child Protection Legislation Amendment (Children’s Guardian)
- Act, NSW 2013
- Child Protection (Working With Children) Act, NSW 2012
- Commission for Children and Young People Act, NSW 1998
- Children and Young Persons (Care and Protection), NSW Act 1998
- The Ombudsman Act, NSW 1974
- Child Protection (Offenders Registration) Act, 2000
• The Protected Disclosures Act, NSW 1994
• Privacy and Personal Information Protection Act, Cth 1988
• Education and Care Services National Law Act, NSW 2010

Other observations

The child protection website, which is a significant innovation for school systems, could not be found by any logical route navigating from the homepage, and it is not mentioned in the procedures document. Rather it was stumbled upon using the search term “child protection” in the home page search tool. It is unclear how school staff would locate this website unless they were given a direct link (which could easily be lost or misplaced).

The National Safe Schools Framework is listed under the heading “relevant legislation”. This is education policy (Commonwealth Government level), not legislation.

No further policy information was identified in material provided by the Catholic Education Diocese of Parramatta in their submission directly to the Royal Commission (Royal Commission reference CAT4.13. which refers to Catholic Education Diocese of Parramatta Students Policy Document number 1020400 – this document is not a child protection policy, but is an overarching student policy).
Catholic Education Office Sydney

Does a child protection policy exist?

A child protection policy could not be found.

Policy citation

Unable to be located.

Is there a navigable pathway to the policy from the department home page?

From the Catholic Education Office Sydney homepage, there is a link to “policy documents”. The link leads to several policies, none of which could be identified as a child protection policy.

Does the home page search feature locate the policy?

Using the search function on the Catholic Education Office Sydney homepage with the terms “child protection”, “student protection” or “child abuse” does not locate a policy document or any other child protection information.

Can the policy be downloaded as a single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be found.

Does the policy need to be read in conjunction with other documents?

A child protection policy could not be found.

What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance could be found.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding Catholic Education Office Sydney’s approaches to child sexual abuse prevention could be found.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding Catholic Education Office Sydney’s approaches to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No information regarding Catholic Education Office Sydney’s approaches to child sexual abuse prevention could be found.

What related policies and documents are referred to, nominated, or listed?
A child protection policy could not be found.

**Other observations**

It not known if there is policy located on a diocesan staff intranet. However, this is unlikely given that no policy information was provided by the Catholic Education Office Sydney in their submission directly to the Royal Commission (Royal Commission reference: CAT4.17. Sydney – Response, pp.1-4).
Catholic Schools Office Wagga Wagga

Does a child protection policy exist?

Yes. The policy is entitled *Safe schools policy (child protection)*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page. The policy can be found via the following route: home page – about CSO Wagga – policy documents – catholic schools office documents – safe schools policy (child protection) (4 steps).

Does the home page search feature locate the policy?

Using the search tool located on the education office home page, and inserting the term “child protection” identifies the policy within the first 5 hits. Inserting the terms “student protection” or “child abuse” does not identify the policy within the first 10 hits.

Can the policy be downloaded as a single document?

The policy can be downloaded as a PDF document (10 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state that it must be read in read in conjunction with any other document(s). Three related policies/documents are listed as:

- *Duty of care guidelines* (unable to be found, no link provided)
- *General discipline policy* (unable to be found, no link provided)
- *Amendments of the Crimes Act* (unclear which amendments and Act this pertains to, no link provided)

What specific guidance is provided for situations of suspected institutional abuse?

Specific guidance is limited. Section 3.2 (2.5 pages) of the policy outlines procedures for allegations of reportable conduct that involve a staff member. Details actions to be taken by the school principal, matters constituting serious misconduct, support for students who have made allegations, and staff support.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?
No, however the policy states that “the community expects that its children, while at school, will be taught how to protect themselves and to seek help if they are concerned about abuse” (p.2). No further information is provided.

Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

Related policies and documents listed were:

- *Duty of care guidelines* (unable to be found, no link provided)
- *General discipline policy* (unable to be found, no link provided)
- *Amendments of the Crimes Act* (unclear which amendments and Act this pertains to, no link provided)

None of these documents could be located.

Other observations

Policy does not have page numbers. Some section numbers missing.

Catholic Schools Office Wagga Wagga (via the Truth Justice and Healing Council) did not provide any further information directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Catholic Education Diocese of Willcania-Forbes

Does a child protection policy exist?

A child protection policy could not be found.

Policy citation

Unable to be located.

Is there a navigable pathway to the policy from the department home page?

From the Catholic Education Diocese of Willcania-Forbes homepage, there is a link to “policies”. The link leads to four policies, none of which could be identified as a child protection policy.

Does the home page search feature locate the policy?

There is no search feature or facility on the Catholic Education Diocese of Willcania-Forbes homepage.

Can the policy be downloaded as a single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be found.

Does the policy need to be read in conjunction with other documents?

It not known if there is further policy located on a diocesan staff intranet and therefore it is not possible to know if the policy can be read in conjunction with any other document(s).

What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance could be found.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding Catholic Education Diocese of Willcania-Forbes approaches to child sexual abuse prevention could be found.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding Catholic Education Diocese of Willcania-Forbes approaches to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No information regarding Catholic Education Diocese of Willcania-Forbes approaches to child sexual abuse prevention could be found.

What related policies and documents are referred to, nominated, or listed?
A child protection policy could not be found.

**Other observations**

No further policy information was identified in material provided by the Catholic Education Office of Willcania-Forbes in their submission directly to the Royal Commission (Royal Commission reference: CAT 4.9.).
Catholic Education Office Diocese of Wollongong

Does a child protection policy exist?

There is no document clearly labelled as a “policy”. There were 4 documents identified in searches. It is not possible to determine which of the documents should be taken as the policy. The 4 documents are:

- *Care Wellbeing and Protection of Children* (brochure - 2 pages)
- *Code of Conduct in the Protection of Children and Young People* (24 pages)
- *Maintaining Right Relationships* (2 pages)

**Policy citation**

It is not clear which of the 4 documents can be assumed to be a “policy”. For the purpose of this audit it will be assumed that the 2-page brochure is the policy as it provides overarching statements encompassing child protection and is listed first of the 4 documents:


Is there a navigable pathway to the policy from the department home page?

In terms of accessibility, there is no direct link to any of the 4 documents from the office home page. The documents can be found via the following route: home page – policies – child protection – documents (3 steps).

**Does the home page search feature locate the policy?**

There is no search tool facility on the home page.

**Can the policy be downloaded as a single document?**

All 4 documents can be downloaded PDF documents (pages numbers as above).

**Does the policy need to be read in conjunction with other documents?**

None of the 4 documents indicate that they must be read in conjunction with any other document(s).

**What specific guidance is provided for situations of suspected institutional abuse?**

No specific child protection policy was identified. Specific guidance appears to be distributed among several separate documents.

makes brief reference to the role of the Catholic Education Office in developing clear procedures for responding to complaints of improper conduct by staff.

The document entitled *Code of Conduct in the Protection of Children and Young People* (24 pages, available at http://www.dow.catholic.edu.au/policies/Child-Protection/CODE_of_Conduct_CEOWoll.pdf) states that its purpose is to “clarify the parameters of appropriate and inappropriate conduct for workers who work in child related employment” (p.5). Section 6 (1 page) outlines breaches to the code. Section 7 (1 page) comprises information about reporting concerns about workers’ conduct including direction to “report risk of significant harm, or to report possible criminal activity, in accordance with CEO policy and procedures” (p.9) and in “cases where a serious concern involves their principal/supervisor/manager, it is more appropriate that the worker take the matter of concern directly to a person in a higher position in the organisation” (p.9). Both of these directions would seem problematic given that we were unable to locate a specific document labelled as “policy” document and there appears no directive to report relevant concerns to police. Section 10 (6 pages) details relationships between workers and students.

The short document entitled *Maintaining Right Relationships* (2 pages, available at http://www.dow.catholic.edu.au/policies/Maintaining_Right_Relationships_Policy_V1.0.pdf) provides aspirational guidelines around boundary setting and integrity in professional relationships. Despite its reference to principles and guidelines, these are of a broad and symbolic nature.

The document entitled *Professional Conduct and Child Protection: Responding to Allegations involving School Personnel* (5 pages, available at http://www.dow.catholic.edu.au/policies/Child_Protection/Professional_Conduct_and_Child_Protection.pdf) details principles for handling of allegations and internal investigations, procedures for responding and investigating. A reporting flowchart is depicted. Responding to allegations is framed within a “risk assessment” strategy (p.2). Reports can be made variously to Community Services, the head of agency (Director of Schools), or NSW Ombudsman. “Internal investigations” are to be conducted for “reportable allegations” and “reporting exemptions” (p.2).

**Is child sexual abuse prevention mentioned in the base child protection policy?**

No.

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

The document entitled *Care Wellbeing and Protection of Children* states that Catholic Education, Wollongong has “responded to pastoral and legal responsibilities in the following ways…. accessing appropriate child protection curriculum materials and resources for student education” (p.1).

The document entitled, *Path to life: A framework for pastoral care & wellbeing*, which was not identified in searches of publically available information, but was referred to in the Catholic Education Office Diocese of Wollongong’s submission to the Royal Commission, in Section 6.6 recommends: “teaching of skills and understandings related to personal safety and protective behaviours e.g. resilience” (p.11) (Royal Commission reference: CAT4.16. CORRECTION TJHC RC Research Project No 1 Feedback 16.msg, PDF attachment, p.3). This statement is derived directly from the National Safe Schools Framework (Ministerial Council on Education, Early Childhood Development and Youth Affairs [MCEECDOYA], 2010) Element 6.4 (p.7).

**Is a prevention role specifically ascribed to teachers in this base policy?**
No.

**What related policies and documents are referred to, nominated, or listed?**

As above, 4 documents were identified.

**Other observations**

Similar to the Catholic Education Office Bathurst, the Catholic Education Office Diocese of Wollongong’s *Code of Conduct in the Protection of Children and Young People* contains reference to a “set of Guidelines for Professional Conduct in the Protection of Children and Young People (NSW Catholic Systemic Schools)” that was “developed collaboratively across the Dioceses of NSW and the ACT, under the direction of the Conference of Diocesan Directors of Education”. The “guidelines” promote a common understanding of expected behaviour for all people working in or providing services in Catholic Systemic Schools” (see p.1). No link was provided to the original document.

No further policy information was identified in material provided by the Catholic Education Office of Diocese of Wollongong in their submission directly to the Royal Commission (Royal Commission reference: CAT 4.16.).
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Does a child protection policy exist?

Yes. The policy is entitled Student protection policy: Policy statement for Brisbane Catholic Education schools.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education office home page.

The policy can be found via the following route: home page – students and parents – student protection – student protection policy (3 steps).

Does the home page search feature locate the policy?

Using the search tool on the home page, with the search terms “child protection” or “child abuse” does not locate a reference to the policy in the first 10 hits. The search term “student protection” locates the policy within the first hit.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (2 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with other documents, however, it appears that the policy is supported by the following document which can also be downloaded in PDF format:

- Student protection reporting processes (72 pages)

What specific guidance is provided for situations of suspected institutional abuse?

The policy does not contain any information about responses to sexual abuse by school staff. This information is contained in a separate document.

Section 4 (3 pages) of the support document entitled Student protection reporting processes (72 pages, available at http://www.bne.catholic.edu.au/students-parents/Documents/Reporting-Processes.pdf) outlines when and how staff should act in relation to a reasonable suspicion of sexual abuse/likely sexual abuse of a student by another person. Section 4.1 (1 paragraph) determines staff members’ responsibilities. Section 4.2 (5 paragraphs) provided reporting details for staff. Section 4.3 provides a reporting flowchart. Section 5 (5 pages) deals specifically with sexual abuse of a student.
by a school staff member including immediate mandatory reporting by school staff to the school
principal or the Director - Employee Services, both of whom should then report immediately to the
Police. A reporting flowchart is provided. Section 7 (1.5 pages) details actions required after
mandatory reports on staff conduct. Sections 8 (3 pages) and Section 9 (4 pages) detail the handling
of suspected inappropriate behaviour between a staff member and student other than
suspected/likely sexual abuse or harm including internal investigation processes and “Level 1” and
“Level 2” interventions (pp. 44, 46-47).

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No.

Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

No related documents are nominated in the policy. However, the following documents are listed on
the website:

- Student protection reporting processes (72 pages)
- Student protection: Information for families (2 pages)

The 72-page processes document appears to be essential for policy implementation.

Other observations

Nil
Catholic Education Diocese of Cairns

Does a child protection policy exist?

Yes. The policy is entitled *Student protection*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education office home page. The policy can be found via the following route: home page – about, policies – related documents – child protection policy (3 steps). The policy can also be found via an alternative route: home page – your education – student protection – student protection – student protection policy (4 steps).

Does the home page search feature locate the policy?

The search terms “child protection”, “student protection” inserted into the search tool on the home page identifies the policy within the first 5 hits. Inserting the term “child abuse” into the search tool does not return any information.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (3 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with other documents, however, it appears that the policy is supported by the following document which can also be downloaded in PDF format:

- *Student protection reporting processes: Our commitment to the safety of all students* (81 pages).

What specific guidance is provided for situations of suspected institutional abuse?

The policy does not contain any information about responses to sexual abuse by school staff.

The support document entitled *Student protection reporting processes* (81 pages, available at [http://www.cns.catholic.edu.au/wp-content/uploads/2014/01/160114-Student-Protection-Reporting-Processes.pdf](http://www.cns.catholic.edu.au/wp-content/uploads/2014/01/160114-Student-Protection-Reporting-Processes.pdf)), Section 3.2 (1 paragraph), indicates staff members have a responsibility to complete a written report in situations of inappropriate behaviour by a staff member, other employee or volunteer towards a student. Section 3.3 summarises reporting processes for staff who suspect inappropriate behaviour of a staff member towards a student stating a compulsory requirement in Section 3.3.c “to provide a written notice (Form C – Section 1) to the Principal or
another Student Protection Contact at the school without delay” (p.27). A reporting flowchart is provided in Section 3.4.

Section 4 (4.5 pages) outlines procedures for cases of suspected sexual abuse/likely sexual abuse of a student by any person. Section 4.2 (0.5 pages) outlines mandatory reporting responsibilities. Contrary to information provided in 3.3.c (p.27), detail provided in 4.2 states that reports must be immediately made using a mandatory written report (Form A – Section 1) to the Principal or the Executive Director, who immediately forward the report to police (p.29). Section 4.7 (2 pages) provides specific detail of actions to be taken in cases of suspected or likely sexual abuse by a school staff member, employee or volunteer. Such cases are to be managed by the “Executive Director (or delegate), working in association with the Manager of Employee Services, Principal and the Assistant Executive Director – School Development (AED-SD)” (p.31). Reports are then to be made to Police and no internal investigations may take place while the Police investigating.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No

Is a prevention role specifically ascribed to teachers in this base policy?

No

What related policies and documents are referred to, nominated, or listed?

The policy nominates related policies and guidelines as:

- **CES Student Protection Processes** (unable to be found)*
- **CES Policies: Social and Emotional Learning** (SEL) (3 pages; also provided in submission)
- **CES Code of Conduct** (unable to be found)
- **Statement of Principles for working in a Catholic School** (unable to be found)

*A separate search revealed that CES stands for Catholic Education Services.

**Other observations**

It is unclear which related documents are essential for policy implementation.
No further policy information was identified in material provided by the Catholic Education Diocese of Cairns in their submission directly to the Royal Commission (reference: CAT4.3.).
Catholic Education Diocese of Rockhampton

Does a child protection policy exist?

Yes. The policy is entitled *Student protection*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is a direct link to student protection information from the education office home page, however the student protection policy is not located there. The policy can be found via the following route: home page – catholic education – policies – 2010-2012 student protection (3 steps).

Does the home page search feature locate the policy?

There is no search tool available on the home page.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (3 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction with any other documents; however a policy implementation statement identifies an important accompanying document as:

- *Student protection processes* (81 pages).

What specific guidance is provided for situations of suspected institutional abuse?

The policy does not contain any information about responses to sexual abuse by school staff.

Section 4 (3 pages) of the *Student protection processes* (81 pages, available at [http://www.rok.catholic.edu.au/files/student_protection/Student_Protection_Processes.pdf](http://www.rok.catholic.edu.au/files/student_protection/Student_Protection_Processes.pdf)) provides details “when and how staff should act” (p.19) including in cases of reasonable suspicions of inappropriate behaviour by a staff member towards a student. Section 4.1 (1 paragraph) outlines staff members’ responsibilities, and Section 4.2 -4.3 (2.5 pages) detail reporting processes including a directive to school staff who suspect that a student attending the school has been sexually abused or is likely to be sexually abused by another person, to immediately give a written report (Form A) to the Principal or the Diocesan Director (p.19). A decision making flowchart is provided. Section 5 (4.5 pages) extends this information in Section 5.1 by stating that the Principal or the Diocesan Director must immediately provide a copy of the report to the police (p.22). Section 8 (3 pages) provides further detail about processes for responding to inappropriate behaviour (excluding sexual abuse) by staff members towards a student.

Is child sexual abuse prevention mentioned in the base child protection policy?
No. However, Section 4.3 of the policy entitled Student protection, mentions, without providing a directive, that the Catholic Education, Diocese of Rockhampton will “provide leaning [sic] programs for students to develop awareness and skills that lead to their empowerment and an ability to identify risk, act protectively and seek assistance” (p.2)

**Is the teaching of child sexual abuse prevention education mentioned in this base policy?**

No, as above.

**Is a prevention role specifically ascribed to teachers in this base policy?**

No. In the Student protection brochure a “protective” role is mentioned in very broad terms.

**What related policies and documents are referred to, nominated, or listed?**

Section 5 of the policy details related policies and documents including:
- Student Protection Processes 2013 (81 pages)
- Integrity in Relationships Brochure 2013 (2 pages)
- Student Protection Brochure 2013 (2 pages)
- Code of Conduct for Staff in Catholic Schools 2010 (unable to be found).

It is unclear which related documents are essential for policy implementation.

**Other observations**

No further policy information was identified in material provided by the Catholic Education Diocese of Rockhampton in their submission directly to the Royal Commission (reference: CAT4.11.).
Catholic Education Office Diocese of Toowoomba

Does a child protection policy exist?

Yes. The policy is entitled *Our commitment to the safety of all students: Student protection policy and procedure*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is a direct link to the policy from the office home page. The policy can be found via the following route: home page – student protection – student protection policies and procedures – student protection policy and procedure (3 steps).

Does the home page search feature locate the policy?

The search tool on the home page was not functioning.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (66 pages).

Does the policy need to be read in conjunction with other documents?

The *Student protection policy and procedure* does not state that it must be read in conjunction with any other document. However the following 2 documents appear to be required for implementation:

- *Record of interview form* (2 pages)
- *Diocese of Toowoomba Catholic Education Board Policy: Student Protection Policy* (2 pages)

Confusingly, there is another document that appears to be a policy document. The document is labelled as follows:

- **8.2 Student Protection Policy - FINAL- May 2012** (2 pages)

It is not clear how this document relates to the *Our commitment to the safety of all students: Student protection policy and procedure* document.

What specific guidance is provided for situations of suspected institutional abuse?

Section 3 (9 pages) of the policy and procedures document provides details for responding to complaints or reasonable suspicions of inappropriate behaviour by a staff member towards a student. Section 3.4 (5.5 pages) outlines procedural steps according to three categories of interventions (Category 1 allegations of harm, suspected harm or risk of harm - mandatory reporting; Category 2 allegations of inappropriate behaviour - professional misconduct against a
staff member or volunteer; Category 3 allegations of inappropriate behaviour - minor incident by a staff member or volunteer). Section 3.5 (2 pages) details handling of allegations by the Diocese of Toowoomba Catholic Education Office. Section 4 (3 pages) provides guidance for cases where reports of criminal conduct are received from the police, and details police investigations. Section 5 has reporting flowcharts for different categories of harm.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

Yes, but not by teachers.

In Section 10 of the policies and procedures document, which deals with “proactive building of knowledge and understanding” (p.58), it is suggested that parents access an information sheet Protective Behaviours – How do I talk to my child about it? This information sheet can be found via a direct link from the Diocese of Toowoomba Catholic Education Office website.

Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

As above there are 26 related documents listed in the student protection policies and procedures section, under the following categories:

- Changes to mandatory reporting 2013 (6 documents)
- Changes to mandatory reporting of sexual abuse 2012 (7 documents)
- Code of conduct July 2012 (3 documents)
- Information for volunteers (3 documents)
- Mandatory harm reporting forms (4 documents)
- Student protection policy and procedures (3 documents)

It is unclear which documents are essential for policy implementation.

Other observations

Nil.
Catholic Education Townsville Diocese

Does a child protection policy exist?

Yes. The policy is entitled *Student protection policy*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the office home page.

The policy can be found via the following route: home page – about – policies – student protection policy (3 steps), or home page – about – student protection – student protection policy (3 steps).

Does the home page search feature locate the policy?

Using the “search our site” tool from the education office homepage, and inserting the search terms “child protection” “student protection” or “child abuse” identifies the student protection policy immediately in the first hit.

Can the policy be downloaded as a single document?

The policy document can be downloaded as a PDF document (4 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state it must be read in conjunction any other documents; however the implementation of the policy appears to require access to the following document which could not be located:

* Manual on Student Protection (unable to be located).

What specific guidance is provided for situations of suspected institutional abuse?

The policy does not provide specific guidance for responding to child sexual abuse where the suspected perpetrator is a school staff member or volunteer.

Is child sexual abuse prevention mentioned in the base child protection policy?

No.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No. However, the policy states: “the Townsville Catholic Education Office will strive to ensure that each school under its care provides:... curriculum which educates students in their rights to personal safety and a proper sense of their own dignity” (p.1).
Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

The policy refers to an implementation document:
- *Manual on Student Protection* (this document could not be found).

The student protection website refers to an additional document labelled
- *Risk management strategy* (the link to this document was broken).

It is unclear which documents are essential for policy implementation given that some documents were unable to be found and clear statements about implementation did not appear in the policy.

Other observations


Catholic Education, Townsville Diocese (via the Truth Justice and Healing Council) did not provide any further information directly to the Royal Commission; therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Does a child protection policy exist?

No. A base child protection policy could not be found.

Policy citation

A policy citation was unable to be located.

Is there a navigable pathway to the policy from the department home page?

The base policy could not be located. There is no direct link to policies from the home page. Policies can be found via the following route: publications – policies – 3 unrelated policies. No child protection policy could be located.

Does the home page search feature locate the policy?

The search tool on the Catholic Education Office, Ballarat, homepage was not functioning.

Can the policy be downloaded in one single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be located.

Does the policy need to be read in conjunction with other documents?

It is not known if there is any further policy located on a departmental staff intranet and therefore it is not possible to know if the policy must be read in conjunction with other documents.

What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance could be located.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding the diocesan approaches to sexual abuse prevention could be located.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding the diocesan approaches to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

No related policies and documents are referred to as a base policy was unable to be located.

Other observations
It is possible to determine the child protection policy is located in the locked login section of the website. However, it appears that each of the 64 schools in the Diocese may develop their own policies as is suggested in the Catholic Education Office Ballarat’s submission directly to the Royal Commission. In the submission it is noted that the “Pastoral Care Policy 2010 of the Ballarat Diocesan Schools’ Advisory Council requires every Catholic school in the Diocese to formulate its own policy and procedures on Pastoral Care and to develop related policies and procedures in a range of areas. Safe school environment (including protective behaviours) is one such area” (Royal Commission reference: CAT 4.18. p. 4; CAT 4.5. pp.1-2). This document was unable to be located in website searches.
Catholic Education Melbourne

Does a child protection policy exist?

Yes. The policy is titled *Policy 2.19: Mandatory Reporting of Child Physical and Sexual Abuse*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is not a direct link to the policy from the homepage. The policy can be found via the following route: publications and policies – policy quick links (1 step) - Policy 2.19 etc. It is easily located.

Does the home page search feature locate the policy?

Using the search tool located on the diocese home page and inserting the terms “child protection”, “student protection” or “child abuse” immediately locates the base child protection policy as the first hit.

Can the policy be downloaded in one single document?

The policy cannot be downloaded as a PDF. It can only be read online.

Does the policy need to be read in conjunction with other documents?

The policy does not state it needs to be read in conjunction with any other document; however, the Rationale section states: “this policy complements the guidelines *Protecting the safety and wellbeing of children and young people*. A joint protocol of the Department of Human Services Child Protection, the Department of Education and Early Childhood Development, Licensed Children’s Services and Victorian schools (the Protocols).” The document is hyperlinked.

What specific guidance is provided for situations of suspected institutional abuse?

The child protection policy provides limited guidance. More detailed guidance is found in a separate document.

*Policy 2.19: Mandatory Reporting of Child Physical and Sexual Abuse* has a very short section (4 lines) in Section 2.3 providing information about allegations of misconduct against lay employees in Catholic Schools and Catholic Education Offices. This section advises “if the alleged perpetrator is a staff member, principal or any other person employed by the school, contact should be made in the first instance with the Senior Officer for Professional Conduct, Ethics and Investigation, Catholic Education Office Melbourne”. The policy refers the reader to a related policy, *Policy 2.20, Allegations of Misconduct against Lay Employees in Catholic Schools and Catholic Education Offices*. The full citation for Policy 2.20 is:

Policy 2.20: Allegations of misconduct against lay employees in Catholic schools and Catholic Education Offices (available online only at http://www.ceomelb.catholic.edu.au/publications-policies/policy/policy-2.20-allegations-of-misconduct-against-lay-employees/) includes a rationale, definitions, principles and procedures. The information is not in great depth. The reader is referred to two further documents:

- Procedures for Allegations of Misconduct (available online only at http://www.ceomelb.catholic.edu.au/publications-policies/contentPubPolicies.aspx?id=1152)
- Procedures for Allegations of Serious Misconduct (available online only at http://www.ceomelb.catholic.edu.au/publications-policies/contentPubPolicies.aspx?id=1154)

In both of the above mentioned procedures documents relating to allegations, Section 1 contains definitions of misconduct or serious misconduct respectively. Sections 2 and 3 detail actions to be undertaken by the Principal/employer and other investigative units. Section 4 details investigation (including referral to police in the case of serious misconduct). Section 5 details the actions arising which differ according to the seriousness of the misconduct. The final section details issues associated with maintenance of case files.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding the Catholic Education Office approach to sexual abuse prevention could be located.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding the Catholic Education Office approach to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No

What related policies and documents are referred to, nominated, or listed?

The base child protection policy lists 17 related resources including:

- 3 Victorian government department documents relating to child protection
- 14 “resource sites” from the Department of Education and Early Childhood Development Victoria (5 sites), Victoria Police (1 site), Department of Human Services (3 sites), Australian Government (1 site), support centres (4 sites).
The Catholic Education Melbourne submission directly to the Royal Commission also lists 4 further significant documents (Royal Commission reference CAT 4.18. p. 2):

- **Policy 2.26 Pastoral Care of Students** (online only)
- **Policy 2.19 Mandatory Reporting of Child Physical and Sexual Abuse** (online only)
- **Policy 2.15 Sexual Harassment Policy** (online only)
- **Policy 2.20 Allegations of Misconduct against Lay Employees in Catholic Schools and Catholic Education Offices** (online only).

**Other observations**

Nil
Catholic Education Office, Diocese of Sale

Does a child protection policy exist?

No there does not appear to be a base child protection policy that could be located publically.

Policy citation

A policy citation could not be provided as a policy was unable to be found.

Is there a navigable pathway to the policy from the department home page?

The base policy could not be located. There is a direct link to policies from the home page. Policies listed did not include a child protection policy.

It is not known if a policy exists on a staff intranet.

Does the home page search feature locate the policy?

Using the search tool on the home page with the search term “child protection” or “child abuse” did not identify a policy document. These searches return a “mandatory reporting” link as the first hit. However, the page is currently “under construction”.

Using the search term “student protection” did not yield any relevant results in the first 10 hits.

Can the policy be downloaded in one single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be located.

Does the policy need to be read in conjunction with other documents?

It is not known if the policy needs to be read in conjunction with other documents as it was unable to be located.

What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance could be located.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding the office’s approach to sexual abuse prevention could be located. The School Services Wellbeing Model (available at http://www2.ceosale.catholic.edu.au/services-to-schools/Wellbeing.aspx ) acknowledges the importance of prevention along with early intervention and intervention. Child sexual abuse prevention is not mentioned as a prevention strategy.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding any approaches to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?
No.

What related policies and documents are referred to, nominated, or listed?

No related policies and documents are nominated because a child protection policy was unable to be located.

Other observations

Via the route: homepage – services to schools – wellbeing – mandatory reporting, we were able to locate brief information about mandatory reporting and a link to the Victorian Department of Education and Early Childhood Development’s policy on mandatory reporting (available at http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx?Redirec	t=1 ). It was unclear from the information provided, whether or not the DEECD policy applied to school staff from the Catholic Education Office, Diocese of Sale.

In the Catholic Education Office, Diocese of Sale’s submission to the Royal Commission it was noted that “Primary and Secondary schools use the Catholic Schools Operation Manual which contains policies regarding Mandatory Reporting and Serious Misconduct (CEOM Policy 2.20)” (Royal Commission reference: CAT 4.18. p.6). The Operation Manual can be found on the Catholic Education Victoria Network website at https://cevn.cec.vcatholic.edu.au/secure/CEVNLogin.aspx. This website is not publically available.
Catholic Education Sandhurst

Does a child protection policy exist?

No. A child protection policy could not be found.

Policy citation

A policy citation is unable to be provided because a policy could not be found.

Is there a navigable pathway to the policy from the department home page?

The base child protection policy could not be located after extensive searching of relevant tabs and links. There is no direct link to policies from the Catholic Education Office home page.

The pathway to a list of policies (not including child protection), can be found via the following route: home page – Sandhurst school education board – downloads (which provides a list of documents including some policy documents).

Does the home page search feature locate the policy?

Using the search tool located on the diocese home page and inserting the terms “child protection”, “student protection” or “child abuse” did not locate a base policy document.

A search using the above terms did not locate a policy document.

Can the policy be downloaded in one single document?

It is not known if the policy can be downloaded as a PDF document as it was unable to be located.

Does the policy need to be read in conjunction with other documents?

It is not known if the policy needs to be read in conjunction with other documents as it was unable to be located.

What specific guidance is provided for situations of suspected institutional abuse?

A base child protection policy could not be identified. Three other documents developed by the Sandhurst School Education Board [SSEB] (a consultative and advisory body) were identified in a policy tab labelled “leadership”. These documents appeared to be directed towards school leaders rather than teachers and other school staff. The documents were:


The document entitled Draft policy, Staff Misconduct and/or Incompetence (4 pages), Section 3.1, defines misconduct as including "abuse of students, staff or others – including physical, verbal, psychological, emotional and sexual abuse". Section 3.2 defines serious misconduct: child sexual abuse is not stated. The draft policy does not outline procedures or actions for principals or staff to take nor does it detail reporting requirements or chains.

The document entitled Guidelines for employers regarding allegations of misconduct and/or incompetence (12 pages) is directed at school leaders. Sections 4 and 5 (9 pages) detail procedures for managing misconduct and serious misconduct, including cases involving allegations of abuse. In these cases the first point of advice is "a complaint should be conducted within the framework of the school’s/CEO’s complaints handling policy/procedures". Reporting requirements, procedures, and chains are unclear and somewhat obscured by emphasis on the need for procedural fairness, compassion, and risk management. Section 5 contains "supplementary protocols" (p.11) that apply in regard to allegations of abuse made against priests, religious brothers and sisters, and pastoral associates. In these cases, "the Principal should immediately contact the appropriate Diocesan Authority, that is the Professional Standards Committee contact person and the Director of Catholic Education and/or the Congregation Leader of the order and/or Parish Priest" (p.11).

The document entitled Guidelines for employers when a staff member is charged with an offence do not seem to be of a binding nature. Rather, the Guidelines were developed “as a model for the development of school-based policies and procedures in respect to staff misconduct and/or incompetence” (p.1). Additionally, the Guidelines state “the circumstances of each issue of alleged misconduct and/or incompetence will vary and schools should remain flexible in their approaches – where warranted” (p.1).

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding the diocese approach to sexual abuse prevention could be located.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding the diocese approach to child sexual abuse prevention could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No

What related policies and documents are referred to, nominated, or listed?

No related policies and documents are referred to as a base policy was unable to be located.

Other observations

Locating policy documents from the home page is confusing. The identified Misconduct documents are located under Policies and subsequently Leadership which were located via the SSEB tab. The documents contained within are not split into headings or subheadings.
No further policy information was provided by Catholic Education Sandhurst in a submission directly to the Royal Commission (Royal Commission reference: CAT 4.18. p. 5).
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Does a child protection policy exist?

Yes. The policy is entitled *Child protection*.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is no direct link to the policy from the education department home page. The policy can be found via the following route: home page – parents – general policies – child protection (3 steps).

Does the home page search feature locate the policy?

Using the home page search tool, and entering the terms “child protection” or “student protection” does not locate the policy statement within the first 10 hits. This search identifies a dedicated diocesan child protection website, which contains several documents but not the policy. Inserting the search term “child abuse” returns no relevant hits.

Can the policy be downloaded in one single document?

The policy can be downloaded as a PDF document (3 pages).

Does the policy need to be read in conjunction with other documents?

The policy nominates 12 other related policies but does not specify they should be read in conjunction with the policy. Four of these documents appear to be related to child protection:

- *Child protection – Mandatory reporting (ACT)* (9 pages)
- *Child protection – Mandatory reporting (NSW)* (7 pages)
- *Child protection (ACT) – Responding to complaints against employees* (unable to be located; also not provided in submission to the Royal Commission)
- *Child protection (NSW) – Responding to allegations of reportable conduct and allegations of misconduct that may involve reportable conduct made against employees* (unable to be located; also not provided in submission to the Royal Commission).

In addition to the policy and the above mentioned documents, the policy website also lists the following as relevant:

- *Child Protection Code of Professional Standards for Schools and System Staff* (10 pages)

What specific guidance is provided for situations of suspected institutional abuse?

The policy statement does not provide guidance on allegations made against employees. This information, albeit limited, is provided in separate documents.
The documents entitled *Child protection – Mandatory reporting (ACT)* and *Child protection – Mandatory reporting (NSW)* (9 pages and 7 pages respectively, available at http://www.ceocg.catholic.edu.au/parents/Pages/CP.aspx), Section 8 in both documents, contains brief information regarding a procedure in instances where a mandatory report concerns the conduct or negligence of an employee of the Catholic Education Office.

The document entitled *Child Protection Code of Professional Standards for Schools and System Staff* appeared to be outdated at the time of data collection. It provided guidelines for staff responsibilities in relation to conduct with students, interactions with students, professional boundaries, duty of care, risk management, physical contact with students, and confidentiality [Note: since data collection for this criteria, this document appears to have been replaced by Guidelines for professional conduct in the protection of children and young people (24 pages, available at http://www.ceocg.catholic.edu.au/parents/Lists/Policies/Attachments/157/Guidelines%20for%20Professional%20Conduct%20In%20the%20Protection%20of%20Children%20and%20Young%20People.pdf).]

The documents entitled *Child protection (ACT) – Responding to complaints against employees*, and *Child protection (NSW) – Responding to allegations of reportable conduct and allegations of misconduct that may involve reportable conduct made against employees*, were unable to be located.

**Is child sexual abuse prevention mentioned in the child protection policy?**

Yes. The policy states that schools will “identify and implement appropriate curriculum programs to equip students with prevention strategies” (p.2). No further detail is provided.

**Is the teaching of child sexual abuse prevention education mentioned in this policy?**

No. Prevention efforts are limited to “raising awareness in the general community about child protection by displaying brochures, posters and school newsletters” (p.11).

**Is a prevention role specifically ascribed to teachers in this base policy?**

No.

**What related policies and documents are referred to, nominated, or listed?**

As above. It is unclear which documents are essential for policy implementation.

**Other observations**

The Archdiocese of Canberra and Goulburn Catholic Education Office did not make a submission to the Royal Commission; therefore it is not possible to know if further information is available, for example, on a staff intranet (Royal Commission reference: CAT4.0.).
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Does a child protection policy exist?

Unclear. No policy could be found via the standard searches applied in this audit. A related document, entitled *Procedures for dealing with allegations of misconduct made against employees in schools*, identifies a “policy” within a list of related documents (on p.8). The policy is entitled *Policy and Procedures for the identification of child abuse and neglect*, however, this document was unable to be located.

Policy citation

The base policy could not be located.

Is there a navigable pathway to the policy from the department home page?

The base policy could not be located.

The document *Procedures for dealing with allegations of misconduct made against employees in schools (2009)* can be found via the following route: home page – our publications – teacher reference – procedures for dealing with allegations of misconduct made against employees in schools (3 steps). To locate this document, a school staff member would need to know it was not located under the arguably more logical “Guides & handbooks” or “Policy guidelines” tabs.

Does the home page search feature locate the policy?

Using the search tool on the home page, with the search terms “child protection”, “student protection” or “child abuse” returned 0 results. Using the term “Policy and procedures for the identification of child abuse and neglect” in the search box did not locate the policy.

Can the policy be downloaded in one single document?

It is not known if the policy can be downloaded as PDF document as it was unable to be found.

Does the policy need to be read in conjunction with other documents?

It is not possible to know if the policy must be read in conjunction with any other documents as it was unable to be found.

What specific guidance is provided for situations of suspected institutional abuse?

It is not known if the base policy contains guidance for situations of suspected institutional abuse.

The document *Procedures for dealing with allegations of misconduct made against employees in schools* (8 pages, available at [http://www.ceont.catholic.edu.au/__files/f/3372/Procedure%20for%20dealing%20with%20allegations%20of%20misconduct%20against%20employees.pdf](http://www.ceont.catholic.edu.au/__files/f/3372/Procedure%20for%20dealing%20with%20allegations%20of%20misconduct%20against%20employees.pdf)) outlines the principles and procedures for use by Catholic school authorities in cases of allegations of misconduct made against school staff. Section 4 provides brief information about reporting an allegation. Sections 5 and 6 define
misconduct and serious misconduct. In Sections 7 and 8 roles are outlined for principals and the Catholic Education Office. Sections 9-17 provide further detail for responding to different types of allegations and outcomes.

Inconsistent and unclear information: In Section 4 (p.2) readers are advised that a report should be made “immediately to the Principal or to the Deputy, if the Principal is involved”. Later on the same page, readers are advised that "if an allegation is made against the Principal, the person receiving the allegation should immediately contact the Director of Catholic Education". A further statement advises that a report “must be made to Family and Community Services (FACS)”. The reference for this information is:


Is child sexual abuse prevention mentioned in the base child protection policy?

No specific guidance could be found.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding the catholic education office’s approaches to sexual abuse prevention education could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No information regarding the catholic education office’s approaches to sexual abuse prevention education could be found.

What related policies and documents are referred to, nominated, or listed?

No further related policies or documents could be located.

Other observations

The Catholic Education Office, Diocese of Darwin did not make a submission to the Royal Commission; therefore it is not possible to know if further information is available, for example, on a staff intranet (Royal Commission reference: CAT 4.0).
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 1 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia

Note: Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide and the Diocese of Port Pirie

Does a child protection policy exist?

Yes. The base child protection policy is entitled Policy for the Care, Wellbeing and Protection of Children and Young People.

Policy citation


Is there a navigable pathway to the policy from the department home page?

There is a direct link to child protection information from the Catholic Education South Australia homepage. Catholic Education South Australia have a dedicated child protection portal for child protection related information at http://web.ceo.adl.catholic.edu.au/childprotection/index.html. The portal is a document fileshare facility that allows users to download various internal and external documentation and resources relating to child protection.

The document entitled Policy for the Care, Wellbeing and Protection of Children and Young People could not be found despite extensive testing of logical navigation routes.

The document entitled Procedures for Reporting Child Abuse and Neglect was found via the following route: homepage – child protection – further information – responding to abuse and neglect - policy for the care, wellbeing and protection of children and young people (4 steps).

Does the home page search feature locate the policy?

Using the terms “child protection”, “student protection” or “child abuse” in the home page search engine does not locate the child protection policy in the first 10 hits. These searches do, however, identify the child protection portal.

The child protection portal does not have a search facility from which finer-grained searches can be conducted.

Can the policy be downloaded in one single document?

Yes, the policy can be downloaded as a PDF document (11 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not state that it needs to be read in conjunction with any other document; however the document entitled Procedures for Reporting Child Abuse and Neglect (10 pages, available at
What specific guidance is provided for situations of suspected institutional abuse?

No specific guidance is provided in the document entitled *Policy for the Care, Wellbeing and Protection of Children and Young People*. Limited guidance can be found in a separate document.

In the document entitled *Procedures for Reporting Child Abuse and Neglect* (10 pages, available at http://www.cesa.catholic.edu.au/media/files/5466.pdf) provides instructions for referral to relevant South Australia Department of Education and Child Development policy documents, details warning signs and indicators of different maltreatment subtypes (physical abuse, sexual abuse, emotional abuse, and neglect), outlines legal responsibilities, and procedures for making notifications. Only Section 5.2 (2 sentences) provides guidelines for cases in which a notification relates to a school principal.

Is child sexual abuse prevention mentioned in the base child protection policy?

Yes. In the document entitled *Policy for the Care, Wellbeing and Protection of Children and Young People*, Section 1.7 states that “schools have additional responsibilities for the care, wellbeing and protection of children and young people and in providing child safe environments. These responsibilities include: .... the provision of child protection curriculum for every student.” (p.3). Provision of child protection curriculum is also mentioned in Sections 3.2, 4.2.3, 4.3.7-4.3.10, and 4.4.5.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

Yes. In the document entitled *Policy for the Care, Wellbeing and Protection of Children and Young People*, Section 3.2 states that Catholic schools play a “significant role in the prevention of child abuse and neglect and are responsible for implementing policies and practices, including the provision of a child protection curriculum...” (p.4).

Is a prevention role specifically ascribed to teachers in this base policy?

Yes. In the document entitled *Policy for the Care, Wellbeing and Protection of Children and Young People*, Section 4.4.5 indicates responsibilities of school personnel (including paid or unpaid volunteers). These responsibilities include teaching “children and young people skills and assist them to develop an understanding which will empower them to achieve and maintain personal safety and well being” (p.6).

Section 4.3.7 states that school leaders must: (i) “provide training and development opportunities for school personnel to develop curriculum in the care, wellbeing and protection of children and young people”; (ii) “initiate and support the implementation of child protection and abuse prevention curriculum at the classroom level so that children and young people have access to these programs throughout their school years”; (iii) “monitor and evaluate child protection and abuse prevention curriculum”; and (iv) “provide families with information about and opportunities to participate in the protection and abuse prevention curriculum” (p.6).

What related policies and documents are referred to, nominated, or listed?
The document entitled *Policy for the Care, Wellbeing and Protection of Children and Young People* lists 18 related documents, all of which are hyperlinked.

The document entitled *Procedures for Reporting Child Abuse and Neglect* lists 5 hyperlinked related documents.

**Other observations**

In 2004, the Archdiocese of Adelaide, in partnership with the Diocese of Port Pirie, established the South Australian Catholic Child Protection Council comprising appointed members chosen by the Archbishop for their expertise in areas such as child psychiatry, law, social work, policy and advocacy. The Council has developed a child protection policy (16 pages). It is not clear how this policy relates to the *Policy for the Care, Wellbeing and Protection of Children and Young People* or the *Procedures for Reporting Child Abuse and Neglect*.

The citation is:


The Council have also developed a Child Protection Office to support policy implementation, provide training and resources, and develop materials for volunteers.

Related council documents include:

- *Child protection charter* (1 page)
- *Implementation procedures* (16 pages)

It is not clear how these documents relate to the South Australian Commission for Catholic Schools policy documents reviewed above.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Does a child protection policy exist?

No, a child protection policy could not be found. A document entitled *Policy (Strategic) Taking Care* was found that deals solely with management of serious allegations of misconduct.

Policy citation

The base policy could not be located.

Is there a navigable pathway to the policy from the department home page?

There is no direct link to a child protection policy from the education office home page.

The document *Policy (Strategic) Taking Care* can be found via the following route: home page – publications – policies – taking care policy (3 steps).

Does the home page search feature locate the policy?

There is no search function on the Tasmania Catholic Education homepage.

Using the search tool located on the policy page, and inserting the terms “child protection”, “student protection” or “child abuse” does not locate any relevant policy document.

Can the policy be downloaded in one single document?

It is not known if the policy can be downloaded as PDF document as it was unable to be found.

The document *Policy (Strategic) Taking Care* (23 pages) can be downloaded as a single PDF document.

Does the policy need to be read in conjunction with other documents?

It is not possible to know if the policy must be read in conjunction with any other documents as it was unable to be located.

The document *Policy (Strategic) Taking Care* (23 pages) does not state that it must be read in conjunction with any other documents, but lists 5 related policies. It is unclear which, if any, of these are essential for policy implementation.

What specific guidance is provided for situations of suspected institutional abuse?

It is unknown if the base policy contains guidance for situations of suspected institutional abuse. Specific guidance is provided in a separate document.

The document *Policy (Strategic) Taking Care* (23 pages, available at [http://catholic.tas.edu.au/key-documents/taking-care](http://catholic.tas.edu.au/key-documents/taking-care)) provides “advice and direction” for the management of serious allegations of misconduct (p.2). The document includes a rationale, definitions, policy points (9 of these),
principles (13 of these), and requirements. The first requirement is that “allegations of serious misconduct will be managed by the Designated Officer, in association where applicable with the Principal, Executive Director of Catholic Education, Director of Human Resources and the Head of Policy and Executive Services” (p.8). Further, “in relation to all allegations of criminal conduct, serious consideration should be given by the Designated Officer to reporting the matter to the police” (p.10). Management is described according to stage (initial allegation, preliminary response, and final review), investigation outcomes, and concluding processes relating to documentation. Appendices include further definitions, compliance with Australian law and other policy, and a decision-making flowchart. Generally, the information is descriptive rather than directive and unequivocal.

Is child sexual abuse prevention mentioned in the base child protection policy?

No specific guidance could be found.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

No information regarding the diocesan approaches to sexual abuse prevention education could be found.

Is a prevention role specifically ascribed to teachers in this base policy?

No information regarding the diocesan approaches to sexual abuse prevention education could be found.

What related policies and documents are referred to, nominated, or listed?

The document Policy (Strategic) Taking Care provides lists the following relevant policies:

- Collaborative caring (unable to be found, no link provided; also not provided in submission to the Royal Commission)
- Code of conduct (22 pages)
- Archdiocesan anti-discrimination and harassment policy (unable to be found, no link provided), however, a Policy (strategic) antidiscrimination, harassment and bullying was found (22 pages)
- Archdiocesan financial conduct policy (unable to be found, no link provided)
- Towards healing (unable to be found, no link provided)

Other observations

The Tasmanian Catholic Education Office submission to the Royal Commission also nominated further relevant documents as (Royal Commission CAT 4.6. Tasmania Response, page 5):

- Cyberbullying Policy (17 pages)(CAT 4.6. Tasmania – Cyberbullying Policy)
- Policy School Grievance: Potential resources for families, staff, students, and communities when making a complaint (22 pages)(CAT 4.6. Tasmania – School Grievance Policy)
- Policy (Strategic) Taking Care (23 pages)(CAT 4.6. Tasmania – Taking Care)
- Policy (Strategic) Anti-Discrimination, harassment and bullying (22 pages)(CAT4.6. Tasmania – Response)
- Collaborative caring (unable to be found, no link provided; also not provided in submission to the Royal Commission)


Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 1 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia

Note: Catholic Education Office Western Australia encompasses schools in the Catholic Archdiocese of Perth, and the Dioceses of Broome, Bunbury, and Geraldton.

Does a child protection policy exist?

No child protection policies could be found on the homepages of the regional Catholic Education Offices (Broome, Bunbury, Geraldton, or Perth). No links were provided and no other information could be found which directed users to the Catholic Education Office of Western Australia.

The Catholic Education Office of Western Australia has a base policy entitled Child Abuse.

Policy citation


Note: The correct date for the policy citation was ambiguous (1993 was original release date; 2008 was printed on the policy; 2011 was amendment and reformatting date; 2013 was set as next review date).

Is there a navigable pathway to the policy from the department home page?

There is not direct link to the policy from the Catholic Education Office of Western Australia homepage. The policy can found via the following route: home page – policies – community – child abuse (3 steps). Four category headings are used to organise policies: “catholic identity”, “education”, “stewardship”, and “community”. This was not a clearly navigable pathway. Users would need to know that the child protection policy could be found under “community”.

Does the home page search feature locate the policy?

Using the terms “child protection”, “student protection” or “child abuse” in the Catholic Education Office of Western Australia home page search facility does not locate the policy within the first 10 hits. These searches locate a brief mandatory reporting information page without links to policy.

Can the policy be downloaded in one single document?

Yes the policy is can be downloaded as a PDF (3 pages).

Does the policy need to be read in conjunction with other documents?

The policy does not specify that it needs to be read in conjunction with any other documents. Section 5 of the child abuse policy refers readers to 3 further documents that should be used whenever staff become aware of any child protection concerns:

- Child protection procedures – Guidelines and procedures for Catholic Schools in Western Australia (links not provided, unable to be found)
- Procedures for reporting child abuse and neglect (links not provided, unable to be found)
- Allegations of misconduct and serious misconduct against staff – Processes and procedures for Catholic Schools in Western Australia (links not provided, unable to be found).

What specific guidance is provided for situations of suspected institutional abuse?

Specific guidance is limited. No specific guidance is provided in the base child abuse policy. Section 5.1 refers readers to a separate processes and procedures document entitled Allegations of misconduct and serious misconduct against Staff – Processes and procedures for Catholic Schools in Western Australia. The document is to be used in cases when an allegation is directed against school employees including teachers, administrative staff, grounds staff or any other staff member. The document was unable to be located.

Brief information about mandatory reporting appears on a web page (at http://internet.ceo.wa.edu.au/OurSchools/StudentSupport/Pages/Mandatory-Reporting.aspx) stating that “one of the system requirements is that all staff in Catholic schools attend training regarding mandatory reporting of child sexual abuse.” This requirement is not stated in the policy.

Is child sexual abuse prevention mentioned in the base child protection policy?

No information regarding the Catholic Education Office’s approach to sexual abuse prevention could be found on the Catholic Education Office of Western Australia website. See next item below.

Is the teaching of child sexual abuse prevention education mentioned in this base policy?

Yes. Section 4.1.1 in the policy entitled Child abuse states that “all children have the right to a thorough and systematic education in all aspects of personal safety. This should be done in partnership with their parents/guardians” (p.2)

Is a prevention role specifically ascribed to teachers in this base policy?

No.

What related policies and documents are referred to, nominated, or listed?

In addition to the 3 documents nominated above. The Child abuse policy, Section 7, refers to two related documents:

- Children and Community Services Act 2004 (as amended in 2008)
- Allegations of misconduct and serious misconduct against staff – Processes and procedures for Catholic Schools in Western Australia (no links provided, unable to be found).

Other observations

In the submission from the Catholic Education Office of Western Australia directly to the Royal Commission, a document entitled The Catholic Education Commission of Western Australia Child Protection Policy is mentioned. This specific document could not be located, however, the title may be a typographical error as the Child Abuse policy (as above) was identified in searches (Royal Commission reference: CAT 4.15).
Criteria 2: Specific policy on child sexual abuse prevention education
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 2 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education

Criteria 2: Specific policy on child sexual abuse prevention education
Australian Capital Territory, Education and Training Directorate

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Compulsory (directly conveyed in policy).

The term used for child sexual abuse prevention education in ACT is “protective and safe behaviours”.

A directive can be found in the policy document entitled Child protection and reporting child abuse and neglect in ACT Public Schools which is a “base” child protection policy rather than a child protection education policy (see Criteria 1). The term used is “lessons for children and young people in protective and safe behaviours”. The policy states that the Directorate itself, principals and Directorate staff will provide, respectively, professional education, ensure lessons are delivered, and deliver lessons.

If compulsory, how do schools report on compliance?

Unclear. No information could be found publically via the Directorate website, or in information provided directly to the Royal Commission (Royal Commission references: Filenames beginning ACT2; ACT3; ACT4; ACT5).
New South Wales, Department of Education and Communities

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Unclear.

The term used for child sexual abuse prevention education in NSW is “child protection education”. Child protection education is a component in the Personal Development, Health and Physical Education (PDHPE) curriculum.

There is no specific child sexual abuse prevention education policy. The child protection policy, Protecting and supporting children and young people policy, does not specify the teaching of sexual abuse prevention education. An array of terminology is used to describe the Department’s approach to child protection education.

The document K-6 Personal Development, Health and Physical Education Principal’s Package states that “child protection education is important for girls and boys in each stage in the syllabus. This is a systemic requirement in government schools” (Board of Studies New South Wales, 1999, p.16). The term “systemic requirement” is not defined. The “requirement” is not mentioned in policy.

Curriculum support materials for the implementation of child protection education in NSW government schools state “child protection education must be included in each stage of your PDHPE curriculum” (New South Wales Department of Education and Training, 1998, p.2). However, this is not mentioned in policy.

Information provided on some NSW government websites indicates that “child protection education is a mandatory program” (e.g. Child Wellbeing and Child Protection – NSW Interagency Guidelines at http://www.community.nsw.gov.au/kts/guidelines/roles/education.htm). This is not mentioned in policy.

In information provided to the Royal Commission by NSW Education & Communities directly, it is stated that child protection education is “mandatory for students in Kindergarten to Year 10 in both government and non-government schools” (Royal Commission reference: NSW4. Child protection research - letter from MW, p.1). This is supported in the submission with reference to a series of
four memos to school principals dated 1997, 1998, and 2004. On close inspection, however, none of the memos uses the term “mandatory” or “compulsory”. The 2004 memo uses the term “requirement” (Royal Commission reference: NSW4. Child protection research - Tab D to letter of MW, p.4). None of these variations is mentioned in policy.

In a submission to the Royal Commission from the NSW Board of Studies Teaching and Educational Standards (BOSTES) it was noted that the PDHPE syllabus is mandatory including eight strands which must be addressed each year. Within this syllabus are strands relevant to child protection (Royal Commission reference: Board of Studies Response, p.2).

If compulsory, how do schools report on compliance?

Unclear. No information could be found publically via the Departmental website, or in information provided directly to the Royal Commission (Royal Commission references: Filenames beginning NSW2; NSW3; NSW4).

Additional references:


Northern Territory, Department of Education

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory (embedded in curriculum).

The term used for child sexual abuse prevention education in NT is “protective behaviours education”.

The Northern Territory Department of Education uses the term “embed” to describe the way in which “protective behaviours education” is addressed in the Health and Physical Education Curriculum within the topics of “drug education, sexuality education, safe relationships, road safety education, and anti-bullying programs including cyber bullying” (Royal Commission reference: NT4. Covering letter and enclosures, p.2).

If compulsory, how do schools report on compliance?

Unclear. No information could be found publically via the Department website or in information provided directly to the Royal Commission (Royal Commission references: Filenames beginning NT4).
Queensland, Department of Education, Training and Employment

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory (encouraged, aligned with relevant curriculum).

The term used for child sexual abuse prevention education in QLD is “child safety education”.

The Queensland Department of Education, Training and Employment encourage the adoption of child sexual abuse prevention education that is “aligned with relevant curriculum”, but this is “not compulsory” (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-2).

If compulsory, how do schools report on compliance?

Unclear. No information could be found publically via the Department website or in information provided directly to the Royal Commission (Royal Commission references: Filenames beginning QLD4).
South Australia, Department of Education and Child Development

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

There is no specific child protection education policy, however, within the “base” child protection policy entitled *Child Protection in Schools, Early Childhood Education and Care Services Policy*, includes a clear section on “curriculum” which states in Section 6.14 “the approved child protection curriculum will be reviewed in response to emerging evidence about child abuse and violence prevention programs” (p.6).

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

There is no specific child protection education policy.

Is child sexual abuse prevention education optional or compulsory?

Compulsory (not explicitly stated, but implicitly conveyed in policy).

The term used for child sexual abuse prevention education in SA is “personal safety and wellbeing”. The curriculum used in SA is referred to as the “child protection curriculum”.

Terms such as optional, compulsory or mandatory are not used to describe SA’s approach to child sexual abuse prevention education.

The policy document entitled *Child Protection in Schools, Early Childhood Education and Care Services Policy*, includes a clear section on “curriculum” which states “children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing, their rights to personal safety and wellbeing, helpseeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others” (p.6). Section 6.12 states “all children and young people in DECD preschools and schools will access approved child protection curriculum” (p.6).

In information provided by SA Department of Education and Child Development directly to the Royal Commission, it was noted that:

- an “annual circular” is distributed to site and regional leaders at the beginning of each school year “reminding them of their obligations [in respect of the Keeping Safe Child Protection Curriculum] and providing a link to the online policy” (Royal Commission reference: SA4.1 Item 1d - DECD Report on Evaluation Actions to KPMG Report, p.1)
the circular dated 6 February 2013 stated “it is a requirement that every Department for Education and Child Development (DECD) site has child protection education in place. DECD has developed and recommends the Keeping Safe: Child Protection Curriculum (KS: CPC) materials for delivery in all DECD sites” (Royal Commission reference: SA4.1 Item 1e - 2 Annual Circular to Regional Site Leaders, p.1)

**If compulsory, how do schools report on compliance?**

Under development. SA Department of Education and Child Development is currently in the process of “improving accountability structures through the new Curriculum, Pedagogy, Assessment and Reporting Policy for Reception — Year 10” which began implementation in 2013 (Royal Commission reference: SA4.1 Item 1d - DECD Report on Evaluation Actions to KPMG Report, p.1). The specific reporting mechanisms are not detailed.

A database of teachers trained to deliver the *Keeping Safe: Child Protection Curriculum* is kept by the department (Royal Commission reference: Royal Commission reference: SA4.1 Item 1e - 2 Annual Circular to Regional Site Leaders, p.1). Information provided by SA Department of Education and Child Development directly to the Royal Commission indicated that approximately 19,946 teachers were trained during the 8-year period 2006-2013 (Royal Commission reference: SA4.1 Item 1a - 6 DECD Training Data for SA CPC, p.1).
Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.


“Relationships and sexuality education” is defined as “any learning, teaching and knowledge that relates to sex, sexuality, gender identity, sexual health and wellbeing, personal and social relationships, emotions, thinking and understanding about ourselves and others” (p.5), which could be broadly considered inclusive of child sexual abuse prevention education, although it is not explicitly stated (Royal Commission reference: TAS4.4 Relationships-and-Sexuality-Education-in-Tasmanian-Government-Schools Strategy).

The document entitled *K – 10 Sexuality and Relationship Education Scope and Sequence* indicates minimal focus on child sexual abuse prevention education (Royal Commission reference: TAS4.2 Sexuality and Relationships K 10 Scope and Sequence, pp.1-3).

If compulsory, how do schools report on compliance?

Unclear. Since 2013 data have been collected on schools implementing *Sexuality and Relationship Education*. These data are reported in the *Tasmanian Corporate Report* (Royal Commission reference: TAS4.6 Data collected from schools for Tasmanian Corporate Report, p.1). The specific reporting mechanism is not described and the *Tasmanian Corporate Report* could not be located in searches of publically-available information.
Victoria, Department of Education and Early Childhood Development

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Unclear (it is unclear the extent to which child sexual abuse prevention education is part of compulsory sexuality education which is taught, in turn, within the Health and Physical Education curriculum).

Information publically available on the Department of Education and Early Childhood Development website (DEECD, 2013) states that it is compulsory for government schools to provide sexuality education within the Health and Physical Education domain, including assessment and reporting against the Victorian Essential Learning Standards” (e.g. http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/about.aspx). The document Catching on Early does not specify that child sexual abuse prevention education is part of sexuality education. However, in one of 12 reasons proposed for the importance of teaching sexuality education in primary schools, it is stated that that “sexuality education can be protective against sexual abuse” (p. 14) and also cautions that “protective behaviours education and personal safety education programs can be a part of, but not the whole of, good sexuality education” (p. 23).

Information provided by the Department of Education and Early Childhood Development directly to the Royal Commission states also confirms that “it is compulsory for all government schools to provide sexuality education for students in Prep to Year 10 as part of their Health and Physical Education curriculum” (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.2). The submission does not specifically address the teaching of child sexual abuse prevention education as it is considered to be embedded within sexuality education.

If compulsory, how do schools report on compliance?

Unclear. In information provided by the Department of Education and Early Childhood Development directly to the Royal Commission, it was noted that the department “does not require school principals to record data” of the type requested by the Commission, “in part due to the devolved governance model that exists in Victoria, whereby government schools are responsible for planning...
and implementing curriculum in accordance with the prescribed curriculum standards" (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.1).
Western Australia, Department of Education

Is there a specific policy on child sexual abuse prevention education?

No. There is no specific child protection education policy

Does the policy specify evidence-based approaches?

N/A. There is no specific child protection education policy

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A. There is no specific child protection education policy

Is child sexual abuse prevention education optional or compulsory?

Compulsory.

The term used for child sexual abuse prevention education in WA is “protective behaviours”.

It appears that the Western Australia, Department of Education is attempting universal delivery of child sexual abuse prevention education, but terms such as optional, compulsory or mandatory are not used.

There is no specific child protection education policy, however, the “base” child protection policy entitled *Child Protection*, includes a clear section on “prevention programs” which states in Section 4.19 that “the principal must implement preventive curriculum for all students” (p.20). Additionally, this policy states in Section 4.17 that “all teaching and non-teaching staff who have contact with children must complete the CPPL [Child Protection Professional Learning] program” (p.20).

In information provided to the Royal Commission by the Western Australia, Department of Education, the nature of this requirement is described as a “mandate” (Royal Commission reference: WA4. Covering letter and enclosures, p.1). This information also confirms that “in 2014 training in Protective Behaviours will become part of the compulsory online Child Protection Professional Learning Program (CPPLP)” for teachers (Royal Commission reference: WA4. Covering letter and enclosures, pp.2-3).

If compulsory, how do schools report on compliance?

Unclear. In information provided to the Royal Commission by the Western Australia, Department of Education it appears that the Department records numbers of teachers who have completed training in Protective Behaviours, but the mechanism for reporting on policy compliance for school delivery of prevention programs is not described (Royal Commission references: Filenames beginning WA4).

The WA DoE *Child Protection* policy, Section 4.19 states that “In response to the Gordon Inquiry (2002), the Department is required to report on compliance with the requirement to introduce

Criteria 2: Specific policy on child sexual abuse prevention education
protective behaviours into the school curriculum” (p.20). However elaborations on specific mechanisms could not be found.
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 2 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Is there a specific policy on child sexual abuse prevention education?

No

Does the policy specify evidence-based approaches?

N/A

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A

Is child sexual abuse prevention education optional or compulsory? Describe approach.

Not compulsory.

Information provided to the Royal Commission by the Catholic Schools Office Armidale, states that no “specific programs are being currently employed by schools in our diocese. In a non-specific way issues of appropriate behaviours are being delivered via the PDHPE – NSW BOS [Board of Studies] syllabus and possibly through school-based pastoral care programs” (Royal Commission reference: CAT4.1. Response to Royal Commission, p.2).

If compulsory, how do schools report on compliance? Describe reporting mechanisms.

N/A.
Catholic Education Office, Bathurst

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission from the Catholic Education Office Bathurst states “We have no knowledge that within our system of schools, that teaching staff implement any curriculum or other programs that are currently used and directed to students with the specific aim of reducing the likelihood of children being vulnerable to sexual abuse in institutional settings” (Royal Commission reference: CAT4.2. Bathurst Truth Justice and Healing Council_Judith Tokley, p.1).

If compulsory, how do schools report on compliance?

N/A.
Catholic Schools Office, Diocese of Broken Bay

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission from the Catholic Schools Office Diocese of Broken Bay states that “content addressing Child Safety and Protective Behaviours is part of the K-6 Personal Development, Health Education and Physical Education (PDHPE) (September 1999) and 7-10 PDHPE syllabuses (April 2003), which all schools in NSW are required to implement... Whilst sexual abuse is an important area to explore with students within the context of recognising abuse, there is no specific syllabus requirement that the concept of sexual abuse be addressed” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p.1).

If compulsory, how do schools report on compliance?

N/A.

Although not compulsory, in information provided directly to the Royal Commission from the Catholic Schools Office Diocese of Broken Bay, it is noted that “schools are required to document and map their evidence of compliance with regulatory requirements using the diocesan compliance checklist or the online audit tool. They are then required to certify this compliance using the diocesan declaration form. This is an annual process.” It is unclear, however, if this process contains sufficient specificity to be used, in future, in relation to policy compliance for child sexual abuse prevention education.
Catholic Schools Office, Lismore Diocese

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission from the Catholic Schools Office, Lismore Diocese states that “Personal Development, Health and Physical Education subject matter is mandatory curriculum for all students from Kindergarten to year 10.... Supporting the K-6 PDHPE curriculum is a resource known as Towards Wholeness – The Catholic Perspective on the NSW Personal Development Health and Physical Education K-6 Syllabus” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p.4).

If compulsory, how do schools report on compliance?

N/A
Catholic Schools Office, Diocese of Maitland-Newcastle

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No detail to answer this question could be found on the Catholic Schools Office, Diocese of Maitland-Newcastle website. No information was provided to the Royal Commission.

If compulsory, how do schools report on compliance?

No information available.
Catholic Education Office, Diocese of Parramatta

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory (but “essential”).

The term used for child sexual abuse prevention education in this Diocese is “protective behaviours”.

Information provided by the Catholic Education Office, Diocese of Parramatta directly to the Royal Commission states that “All CEDP schools must implement syllabuses provided and endorsed by the NSW Board of Studies. In the area of Personal Development, Health and Physical Education (PDHPE), NSW Catholic Education Commission in conjunction with NSW dioceses have developed Catholic Perspectives for the K-6 and 7-10 PDHPE syllabuses called Towards Wholeness…” (p.1) and “Specifically in the 7-10 syllabus, the protective behaviours content is labeled [sic] as Essential Content [sic] and must be taught to all children in Stages 4 and 5” (p.2) (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp. 1-2).

If compulsory, how do schools report on compliance?

No information available.
Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Unclear.

Information provided to the Royal Commission by the Catholic Education Office Sydney states that “in essence, all systemic school sin the Archdiocese of Sydney deliver instruction to children about protective behaviours through the NSW Board of Studies Personal Development, Health and Physical Education K-6 and Years 7-10 Syllabuses” (p.1). It is also written that “teaching child protection strategies to students is a mandatory component of the K-10 curriculum... actual time allocated to teaching these units would be difficult to estimate as schools make such decisions according to local programming arrangements” (p.2) (Royal Commission reference: CAT4.17. Sydney – Response, pp.1-2).

It should be noted that, in our searches, we did not find written confirmation of the “mandatory” nature of this content in the actual syllabus documents. Please refer to New South Wales, Department of Education and Communities Criteria 2.

If compulsory, how do schools report on compliance?

No specific information available. General information was provided to the Royal Commission by the Catholic Education Office Sydney stating that “each year Principals enter into an electronic workbook evidence that they are delivering the curriculum according to the Board of Studies requirements”. Further, “regional consultants meet annually with Principals to ensure that there are processes in place to produce that evidence” (Royal Commission reference: CAT4.17. Sydney – Response, p.2). This does not, however, relate to specific mechanisms for reporting on the delivery of child sexual abuse prevention education.
Catholic Education Office, Diocese of Wagga Wagga

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No detail to answer this question could be found on the Catholic Education Office Diocese of Wagga Wagga website. No information was provided to the Royal Commission.

If compulsory, how do schools report on compliance?

No information available.
Catholic Education Diocese of Willcania-Forbes

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available. No detail to answer this question could be found on the Catholic Education Diocese of Willcania-Forbes website or in information provided directly to the Royal Commission (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).

If compulsory, how do schools report on compliance?

No information available.
Catholic Education Office, Diocese of Wollongong

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided to the Royal Commission by the Catholic Education Office Diocese of Wollongong to the Royal states that “registered schools in NSW are required to implement the NSW Board of Studies syllabuses. In particular the content addressing child safety and child protection education is part of the K-6 Personal Development, Health Education and Physical Education (PDHPE) (September 1999) and 7-10 PDHPE syllabus (April 2003). The Years 11-12 PDHPE syllabus is an elective course” (Royal Commission reference: CAT4.16. 122013 CEO Wollongong Report - CSA in institutions, p.2).

If compulsory, how do schools report on compliance?

No information available.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission from the Catholic Education Archdiocese of Brisbane states that “schools operating under the auspices of Catholic Education Archdiocese of Brisbane (BCE) develop and implement curriculum under the overarching BCE Learning and Teaching Framework.... Schools implement curriculum in accordance with the requirements of the Queensland Studies Authority and the Australian Curriculum and Assessment Authority” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.1).

Further it is clearly stated: “whilst incorporating a full range of personal development education, these overarching frameworks and curriculum do not have as the specific aim, reducing the likelihood of children being vulnerable to sexual abuse in institutional settings. There is no mandatory curriculum in Queensland related to child protection” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).

If compulsory, how do schools report on compliance?

No information available.

Criteria 2: Specific policy on child sexual abuse prevention education
Catholic Education Diocese of Cairns

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission by the Catholic Education Diocese of Cairns states that “Catholic Education in Cairns does not have a specific curriculum dealing with reducing the likelihood of sexual abuse but we have formal and informal programs that assist young people to develop emotional resilience and awareness which would reduce the vulnerability of our students to sexual and other abuse” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1).

The Diocese advocates curriculum in the broader area of social and emotional learning. However, this does not pertain explicitly to child sexual abuse prevention education (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, pp.1-2).

If compulsory, how do schools report on compliance?

No information was available.
Catholic Education Diocese of Rockhampton

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Unclear.

There is no specific child sexual abuse prevention education policy. However, the child protection policy entitled Student Protection (see Criteria 1), Section 4, states that the Catholic Education Diocese of Rockhampton will “provide leaning programs for students to develop awareness and skills that lead to their empowerment and an ability to identify risk, act protectively and seek assistance” (p.2).

Information provided directly to the Royal Commission from the Catholic Education Diocese of Rockhampton depicts a flowchart for implementation of “protective behaviours” in Diocesan schools/colleges. However it is unclear whether this pertains to the specific officially named Protective Behaviours suite of programs or whether the term is used in a generic way as a synonym for child sexual abuse prevention education (Royal Commission reference: CAT4.11. Rockhampton DCEO, p.2).

If compulsory, how do schools report on compliance?

No information was available.

Criteria 2: Specific policy on child sexual abuse prevention education
Catholic Education Diocese of Toowoomba

Is there a specific policy on child sexual abuse prevention education?
No.

Does the policy specify evidence-based approaches?
N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?
N/A.

Is child sexual abuse prevention education optional or compulsory?
Not compulsory.

Information provided directly to the Royal Commission by the Catholic Education Diocese of Toowoomba it is stated that “at a curriculum or program level, there are currently no mandated child protection programs directed at students across the Diocese of Toowoomba (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, p.2).

If compulsory, how do schools report on compliance?
No information was available.
Catholic Education Diocese of Townsville

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No detail to answer this question could be found on the Catholic Education Diocese of Townsville website. No information was provided to the Royal Commission (i.e. Catholic Education Diocese of Townsville did not provide a submission).

If compulsory, how do schools report on compliance?

No information available.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.


If compulsory, how do schools report on compliance?

No information available.
Criteria 2: Specific policy on child sexual abuse prevention education

**Catholic Education Melbourne**

**Is there a specific policy on child sexual abuse prevention education?**

No.

**Does the policy specify evidence-based approaches?**

N/A.

**Does the policy address the potential for child sexual abuse to occur in child-related institutions (such as schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?**

N/A.

**Is child sexual abuse prevention education optional or compulsory?**

Unclear.

No detail to answer this question could be found on the Catholic Education Melbourne website. No information was provided directly to the Royal Commission (i.e. Catholic Education Melbourne did not provide direct submission).

The Catholic Education Commission of Victoria (CECV) provided a consolidated response to the Royal Commission stating broadly with respect to the Archdiocese of Melbourne: “all schools both primary and secondary in the Archdiocese teach child safety or protective behaviours in some form. The majority of primary schools have created their own program or have a cyclic approach to child safety curriculum. Secondary schools tended to teach child safety implicitly rather than explicitly” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.2)

**If compulsory, how do schools report on compliance?**

No information available.
Catholic Education Office, Diocese of Sale

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

No information to answer this specific question could be found on the Catholic Education Office Diocese of Sale website. No information was provided directly to the Royal Commission (i.e. Catholic Education Office Diocese of Sale did not provide direct submission).

The Catholic Education Commission of Victoria (CECV) provided a consolidated response to the Royal Commission stating broadly with respect to the Diocese of Sale: “Sexual abuse is not a curriculum topic, and we are awaiting approval on the draft curriculum documents dealing with sexuality for the secondary sector. In a secondary school this type of program would most likely be addressed through the Pastoral care lessons/meetings and through the Wellbeing officer at the school. It is not a specific unit within the secondary religious education curriculum.... As part of the Health and Physical Education middle school curriculum, students explore relationships looking at power in a relationship. However, this does not specifically address the safety of children from sexual abuse. As there is some uncertainty regarding catholic education in sexuality, this may not be addressed by all secondary schools in the diocese” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.6-7).

Further, the CECV submission states in a frank manner “As curriculum direction in this area is non-existent there are no support documents nor evaluations nor are there any memoranda, policies or procedures that provide advice to schools on how these are to be delivered” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.7).

If compulsory, how do schools report on compliance?

No information available.
Catholic Education Sandhurst

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No information to answer this specific question could be found on the Catholic Education Sandhurst website. No information was provided directly to the Royal Commission (i.e. Catholic Education Sandhurst did not provide direct submission). No further information was gleaned from the consolidated response provided by The Catholic Education Commission of Victoria (CECV) (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-8).

If compulsory, how do schools report on compliance?

No information available.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No information to answer this specific question could be found on the Archdiocese of Canberra and Goulburn Catholic Education Office website. No information was provided directly to the Royal Commission (i.e. Archdiocese of Canberra and Goulburn Catholic Education Office did not provide direct submission).

If compulsory, how do schools report on compliance?

No information available.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No information to answer this specific question could be found on the Catholic Education Office Diocese of Darwin website. No information was provided directly to the Royal Commission (i.e. Catholic Education Office Diocese of Darwin did not provide direct submission).

If compulsory, how do schools report on compliance?

No information available.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 2 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia (Catholic Archdiocese of Adelaide and the Diocese of Port Pirie)

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Compulsory (not explicitly stated, but implicitly conveyed in policy).

In the policy document entitled Policy for the Care, Wellbeing and Protection of Children and Young People, Section 3.2 states that Catholic schools play a “significant role in the prevention of child abuse and neglect and are responsible for implementing policies and practices, including the provision of a child protection curriculum…” (p.4) (see also Criteria 1).

Information provided to the Royal Commission directly from the Catholic Education South Australia states “Catholic schools in South Australia deliver child protection curriculum from early years (ages 3-5) through to Year 12. It is expected that every child has the opportunity for child protection curriculum each year and experiences all of the 4 focus areas at each band of schooling. Catholic Education SA (CESA) uses the South Australian developed program called Keeping Safe: child protection curriculum” (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, p.1).

If compulsory, how do schools report on compliance?

No information available.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such as schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

Not compulsory.

Information provided directly to the Royal Commission by the Tasmanian Catholic Education Office states that “we do not have programs developed or adapted through Catholic Education in Tasmania specifically for the purpose of Child Protection. We have a number of programs we draw upon for this purpose, that are used in schools to varying degrees” (Royal Commission reference: CAT4.6. Tasmania – Response, p.1).

If compulsory, how do schools report on compliance?

No information available.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 2 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia (Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth)

Is there a specific policy on child sexual abuse prevention education?

No.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions (such schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution?

N/A.

Is child sexual abuse prevention education optional or compulsory?

No information available.

No information to answer this specific question could be found on the Catholic Education Office of Western Australia website. No further detail was gleaned from the Catholic Education Office of Western Australia’s submission directly to the Royal Commission (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp. 1-6).

If compulsory, how do schools report on compliance?

No information available.
Criteria 3: Location in the curriculum
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 3 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

Child sexual abuse prevention education is covered in two of the twenty-five *Essential Learning Achievements* in the ACT curriculum framework known as *Every Chance to Learn*:

- 12: The student takes action to promote health; and
- 14: The student manages self and relationships.

There is no distinct Health and Physical Education Curriculum in the ACT. The curriculum framework, *Every Chance to Learn*, applies to all key learning areas.

The citation is:


For the Early Childhood Band of Development (preschool to Year 2), for example, the following ‘essential content’ is listed (p.63):

<table>
<thead>
<tr>
<th>12: Takes action to promote health</th>
<th>14: Manages self and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.EC.10: Appropriate and inappropriate touch.</td>
<td>14.EC.2: Major body parts and their functions</td>
</tr>
<tr>
<td>12.EC.12: Recognise safe and unsafe environments.</td>
<td>14.EC.3: Physical changes to their bodies since birth</td>
</tr>
<tr>
<td>12.EC.14: Respond to situations that make them feel unsafe and identify people who can help.</td>
<td></td>
</tr>
</tbody>
</table>

For the Later Childhood Band of Development (Years 3-5), for example, the following essential content is listed (p.67):

<table>
<thead>
<tr>
<th>12: Takes action to promote health</th>
<th>14: Manages self and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.LC.17: Assess options and consequences in responding to unsafe situations.</td>
<td>14.LC.2: How expectations of girls and boys, and men and women, can influence their choices, options and personal identity</td>
</tr>
<tr>
<td>12.LC.18: Identify unsafe situations, people, and places and ways to respond.</td>
<td>14.LC.3: Some differences in growth and development between individuals</td>
</tr>
<tr>
<td>12.LC.21: Recognise warning signs and behaviours that are threatening.</td>
<td>14.LC.4: The physical changes related to puberty</td>
</tr>
</tbody>
</table>

For the Early Adolescence Band of Development (Years 6-8), for example, the following essential content is listed (pp.69-70; 76-77):

<table>
<thead>
<tr>
<th>12: Takes action to promote health</th>
<th>14: Manages self and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.EA.18: Identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm (e.g. on the road, at a party, in water environments, as a passenger, being offered drugs).</td>
<td>14.EA.2: Strategies for building resilience and seeking help</td>
</tr>
<tr>
<td></td>
<td>14.EA.11: Forms of abuse, bullying and harassment and their impact on relationships.</td>
</tr>
</tbody>
</table>
12.EA.19: recognise unsafe situations and make judgements about when it is necessary to seek help from others

14.EA.15: Recognise sexual feelings and evaluate standards of sexual behaviour considered appropriate by themselves, peers, family and the community.
14.EA.17: Identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation.
14.EA.18: Recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support.

### Specific child sexual abuse prevention education curriculum

The teaching of child sexual abuse prevention education is specified in the base child protection policy entitled *Child protection and reporting child abuse and neglect in ACT Public Schools* (see Criteria 1 & 2). The policy states that the Directorate will provide “lessons for children and young people in protective and safe behaviours” (p.4), that Principals will “ensure lessons for children and young people in protective and safe behaviours are delivered” (p.4), and Directorate staff will “deliver lessons for children and young people in protective and safe behaviours” (p.4).

However, we could find no publically available information on a specific child sexual abuse prevention education curriculum in use. No information regarding a specific child sexual abuse prevention education curriculum delivered to children was named in the Directorate’s submission directly to the Royal Commission (Royal Commission reference: ACT4. Government response to C-NP-85, pp. 1-9).

### Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Directorate schools.

### Other child sexual abuse prevention education curriculum (external)

The *Protective Behaviours* program appears to be planned for implementation, although the evidence is equivocal with regard to delivery to children. The submission from the Directorate directly to the Royal Commission states: “ACT Education and Training Directorate school psychologists provide training for teachers to conduct the Protective Behaviours program. In January 2014 all school psychologists will be trained to provide Protective Behaviour training to teachers in primary schools” (Royal Commission reference: ACT4. Government response to C-NP-85, p.8).

**Is child sexual abuse prevention education named in the primary school curriculum?**

No. The topic is not explicitly named in the school curriculum.

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**
No information could be found.
New South Wales, Department of Education and Communities

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

Child sexual abuse prevention education is covered in the following three strands of the Personal Development, Health and Physical Education (PDHPE) curriculum:

- Growth and Development;
- Interpersonal Relationships; and
- Safe Living.

The citation is:

For the early stage 1 (Kindergarten), the following ‘content’ is suggested (p.39):

<table>
<thead>
<tr>
<th>Growth and development</th>
<th>Interpersonal relationships</th>
<th>Safe living</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Body parts - external</td>
<td>• permission and choices</td>
<td>• protection</td>
</tr>
<tr>
<td></td>
<td>• trust</td>
<td>• warning signals</td>
</tr>
<tr>
<td></td>
<td>• positive relationship</td>
<td>• safe/unsafe situations</td>
</tr>
<tr>
<td></td>
<td>• liking and loving</td>
<td>• touching</td>
</tr>
<tr>
<td></td>
<td>• special people/things</td>
<td>• people who can help</td>
</tr>
<tr>
<td></td>
<td>• rules in relationship</td>
<td>• assertiveness (no-go-tell)</td>
</tr>
<tr>
<td></td>
<td>• people to go for help</td>
<td>• telling (persistence)</td>
</tr>
<tr>
<td></td>
<td>• seeking help</td>
<td>• responding to unsafe situation</td>
</tr>
</tbody>
</table>

For stage 1 (Years 1 and 2), the following content is suggested (p.41):

<table>
<thead>
<tr>
<th>Growth and development</th>
<th>Interpersonal relationships</th>
<th>Safe living</th>
</tr>
</thead>
<tbody>
<tr>
<td>• body parts – internal, external &amp; – private, non-private</td>
<td>• privacy</td>
<td>• protection</td>
</tr>
<tr>
<td></td>
<td>• permission and choices</td>
<td>• warning signals</td>
</tr>
<tr>
<td></td>
<td>• positive relationship</td>
<td>• safe/unsafe situations</td>
</tr>
<tr>
<td></td>
<td>• liking and loving</td>
<td>• kinds of touching (a rewording)</td>
</tr>
<tr>
<td></td>
<td>• special people/things</td>
<td>• people who can help</td>
</tr>
<tr>
<td></td>
<td>• rules in relationship</td>
<td>• assertiveness (no-go-tell)</td>
</tr>
<tr>
<td></td>
<td>• people to go for help</td>
<td>• telling (persistence)</td>
</tr>
<tr>
<td></td>
<td>• expressions concern</td>
<td>• responding to unsafe situation</td>
</tr>
<tr>
<td></td>
<td>• seeking help</td>
<td></td>
</tr>
</tbody>
</table>

For stage 2 (Years 3 and 4), the following content is suggested (p.43):
Growth and development  | Interpersonal relationships  | Safe living  
--- | --- | ---  
• appropriate/inappropriate touch  | • bullying  | • protection  
• responsibility in sexual relationships – emotional readiness  | • positive relationship  | • warning signals  
• developing a code of behaviour  | • types of abuse  | • safe/unsafe situations  

For stage 3 (Years 5 and 6), the following content is suggested (p.45):  

| Growth and development  | Interpersonal relationships  | Safe living  
--- | --- | ---  
• appropriate/inappropriate touching  | • coercion  | • protection  
• responsibility in sexual relationships – emotional readiness  | • harassment  | • warning signs and signals  
• developing a code of behaviour  | • types of abuse  | • identifying risk situations, people and places  

Specific child sexual abuse prevention education curriculum  

New South Wales government schools have a specific child sexual abuse prevention curriculum, entitled Child protection Education K-6 (New South Wales Department of School Education Student Welfare Directorate, 1997) to “assist teachers to implement child protection education within the framework of the NSW Board of Studies Personal Development, Health and Physical Education (PDHPE) K-6 Syllabus and Support Document” (p.1).  

The citation is:  

Key content in the specific curriculum is as follows:  

| Theme  | Child protection Early Stage 1 (Kindergarten)  | Child protection Stage 1 (Years 1-2)  | Child protection Stage 2 (Years 3-4)  | Child protection Stage 3 (Years 5-6)  
--- | --- | --- | --- | ---  
Recognising abuse  | Protection Body parts YES and NO feelings Warning signals  | Protection Body parts  | Protection Body parts Feelings and warning signals  | Protection Body parts Physical abuse and sexual abuse  

371
<table>
<thead>
<tr>
<th><strong>Power in relationships</strong></th>
<th><strong>Protective strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and unsafe situations</td>
<td>Safety strategies</td>
</tr>
<tr>
<td>Touching</td>
<td>NO GO TELL</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
</tr>
<tr>
<td></td>
<td>Standing strong – saying NO</td>
</tr>
<tr>
<td></td>
<td>Prepared to GO</td>
</tr>
<tr>
<td>Comfortable and uncomfortable feelings</td>
<td>Safety rules</td>
</tr>
<tr>
<td>Warning signals</td>
<td>Networks</td>
</tr>
<tr>
<td>Safe and unsafe situations</td>
<td>Saying NO</td>
</tr>
<tr>
<td>Kinds of touch</td>
<td>Assertiveness</td>
</tr>
<tr>
<td></td>
<td>Prepared to GO</td>
</tr>
<tr>
<td></td>
<td>Happy and unhappy secrets</td>
</tr>
<tr>
<td></td>
<td>Telling – persistence</td>
</tr>
<tr>
<td></td>
<td>My strategies</td>
</tr>
<tr>
<td>Identifying safe and unsafe situations</td>
<td>Safety strategies:</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>NO GO TELL</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>Networks</td>
</tr>
<tr>
<td>Effects of abuse</td>
<td>Feel - think - act</td>
</tr>
<tr>
<td></td>
<td>NO GO - assertiveness</td>
</tr>
<tr>
<td></td>
<td>NO GO - other strategies</td>
</tr>
<tr>
<td></td>
<td>Secrets</td>
</tr>
<tr>
<td></td>
<td>Skills for telling</td>
</tr>
<tr>
<td></td>
<td>My strategies</td>
</tr>
<tr>
<td>Emotional abuse and neglect</td>
<td>Indicators of risk</td>
</tr>
<tr>
<td>Indicators of risk</td>
<td>Identifying risk situations – people and places</td>
</tr>
<tr>
<td></td>
<td>Effects of abuse</td>
</tr>
<tr>
<td></td>
<td>Different types of relationships</td>
</tr>
<tr>
<td></td>
<td>Expectations of gender roles</td>
</tr>
<tr>
<td></td>
<td>Personal rights</td>
</tr>
<tr>
<td></td>
<td>Rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>Sources of power</td>
</tr>
<tr>
<td></td>
<td>Abuse of power</td>
</tr>
<tr>
<td></td>
<td>Harassment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Departmental schools.

**Other child sexual abuse prevention education curriculum (external)**

Several external programs were nominated in the Department’s submission directly to the Royal Commission. These included: Bravehearts – Ditto’s Keep Safe Adventure; Love Bites; Take 2 – Respectful Relationships; protective Behaviours (Royal Commission reference: NSW4. Child protection research – Tab C to letter of MW, p.1).

**Is child sexual abuse prevention education named in the primary school curriculum?**

Yes. The term used in the NSW PDHPE syllabus documents is “personal safety”. The term used in the specific child sexual abuse prevention education curriculum is “child protection education”. In the
NSW Personal Development, Health and Physical Education K-6 Syllabus: Modules, the Child Protection Education curriculum is mentioned (e.g. p.187, 236), however this curriculum is not accessible via the Board of Studies website which houses the PDHPE curriculum and no links are provided. It can only be found on the NSW Department of Education and Communities curriculum support portal at http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm. It would be difficult to know of the existence of this specific child sexual abuse prevention education curriculum.

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

A K-10 Scope and Sequence is provided in the Child Protection Education: Curriculum Materials to Support Personal Development, Health and Physical Education (pp.4-5). No recommendations are made for lesson, duration, length or frequency.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations are made.
Northern Territory, Department of Education

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

Child sexual abuse prevention education is covered in the following two curriculum strands:

- Promoting Individual and Community Health; and
- Enhancing Personal Development and Relationships.

The citation is:

At Key Growth Point 2 (Transition/prior to Year 1), the following ‘outcomes’ and ‘indicators’ and are suggested:

<table>
<thead>
<tr>
<th>Promoting individual and community health</th>
<th>Enhancing personal development and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate self-care skills, identify ways of staying safe and indicate who can help to keep us safe and well (outcome, p.235).</td>
<td>Discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups (outcome, p.243).</td>
</tr>
<tr>
<td>Recognise personal space and identify and express personal rights using gestures or verbal/non-verbal responses, e.g. ‘I don’t like that!’ (indicator, p.235).</td>
<td>Identify different body parts using appropriate names and describe features of the human body, e.g. colour of eyes, hair (indicator, p.243).</td>
</tr>
<tr>
<td>Discuss who would be the appropriate person to approach for help when sick, hurt, scared or have a problem, e.g. teachers, front office personnel, peers, doctor, health worker, dentist, family members (indicator, p.235)</td>
<td>Identify the nature of relationships with family members and significant others, e.g. carers, school staff (indicator, p.243).</td>
</tr>
</tbody>
</table>

At Key Growth Point 3 (Transition/prior to Year 1), the following ‘outcomes’ and ‘indicators’ are suggested:

<table>
<thead>
<tr>
<th>Promoting individual and community health</th>
<th>Enhancing personal development and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety (outcome, p.236).</td>
<td>Describe the groups they belong to and the types of relationships in these groups, e.g. family, recreational groups, skin groups and clan groups (indicator, p.244).</td>
</tr>
<tr>
<td>Recognise dangerous situations and seek help, e.g. someone in difficulty in the water (indicator, p.236).</td>
<td>Discuss a range of activities and behaviours as right or wrong, good or bad, (e.g. complementing each other, teasing) and the reasons for classifying them as such (indicator, p.244).</td>
</tr>
<tr>
<td>Explain the purpose of safety equipment and ways to identify, avoid, manage or escape emergency or risk situations, e.g. wearing a seat belt, bike helmet, fire safety plan, crossing a busy road (indicator, p.236)</td>
<td>Offer reasons why there may be different rules for children and adults (indicator, p.244).</td>
</tr>
</tbody>
</table>
Recognise key individuals in the community who assist in keeping us safe and well, and demonstrate how to ask an appropriate person for help when sick, hurt, scared or have a problem, e.g. teacher, front office personnel, peers community health worker, police officer (indicator, p.236)

Recognise the body’s reactions to different situations, e.g. butterflies, in stomach, heart beating faster (indicator, p.236)

Talk about body contacts that make them feel good and those that make them feel uncomfortable (indicator, p.236)

Express feelings and personal rights in a safe and socially acceptable manner, e.g. ‘I don’t like that.’ (indicator, p.236)

Talk about important laws of family relationships (indicator, p.244)

### At Band 1 (Years 1 and 2), the following ‘outcomes’ and ‘indicators’ are suggested:

<table>
<thead>
<tr>
<th>Promoting individual and community health</th>
<th>Enhancing personal development and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify health-care providers and services in the community and describe their role in keeping us healthy and safe (outcome, p.237)</td>
<td>Explain how physical similarities and differences make people unique using age appropriate labels of body parts, e.g. body type, size, ability, beliefs, culture, gender, talents, fingerprint (indicator, p.244)</td>
</tr>
<tr>
<td>Demonstrate what to say/do when someone looks at, talks to or touches them in a way that makes them uncomfortable, and identify trustworthy people to tell about such situations, e.g. parents, teachers, school based constable (indicator, p.237)</td>
<td>Describe rituals and ceremonies used to acknowledge important stages in the life of individuals, e.g. birthdays, circumcision (indicator, p.244)</td>
</tr>
<tr>
<td>Investigate health-care providers and health services available in the community, e.g. dentist, doctor, chemist, community health worker, health clinic, safety house (indicator, p.237)</td>
<td>Explore the right way to behave to people in their family (indicator, p.244)</td>
</tr>
<tr>
<td></td>
<td>Identify behaviours or situations that may cause conflict or stress and respond assertively to inappropriate behaviours and actions of others, e.g. pushing in, not taking turns or sharing teasing (indicator, p.244).</td>
</tr>
</tbody>
</table>

### At Band 2 (Year 3 and Year 4), the following ‘indicators’ are suggested:

<table>
<thead>
<tr>
<th>Promoting individual and community health</th>
<th>Enhancing personal development and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify situations and circumstances that cause stress and describe ways of dealing with stressful situations, e.g. new school, bullying, talking in front of the class, change in parental occupational status (indicator, p.238)</td>
<td>Identify changes that can cause stress, and demonstrate positive methods of coping with stress, conflict or grief, e.g. moving, loss, changes in family, talking with a trusted adult, listening to music, physical activity (indicator, p.245)</td>
</tr>
</tbody>
</table>
Respond appropriately to potentially dangerous situations, e.g. tell an adult, walk away, assertive response (indicator, p.238)

At Band 3 (Year 5 and Year 6), the following ‘indicators’ are suggested:

<table>
<thead>
<tr>
<th>Promoting individual and community health</th>
<th>Enhancing personal development and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe strategies to respond to situations that are potentially unsafe, harmful or risky in a range of settings and activities (indicator, p.239)</td>
<td>Identify changes that occur during puberty including similarities and differences for males and females, using anatomical terminology, and describe the functions of male and female reproductive organs (indicator, p.246)</td>
</tr>
<tr>
<td></td>
<td>Explore the terms ‘sex’, ‘sexuality’ and ‘gender’ (indicator, p.246)</td>
</tr>
<tr>
<td></td>
<td>Describe unhealthy behaviours and their effects on others, e.g. violence, aggression, harassment (indicator, p.246)</td>
</tr>
<tr>
<td></td>
<td>Investigate different relationships and appropriate behaviours for these relationships, e.g. friends, boyfriends/girlfriends, right skin marriage partners and in-laws (indicator, p.246)</td>
</tr>
</tbody>
</table>

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Northern Territory Department of Education schools. No specific curriculum is specified in policy.

However, the SA Department of Education and Early Childhood Development submission to the Royal Commission at SA4.1 Item 1c includes a report by KPMG which mentions the SA Keeping Safe Curriculum “has been transferred successfully to other sectors in South Australia and the Northern Territory with training and support” (p. iv). Although, we could find no further evidence of the use of any such curriculum in Northern Territory government schools. (Royal Commission reference: SA4.1 Item 1c - KPMG Evaluation of SA CPC 2010, pp. 1-118).

**Other child sexual abuse prevention education curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Departmental schools.

**Other child sexual abuse prevention program curriculum (external)**

Several external programs were nominated in the Department’s submission directly to the Royal Commission. Programs include: NAPCAN - All Children Being Safe (T-Year2); NAPCAN - Love Bites (Years 9-11); Family Planning Queensland resources (Royal Commission reference: NT4. Folder 11 2013 Personal, social and community health Strand Resource List, pp.23-34).

Is child sexual abuse prevention education named in the primary school curriculum?
No. The topic is not explicitly named in the school curriculum.

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
Queensland, Department of Education, Training and Employment

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

In Queensland, the Health and Physical Education syllabus is structured quite differently from curricula in other States and Territories. Child sexual abuse prevention education is indirectly covered in the Essential Learnings: Knowledge and Understanding dimension under the rubric of Health.

The citation is:

The following ‘learning outcomes’ and ‘ways of working’ are relevant to child sexual abuse prevention education:

<table>
<thead>
<tr>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using protective action as ‘no, go, tell’ in situations that don’t feel right (p.2).</td>
<td>Identify and apply safe practices (p.1).</td>
<td>Provision of ‘kids help’ lines (p.2).</td>
</tr>
<tr>
<td>Follow guidelines to apply safe practices (p.1).</td>
<td></td>
<td>Identify risks and justify and apply safe practices (p.1).</td>
</tr>
</tbody>
</table>

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Queensland government schools. No specific curriculum is nominated in any of the policy or curriculum documents.

Other child sexual abuse prevention program curriculum (internal)

We have classified the Daniel Morecombe Child Safety Curriculum (P-Year 9) as an ‘other (internal) curriculum’ because its use is not compulsory according to policy. The Department’s submission directly to the Royal Commission it is confirms this: “while it is encouraged that the program be adopted by Queensland schools, it is not compulsory” (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, p.1).

The citation is:

The key safety messages are listed in the Daniel Morcombe Child Safety Curriculum, Teacher Guide: Years 3-6 (p.20) and the Daniel Morcombe Child Safety Curriculum, Years 7-9 Principal and Curriculum Leader Information (p.2) as follows:
Other child sexual abuse prevention education curriculum (external)

Several external programs were nominated in the Department’s submission directly to the Royal Commission. The Department’s submission directly to the Royal Commission states: “schools may choose to develop their own child safety program or adopt an existing program, which may sometimes involve using presenters from external agencies. These programs may be referred to as child safety programs; however other terms are also used, such as personal safety, child protection or protective behaviours. The Department does not mandate, endorse, or promote particular programs or resources” (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, p.1).

Other programs nominated include: Children’s Safety Australia Inc. - Safe Start program; Bravehearts - Ditto’s Keep Safe Adventure! Show, and Ditto in a Box; Family Planning Queensland resources (I Can - Promoting Self Protection, Everyone’s Got a Bottom, Positive & Protective Puberty, Safe Is..., Everybody Needs to Know); and University of the Sunshine Coast - Orbit computer game.

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the curriculum.

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

Recommendations do not specify timing, frequency or intensity. Information is more general. For example, in the Daniel Morcombe Child Safety Curriculum which has 6 lessons in each stage:

- lessons are sequentially structured to gradually build students' knowledge and skills.
• consolidation activities are recommended to reinforce key messages
• lessons can be adapted but teachers are advised to adhere to the lesson sequence and key themes found within lesson scripts so that students do not miss critical content
• timeframes for lessons are not specified so that schools and teachers can determine when and how the Curriculum is implemented during the year - starting early in the school year is recommended but not specified
• lessons can be taught as a whole or in segments (e.g. a school could deliver the lessons in hourly blocks each week over a school term or in shorter lessons over an extended period) (Royal Commission references: Royal Commission 10, p. 2, 21, 49, 57; Royal Commission 17, p.21, 22, 41, 47; Royal Commission 18, p. 23, 24, 38, 41, 58, 65).

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations were found regarding specialist personnel. The Daniel Morcombe Child Safety Curriculum is designed to be taught by classroom teachers.
South Australia, Department of Education and Child Development

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education?

**School curriculum**

Child sexual abuse prevention education is covered in the following two ‘learning areas’:

- Personal and Social Development; and
- Health of Individual and Communities.

The citation is:

In the Early Years Band (R-2) the following are examples of relevant ‘learning descriptors’:

<table>
<thead>
<tr>
<th>Personal and Social Development</th>
<th>Health of Individual and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and labels body parts by using a traced outline of own body (Reception Towards Standard 1, p.22)</td>
<td>Explores, with support, safe/unsafe situations (e.g. home alone, drugs and their associated physical reactions and ‘early warning signs’ (Reception Towards Standard 1, p.26).</td>
</tr>
<tr>
<td>Uses skills practised and learnt in role-plays to help with conflict resolution (Year 2 Standard 1, p.23).</td>
<td>Draws a picture of themselves in a safe and an unsafe situation (e.g. using electrical appliances safely) and labels each situation with an associated feeling (e.g. lost, scared, thrilled, excited) (Reception Towards Standard 1, p.26).</td>
</tr>
<tr>
<td>Designs an information card that lists what to do in an emergency (e.g. tell an adult, phone 000 or 131 444) (Year 1 Towards Standard 1, p.26).</td>
<td>Consolodates strategies to reduce bullying and practises age appropriate assertive behaviour (Year 2 Standard 1, p.26).</td>
</tr>
<tr>
<td>Reviews, with support, a network of trusted adults and how to use the network (Year 2 Standard 1, p.26).</td>
<td>Role-plays persistence in telling adults of any concerns (Year 1 Towards Standard 1, p.27).</td>
</tr>
<tr>
<td>Understands that everybody has the right to feel and be safe (Year 2 Standard 1, p.27).</td>
<td></td>
</tr>
</tbody>
</table>

In the Primary Years (3-5), the following are examples of relevant ‘learning descriptors’:

<table>
<thead>
<tr>
<th>Personal and Social Development</th>
<th>Health of Individual and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels safe communicating some personal feelings in appropriate settings (e.g. a trusted friend, group discussions) (Year 3 Towards Standard 2, p.40).</td>
<td>Names people who influence health decisions (e.g. peers, doctors, friends, media) (Year 3 Towards Standard 2, p.46).</td>
</tr>
</tbody>
</table>

381
Investigates procedures and practices for emotional and physical safety (e.g. seeking out peer mediation) (Year 4 Standard 2, p.40).

Identifies and develops understandings and skills in a variety of contexts and unsafe situations (e.g. bullying, racism, sexism, conflicts) (Year 3 Towards Standard 2, p.41).

Refines and demonstrates actions and behaviour that indicate an understanding of personal and group safety (e.g. class rules and yard rules). (Year 5 toward standard 2, p.41)

Labels external body parts and states their functions (Year 3 Towards Standard 2, p.42).

Develops an understanding of the female and male reproductive systems (Year 5 Towards Standard 3, p.42).

Identifies support services on a local, state and national scale (e.g. Kids Help Line, beyondblue) (Year 5 Towards Standard 3, p.47).

Develops strategies to use in situations of risk (e.g. fire, sexual harassment) (Year 5 Towards Standard 3, p.48).

Develops and practises the concept of assertive behaviour (e.g. creates plays, television commercial) (Year 5 Towards Standard 3, p.48).

Demonstrates problem-solving skills that deal with unsafe or emergency situations in the home, at school, in the pool and in the community (Year 5 Towards Standard 3, p.48).

In the Middle Years Band (6-8), the following are examples of relevant ‘learning descriptors’:

<table>
<thead>
<tr>
<th>Personal and Social Development</th>
<th>Health of Individual and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports an upset friend, giving advice and problem solving (e.g. through role-plays and case studies) (Year 8 Standard 4, p.61).</td>
<td>Designs a poster that addresses the issue of child protection (Year 7 Towards Standard 4, p.67).</td>
</tr>
<tr>
<td>Identifies the physical changes that occur in the body in stressful situations (e.g. records changes using text and graphics) (Year 6 Standard 3, p.63).</td>
<td>Identifies behaviour needed to create a sense of feeling safe (e.g. knowing relevant phone numbers, going in pairs, using mobile phone) (Year 6 Standard 3, p.69).</td>
</tr>
<tr>
<td>Researches how others have encountered and dealt with issues during puberty (e.g. reads and/or views biographies, autobiographies, novels, television or films) (Year 7 Towards Standard 4, p.63).</td>
<td>Performs a risk assessment (e.g. fire, water, personal safety) in a variety of environments (e.g. walking home from school, classroom, playground, home, outdoor education activity) and develops an action plan (Year 7 Towards Standard 4, p.69).</td>
</tr>
<tr>
<td>Views situations involving harassment (e.g. scenarios/role-plays) and develops alternative strategies for dealing with similar situations (Year 7 Towards Standard 4, p.64).</td>
<td>Reflects on programs experienced at primary school in relation to ‘safe practices’ (e.g. protective behaviours) (Year 8 Standard 4, p.70).</td>
</tr>
</tbody>
</table>

**Specific Child sexual abuse prevention education curriculum**

South Australian government schools have a specific child sexual abuse prevention curriculum, entitled *Keeping safe: Child protection curriculum* (Government of South Australia Department of Education and Children’s Services, 2008). The base child protection policy for the Department of Education and Child Development entitled *Child protection in schools, early childhood education, and care services* (see Criteria 1) provides a directive for teaching a specific child sexual abuse prevention education curriculum. It states: “all children and young people in DECD preschools and schools will access approved child protection curriculum” (p.6).

The citation is:
The curriculum comprises several documents following the Bands of the South Australian Curriculum Standards Authority framework which are: Early Years Band (ages 3–5), Early Years Band (Reception to Year 2), Primary Years Band (Years 3–4), Middle Years Band (Years 6–8), and Senior Years Band (Years 10-12). Two additional versions have been developed for learners from culturally and linguistically diverse backgrounds (released and available online), and learners with disability and additional needs (under development).

Only one version of the curriculum is available online (for learners from culturally and linguistically diverse backgrounds). All other documents can only be obtained after teachers have been formally trained in the use of the curriculum.

The curriculum documents note that “while its specific aim is to help children and students from preschool to senior secondary learn to recognise abuse and develop ways of protecting themselves from abuse, its wider focus covers rights, responsibilities, relationships and ethical behaviour” (Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, p.10).

Focus areas and developmental concepts are depicted as follows:

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Early Years Band: Ages 3–5</th>
<th>Early Years Band R–2</th>
<th>Primary Years Band: 3-4</th>
<th>Middle Years Band: 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The right to be safe</strong></td>
<td>Feelings</td>
<td>Feelings</td>
<td>Concept of safety</td>
<td>Adolescents and concept of safety</td>
</tr>
<tr>
<td></td>
<td>What is safe</td>
<td>Safe and unsafe</td>
<td>Early Warning Signs—</td>
<td>Early Warning Signs—</td>
</tr>
<tr>
<td></td>
<td>Early Warning Signs—</td>
<td>Early Warning Signs—</td>
<td>Physiological</td>
<td>Physiological</td>
</tr>
<tr>
<td></td>
<td>Physiological</td>
<td>Risk taking</td>
<td>feelings and external signs</td>
<td>feelings and external signs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal emergencies</td>
<td>Difference between unsafe and acceptable risk taking situations</td>
<td>‘Fight or flight’ response and external signs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal emergencies</td>
<td>Risk taking and adolescents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Personal emergencies</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Needs and wants</td>
<td>Needs and wants</td>
<td>Understanding rights and responsibilities</td>
<td>Exploring rights and responsibilities in different relationships</td>
</tr>
<tr>
<td></td>
<td>Trust and networks</td>
<td>Trust and networks</td>
<td>Introduce UN Charter</td>
<td>UN Charter Networks</td>
</tr>
<tr>
<td></td>
<td>Relationship circles</td>
<td>Relationship circles</td>
<td>Developing a network</td>
<td>Relationship circles</td>
</tr>
<tr>
<td></td>
<td>Fair and unfair</td>
<td>Fair and unfair—</td>
<td>Use and abuse of power</td>
<td>Use and abuse, expectation of gender roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce word ‘power’</td>
<td>Power of language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gender and bullying</td>
<td></td>
</tr>
</tbody>
</table>
## Recognising and reporting abuse

| Anatomical names for parts of the body
| Safe and unsafe touching — Touching circle
| Define abuse — Using scenarios
| Secrets

| Anatomical names for parts of the body
| Touching — Safe, uncomfortable but necessary, unsafe
| Touching circle
| Abusive situations — Using scenarios
| Secrets

| Anatomical names for parts of the body
| Touching — Appropriate and inappropriate
| Touching circle
| What is abuse and different forms of abuse? — Physical, emotional and sexual abuse, neglect and domestic violence
| Secrets — Mixed emotions and identifying risk situations
| Cyber safety — Using scenarios

| Abuse in relationships
| Types of abuse — Physical, emotional and sexual abuse, neglect and domestic violence including dating violence
| Acting to report abuse
| Cyber safety — Using scenarios

## Protective strategies

| Problem-solving strategies with emphasis on telling
| Persistence
| Safety strategies: Remembering details such as name, address, phone number; assertiveness; and reporting abuse
| Review network
| Persistence

| Problem-solving skills with practising protective strategies, including reporting abuse
| Review network — Introduce concept of several networks
| Persistence

| Problem solving — Using ‘trust, talk, take control’
| Review networks and identify community support networks
| Persistence

### Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Departmental schools.

### Other child sexual abuse prevention education curriculum (external)

There do not appear to be any other (external) curricula offered in Departmental schools.

Is child sexual abuse prevention education named in the primary school curriculum?
In the South Australian school curriculum entitled *Every Chance to Learn*, the term used is “personal safety and wellbeing” (see Criteria 2). Child sexual abuse is not explicitly mentioned. In the specific curriculum, the term used is “child protection curriculum” and the term “child sexual abuse” is explicitly used within the document.

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

All versions of the *Keeping Safe Child Protection Curriculum* provide recommendations for timing and frequency as follows:

- the curriculum must be presented at least once to each learner at each Band level
- all four ‘focus areas’ (the right to be safe; relationships; recognising and reporting abuse; protective strategies) must be covered at each year level
- the curriculum is reinforced by school behaviour codes which have two themes: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’ (Royal Commission references: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.11)

Regarding intensity, the curriculum is described as having much “flexibility” however there are specific “non-negotiable” aspects the curriculum nominated in each of the Band documents and generally include 11 aspects: Parent/caregiver involvement; Group operating norms; One step removed; Protective interrupting; The language of safety; Closing the session; Viewing videos and DVDs; Guest speakers and visitors; Developing and reviewing personal networks; Persistence expectation; and Learning self-protection. (Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.17; SA4.1 Item 1b to Schedule - SA Support Materials for Ed CALD PRE-Yr 12, p.12)

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

The *Keeping Safe Child Protection Curriculum* explains that the Department of Education and Children’s Services have a responsibility “to ensure that effective abuse prevention programs are implemented in schools and other education settings”. Implicit in this is the “need to provide professional learning for educators responsible for its delivery” (Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.10).

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School Curriculum**

Child sexual abuse prevention education is covered in two of the three curriculum strands:

- Strand 1: Understanding Health and Wellbeing, and
- Strand 3: Skills for Personal and Social Development.

The citation is:

For example, In Standard 1 (Stages 1-3, approx. Kinder-Prep), broadly relevant ‘performance criteria’ are:

<table>
<thead>
<tr>
<th>Understanding Health and Wellbeing</th>
<th>Skills for Personal and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify parts of the body (Stage 1, p.28)</td>
<td>Identify situations where people may experience negative feelings (Stage 1, p.34)</td>
</tr>
<tr>
<td>Understand and use some common safety signs, instructions and behaviours (Stage 3, p.28)</td>
<td>Identify a situation that makes them feel happy or sad (Stage 2, p.34)</td>
</tr>
</tbody>
</table>

In Standard 2 (Stages 4-6, approx. Years 1-2) broadly relevant ‘performance criteria’ are:

<table>
<thead>
<tr>
<th>Understanding Health and Wellbeing</th>
<th>Skills for Personal and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the purpose of safety rules and describe actions to promote personal safety (Stage 6, p.60)</td>
<td>Identify some places where people could access support (Stage 5, p.41)</td>
</tr>
</tbody>
</table>

In Standard 3 (Stages 7-9, approx. Years 3-4) broadly relevant ‘performance criteria’ are:

<table>
<thead>
<tr>
<th>Understanding Health and Wellbeing</th>
<th>Skills for Personal and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify situations and behaviours that are safe or unsafe (Stage 7, p.56)</td>
<td>Design strategies to avoid or resolve conflict (Stage 9, p.64)</td>
</tr>
<tr>
<td></td>
<td>Identify ways to access local health services (Stage 8, p.64)</td>
</tr>
</tbody>
</table>

In Standard 4 (Stages 10-12, approx. Years 6-7) broadly relevant ‘performance criteria’ are:
Specific Child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Tasmanian government schools. No specific curriculum is nominated in any of the policy or curriculum documents.

Other child sexual abuse prevention program curriculum (internal)

The Department of Education’s submission directly to the Royal Commission, made reference to a new initiative in the form of a Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014 (Royal Commission reference: TAS4.4 Relationships-and-Sexuality-Education-in-Tasmanian-Government-Schools Strategy, pp.1-6). An action plan and scope and sequence chart were provided (Royal Commission references: TAS4.5 Action Plan 2013, pp1-2; TAS4.2 Sexuality and Relationships K 10 Scope and Sequence, p.1). Some of the content of this curriculum can be seen as relevant to child sexual abuse prevention education. It appears that the curriculum was introduced in 2013 (Royal Commission reference: TAS4.6 Data collected from schools for Tasmanian Corporate Report, p.1)

The goal of the curriculum is “to equip students to develop respectful relationships; make safe choices; address sex related issues and acknowledge young people as sexual beings. It aims to develop responsible behaviours and attitudes and to provide students with the knowledge, skills and behaviours to make informed decisions” (Royal Commission reference: TAS4.4 Relationships-and-Sexuality-Education-in-Tasmanian-Government-Schools Strategy, p.3).

Some examples of broadly relevant content include:

- Rights and responsibilities: identify the people can help them solve problems (Kinder-Prep)
- Help seeking: identify what is safe and unsafe, who can provide help and describe simple ways to seek help (Kinder-Prep)
- Change: describe some physical changes that occur as people grow and age (Years 1-2)
- Help seeking: describe a plan of action to use in an unsafe situation (Years 3-4)
- Help seeking: reflect on effectiveness of strategies and language used in responding to an unsafe situation (Years 5-6)
- Help seeking: explain roles and responsibilities of some health services available to adolescents (Year 7)

Other child sexual abuse prevention education curriculum (external)

No information provided.

Is child sexual abuse prevention education named in the primary school curriculum?
No. The term is not used in the school curriculum.

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No information could be found.
School curriculum

Child sexual abuse prevention education is covered in one of the two health ‘dimensions’:

- Dimension 2: Health Knowledge and Promotion.

The citation is:

The school curriculum is available online only (page numbers cannot be cited). Broadly relevant content is included in ‘learning focus statements’ as follows:

<table>
<thead>
<tr>
<th>Dimension 2: Health Knowledge and Promotion</th>
</tr>
</thead>
</table>
| AusVELS Level 1 (Prep)                     | N/A
| AusVELS Level 2 (Years 1-2)                | N/A
| AusVELS At Level 3 (Years 3-4)             | N/A
| AusVELS Level 4 (Years 5-6)                | Identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations
|                                            | Identify how health services and products address the health needs and concerns of the local community
| AusVELS Level 5 (Years 7-8)                | Describe the actions they can take if they feel unsafe at home, school and in the community
|                                            | Describe a range of health services, products and information that can be accessed to help meet health needs and concerns

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Victorian government schools. No specific curriculum is nominated in any of the policy or curriculum documents.

Other child sexual abuse prevention program curriculum (internal)

We have classified the *Catching On* suite of curriculum materials as an ‘other (internal) curriculum’ because implementation is not compulsory according to policy and it is not explicitly a child sexual abuse prevention education curriculum. However, the teaching of sexuality education is compulsory, as confirmed in the Department’s submission directly to the Royal Commission which states: “it is compulsory for all government schools to provide sexuality education for students in Prep to Year 10 as a component of their Health and Physical Education curriculum” (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.2).
The Department of Education and Early Childhood draws direct links between sexuality education and sexual abuse prevention in the *Catching On Early: Sexuality Education for Victorian Primary Schools* curriculum document. The curriculum advises “many important messages and skills that contribute to children’s safety are part of a comprehensive sexuality program”. Specific messages and skills identified are “teaching children about the proper names of their body parts, giving children permission to talk and ask questions about sexual body parts, explaining the qualities of respectful relationships and appropriate sexual relationships, identifying a support network of teachers and parents to whom they could turn and understanding personal safety, that is, safety for our bodies and how to keep ourselves safe” (p. 16). The curriculum identifies resources which can be used by parents, teachers, and students and a number of books with specific child sexual abuse prevention concepts are referenced (pp. 188-190).

Some examples of broadly relevant content include:

- Naming private body parts, “including letter for parents/carer: About bodies – Who could you talk to?” (Learning Sequence 1: About bodies; Theme: Someone to talk to; AusVELS Level 3) (p. 96-100)
- Identifying support systems who can provide help and support, “including letter for parents/carer: The ups and downs of growing up?” (Learning Sequence 1: The ups and downs of growing up; Theme: Knowing me knowing you; AusVELS Level 5) (pp.136-139)
- Seeking help (Learning Sequence 4: Finding reliable information; Theme: Someone to talk to; AusVels Level 6) (pp.180-182)

**Other child sexual abuse prevention education curriculum (external)**

It is unclear what other (external) programs are delivered in Victoria government schools. The Department’s submission directly to the Royal Commission states that “the Department does not mandate any particular resource or program, as government schools make local decisions about actual curriculum content and school programs (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.2). In the submission it was noted that “the Department does not possess much of the data requested ... and does not require principals to record the data” (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.1).

**Is child sexual abuse prevention education named in the primary school curriculum?**

Child sexual abuse is not specifically mentioned in the Health and Physical Education curriculum. It is not mentioned in a specific section on “safety and sensitive issues” within the Health and Physical Education curriculum. It is mentioned in the *Catching On Early* curriculum materials insofar as it explains that sexuality education “can be protective against sexual abuse” (p.14) and “promote personal safety” (p.23).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**
No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No recommendations are made; however, it is assumed that all teachers will teach the much broader area of sexuality education.
Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

Child sexual abuse prevention education is covered in 3 of the 10 curriculum ‘contexts’:

- Wellness;
- Growth and development/sexual health; and
- Safety.

The citation is:

Broadly relevant content is covered in the following ‘topics’ for Kindergarten and Pre-Primary:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who can help</td>
<td>My body parts (external)</td>
<td>Identifying unsafe situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety houses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People who can help</td>
</tr>
</tbody>
</table>

For Year 1:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for help</td>
<td>My body parts and their functions</td>
<td>Safe/unsafe situations</td>
</tr>
<tr>
<td>People who can help at school</td>
<td>Changes in appearance since birth</td>
<td>Self-protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety houses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People who can help</td>
</tr>
</tbody>
</table>

For Year 2:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a ‘telling’ environment</td>
<td>My body parts (external, internal)</td>
<td>Responding to unsafe situations</td>
</tr>
<tr>
<td>People who can help in the community</td>
<td>My body parts (private, non-private)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>People who can help</td>
</tr>
</tbody>
</table>

For Year 3:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertive behaviour</td>
<td>N/A</td>
<td>Identifying and responding to</td>
</tr>
</tbody>
</table>
People who can help in the community | Unsafe situations  
People who aren’t strangers who are dangerous  
Assertiveness  
Organisation and networks  
people who can help

For Year 4:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
</table>
| Being assertive  
Express a complaint or problem  
How to respond risky situation | N/A | Identifying and responding to safe and unsafe situations  
Assertiveness  
People who can help |

For Year 5:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development /sexual health</th>
<th>Safety</th>
</tr>
</thead>
</table>
| N/A | N/A | Identifying support networks  
people who can help |

For Year 6:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development/sexual health</th>
<th>Safety</th>
</tr>
</thead>
</table>
| Coping with negative influences  
Where to get help  
Protective behaviours – Plan A/Plan B | N/A | Maintaining support networks  
Support agencies |

For Year 7:

<table>
<thead>
<tr>
<th>Wellness</th>
<th>Growth &amp; development/sexual health</th>
<th>Safety</th>
</tr>
</thead>
</table>
| Gender images and expectations  
Strengthening support networks  
Codes of conduct  
Reporting abuse | N/A | Support agencies  
Seeking help |

**Specific Child sexual abuse prevention education curriculum**

The teaching of child sexual abuse prevention education is specified in the “base” child protection policy entitled *Child protection* (see Criteria 1 & 2) which includes a clear section on “prevention
programs” which states in Section 4.19 that “the principal must implement preventive curriculum for all students” (p.20). In information provided to the Royal Commission by the Western Australia, Department of Education, the nature of this requirement is described as a “mandate” (Royal Commission reference: WA4. Covering letter and enclosures, p.2).

In the Department’s submission directly to the Royal Commission, the Protective Behaviours curriculum appears to be earmarked for implementation (Royal Commission reference: WA4. Covering letter and enclosures, pp. 2-3). However, it also states that “schools have the option of determining the type of program they deliver to comply with the Department’s Child Protection policy requirement to implement preventive curriculum” (Royal Commission reference: WA4. Covering letter and enclosures, p.3).

Lesson content is outlined as follows:

<table>
<thead>
<tr>
<th>Lesson Themes</th>
<th>Kindergarten &amp; Pre-Primary</th>
<th>Years 1-3</th>
<th>Years 4-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1: We all have the right to feel safe at ALL times</td>
<td>L1: Feeling safe L3: Safety continuum and problem solving</td>
<td>L1: Feeling safe L3: Fun to feel scared; Safe/unsafe</td>
<td>L1 : Meaning of “Feeling safe”; Rights of a child L2: Recognising Early Warning Signs; Choice, control, time limit L3: Risking on purpose and feeling safe; Different people have different reactions</td>
</tr>
<tr>
<td>Theme 2: We can talk with someone about anything no matter what it is</td>
<td>L2: Early warning signs L4: Safe surprises and unsafe secrets L5: Networks L6: Persistence L7: Public and private L8: Personal space L9: No, Go, Tell if they feel unsafe</td>
<td>L2: Early warning signs L4: Safe and unsafe secrets L5: Networks L6: Persistence L7: Body awareness/ownership; Public and private L8: Personal space L9: Saying no; Assertiveness</td>
<td>L4: When to seek help; Secrets L5: Networks; Network invitation L6: Networks; Asking for help</td>
</tr>
<tr>
<td>No theme identified</td>
<td></td>
<td></td>
<td>L7: Public and private; Appropriate and inappropriate relationships L8: Relationships; Personal space L9: Saying NO; Right to say No</td>
</tr>
<tr>
<td>Program review / Revision of themes and concepts</td>
<td>Lesson 10</td>
<td>Lesson 10</td>
<td>Lesson 10</td>
</tr>
</tbody>
</table>


Other child sexual abuse prevention program curriculum (internal)
There does not appear to be any other (internal) child sexual abuse prevention curriculum provided to children in Western Australian government schools.

**Other child sexual abuse prevention education curriculum (external)**

It is unclear what other (external) programs are currently delivered to children in Western Australia government schools. In the Department of Education’s submission directly to the Royal Commission, it is stated that “schools have the option of determining the type of program they deliver in order to comply with the Department’s Child Protection policy requirement to implement preventative curriculum (section 4.19)” (Royal Commission reference: WA4. Covering letter and enclosure, p. 3).

Other relevant child sexual abuse prevention programs noted were: Safe4Kids; and Constable Care.

**Is child sexual abuse prevention education named in the primary school curriculum?**

No. The term is not used in the school curriculum.

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No specific recommendations could be identified in information submitted directly to the Royal Commission (Royal Commission reference: WA4. Covering letter and enclosure, pp.1-133).

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

It can be assumed that child sexual abuse prevention education may be delivered by teachers and/or external service providers. Further, the Department of Education reported the use of “a wide range of programs that build resiliency are selected that do not necessarily explicitly teach the skills, knowledge and strategies to enhance safety and minimise the risk of sexual abuse” (Royal Commission reference: WA4. Covering letter and enclosure, p. 3).

The Department of Education also noted “in order to increase the uptake of the Department's Protective Behaviours program, the barriers that arise from a lack of understanding about the content and objectives of the program must be addressed. Accordingly, in 2014 training in Protective Behaviours will become part of the compulsory online Child Protection Professional Learning Program (CPPLP)” (Royal Commission reference: WA4. Covering letter and enclosure, p. 3).

The “base” child protection policy entitled *Child Protection*, includes Additionally, this policy states in Section 4.17 that “all teaching and non-teaching staff who have contact with children must complete the CPPL [Child Protection Professional Learning] program” (p.20).
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 3 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Schools Office Armidale website acknowledges the use of the New South Wales Board of Studies curriculum. It states: “we teach all subjects (Key Learning Areas: KLAs) approved by the Board of Studies and we are proud of the holistic education offered where every child has the opportunity to develop their full range of potential. These include a variety of extra curricular, cultural and sporting activities that will vary from school to school” (see http://www.arm.catholic.edu.au/educational-resources/curriculum).

In the submission from the Catholic Education Office Armidale directly to the Royal Commission the Diocese advised “in a non-specific way issues of appropriate behaviours are being delivered via the PDHPE – NSW BOS syllabus and possibly through school-based pastoral care programs” (Royal Commission reference: CAT 4.1, p.2). However no further information was identified to indicate use of the New South Wales PDHPE curriculum.

Catholic curriculum


The citation is:

The Towards Wholeness K-6 Syllabus was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

In a somewhat different vein, the Catholic Education Office Armidale’s submission to the Royal Commission does not identify the use of the Towards Wholeness curriculum and in addition advises “no other specific programs are being currently employed by schools in our diocese” (Royal Commission reference: CAT4.1. Response to Royal Commission, pp.1-2).
Specific child sexual abuse prevention education curriculum

We could find no particulars indicating CEOA use of the New South Wales Child protection Education K-6: Support Materials either in publically available material on the website or in information provided directly to the Royal Commission (Royal Commission reference: CAT4.1. Response to Royal Commission, pp.1-2).

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

Other child sexual abuse prevention program curriculum (internal)

The Catholic Education Office Armidale’s submission to the Royal Commission states “the Diocese is looking at developing a framework in 2014 and one school is having a training workshop in Protective Behaviours at the start of the year. This may serve as a pilot for how this program could be rolled out to other schools” (Royal Commission reference: CAT4.1. Response to Royal Commission, p.1).

It is unclear whether the CEOA are using the term protective behaviours to refer to the specific Protective Behaviours program, or whether they are using the term as a synonym for child sexual abuse prevention education.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations are made.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations are made.
**Catholic Education Office, Bathurst**

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

Catholic Education Office Bathurst does not provide curriculum information on their website. We were unable to determine if the CEOB uses the Board of Studies New South Wales Personal Development, Health and Physical Education K-6 Syllabus. No information in this regard was provided in the CEOB submission to the Royal Commission (Royal Commission reference: CAT4.2.).

**Catholic curriculum**

Although we are aware that the Catholic specific PDHPE curriculum Towards Wholeness is endorsed by the Catholic Education Commission New South Wales and is used in other New South Wales Catholic school Diocese, we could find no detail regarding whether or not this was the case in CEOB. As noted above, CEOB does not provide curriculum information on their website, and no information in this regard was provided in the CEOB submission to the Royal Commission (Royal Commission reference: CAT4.2.).

**Specific Child Sexual Abuse Prevention Education curriculum**

We could find no particulars indicating CEOB’s use of the New South Wales Child protection Education K-6: Support Materials either in publically available material on the website or in information provided directly to the Royal Commission (Royal Commission reference: CAT 4.2).

The Catholic Education Office Bathurst’s submission to the Royal Commission states “we have no knowledge that within our system of schools, that teaching staff implement any curriculum or other programs that are currently used and directed to students with the specific aim of reducing the likelihood of children being vulnerable to sexual abuse in institutional settings” (Royal Commission reference: CAT4.2. Bathurst Truth Justice and Healing Council_Judith Tokley, p.1).

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

**Other child sexual abuse prevention program curriculum (external)**

There does not appear to be any other (external) curriculum offered in Diocesan schools.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.
What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
Catholic Schools Office, Diocese of Broken Bay

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Schools Office Diocese of Broken Bay website states “the curriculum offered by all systemic schools in the Diocese of Broken Bay is based on Board of Studies syllabuses. These syllabuses clearly identify the Outcomes (the targets of each course) which provide detail of what students will be expected to know, understand and do at the end of a specific stage of learning. Teachers respond to syllabuses by designing teaching programs that take account of resources, expertise, school priorities and most importantly, student learning needs” (see http://www.csodbb.catholic.edu.au/learning/curriculum.html).

The Catholic Schools Office Diocese of Broken Bay identifies use of the NSW PDHPE curriculum in their submission to the Royal Commission stating “in particular the content addressing Child Safety and Protective Behaviours is part of the K-6 Personal Development, Health Education and Physical Education (PDHPE) (September 1999) and 7-10 PDHPE syllabuses (April 2003), which all schools in NSW are required to implement” (Royal Commission reference: CAT 4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p.1).

Further, the CSOBB in their submission to the Royal Commission articulates “each school develops school based programs which are designed to suit local needs and context, based on the K-6 and 7-10 PDHPE syllabus documents” and “PDHPE programs are generally school developed programs based on the PDHPE syllabus requirements” (Royal Commission reference: CAT 4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 1).

Further the submission states: “whilst sexual abuse is an important area to explore with students within the context of recognising abuse, there is no specific syllabus requirement that the concept of sexual abuse be addressed” and schools explore the concept of recognising abuse in many ways such as physical, verbal, emotional and sexual abuse within the contexts of personal safety, resilience, bullying, cybersafety, violence, protective strategies, power in relationships and sexual harassment” (Royal Commission reference: CAT 4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 1).

Catholic curriculum


The citation is:

The Towards Wholeness K-6 Syllabus was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a
Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

Specific child sexual abuse prevention education curriculum

It appears that CSOBB use the New South Wales Department of School Education Student Welfare Directorate Child protection Education K-6: Support Materials, and reports it has developed its own sample units for use by schools. In their submission directly to the Royal Commission the CSOBB identifies they have “developed sample units in Personal Development and Health Education (based on the PDHPE syllabus), to support schools to implement the PDHPE syllabus, which includes Child Safety Programs in each stage of learning” (Royal Commission reference: CAT 4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 3).

The submission further states “the NSW Department of Education & Communities, Child Protection Education: Curriculum Materials are key documents for each stage of learning for years K-6 to support teaching and learning in child protection aligned to the PDHPE syllabus documents. These materials have a Years K-6 scope and sequence plan for child protection education and also assist teachers to integrate teaching and learning about recognising abuse, protective strategies and power in relationships, which includes sexual abuse. The CSO K-6 PDH sample units are also based on these curriculum documents” (Royal Commission reference: CAT 4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 3).

Sample units produced by the CSOBB were provided within the submission to the Royal Commission and appear to be an aggregate of:

- The New South Wales Department of School Education Student Welfare Directorate Child protection Education K-6: Support Materials
- The Towards Wholeness document: utilising direct quotes and referring the reader to the original document for further information.

This aggregation is further obvious in that the Catholic Schools Office Diocese of Broken Bay has developed a specific child protection Resource Manual for use by schools with the Diocese.

The citation is:

The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools document advises the Catholic Schools Office have “developed a range of child protection curriculum support materials for both primary and secondary schools, including material adapted, with permission, from the NSW Department of Education and Training’s (DET) curriculum material (a notation advises the curriculum material is the NSW Department of Education and Training Child Protection Education – curriculum materials to support teaching and learning on Personal Development Health and Physical Education
1997). The Diocese advises that “the Director of Schools has an expectation that schools will use this resource as a basis for curriculum planning” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 9).

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

Other child sexual abuse prevention program curriculum (external)

There does not appear to be any other (external) curriculum offered in Diocesan schools.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No specific recommendations are made in relation to timing, frequency and intensity.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

Information in the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools nominates teaching staff as personnel responsible for delivering the sample units.
Catholic Schools Office, Lismore Diocese

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Schools Office Lismore Diocese states on their website “all schools in the Diocese of Lismore follow Board of Studies (BOS) approved syllabuses with the exception of Religious Education, which is approved by the Bishop” (see http://www.lism.catholic.edu.au/education/curriculum/).

In their submission directly to the Royal Commission, the Catholic Schools Office Lismore Diocese states: “Personal Development, Health and Physical Education subject matter is mandatory curriculum for all students from Kindergarten to year 10” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p.1).

**Catholic curriculum**

The CSOLD in their submission to the Royal Commission also acknowledges use of the Towards Wholeness curriculum. The submission states “supporting the K-6 PDHPE curriculum is a resource known as Towards Wholeness – The Catholic Perspective on the NSW Personal Development Health and Physical Education K-6 Syllabus” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p. 4).

The citation is:

The Towards Wholeness K-6 Syllabus was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

**Specific child sexual abuse prevention education curriculum**

We could find no information indicating that the CSOLD have implemented the New South Wales Child protection Education K-6: Support Materials either in publically available material on the website or in information provided directly to the Royal Commission (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT).

**Other child sexual abuse prevention program curriculum (internal)**
In the Catholic Schools Office Lismore Diocese submission to the Royal Commission they advised the Diocese provides a cybersafety program annually for all year 7 students entitles *Digital Citizenship* for the past three years (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p.4). The Diocese advised “child sexual abuse or threats are covered in areas of sexting and grooming” and “the legalities and support structures available are discussed with students during the workshops” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p.4). However this program does not deal with child sexual abuse in contexts other than online.

**Other child sexual abuse prevention program curriculum (external)**

There does not appear to be any other (external) curriculum offered in Diocesan schools.

**Is child sexual abuse prevention education named in the primary school curriculum?**

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No information could be found.
Catholic Schools Office, Diocese of Maitland-Newcastle

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Schools Office Diocese of Maitland-Newcastle advises “Catholic schools base their teaching and learning programs on the NSW Board of Studies syllabuses for Key Learning Areas, with Religious Education at the core of their curriculum” (see http://www.mn.catholic.edu.au/teachers/teaching-learning/curriculum)

**Catholic curriculum**

Although we are aware that the Catholic specific PDHPE curriculum Towards Wholeness is endorsed by the Catholic Education Commission New South Wales and is used in other New South Wales Catholic school Dioceses, we could find no detail regarding whether or not this was the case in Catholic Schools Office Diocese of Maitland-Newcastle schools. The Catholic Schools Office Diocese of Maitland-Newcastle did not make a submission directly to the Royal Commission.

**Specific child sexual abuse prevention education curriculum**

We could find no information indicating that the Catholic Schools Office Diocese of Maitland-Newcastle have implemented the New South Wales Child protection Education K-6: Support Materials either in publically available material on the website. The Catholic Schools Office Diocese of Maitland-Newcastle did not make a submission directly to the Royal Commission.

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

**Other child sexual abuse prevention program curriculum (external)**

There does not appear to be any other (external) curriculum offered in Diocesan schools.

**Is child sexual abuse prevention education named in the primary school curriculum?**

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No information could be found.
Catholic Education Office, Diocese of Parramatta

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Office Diocese of Parramatta website states “Catholic schools teach the same curriculum as government schools. However, there is a strong religious dimension across the curriculum which is most obvious in the subject of Religious Education” (see http://www.parra.catholic.edu.au/general-curriculum).

Catholic curriculum


The citation is:

The Towards Wholeness K-6 Syllabus was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

Specific child sexual abuse prevention education curriculum

It appears that CEDP use the New South Wales Department of School Education Student Welfare Directorate Child protection Education K-6: Support Materials in some schools via the sample units produced by the Catholic Schools Office Diocese of Broken Bay. In their submission to the Royal Commission, CEDP write “individual schools also use resources from other dioceses on Sexuality Education and Protective Behaviours Education which contain specific units of work for each Stage in Primary school” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, p.5). A URL (with access password) was provided in the submission however the material could not be accessed.
**Other child sexual abuse prevention program curriculum (internal)**

In their submission to the Royal Commission, the CEDP advised that: “until the end of 2012, CEDP also supported individual schools to implement specific materials developed in 2003 concerning protective behaviours for children and schools can choose to continue to use these materials to meet their needs. The materials are not now currently publicly available as they are under review for future implementation” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, p.4).

Materials advised as in use were: “Sexuality Education kit: A resource to assist with the sexuality and protective behaviours education of students with special needs, Sexuality Education Kit Stage 3: A resource to assist with sexuality and protective behaviours education and Protective behaviours kit: a kit to assist with protective behaviours education of students with diverse learning needs” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.4,5).

It is unclear the extent to which these curriculum materials have been implemented in schools.

**Other child sexual abuse prevention program curriculum (external)**

Previously the CEDP may have used the external curriculum Protective Behaviours. However this cannot be assumed as it cannot be ascertained if the Diocese is referring to the specific Protective Behaviours program or using the term protective behaviours as a synonym for child sexual abuse prevention education.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

In the submission to the Royal Commission, CEDP report that the Sexuality Education kit, Sexuality Education Kit Stage 3 and Protective behaviours kit “generally are used in a 5-week program in primary school classrooms or on an as-needs basis with students with special needs in the secondary school” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, p.5).

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

Catholic Education Office, Sydney

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Office Sydney website states “there are six Key Learning Areas (KLAs) mandated by the Board of Studies for primary schools. They are English, Mathematics, Science and Technology, Human Society and its Environment, Personal Development, Health and Physical Education and Creative Arts” (see http://www.ceosyd.catholic.edu.au/Parents/Curriculum/Pages/kla.aspx).

Clicking on the Personal Development, Health and Physical Education option links directly to the New South Wales government website and the Board of Studies Personal Development, Health and Physical Education K-6 Syllabus.

The Catholic Education Office Sydney in their submission to the Royal Commission advises “in essence, all systemic schools in the Archdiocese of Sydney deliver instruction to children about protective behaviours through the NSW Board of Studies Personal Development, Health and Physical Education K-6” (Royal Commission reference: CAT4.17. Sydney - Response, p.1). The submission further states “the delivery of this syllabus is mandatory for all schools in the system as part of meeting the requirements of the Board of Studies for the registration (and accreditation in 7-10) of the schools within the system” and “each year Principals enter into an electronic workbook evidence that they are delivering the curriculum according to the Board of Studies requirements” (Royal Commission reference: CAT4.17. Sydney - Response, p.2).

Catholic curriculum

Information supplied directly to the Royal Commission states “specific advice to teachers on how they might deliver these sensitive areas of the syllabus may be provided by Principals or system Advisers more on an as required basis rather than systematically” and “the major resources provided by the system (which address the whole of the PDHPE syllabus) to help teachers are Towards Wholeness K-6” (Royal Commission reference: CAT4.17. Sydney - Response, p.2).

The citation is:

The Towards Wholeness K-6 Syllabus was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and
Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

**Specific child sexual abuse prevention education curriculum**

The *Child Protection Resource Manual* for Broken Bay Diocesan Systemic Schools has achieved wider uptake across schools outside of the Broken Bay Diocese. The Catholic Education Office Sydney advised in their submission to the Royal Commission that: “in 2010, all systemic primary schools were given a copy of an updated Catholic Schools Office Broken Bay Diocese resource for the K-6 PDHPE syllabus as outlined by the NSW Board of Studies”. The submission further states: “the resource drew from many smaller resources designed to meet syllabus needs. In particular it adapted and reproduced material including Lesson Plans from the NSW Department of School Education and Training, Child Protection Education Resource, 1997-1998” (Royal Commission reference: CAT4.17. Sydney - Response, p.5).

The extent to which this *Resource Manual* is used in Catholic Education Office Sydney schools is unknown.

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

**Other child sexual abuse prevention program curriculum (external)**

Information supplied to the Royal Commission from the Catholic Education Office Sydney indicates “some schools have adopted in whole or part programs produced by external providers such as Bravehearts (bravehearts.org.au)” (Royal Commission reference: CAT4.17. Sydney - Response, p.2). This is further elaborated: “Bravehearts provide education resources to teach children protective behaviours in a non-confrontational, fun and engaging fashion” and their “Education Teams deliver the programs into schools and other childcentred [sic] settings providing specialized sexual assault awareness and education” (Royal Commission reference: CAT4.17. Sydney - Response, p.2). The Diocese advised use of the Bravehearts or other programs are not mandated “nor universal across the system of schools (Royal Commission reference: CAT4.17. Sydney - Response, p.2).

**Is child sexual abuse prevention education named in the primary school curriculum?**

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No information could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No information could be found.
Catholic Education Office, Diocese of Wagga Wagga

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Office Diocese of Wagga Wagga acknowledges use of the NSW PDHPE curriculum at the following location: http://web.csoww.catholic.edu.au/Learning/Curriculum/Primarycurriculum/tabid/79/Default.aspx

Catholic curriculum

Although we are aware that the Catholic specific PDHPE curriculum Towards Wholeness is endorsed by the Catholic Education Commission New South Wales and is used in other New South Wales Catholic school Dioceses, we could find no detail regarding whether or not this was the case in Catholic Schools Office Diocese of Maitland-Newcastle schools. The Catholic Education Office Diocese of Wagga Wagga did not make a submission to the Royal Commission.

Specific child sexual abuse prevention education curriculum

We could find no information indicating that the Catholic Schools Office Diocese of Maitland-Newcastle have implemented the New South Wales Child protection Education K-6: Support Materials in publically available material on the website The Catholic Education Office Diocese of Wagga Wagga did not make a submission to the Royal Commission.

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

Other child sexual abuse prevention program curriculum (external)

There does not appear to be any other (external) curriculum offered in Diocesan schools.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
Catholic Education Diocese of Willcania-Forbes

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum


Catholic curriculum

Although we are aware that the Catholic specific PDHPE curriculum Towards Wholeness is endorsed by the Catholic Education Commission New South Wales and is used in other New South Wales Catholic school Dioceses, we could find no detail regarding whether or not this was the case in Catholic Schools Office Diocese of Maitland-Newcastle schools. No information in this regard was provided in the submission to the Royal Commission (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).

Specific child sexual abuse prevention education curriculum

We could find no information indicating that the Catholic Schools Office Diocese of Maitland-Newcastle have implemented the New South Wales Child protection Education K-6: Support Materials either in publically available material on the website or in information provided directly to the Royal Commission (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

Other child sexual abuse prevention program curriculum (external)

There does not appear to be any other (external) curriculum offered in Diocesan schools.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
Catholic Education Office, Diocese of Wollongong

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Office Diocese of Wollongong identifies use of the NSW PDHPE curriculum in their submission directly to the Royal Commission which states “schools develop programs designed to suit local needs and context, based on the K-6 and 7-10 PDHPE syllabus and support documents, and opportunities to integrate with other key learning areas” (Royal Commission reference: CAT4.16.16122013 CEO Wollongong Report - Child safety programs re CSA in institutions, p. 2).

**Catholic curriculum**


The citation relevant to this study is:

The *Towards Wholeness K-6 Syllabus* was developed by the Catholic Education Commission New South Wales (2003). The curriculum “provides teachers in Catholic schools with a Christian perspective on the NSW Board of Studies syllabus, Personal Development, Health and Physical Education K-6 (PDHPE)” (p.4) and its purpose is “to assist teachers in Catholic schools to bring a Catholic perspective to their use of the NSW Board of Studies’ syllabus, Personal Development, Health and Physical Education K-6, and to ground it in explicit Christian values” (p.5). The document recommends that “in Catholic schools, this course of study be integrated into the school’s overall religious and educational culture and that it be based firmly and unambiguously on Christian values” (p.4). The document layout delineates Catholic content via the use of italics and “relevant comment is made in all of the syllabus strands, but additional material is provided in the strands of Growth and Development, Interpersonal Relationships, Personal Health Choices and Personal Safety (within Safe Living strand)” (p.5).

**Specific child sexual abuse prevention education curriculum**

The Catholic Education Office Diocese of Wollongong provided extensive material in their submission to the Royal Commission. They have generated an array of curriculum documents, developed locally and adapted from other curricula. In terms of implementation this is concerning because it means that the integrity of specific curricula cannot be certain. It is unknown if expert advisors were involved in the design of these materials, and which specific materials draw on the different original sources.

In their submission to the Royal Commission, the Catholic Education Office Diocese of Wollongong explain that they have “collaborated with two other Catholic Education/Schools Offices in NSW to
develop the resource folder/kit K-6 Personal Development, Health and Physical Education Resource, incorporating Towards Wholeness K-6”. The curriculum resource was issued in 2011, kits were distributed to “all local Catholic primary schools in the Diocese of Wollongong” and workshops for teachers were held (Royal Commission reference: CAT4.16.16122013 CEO Wollongong Report - Child safety programs re CSA in institutions, p. 3). The resource folder/kit carries the insignia of Catholic Education Office Diocese of Wollongong, Catholic Education Office Sydney, and Catholic Schools Office Diocese of Broken Bay.

The citation is:

Additionally, the Diocese of Wollongong in their submission to the Royal Commission nominate the use of two other relevant curriculum documents “which are self-explanatory in setting out the overarching framework established for schools conducted by CEO Wollongong” (Royal Commission reference: CAT4.16.16122013 CEO Wollongong Report - Child safety programs re CSA in institutions, p. 2). The two documents are:


These documents also appear to draw on and be adapted from:

- The New South Wales Department of School Education Student Welfare Directorate Child protection Education K-6: Support Materials
- The Towards Wholeness curriculum
- Path to Life: A Framework for Pastoral Care and Wellbeing
- The National Safe Schools Framework
- Protective Behaviours program

The Child Protection Education for Students, Diocesan Curriculum Resource for Child Protection Education (p.19) states: “it is expected that child protection education will be taught in the context of Catholic School Pastoral Care, Personal Development and Christian Values. It is also specifically part of PDHPE programs in each stage” (CAT4.16. Wollongong. Attachments 1 and 3 - PART A, Attachment 1.1).

In relation to implementation, the Catholic Education Office Diocese of Wollongong states: “these programs would rarely be delivered as ‘stand-alone’, and to date they generally have been integrated in the curricular and extra-curricular activities of the school. Overall, it would be expected that ALL STUDENTS in these Catholic schools would receive education or development program with an aspect that helps build the protective aim of reducing the likelihood of these students being vulnerable to sexual abuse (whether that be abuse within the institution or elsewhere in their life).
On average, some elements of these child safety programs would be expected to be delivered to the student during each school year, and certainly during each stage. [Note, those stages are mostly 2-year periods, with the exception of Early stage 1.] (Royal Commission reference: CAT4.16.16122013 CEO Wollongong Report - Child safety programs re CSA in institutions, p. 5). “

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Diocesan schools.

Other child sexual abuse prevention program curriculum (external)

There does not appear to be any other (external) curriculum offered in Diocesan schools.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No specific recommendations are made for timing, frequency or intensity. However, the Diocese of Wollongong in their submission to the Royal Commission advised “child safety programs for students (some of which would aim to reduce the likelihood of child sexual abuse) are structured in the curriculum, and designed and delivered so as to be developmentally appropriate for the students and to incrementally build their education over the school years” (Royal Commission reference: CAT4.16.16122013 CEO Wollongong Report - Child safety programs re CSA in institutions, p. 2). The submission further recommends that Child Protection Education is integrated across the curriculum, not taught as an isolated component and concepts should also be reinforced within other learning areas, where appropriate.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No specific recommendations are made, although it appears that all school personnel are expected to be familiar with personal safety themes and strategies, and reinforce them in actual situations of difficulty with individual students or groups.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Archdiocese of Brisbane’s submission to the Royal Commission states that “schools operating under the auspices of Catholic Education Archdiocese of Brisbane (BCE) develop and implement curriculum under the overarching BCE Learning and Teaching Framework which: encapsulates our goal as a provider of catholic education; what we believe about learners; our understanding of what teaching is; and what learning is” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.1). A search of the BCE website reveals the framework was published in 2002. The framework does not specify key curriculum learning areas and does provide an interface to the Queensland Studies Authority K-12 syllabuses.

The submission to the Royal Commission further states “schools implement curriculum in accordance with the requirements of the Queensland Studies Authority and the Australian Curriculum and Assessment Authority. In 2013 our schools planned, taught, assessed and reported on the Australian curriculum for English Mathematics and Science and commenced implementing P-10 History. The Queensland curriculum was maintained for all other teaching areas” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.1).

It is assumed, therefore, that the Catholic Education Archdiocese of Brisbane utilises the Queensland Studies Authority (2007) Health and Physical Education Essential Learnings and that no Catholic-specific HPE curriculum is implemented.

Catholic school curriculum

It does not appear that a Catholic version of the HPE curriculum is implemented in BCE schools.

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in BCE schools. No specific curriculum is nominated in any of the policy or curriculum documents.

Other child sexual abuse prevention program curriculum (internal)

It is unclear if an internal child sexual abuse prevention curriculum is implemented throughout BCE schools, although it appears that several programs may be in use on this basis. The submission to the Royal Commission states that “Brisbane Catholic Education, however, has a wide range of programs that are designed to have students understand concepts of recognising, reacting and reporting when they are feeling vulnerable or unsafe and how to say “no” in a range of situations/circumstances. The most important message that students now learn is that there is a “safety net” if they are feeling unsafe or vulnerable in any situation including one of sexual abuse in schools or at home” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).

Additionally, the submission suggests that schools may develop their own teaching materials in this regard: “all schools have programs designed to address personal safety for students ....programs developed by teachers and guidance counsellors in our schools. Our ‘Feeling Safe’ poster program is
part of the strategy in all our schools to raise awareness of the importance of recognising feelings of vulnerability” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2)

*Other child sexual abuse prevention education curriculum (external)*

BCE schools may choose from a range of externally provided child sexual abuse prevention curricula. The extent to which schools engage with external providers of child sexual abuse prevention education and the reach of these programs in BCE schools is unknown.

The BCE submission to the Royal Commission identifies specific programs and states: “all schools have programs designed to address personal safety for students. Examples include: Bravehearts’ Personal Safety Education Program Ditto which provides students, parents, teachers, carers and the general community with specialised child sexual assault awareness and education. Other programs include: “You can do it” (developing the social emotional capabilities of prep and primary students); utilising the Daniel Morcombe Child Safety Curriculum” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).

**Is child sexual abuse prevention education named in the primary school curriculum?**

No. The topic is not explicitly named in the Queensland school curriculum (see Criteria 3, Queensland Department of Education, Training and Employment).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No recommendations could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No recommendations could be found.
Catholic Education Diocese of Cairns

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**


**Catholic school curriculum**

We could find no evidence of the use of a Catholic-specific HPE curriculum in use in CEDC schools.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in CEDC schools. No specific curriculum is nominated in any of the policy or curriculum documents, nor is information provided in the submission to the Royal Commission.

**Other child sexual abuse prevention program curriculum (internal)**

The CEDC advocates a specific approach to reducing the likelihood of child sexual abuse – that of *social and emotional learning, and resilience*. The Catholic Education Diocese of Cairns submission to the Royal Commission states that the Diocese “does not have a specific curriculum dealing with reducing the likelihood of sexual abuse but we have formal and informal programs that assist young people to develop emotional resilience and awareness which would reduce the vulnerability of our students to sexual and other abuse” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1).

It is important to note that we could find no empirical evidence linking general emotional resilience programs to the prevention of child sexual abuse.

It further states: “we have a Social and Emotional Learning (SEL) policy (attached) with staff release hours funded in all our primary schools in order to practically apply this policy in schools. This policy aligns with the National Safe Schools Framework” and “all schools are encouraged to implement programs to build SEL competencies including emotional resilience” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1).

Examples of such programs are provided: “Primary Schools in the Diocese use Program Achieve which develops students’ competence in the five foundations of Confidence, Organisation, Getting
Along, Persistence and Emotional Resilience” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1). Additionally, “Circle Solutions is a newly introduced intervention in the Diocese. Circle Solutions develops SEL competencies through a pedagogy and philosophy that promotes connectedness, participation and self-confidence, while fostering resilience and well-being. It promotes just and equitable relationships and ways of working in groups – skills vital for all students and adults and appropriate for diverse cultural groups” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1).

Other child sexual abuse prevention education curriculum (external)

The extent to which schools engage with external providers of child sexual abuse prevention education and the reach of these programs in CEDC schools is unknown.

The CEDC submission to the Royal Commission identifies that: “many schools also access the curriculums of external bodies and foundations such as Bravehearts and the Daniel Morcombe Foundation” (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, p.1).

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum (see Criteria 3, Queensland Department of Education, Training and Employment).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Catholic Education Diocese of Rockhampton

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Diocese of Rockhampton has a Learning Framework publication date unknown, that “identifies and articulates what we believe is essential for all learners - adults and children alike - in our Catholic Schools” (see http://www.rok.catholic.edu.au/files/Learning%20Framework.pdf). The framework does not specify key curriculum learning areas and does provide an interface to the Queensland Studies Authority K-12 syllabuses.

The CEDR’s website references the Australian Curriculum and Reporting Authority (ACARA) as the curriculum source and further states “The HPE key learning area offers students opportunities to make informed decisions about the health of individuals and communities; develop concepts and skills for physical activity; and enhance personal development” (http://www.rok.catholic.edu.au/curriculum_learning.htm). There is no further information available to determine HPE curriculum use.

Catholic school curriculum

We could find no evidence of the use of a Catholic-specific HPE curriculum in use in CEDR schools.

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in CEDR schools. No specific curriculum is nominated in any of the policy or curriculum documents, nor is information provided in the submission to the Royal Commission.

Other child sexual abuse prevention program curriculum (internal)

The CEDR submission to the Royal Commission reports that the Diocese has developed a flowchart for “implementation of Protective Behaviours” in diocesan schools and colleges. (Royal Commission reference: CAT4.11. Rockhampton DCEO, p.2). It is unclear whether this refers to a specific Protective Behaviours program, or if the term protective behaviours is used as a synonym for child sexual abuse prevention education generally. It appears this may be indicative of future system-wide implementation.

An innovative approach is outlined in the flowchart provided in the submission includes the introduction of a “Protective Behaviours Contact” The Protective Behaviours contact “has two main roles: 1. to act as a contact between DCEO and the school/college for general information relating to resources/teaching strategies etc relating to protective behaviours; and 2. to assist all staff with the embedding of protective behaviours in the everyday life of the school/college”. This person has a different role to that of the school Student Protection Contact (Royal Commission reference: CAT4.11. Rockhampton DCEO, p.2).

Other child sexual abuse prevention education curriculum (external)
The CEDR submission to the Royal Commission identifies several external programs in use in CEDR schools. The submission states: “material used by schools and colleges to teach protective behaviours in our diocese were: Safe-Start (Primary) or Safe-T (Secondary); Protective Behaviours Program developed by Kim Jackson; The Daniel Morcombe Foundation Curriculum Materials; Safe4Kids resources; School / teacher developed resources; Queensland Police Service resources” (Royal Commission reference: CAT4.11. Rockhampton DCEO, p.1).

The extent to which schools engage with external providers of child sexual abuse prevention education is unknown, however the CEDR submission to the Royal Commission reports that approximately 13,944 students received instruction in child safety or protective behaviour programs to August 2013 (Royal Commission reference: CAT4.11. Rockhampton DCEO, p.3). The CEDR website reports total enrolments in CEDR schools as 16,500 (see http://www.rok.catholic.edu.au/).

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum (see Criteria 3, Queensland Department of Education, Training and Employment).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Catholic Education Diocese of Toowoomba

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Diocese of Toowoomba website contains a statement regarding Health and Physical Education: “The Years 1-10 Health and Physical Education key learning area reflects the dynamic and multi-dimensional nature of health and recognizes the significance of physical activity in the lives of individuals and groups in contemporary Australian society. The key learning area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health” (see [http://www.twb.catholic.edu.au/FaithEducation/Pages/HealthPE.aspx](http://www.twb.catholic.edu.au/FaithEducation/Pages/HealthPE.aspx), para 1-2).

There is no further information available to assess HPE curriculum use.

**Catholic school curriculum**

There does not appear to be a distinct Catholic version of the HPE curriculum implemented in CEDT schools, rather, a set of guidelines is applied. The CEDT submission to the Royal Commission states that the Diocese has “developed Guidelines for Teaching Sexual Health within the Health and Physical Education Syllabus for Years Prep to 7, and Guidelines for Teaching Sexuality Education in Secondary Schools. Both of these sets of guidelines refer to the requirement to integrate protective behaviours as part of the curriculum delivery, however no specific content is prescribed; each school decides its own content taking into account student needs and human and material resources” (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, p.2).

The Guidelines document was listed as an attachment on the CEDT submission, however, it was unable to be found and we were unable to assess its contents.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in CEDT schools. No specific curriculum is nominated in any of the policy or curriculum documents, nor is information provided in the submission to the Royal Commission.

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) child sexual abuse prevention education curriculum delivered to children in CEDT schools.

**Other child sexual abuse prevention education curriculum (external)**

The CEDT submission to the Royal Commission states that “in October 2010 and February 2011, the Catholic Education Office engaged Children’s Safety Australia Inc. to deliver facilitator training in the Safe Start Program to School Student Protection Contacts across all systemic schools. By way of context, these School Student Protection Contacts are nominated staff members, usually teaching staff, to whom a student can report concerns of abuse, harm or inappropriate behaviour as required by the Education (Accreditation of Non-State Schools) Regulation 2011. Students are advised and
encouraged to make such reports and are made aware that they can make reports to their own teacher, the Principal, in fact to any adult whom they trust on the school staff. Each school is required to display the names of the Student Protection Contacts via posters throughout the school. The Safe Start Program is a personal safety program directed at Primary age students, focusing on four children’s safety messages:

1. I am special, so are you!: to build a healthy self-esteem and encourage respect and empathy for others.
2. Safety is my right: to identify and effectively respond to potentially unsafe situations, including bullying.
3. My body belongs to me: to identify, prevent and stop all forms of abuse.
4. I can get help: to access help from trusted adults and relevant organisations.

A total of 50 staff members received this training, with the aim to deliver the program across primary schools within the Diocese of Toowoomba. To date, the program has been adopted in full or in part by a number of schools” (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, p.2).

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum (see Criteria 3, Queensland Department of Education, Training and Employment).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Catholic Education Diocese of Townsville

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Diocese of Townsville website states that “TCEO schools and colleges develop their own Learning Programs from curriculum documents produced by the Queensland Studies Authority (QSA) and the Australian Curriculum, Assessment and Reporting Authority (ACARA)” (see https://sites.google.com/a/tsv.catholic.edu.au/staff-induction/end-of-term-1/for-teaching-staff/teaching-and-learning-in-townsville-diocese-catholic-schools).

The Diocese has a Learning Framework providing “the foundational beliefs, values and directions upon which Teaching and Learning in our schools is based” (https://tsvceo-web.s3.amazonaws.com/documents/Learning%20framework%20v%202%2009.pdf). The framework does not specify key curriculum learning areas and does provide an interface to the Queensland Studies Authority K-12 syllabuses.

There is no further information available to determine HPE curriculum use.

**Catholic school curriculum**

We could find no evidence of the use of a Catholic-specific HPE curriculum in use in TCEO schools.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in TCEO schools. No specific curriculum is nominated in any of the policy or curriculum documents. TCEO did not make a submission to the Royal Commission.

**Other child sexual abuse prevention program curriculum (internal)**

The TCEO website provides some information regarding an internal program that may be specific to TCEO schools. The following information is provided regarding a program entitled Kids Feel Safe comprising: “a program of lessons/activities for every grade incorporating self esteem and self-protecting behaviors including resources and promotional items for display in classrooms; assignment of Student Protection people in all schools, called “Student Safe Persons”; “Kids Feel Safe” program for all teachers (codes of conduct, legal responsibilities, risk management, school safety, absenteeism, maintaining harmony in our community, promoting anti-bullying strategies etc.) (see http://www.tsv.catholic.edu.au/about_us/student_protection.php).

The extent to which schools engage with this program is unknown.

**Other child sexual abuse prevention education curriculum (external)**

The extent to which schools engage with external providers of child sexual abuse prevention education and the reach of these programs in TCEO schools is unknown.

Is child sexual abuse prevention education named in the primary school curriculum?
No. The topic is not explicitly named in the school curriculum (see Criteria 3, Queensland Department of Education, Training and Employment).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No recommendations could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No recommendations could be found.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Office of Ballarat’s website recognises that: “the Australian Curriculum in Victoria (AusVELS) provides the curriculum framework for schools to identify the essential knowledge, skills and behaviours that will enable students to realize their potential” (see http://www.ceoballarat.catholic.edu.au/learning-teaching/curriculum-services/).

It is assumed, therefore, that CEOB utilises the AusVELS Health and Physical Education curriculum.

**Catholic school curriculum**

The CEOB submission to the Royal Commission does not indicate that there is a Catholic-specific HPE curriculum in place, and no further information could be found on publically-accessible websites regarding HPE curriculum implementation in CEOB schools (Royal Commission reference: CAT4.5. Ballarat Response-Research Project Child Safety Programs-Dec2013, pp.1-2).

The consolidated response also indicates an approach, across the 4 Dioceses in Victoria, to child safety informed by the National Safe Schools Framework (Australian Government Department of Education, 2011), in particular element 6 (Key Characteristic 6.4) “teaching of skills and understandings related to personal safety and protective behaviours”. (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). However, the submission does not nominate specific curricula that are used in Catholic schools in Victoria.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered system-wide to children in CEOB schools. A base child protection policy in which curriculum specification may exist was unable to be found (see Criteria 1).

**Other child sexual abuse prevention program curriculum (internal)**

There is no mention of the use of the Catching On suite of resources used in Victoria government schools to support teaching of sexuality education.

There does not appear to be any other (internal) curriculum offered in CEOB schools.

**Other child sexual abuse prevention education curriculum (external)**

The CEOB submission to the Royal Commission states that “schools seek to reduce the likelihood of children and young people being vulnerable to all abuse through: (1) implementation of Protective Behaviours a personal safety program © Children’s Protection Society Inc (2003), and/or (2) modification and adaptation of Protective Behaviours a personal safety program © Children’s Protection Society Inc (2003) to suit local school need, and/or (3) implementation of a school based program using a variety of resources” (Royal Commission reference: CAT4.5. Ballarat Response-Research Project Child Safety Programs-Dec2013, p.1).
The submission further states “in the past five years, schools have implemented (or aligned their practice with) elements of the Kids matter, Mind Matters, Safe and friendly schools, and Safe from harm wellbeing strategies” (Royal Commission reference: CAT4.5. Ballarat Response- Research Project Child Safety Programs-Dec2013, p.1).

CEOB acknowledges “this is a generalist approach aimed at developing personal safety skills that can be used by children and young people to keep them safe and work towards reducing all abuse (including harassment, aggression, violence, bullying and sexual abuse) rather than a specific approach to reduce the likelihood of sexual abuse” (Royal Commission reference: CAT4.5. Ballarat Response- Research Project Child Safety Programs-Dec2013, p.1).

Is child sexual abuse prevention education named in the primary school curriculum?

The topic is not explicitly named in the HPE curriculum (see Criteria 3, Victoria Department of Education and Early Childhood Development).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Catholic Education Melbourne

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Melbourne website states that Catholic Diocesan schools “develop learning and teaching programs based on the AusVELS, with Religious Education at the core of their curriculum. Each school develops structures and programs that evolve out of its own context and needs. In planning their learning and teaching programs, Catholic school communities are guided by the Learning Centred Schools: A Sacred Landscape framework” (see http://www.ceomelb.catholic.edu.au/learning-teaching/, para 1). A search of the website reveals the framework was published in 2009. The framework does not specify key curriculum learning areas and does provide an interface to the AusVELS.

It is assumed, therefore, that CEM utilises the AusVELS Health and Physical Education curriculum.

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria indicates that the subject matter of child sexual abuse prevention education has applicability in “health, religious education or social skills curriculum” ((CAT4.18. VicResponse_Research Project.Child Safety Programs, p.3).

Catholic school curriculum

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria does not indicate that there is a Catholic-specific HPE curriculum in place, and no further information could be found on publically-accessible websites regarding HPE curriculum implementation in CEM schools (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-3).

The consolidated response also indicates an approach, across the 4 Dioceses in Victoria, to child safety informed by the National Safe Schools Framework (Australian Government Department of Education, 2011), in particular element 6 (Key Characteristic 6.4) “teaching of skills and understandings related to personal safety and protective behaviours”. (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). However, the submission does not nominate specific curricula that are used in Catholic schools in Victoria.

The submission further states: “all year levels focus on wellbeing with a child safety focus in term one of each year” (CAT4.18. VicResponse_Research Project.Child Safety Programs, p.3).

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in CEM schools. No specific curriculum is nominated in any of the policy or curriculum documents.

Other child sexual abuse prevention program curriculum (internal)

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria states, in regard to CEM, “all schools both primary and secondary in the Archdiocese teach
child safety or protective behaviours in some form. The majority of primary schools have created their own program or have a cyclic approach to child safety curriculum” (CAT4.18. VicResponse_Research Project.Child Safety Programs, p.2).

It is unclear what a “cyclic approach” is. It is also unclear the submission is referring to a specific Protective Behaviours program or if the term protective behaviours is used as a synonym for child sexual abuse prevention education generally. It is unclear if this is indicative of system-wide implementation.

The submission further states: “a recent survey across a sample population of primary and secondary schools showed the following: All schools are teaching safety of children in some way; The delivery mode is varied across schools but generally in health and physical education, pastoral care or religious education classes; The is a mixed understanding of the definition of child safety; When questioned further all schools could identify that they taught child safety implicitly or explicitly” (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.2-3).

There is no mention of the use of the Catching On suite of resources used in Victoria government schools to support teaching of sexuality education.

Other child sexual abuse prevention education curriculum (external)

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria indicates that at least three externally provided programs are in use in some schools: (1) “Protective Behaviours a personal safety program from the Children’s Protection Society Inc (2005). This approach is K – 6 and uses strategies such as circle time, and picture story books such as ‘Rosy and Jack’, ‘Max’s Creepy Crawly Slimy Things’ and ‘Jasmines Butterflies’” and (2) “Bravehearts’ resources and programs in K – 2” and (3) “Life Education Victoria every 2 years for all students”.

The submission also refers to the Alannah and Madeline eSmart initiative, and Bounce Back program to support their curriculum in this area, however, these programs are not specifically focused on child sexual abuse prevention.

Is child sexual abuse prevention education named in the primary school curriculum?

The topic is not explicitly named in the HPE curriculum (see Criteria 3, Victoria Department of Education and Early Childhood Development).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Catholic Education Office, Diocese of Sale

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Office Diocese of Sale website states: “schools across the Diocese plan learning experiences that reflect the needs of their students to achieve the Victorian Essential Learning Standards. The Victorian Essential Learning Standards (also known as VELS or the standards) is the Prep to Year 10 curriculum and standards policy for all Victorian schools” (see [http://www2.ceosale.catholic.edu.au/services-to-schools/Curriculum_Innovation.aspx](http://www2.ceosale.catholic.edu.au/services-to-schools/Curriculum_Innovation.aspx), para 1).

The Catholic Education Office Diocese of Sale submission to the Royal Commission states that “schools in the Diocese of Sale implement the AusVELS curriculum, including the Domain Health and Physical Education which addresses the key concepts and skills of human development and safety” (Royal Commission reference: (CAT4.18. VicResponse_Research Project.Child Safety Programs, p. 8).

**Catholic school curriculum**

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria, regarding the Diocese of Sale, does not indicate that there is a Catholic-specific HPE curriculum in place, and no further information could be found on publically-accessible websites regarding HPE curriculum implementation in CEO Sale schools (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

The consolidated response also indicates an approach, across the 4 Dioceses in Victoria, to child safety informed by the *National Safe Schools Framework* (Australian Government Department of Education, 2011), in particular element 6 (Key Characteristic 6.4) “teaching of skills and understandings related to personal safety and protective behaviours”. (CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). However, the submission does not nominate specific curricula that are used in Catholic schools in Victoria.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in CEO Sale schools. No specific curriculum is nominated in any of the policy or curriculum documents.

**Other child sexual abuse prevention program curriculum (internal)**

There is no mention of the use of the *Catching On* suite of resources used in Victoria government schools to support teaching of sexuality education. However, the CEO Sale makes reference to a document entitled *Education in Sexuality within Catholic Schools*. This is defined as “an “action document” that forms the basis of all curriculum planning and delivery of Education in Sexuality programs” (CAT4.18. VicResponse_Research Project.Child Safety Programs, p.6).

The submission further states “all teachers involved in the delivery of Education in Sexuality programs must be fully aware of this policy” which includes the “primacy of the role of the parents”, the “supportive role of the school”, “Foundations of Catholic Education in Sexuality”, “Responsibility for Catholic Education in Sexuality” and “use of expert resources from outside the school” (CAT4.18.
In terms of expert resources, “Sale schools enlist the services of Family Life Victoria to deliver programs to students and their families, which also addresses the parent involvement component”. A search of the COE Sale website did not reveal any further details.

Additionally, the CEO Sale advocates a specific approach to reducing the likelihood of child sexual abuse – that of resilience training. The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria, regarding the Diocese of Sale, states: “With regard to the request for overarching frameworks and or the curriculum and or programs currently used that are directed to students with the specific aim of reducing the likelihood of children being vulnerable to sexual abuse in institutional settings this is perhaps the wrong question, when the brief specifically does not want resilience training. It is precisely this resilience training that has the specific aim of reducing the likelihood of children being vulnerable to sexual abuse and is widely supported in CEO Sale” (CAT4.18. VicResponse_Research Project.Child Safety Programs, p.6).

It is important to note that we could find no empirical evidence linking general emotional resilience programs to the prevention of child sexual abuse.

**Other child sexual abuse prevention education curriculum (external)**

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria, regarding the Diocese of Sale, lists several external curriculum resources that do not have direct relevance to child sexual abuse prevention education. The submission also states: “the Personal Safety: Protective Behaviours program which aims to reduce violence and prevent child abuse is somewhat in action”. (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.8).

**Is child sexual abuse prevention education named in the primary school curriculum?**

The topic is not explicitly named in the HPE curriculum (see Criteria 3, Victoria Department of Education and Early Childhood Development).

**What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?**

No recommendations could be found.

**What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)**

No recommendations could be found.
Catholic Education Sandhurst

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

There is no information regarding school curriculum in general or Health and Physical Education specifically on the Catholic Education Sandhurst website. Nor was any information in this regard provided in the consolidated response to the Royal Commission from the Catholic Education Commission of Victoria (CAT4.18. VicResponse_Research Project. Child Safety Programs, pp.1-9).

It may be assumed, therefore, that CES utilises the *AusVELS Health and Physical Education* curriculum.

**Catholic school curriculum**

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria, regarding Catholic Education Sandhurst, does not indicate that there is a Catholic-specific HPE curriculum in place, and no further information could be found on publically-accessible websites regarding HPE curriculum implementation in CES schools (CAT4.18. VicResponse_Research Project. Child Safety Programs, pp.1-9).

The consolidated response also indicates an approach, across the 4 Dioceses in Victoria, to child safety informed by the *National Safe Schools Framework* (Australian Government Department of Education, 2011), in particular element 6 (Key Characteristic 6.4) “teaching of skills and understandings related to personal safety and protective behaviours”. (CAT4.18. VicResponse_Research Project. Child Safety Programs, pp.1-9). However, the submission does not nominate specific curricula that are used in Catholic schools in Victoria.

**Specific child sexual abuse prevention education curriculum**

There does not appear to be a specific child sexual abuse prevention education curriculum delivered system-wide to children in CES schools. A base child protection policy in which curriculum specification may exist was unable to be found (see Criteria 1).

**Other child sexual abuse prevention program curriculum (internal)**

There is no mention of the use of the *Catching On* suite of resources used in Victoria government schools to support teaching of sexuality education.

There does not appear to be any other (internal) curriculum offered in CEOB schools.

**Other child sexual abuse prevention education curriculum (external)**

The consolidated response to the Royal Commission from the Catholic Education Commission of Victoria, regarding CES, states “there are two programs reported as currently being used within Sandhurst schools: Brave hearts - 6 primary schools; Protective Behaviours - 8 primary schools and 1 secondary school” (CAT4.18. VicResponse_Research Project. Child Safety Programs, p.5). There are 43 primary schools and 12 secondary schools in the CES Diocese.
Is child sexual abuse prevention education named in the primary school curriculum?

The topic is not explicitly named in the HPE curriculum (see Criteria 3, Victoria Department of Education and Early Childhood Development).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations could be found.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Archdiocese of Canberra and Goulburn Catholic Education Office website confirms their use of ACT and NSW state-based curricula: “all learning and teaching in Catholic schools in our Archdiocese has as its basis ‘Treasures New and Old. NSW schools use the syllabus material from the Board of Studies to develop school based curriculum documents. ACT schools base their school curriculum plans on the new ACT curriculum framework - Every Chance to Learn. The Quality Teaching Framework forms the basis of the approach to pedagogy that will underpin the implementation of these curriculum frameworks” (see http://ceocg.catholic.edu.au/parents/Pages/TeachingandLearning.aspx).

Catholic curriculum

Although we are aware that a Catholic specific PDHPE curriculum Towards Wholeness is endorsed by the Catholic Education Commission New South Wales and is used in some New South Wales Catholic schools, we could find no detail regarding its implementation or the implementation of any other Catholic-specific HPE curriculum in the Archdiocese of Canberra and Goulburn Catholic Education Office schools. No detail was found on their website, and the Archdiocese of Canberra and Goulburn Catholic Education Office did not provide a submission to the Royal Commission.

Specific child sexual abuse prevention education curriculum

We could find no information regarding the use of the New South Wales Child protection Education K-6: Support Materials in information on the Archdiocesan website, and the Archdiocese of Canberra and Goulburn Catholic Education Office did not provide a submission to the Royal Commission.

Likewise, we could find no information regarding the use of an ACT specific child sexual abuse prevention education curriculum.

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Archdiocesan schools.

Other child sexual abuse prevention program curriculum (external)

The Archdiocese may use the external curriculum “Protective Behaviours”. However this is unclear owing to the widespread use of the term protective behaviours as a synonym for child sexual abuse prevention education.

Is child sexual abuse prevention education named in the primary school curriculum?

Yes. The topic is explicitly named in the NSW school curriculum (see Criteria 3, New South Wales Department of Education and Communities).

No. The topic is not explicitly named in the ACT school curriculum (see Criteria 3, Australian Capital Territory Education and Training Directorate).
What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations are made.

Other observations
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Catholic Education Northern Territory Diocese of Darwin’s website states “the Primary Years of learning plan and teach the Australian Curriculum and the Northern Territory Curriculum Framework (NTCF), which includes year level achievement standards for all Northern Territory learners” (see http://www.ceont.catholic.edu.au/learning-teaching/curriculum).

The Catholic Education Northern Territory Diocese of Darwin did not make a submission directly to the Royal Commission.

Catholic school curriculum

We were unable to determine if there is a Catholic-specific HPE curriculum in place in Catholic Education Northern Territory Diocese of Darwin schools. No information could be found on publically-accessible websites regarding HPE curriculum implementation and the Catholic Education Northern Territory Diocese of Darwin did not make a submission directly to the Royal Commission.

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered system-wide to children in Diocese of Darwin schools. A base child protection policy in which curriculum specification may exist was unable to be found (see Criteria 1).

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in Departmental schools.

Other child sexual abuse prevention education curriculum (external)

There does not appear to be any other (external) curriculum offered in Departmental schools.

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum (Criteria 1 & 2).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 3 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

Catholic Education South Australia’s website does not explicitly state that it follows the *South Australian Curriculum Standards and Accountability Framework, the R-10 Health and Physical Education* syllabus, or the Australian Curriculum for *Health and Physical Education*.


**Catholic school curriculum**

The CESA submission to the Royal Commission does not indicate that there is a Catholic-specific HPE curriculum in place (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, pp.1-3), and no further information could be found on publically-accessible websites regarding HPE curriculum implementation in CESA schools.

Catholic Education South Australia in their response directly to the Royal Commission included “Child Protection Curriculum links” and advised “the child protection curriculum connects with policy and guidelines and several complementary programs”. They identified “Made in the image of God – Human Sexuality Program (R-12) CESA” as being relevant, however no URL was provided and this information could not be located.

**Specific child sexual abuse prevention education curriculum**

CESA schools implement the *Keeping Safe Child Protection Curriculum*. The CESA submission to the Royal Commission states “Catholic schools in South Australia deliver child protection curriculum from early years (ages 3-5) through to Year 12. It is expected that every child has the opportunity for child protection curriculum each year and experiences all of the 4 focus areas at each band of schooling. Catholic Education SA (CESA) uses the South Australian developed program called Keeping Safe: child protection curriculum” (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, p.1).

The curriculum “has been implemented in all SA Catholic schools” (p. The training for teachers began late in 2009 and was completed in 2011 at school sites” (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, p.3).

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in CESA schools.

**Other child sexual abuse prevention education curriculum (external)**

There does not appear to be any other (external) curriculum offered in CESA schools.
Is child sexual abuse prevention education named in the primary school curriculum?

As per Criteria 3 for the South Australia Department of Education and Child Development, the term used in the South Australia school curriculum is “personal safety and wellbeing” (see Criteria 2). Child sexual abuse is not explicitly mentioned. In the specific curriculum, the term used is “child protection curriculum” and the term “child sexual abuse” is explicitly used within the documents.

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

All versions of the Keeping Safe Child Protection Curriculum provide recommendations for timing, frequency and intensity as detailed in Criteria 3 for the South Australia Department of Education and Child Development.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

The Keeping Safe Child Protection Curriculum recommends that classroom teachers deliver the curriculum to students in their classes, but must not do so until they have received specialist training (see Criteria 3 for the South Australia Department of Education and Child Development).
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Tasmanian Catholic Education website commits to implementing the Australian Curriculum. It states: “Teachers and administrators in the Catholic Education Tasmania have been actively involved in the development of the Australian Curriculum since its inception in 2009. We are confident that this curriculum takes into account our Catholic culture, our families and our community and values the professionalism of our teachers and the local context in which we work and live” (see http://www.catholic.tas.edu.au/our-schools/curriculum and http://www.catholic.tas.edu.au/Resources/documents/3.Australian%20Curriculum.pdf).

However, there is no explicit mention of the Australian Curriculum for Health and Physical Education or the Tasmanian Curriculum: Health and Wellbeing.

The Tasmanian Catholic Education submission directly to the Royal Commission does not mention school curriculum.

Catholic school curriculum

The Tasmanian Catholic Education submission to the Royal Commission contained a document entitled Growing Towards Wholeness (Archdiocese of Hobart, no date). In the foreword to this document, the Archbishop of Hobart “mandates” the use of this curriculum in Catholic schools in the Archdiocese of Hobart. The document supports young people with “a sound understanding of Christian approach to sexuality” (Royal Commission reference: CAT4.6. Tasmania - Growing Towards Wholeness, p.3). It is described as both a policy and a curriculum and appears to be directed towards both parents and teachers.

We were unable to determine if this document constituted a Catholic-specific HPE curriculum that should be taught in place of other curricula in TEC schools (as in NSW). No information could be found on publically-accessible websites regarding its implementation.

Specific child sexual abuse prevention education curriculum

There does not appear to be a specific child sexual abuse prevention education curriculum delivered system-wide to children in TEC schools. A base child protection policy in which curriculum specification may exist was unable to be found (see Criteria 1).

Other child sexual abuse prevention program curriculum (internal)

There does not appear to be any other (internal) curriculum offered in TEC schools.

Other child sexual abuse prevention education curriculum (external)

The Tasmanian Catholic Education submission to the Royal Commission identifies three externally-provided programs offered in TEC schools. These are: Centacare Family Life Sex Education Program; Protective Behaviours: A Personal Safety Program; and Bravehearts (specific program not specified).
Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum (Criteria 1 & 2).

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No information could be found.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No information could be found.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 3 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

**School curriculum**

The Catholic Education Office of Western Australia uses the Western Australia School Curriculum and Standards Authority (1998) Curriculum Framework and the Australian Curriculum. The CEOWA website states that: “within the Catholic school curriculum provides a Kindergarten to Year 12 structure upon which schools build their educational programs. This curriculum is to be based upon learning outcomes that can be achieved by all students and is still relevant as a planning and organising tool during the phasing in of the Australian curriculum. The outcomes describe what students should know, understand, value and be able to do as a result of their current experiences which also meet the aims of the Australian curriculum” (see [http://internet.ceo.wa.edu.au/ReligiousEducationCurriculum/CurriculumK-12/Pages/The-Curriculum-Framework.aspx](http://internet.ceo.wa.edu.au/ReligiousEducationCurriculum/CurriculumK-12/Pages/The-Curriculum-Framework.aspx)). Within this is reference to the WA Health and Physical Education Learning Area Statement.

**Catholic curriculum**

It does not appear that a Catholic version of the HPE curriculum is implemented in schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, or the Catholic Archdiocese of Perth. The Catholic Education Office of Western Australia does, however, provide specific guidelines on the teaching of human sexuality components of the HPE curriculum. The Catholic Education Office advised in their submission to the Royal Commission “the Western Australian Religious Education units of work contain human sexuality content which provide a context on the human body/positive relationships” (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, p.2).

The citation is:


**Specific child sexual abuse prevention education curriculum**

There does not appear to be any specific child sexual abuse prevention education curriculum offered in Catholic Education Office of Western Australia schools.

**Other child sexual abuse prevention program curriculum (internal)**

There does not appear to be any other (internal) curriculum offered in Catholic Education Office of Western Australia schools.

**Other child sexual abuse prevention program curriculum (external)**
The Catholic Education Office of Western Australia in their submission to the Royal Commission reported that “there are a number of programs being accessed by Catholic schools” including:

- Protective Behaviours WA
- Safe 4 Kids
- Keeping Ourselves Safe
- Safe Start – Children’s Safety Australia
  [http://www.childsafety.org.au/resources.html#a](http://www.childsafety.org.au/resources.html#a)
- People 1st Programme
- Keeping Safe

(Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, p.1)

Further the Catholic Education Office advised “a Keeping Safe trial program involving 6 primary schools and one high school commenced with training of school based trainers in 2011. The Keeping Safe Child Protection Curriculum was implemented in those schools from 2012. The trial concludes at the end of 2013, with the schools involved having the option to continue implementation of the curriculum” (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, p.1). Keeping Safe is the specific child sexual abuse prevention education curriculum delivered in South Australian government and non-government schools.

Is child sexual abuse prevention education named in the primary school curriculum?

No. The term is not used in the school curriculum (see Criteria 3, Western Australia, Department of Education)

What recommendations are made for specific programs, timing, frequency, or intensity of sexual abuse prevention education?

No recommendations are made.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)

No recommendations are made.
Criteria 4: Inclusion, relevance, and cultural sensitivity
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 4 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
### Australian Capital Territory, Education and Training Directorate

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The ACT curriculum framework known as *Every Chance to Learn* contains broad inclusion principles underpinning the curriculum. For example, “curriculum should be equitable and inclusive” (p.10).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the child sexual abuse prevention education curriculum**

In ACT government schools, teaching child sexual abuse prevention education is compulsory (see Criteria 2 & 3). However, in our searches, we were unable to identify a specific child sexual abuse prevention education curriculum in use.

Therefore, this item is not strictly applicable since the ACT does not have a specific child sexual abuse prevention education curriculum in use (see Criteria 2 & 3).

<table>
<thead>
<tr>
<th>Children of different ages</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender differences</td>
<td>N/A</td>
</tr>
<tr>
<td>Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds</td>
<td>N/A</td>
</tr>
<tr>
<td>Australian Indigenous children</td>
<td>N/A</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>N/A</td>
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<tr>
<td>Children in out of home care</td>
<td>N/A</td>
</tr>
<tr>
<td>Same-sex attracted and gender questioning children</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Criteria 4: Inclusion, relevance, and cultural sensitivity
N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
New South Wales, Department of Education and Communities

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The NSW PDHPE curriculum contains broad inclusive principles underpinning the curriculum. For example: “the ability of individuals to adopt a healthy lifestyle may be affected by the social and cultural context in which they live. Student learning is enhanced by an understanding that health is the responsibility of all parts of society. Through promoting the fundamental principles of diversity, social justice and supportive environments, individuals and communities are better able to act for positive health outcomes” (p.6).

Further, “Students should be concerned not only about their own health but also about better health for all now and in the future. This is encouraged through: raising concern for the welfare, rights and dignity of all people; understanding of how equity is effected by structures and practices within communities; awareness of disadvantages and actions for their redress; and understanding of how decisions are made and priorities established” (p.6).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in Child Protection Education K-6 curriculum**

In NSW government schools, a specific child sexual abuse prevention curriculum is offered (see Criteria 2 & 3).

**Children of different ages**

The NSW Child Protection Education curriculum is presented in 3 stages corresponding to the following primary school student year levels:

- **Child Protection Education: Stage 1, Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education** (i.e. Early Stage 1: Kindergarten, Stage 1: Years 1-2)
- **Child Protection Education: Stage 2, Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education** (i.e. Years 3-4)
- **Child Protection Education: Stage 3, Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education** (i.e. Years 5-6)

**Gender differences**

Differentiation examples include:

In relation to teaching practices, teachers are advised to consider single sex classes when teaching about “expectations of gender roles”. Teachers are advised: “some activities from this core learning area may be delivered to students in single sex groupings” and this approach is useful when teachers...
are encouraging girls and boys to explore sensitive issues” (Child Protection Education: Stage 3, p.69).

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

Differentiation examples include:

In relation to disclosures, teachers are advised: “students from non-English speaking backgrounds may disclose to teachers or members of school staff from similar or the same non-English speaking backgrounds. Frequently students disclose to school staff members who are not teachers because they may be seen to be more easily approached.” (Child Protection Education, all stages, p.10).

In relation to teaching protective strategies, body language and saying “No”, teachers are advised: “there are culturally different ways of demonstrating assertiveness. For example, direct eye contact might be regarded as aggression in some cultures” and “the teacher needs to accept individual ways of demonstrating strong, insistent behaviour” (Child Protection Education: Stage 1, p.91).

In relation to teaching body parts, teachers are advised: “where relevant it is important to discuss other parts of the body which are considered private for cultural reasons eg in some Arabic cultures the hair of women and young girls is covered by a hijab in public. In other cultures all of the body except the face, hands, and feet may need to be covered in public” (Child Protection Education: Stage 1, p. 26). Additionally, it is recommended that “where languages other than English are used within the school community (eg Aboriginal English or Arabic) the correct terms in these languages can also be used” and “assistance may be requested from language teachers or community members, particularly elders” (Child Protection Education: Stage 1, p. 36).

Information for teachers includes the following general advice: “for children from non-English speaking backgrounds there may be a variety of issues to consider. These may include:

- Families with experiences war or persecution may have been through many traumas and may be fearful of authorities. Children may have feelings from the past raised during the session. Sensitivity and preparation to provide support is vital for presenters
- Some children may have limited options for network adults because of relocation and separation from extended family. The school teacher or presenter may need to be the primary network adult
- Some may be hesitant to disclose abuse for fear of amplifying the notion of "difference" or being identified in a small cultural community. Emphasise that CSA is never the child's fault. State that it happens to children from all backgrounds in society
- Cultures vary in their beliefs about gender roles, sexuality, child rearing and family responsibility.

Presenters need to be clear that CSA is not acceptable while being sensitive to and respectful of these variations. Cultural diversity should also be considered in presenting to adult groups.” (Tell a friend - it's never too late: An education video about child sexual abuse for children aged 8-13 years and adults, p. 19; Royal Commission reference: NSW4. Child protection research - Tab C to letter of MW, p.15).

Australian Indigenous children

Differentiation examples include:
In relation to disclosures of sexual abuse that may be made by Australian Indigenous children, teachers are advised: “teachers from non-Aboriginal backgrounds need to be aware that it is even more difficult for Aboriginal children to disclose to non-Aboriginal people even if trust has been established. It is more likely that an Aboriginal child will disclose to another Aboriginal person such as an Aboriginal teacher or the Aboriginal Education Assistant (AEA).” (Child Protection Education, all stages, p.10)

In relation to teaching body parts, teachers should be aware: “where different community languages are commonly used in the school community it is appropriate to encourage students to also use the correct terminology in these languages for the private parts of the body eg Aboriginal English or Chinese” and “it will be helpful to check with community elders or members before the activity, to ensure that the correct language is used”. In addition “where there are Aboriginal education assistants, community language teachers or ESL teachers in the school it may be appropriate to include them in these activities” (Child Protection Education, Stage 2, p.29).

In relation to teaching different types of touch, when discussing “OK (appropriate) and not OK (inappropriate) touch” teachers are advised: “it may be appropriate for teachers to consider team teaching activities from this focus area with a support teacher (eg the Aboriginal education assistant, ESL teacher or community language teacher)” and “this approach might also be considered for the focus areas of ‘Sexual abuse’ and ‘Effects of abuse’” (Child Protection Education, Stage 1, p.44; Stage 2, p.32).

In relation to strategies for working with Australian Indigenous children curriculum users are advised: “as a result of negative past experiences Aboriginal communities may be hesitant to trust Police and the child protection system”. In addition “if there are Aboriginal children in the group, include discussion of possible network adults within the Aboriginal community as well as the general community”. Teachers are instructed to “give information about non-government sexual assault services” and “acknowledge that traditional Aboriginal society valued and effectively protected children and that these qualities were weakened by colonisation” (Tell a friend - it’s never too late: An education video about child sexual abuse for children aged 8-13 years and adults, p.19; Royal Commission reference: NSW4. Child protection research - Tab C to letter of MW, p.15).

**Children with disabilities**

The Child Protection Education curriculum provides support materials for teachers working with students with “high support needs”. This was highlighted by the Department in their submission to the Royal Commission (Royal Commission reference: NSW4. Child protection research - Tab B to letter of MW). The Child Protection Education: Support materials to assist teachers of students with high support needs, comprises 85 pages of “specific guidance relating to implementing the curriculum with children who have disabilities” (Royal Commission reference: NSW4. Child protection research - Tab B to letter of MW, pp. 1-87). Generally, this involves modifying or extending the suggested activities elaborated in the curriculum.

Differentiation examples include:

In relation to working with children with disabilities in relation to child sexual abuse prevention education, teachers are advised: “Students with disabilities, particularly those with verbal or communication disorders, are at much higher risk of all forms of abuse than non-disabled students. It is important that activities be adapted to maximise their participation in child protection activities. Teachers may need to consider using one-to-one withdrawal for preliminary activities or small group
activities where there are several students with special needs within the school” (Child Protection Education, all stages, p.13).

In relation to teaching private parts and body integrity, teachers are advised: “When working with some groups of students with some disabilities it will be important to discuss the need for other people such as teachers or teachers aides to touch the private parts of students’ bodies (even though they are no longer babies). Emphasise that this should only happen at the time of need eg when toileting or bathing. It would not be appropriate to discuss this in a mainstream classroom. With these groups of students, teachers and teachers aides should be added to ‘parents and caregivers’ as acceptable people to touch their private parts as they care for them” (Child Protection Education: Stage 1, p.26).

In relation to teaching about relationships, teachers should provide additional instruction for children with disabilities for example when discussing “people who help me” it is important that “teachers aides or other support people should be included where appropriate as (Child Protection Education: Stage 1, p. 52).

In relation to teaching about touching, Teachers are advised: “it may be necessary to discuss the need for other people such as teachers or teachers aides to touch the private parts of the students’ bodies as they care for students. Inform students that it should only be necessary to touch their sexual parts to clean them. Students with special needs have a right to privacy and to be taught to do as much as possible in personal self-care for themselves. Where students are integrated such discussion should take place in small groups of student with similar needs” (Child Protection Education: Stage 2, pp. 48-49).

In relation to teaching about assertiveness, teachers should consider this needs significant modification, “skills required for this focus area - saying NO assertively and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important, instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students. Activities about body language may assist some students” (Child Protection Education: Stage 2, p.102). It should also be noted that “a child with a physical disability or a communication impairment may not be able to say “no” or “go” in the same way as other children and may need help to identify individual variations on strategies. A child with chronic illness or a disability may have had many painful, unpleasant or invasive procedures and so have early warning signs frequently or have become desensitised to them for survival” (Tell a friend - it’s never too late: An education video about child sexual abuse for children aged 8-13 years and adults, p.19; Royal Commission reference: NSW4. Child protection research - Tab C to letter of MW, p.15).

**Children in out of home care**

Little advice is provided in relation to children in out of-home care. The following statement appears important: “Particular care needs to be taken where there are students in substitute care or from families in crisis. Students’ rights not to participate and not to share work need to be respected” (Child Protection Education: Stage 2, p.29).

**Same-sex attracted and gender questioning children**

We found no differentiation strategies specifically addressing children who may be same-sex attracted or gender questioning.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Northern Territory, Department of Education

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The *NT curriculum framework: Health and physical education learning area* contains broad principles underpinning the curriculum. For example, “a number of sensitive issues exist within the Health and Physical Education Learning Area where the partnership between the school and home is particularly important. Care needs to be taken to ensure all community groups’ customs and practices are considered and classroom programs are modified accordingly. The principal should be consulted to clarify departmental or school policy, guidelines or procedures that should be adhered to.” (p.231).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the NT does not have a specific child sexual abuse prevention education curriculum (see Criteria 3).

| **Children of different ages** | N/A |
| **Gender differences**         | N/A |
| **Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds** | N/A |
| **Australian Indigenous children** | N/A |
| **Children with disabilities** | N/A |
| **Children in out of home care** | N/A |
| **Same-sex attracted and gender questioning children** | N/A |
N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Queensland, Department of Education, Training and Employment

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The QLD Health and Physical Education curriculum does not provide overarching statements about the curriculum differentiation for different groups of children.

**Differentiation in the Daniel Morcombe Child Safety Curriculum**

The Daniel Morcombe Child Safety Curriculum provides general information regarding meeting the needs of students from diverse backgrounds via content and pedagogy. According to this curriculum, differentiation entails adjusting the delivery of curriculum in response to the needs, capabilities and learning styles of diverse learners. It is suggested that the two main ways teachers might adjust delivery of the Daniel Morcombe Child Safety Curriculum is by adapting content and/or process to meet individual or cohort needs (*Daniel Morcombe Child Safety Teacher Guide: Prep-Year 2*, p.15; Royal Commission reference: Royal Commission 18, pp. 15-16).

In using role play, teachers are advised: “practising skills in front of the whole class might be confronting and uncomfortable for some students therefore additional scaffolding may be required. Alternatively, teachers could choose a different strategy. Role-play is one strategy often used in safety education programs, however, it needs to be implemented with care” (*Daniel Morcombe Child Safety Teacher Guide: Prep-Year 2*, p.16; Royal Commission reference: Royal Commission 18, pp. 16-17).

**Children of different ages**

The Daniel Morcombe Child Safety Curriculum is presented in 3 stages corresponding to the following primary school student year levels:

- *Daniel Morcombe Child Safety Teacher Guide: Prep-Year 2. (i.e. Prep – Year 2)*
- *Daniel Morcombe Child Safety Teacher Guide: Years 3-6 (i.e. Year 3-6)*
- *Daniel Morcombe Child Safety Teacher Guide: Years 7-9 (i.e. Year 6-9)*

**Gender differences**

We found no advice to teachers regarding differentiation strategies addressing gender differences that may be used in teaching the curriculum. However it was noted that the “identifying and responding to abuse scenarios” throughout the curriculum, at times have prompting questions such as “Does the situation change if the characters are boys or girls? Why/why not?” (*Daniel Morcombe Child Safety Curriculum: Years 7-9*, Lesson 7, p.16; Royal Commission reference: Royal Commission 5, p. 24).

**Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**
Differentiation examples include:

In relation to **disclosures** arising out of child abuse prevention education culturally and linguistically diverse students are identified as being in an at risk group. *The Teacher Guide* states: “Circumstances sometimes make it more difficult for families from culturally and linguistically diverse (CALD) backgrounds to seek assistance when harmed” and “Education Queensland’s Protecting Culturally and Linguistically Diverse Students from Harm fact sheet provides information for teachers on how to support these students if they suspect a student has been harmed or is at risk of being harmed”. The hyperlink to this document is broken and it could not be located on the Department’s website. *Daniel Morcombe Child Safety Teacher Guide: Prep-Year 2*, p.15 (Royal Commission reference: Royal Commission 18, p.65).

In relation to **teaching about private body parts**, teachers are advised “Where languages other than English (e.g. Aboriginal English, Indonesian or Arabic) are used within the school, the anatomical terms (not nicknames) in these languages can also be used. The school language teacher or community members may be able to provide assistance”. In addition, “inform students that in some cultures other parts of the body are considered private. For example, in some Arabic cultures the hair of women and young girls is covered. In some cultures all of the body needs to be covered. There are also some cultures where being naked or partly naked is acceptable. Inform students that in some families being naked around other family members is acceptable, yet in other families it is not. Each family is different. Usually it depends on culture.” *Daniel Morcombe Child Safety Curriculum: Years 3-6*, Lesson 4, p.10. (Royal Commission reference: Royal Commission 11, p.21).

**Australian Indigenous children**

Differentiation examples include:

In relation to **disclosures** arising out of child abuse prevention education Aboriginal and Torres Strait Islander students are identified as being in an at risk group. The Teacher Guide states: “a number of factors contribute to making Aboriginal and Torres Strait Islander students more vulnerable to harm” and “Education Queensland’s Protecting Indigenous Students from Harm fact sheet provides information to schools on how to support the needs of these students”. The hyperlink to this document is broken and it could not be located on the Department’s website. *Daniel Morcombe Child Safety Teacher Guide: Prep-Year 2*, p.15 (Royal Commission reference: Royal Commission 18, p.65).

**Children with disabilities**

A small number of general modifications are suggested for teaching children with disabilities. Differentiation examples include:

Using children with disabilities in case studies. For example, when using “The Traffic Lights Model” (a teaching resource) teachers are advised: “This DVD provides a guide for professionals to identify, assess and respond to sexual behaviours in school settings. It uses a case study of a young person with a disability to explore how to identify and plan responses to sexual behaviours in the school and home environments. Sexuality and relationships education strategies are also provided”. *Daniel Morcombe Child Safety Resources for Teachers: Years 7-9*, p.10 (Royal Commission reference: Royal Commission 10, p.36).
Adapting response options. For example, when teaching the “unfinished story (Years 3-4) activity” teachers are advised: “Students write their own response in a work book. (A teacher may wish to hear an oral response from students with a disability that restricts written responses.) Students volunteer to share their written responses with the class”. *Daniel Morcombe Child Safety Curriculum: Years 3-6, Lesson 6, pp.7-8* (Royal Commission reference: Royal Commission 13, pp.16-17).

**Children in out of home care**

We found no differentiation strategies specifically addressing children who may be in out of home care arrangements.

**Same-sex attracted and gender questioning children**

We found no differentiation strategies specifically addressing children who may be same-sex attracted or gender questioning.

**Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).**

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
South Australia, Department of Education and Child Development

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The South Australian R-10 Health and Physical Education curriculum contains broad principles relating to differentiation that underpin the curriculum. For example, “the health and physical education Learning Area is based upon key principles of diversity, social justice and supportive environments. These principles underpin the SACSA Framework and guide the development of the strands and the identification of knowledge, skills, processes and values across the Bands. Learning approaches that recognise these principles can help students to make informed choices and take responsible actions to support values important to their society.” (p.10).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the Keeping Safe: Child Protection Curriculum

In South Australia, teaching child sexual abuse prevention education is compulsory (see Criteria 2 & 3).

Children of different ages

The Keeping Safe: Child Protection Curriculum is presented in 4 stages corresponding to the following primary school student year-level bands/ages:

- Keeping safe: Child protection curriculum, Early Years Band (i.e. ages 3-5)
- Keeping safe: Child protection curriculum, Early Years Band (i.e. R – Year 2)
- Keeping safe: Child protection curriculum, Primary Years Band (i.e. Years 3–5)
- Keeping safe: Child protection curriculum, Middle Years Band (i.e. Years 6–9)

A distinct version of the curriculum has been developed to guide curriculum adaptation for children from culturally and linguistically diverse backgrounds:

- Keeping safe: Child protection curriculum: Support materials for educators working with learners from culturally and linguistically diverse backgrounds (i.e. Pre-school to Year 12)

Gender differences

In relation to teaching “unsafe behaviour”, teachers are advised to consider single sex classes. Teachers are instructed to “divide students into single sex groups” and advised “this activity may be delivered to students in single sex groupings” and “this approach is useful when you are encouraging girls and boys to explore sensitive issues.” (Keeping safe: Child protection curriculum, Primary Years Band Years 3-5, p. 60; Royal Commission reference: SA4.1 Item 1a - 3 Primary Years 3-5, p.63).

In relation to teaching “male and female parts of the body”, teachers are advised “allow students to work in single sex groups putting the cards on the appropriate places on the body outline” and
“consider organising for a male adult to supervise the boys’ group and a female adult to supervise the girls’ group” (Keeping safe: Child protection curriculum, Primary Years Band Years 3-5, p. 71; Royal Commission reference: SA4.1 Item 1a - 3 Primary Years 3-5, p.75).

In relation to teaching about and “defining power”, teachers are advised: “vulnerability to abuse and the acceptance of many forms of abusive behaviour can be reinforced, within society and by popular media, by narrow beliefs about the way that females and males are expected to be. Some activities from this core learning area may be delivered to students in single sex groupings” (Keeping safe: Child protection curriculum, Middle Years Band Years 6-9, p. 60; Royal Commission reference: SA4.1 Item 1a - 4 Middle Years 6-9, p.63).

When working with children from culturally and linguistically diverse backgrounds, teachers are encouraged to consider single sex classes as part of building a “safe learning environment”. Teachers are advised “consideration is given to optimal ways of grouping learners to maximise participation by all, including single-sex or single-language groups for some topics” (Keeping safe: Child protection curriculum: Support materials for educators working with learners from culturally and linguistically diverse backgrounds, p.39; Royal Commission reference: SA4.1 Item 1b to Schedule - SA Support Materials for Ed CALD PRE-Yr 12, p. 40).

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

The Keeping Safe curriculum demonstrates strong commitment to working with children from culturally and linguistically diverse backgrounds as demonstrated in the existence of a distinct version of the curriculum. Information about this version of the curriculum was provided by the Department in their submission to the Royal Commission (Royal Commission reference: SA4.1 Item 1b to Schedule - SA Support Materials for Ed CALD PRE-Yr 12). The citation is:


All versions of the Keeping Safe curriculum have an introductory statement regarding the delivery of child protection education to culturally and linguistically diverse children and young people is provided (Keeping safe: Child protection curriculum, all bands, pp.12,13; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.p. 13,14).

In relation to general advice about working with children and families from refugee and asylum-seeking backgrounds, teachers are advised: “children and young people from war zones and other areas of conflict may have already experienced physical, sexual and/or emotional abuse. It is important for educators to be aware of the following issues:

- It cannot be assumed that children and young people understand the concept of safety within an Australian context.
- The child protection curriculum does not replace therapy for these children and young people. They and their families may need assessment and longterm counselling to reduce the psychological impact of abuse and trauma. It cannot be assumed that all children and young people will have extended family or other support from which to develop a network. Individual support may be required to explore and develop personal networks.
• Information about the child protection curriculum needs to be given to families and, where appropriate, community leaders before and during its delivery. This information may need to be provided by using translating and interpreting services.

• Sensitivity is required in communicating with families and cultural groups about concepts that may seem to be different from their cultural beliefs and practices. For example, extra information and support may need to be provided about the use of physical punishment and the concept of networks” (Keeping safe: Child protection curriculum, all bands, p. 13; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.14).

In relation to language, teachers are advised: “English as a Second Language (ESL) learners may need ESL and/or bilingual support to access learning about personal safety and other child protection concepts” (Keeping safe: Child protection curriculum, all bands, p. 13; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.14).

In relation to disclosures, teachers are advised children “may also need support to discuss and report abuse” (Keeping safe: Child protection curriculum, all bands, p. 13; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.14).

In relation to teaching protective strategies, teachers are advised “the identification and expression of feelings for some children and young people may be extremely difficult” and “discussing feelings and ‘early warning signs’ also may be difficult for some children and young people”. Examples are included such as “people from some cultural groups do not easily disclose feelings, and trauma or abuse may result in the numbing of feelings, withdrawn or aggressive behaviour or extreme vigilance” (Keeping safe: Child protection curriculum, all bands, p. 13; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.14).

Differentiation examples include:

In relation to teaching feelings, via a colour association and feelings activity, the curriculum document notes: “discuss links between feelings and colour. Provide the colours discussed in the painting area and note that the same colour may be represented as symbolising different feelings. For example, red could symbolise anger, or luck in some Asian cultures.” (Keeping safe: Child protection curriculum, Early Years Band: Years 3–5 p.43; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, p.45).

In relation to teaching and defining secrets teachers are advised “Some children may use different terms for a secret and the concept may vary between cultures; for example, being encouraged not to talk about sexual matters, as it is considered disrespectful. Always ensure that there is a common understanding of the term; for example, something that is kept private, hidden or concealed and not revealed to others. Avoid the use of the terms ‘good’ and ‘bad’ secrets as they have connotations of a reflection on the person who knows about the secret and may impact upon the person’s willingness to talk about the secret and to seek help. If children understand that we never keep secrets about inappropriate touching, it will help them to cope with the secrecy that accompanies sexual abuse.” (Keeping safe: Child protection curriculum, Early Years Band: Years R–2, p.94; Royal Commission reference: SA4.1 Item 1a - 2 Early Years R-2, p.45).
Australian Indigenous children

All versions of the Keeping Safe curriculum have an introductory statement regarding the importance of acknowledging specific issues associated with providing child protection for Indigenous children and young people. (Keeping safe: Child protection curriculum, all bands, pp.11,12; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p. p. 12,13).


In relation to general advice about working collaboratively with Indigenous communities, teachers are advised: “before implementing child protection curriculum for Indigenous children and young people, it is important that school and preschool leaders and educators understand the importance of:

• consulting with and including the site or local Aboriginal Governing Council
• building respectful relationships with the Indigenous community that allow meaningful dialogue and shared understandings
• using the expertise and knowledge of site and district Aboriginal Education personnel
• being aware of the services of other agencies, in particular, the role and purpose of Yaitya Tirramangkotti (Aboriginal Abuse Report Line), the principal cultural consultants working in districts across Families SA, and other Aboriginal service agencies
• being aware of the agencies already working with Indigenous families and the community and the importance of interagency collaboration in the care and protection of Indigenous children and young people
• being aware of the services of Nunkuwarrin Yunti (Aboriginal health services), in particular, family wellbeing courses understanding and practising a strength-based approach that recognises that Indigenous people:
  – have shown resilience in the face of racism, paternalism and cultural abuse
  – have the capacity to find solutions to child protection issues through community support that is respectful of relationships.” (Keeping safe: Child protection curriculum, all bands, p.11; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.12)

In relation to specific teaching resources, the Department states “support materials for educators working with Indigenous children and young people and their communities are currently being developed by DECS” and contain “guiding principles, cultural protocols and culturally appropriate terms when working with Indigenous families and communities and examples of ways in which Indigenous children and young people can best learn the concepts and protective strategies in the curriculum materials”. The materials “will also include recommended resources to assist in understanding and cultural awareness for educators, understanding the effects of child abuse and neglect and teaching and learning about abuse for Indigenous children and young people” (Keeping safe: Child protection curriculum, all bands, p.11; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.12)
Criteria 4: Inclusion, relevance, and cultural sensitivity

Item 1a - 4 Middle Years 6-9, p.12). These materials were not publically available nor were these provided to the Royal Commission on Notice.

Differentiation examples include:

In relation to the teaching abuse recognition and unsafe secrets, teachers are advised “this section of the curriculum may be uncomfortable to teach and discussion with colleagues may be helpful … If possible, it would be helpful to team-teach this section with a colleague such as an Aboriginal Education teacher, an English as a Second Language teacher, a Special Education educator or a school counsellor” (Keeping safe: Child protection curriculum, Primary Years Band: Years 3–5, P.74; SA4.1 Item 1a - 3 Primary Years 3-5, p.78).

In relation to identifying supportive networks, teachers are advised to ensure “local Indigenous groups” are included (Keeping safe: Child protection curriculum, Primary Years Band: Years 3–5, p.96; SA4.1 Item 1a - 3 Primary Years 3-5, p. 101). In addition, potential guest speakers may include “Indigenous Health Services … to speak about what they offer young people” (Keeping safe: Child protection curriculum, Middle Years Band: Years 6–9, p. 105; SA4.1 Item 1a - 4 Middle Years 6-9, p.110).

Children with disabilities

All band versions of the Keeping Safe curriculum provide an introductory statement which provides context around providing “child protection curriculum for children and young people with disabilities” (Keeping safe: Child protection curriculum, all bands, pp.13,14; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.p. 13,14).


In relation to working with children with disabilities the Department acknowledges “that children and young people with disabilities may require a high level of reinforcement of concepts in a variety of contexts and modalities” (Keeping safe: Child protection curriculum, all bands, p.12; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.13).

In relation to specific teaching resources, the Department states: “in recognition of the special needs and particular vulnerability of children and students with disabilities, DECS is developing support materials for educators working with children and students with disabilities” (Keeping safe: Child protection curriculum, all bands, p.12; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.p. 13). These materials were not located or provided to the Royal Commission.

In relation to specific training for teachers (see also Criteria 6) working with children with disabilities the Department states “educators will have access to professional learning that supports their capabilities, skills and understandings to adapt the child protection curriculum” (Keeping safe: Child protection curriculum, all bands, p.12; Royal Commission reference: SA4.1 Item 1a - 1 Early Years
Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.p. 13).

Differentiation examples include:

In relation to modifying teaching “relationship circles”, teachers are advised “the relationship circle is used throughout the child protection curriculum…. It can be developed to include several categories of relationship, depending on the developmental level and experiences of the learner.” (Keeping safe: Child protection curriculum, all bands, p.30; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.31).

When working with children with disabilities it states: “A modified relationship circle … is a useful tool for helping all learners, but in particular younger children and children with disabilities, to understand and discriminate between acceptable/unacceptable touch in different relationships. This model should be revisited on a number of occasions. It is also important to include a discussion about touch and choice. For example, it may be all right to be cuddled and hugged by someone close and important one day but a person may not want this to be the case at another time” (Keeping safe: Child protection curriculum, all bands, p.31; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, SA4.1 Item 1a - 2 Early Years R-2, SA4.1 Item 1a - 3 Primary Years 3-5, SA4.1 Item 1a - 4 Middle Years 6-9, p.32).

In relation to teaching “Stop, Think, Do”, teachers are advised “The Stop, Think, Do model has been used to develop social skills in children and young people. It is particularly successful with students
with special needs, and ESL and younger students” (Keeping safe: Child protection curriculum, Primary Years Band: Years 3–5, p.94; Royal Commission reference: SA4.1 Item 1a - 3 Primary Years 3-5, p.99).

In relation to teaching early warning signs, teachers are advised: “not all children experience Early Warning Signs. This may be as a result of long-term neglect and/or emotional abuse, sexual abuse, trauma from war or refugee experiences, long-term hospitalisation/illness, or as a result of a sensory disability” (Keeping safe: Child protection curriculum, Early Years Band: Ages 3–5, p.51; Royal Commission reference: SA4.1 Item 1a - 1 Early Years Ages 3-5, p.53). Additionally, teachers are advised: “this activity could make some children feel unsafe or uncomfortable; for example, those with sensory disability or children who have experienced trauma. Discuss safety, personal space and safe touching. Children may be given the opportunity to opt out at the beginning or during the activity if they feel unsafe, or be offered the alternative role of observer.” (Keeping safe: Child protection curriculum, Early Years Band: Years R–2, p.49; Royal Commission reference: SA4.1 Item 1a - 2 Early Years R-2, p.53).

Children in out of home care

Little advice is provided in relation to children in out-of-home care. One example of inclusive practice was located. An additional suggested activity related to teaching about physical and emotional abuse and neglect is a novel called “The Pinballs” which “explores issues for children in foster care” and is suitable for Years 6–7 students” The novel suggestion is preceded by an activity which includes a child living in an alternative relationship (Keeping safe: Child protection curriculum, Middle Years: 6-9, p. 81; Royal Commission reference: SA4.1 Item 1a - 4 Middle Years 6-9, p.84).

Same-sex attracted and gender questioning children

We found no differentiation strategies in primary school curricula specifically addressing children who may be same-sex attracted or gender questioning. One differentiation example was found in the secondary school curriculum.

In relation to teaching about dating violence, teachers of older children are advised: “Violence occurs in a variety of relationships including heterosexual and same-sex relationships” and “it is important to use language that is respectful of diverse relationships and acknowledges that violence can occur in a variety of relationships” (Keeping safe: Child protection curriculum, Middle Years Band: Years 6-9, p. 84; SA4.1 Item 1a - 4 Middle Years 6-9, p.88).

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Tasmania, Department of Education

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The *Tasmanian Curriculum: Health and Wellbeing* curriculum contains broad principles relating to differentiation that underpin the curriculum. For example, “values guide decisions about curriculum and support students, teachers, parents, carers and the community” and “the shared values are ... equity - developing tolerance, respecting difference and encouraging distinctiveness.” (The Tasmanian Curriculum: Health and Wellbeing, p.8).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the Relationship and Sexuality Education in Tasmanian Government Schools Strategy 2012-2014**

Although the *Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014* is not a specific child sexual abuse prevention education curriculum, we have mined this curriculum for relevant differentiation examples.

The curriculum contains broad principles of inclusion underpinning the curriculum with statements such as: “issues of class, gender, sexual orientation, gender identity, age, ability, religion and culture all impact on young people’s motivation and practices” and “in all populations of young people it should be acknowledged that there will be a wide range of individual differences and experiences”. In addition, teachers are advised “the school’s supportive culture and the teacher’s capacity to create a secure learning environment are vital for effective relationships and sexuality education” and “this includes acknowledging culturally sensitive information, developing an inclusive approach, and providing additional, differentiated information where relevant”. (Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014, p.3; Royal Commission reference: TAS4.4 Relationships-and-Sexuality-Education-in-Tasmanian-Government-Schools Strategy, p.3).

**Children of different ages**

The *Sexuality and Relationship Education* is presented in 4 stages corresponding to the following primary school years:

- *Sexuality and Relationship Education* (i.e. Kinder–Prep)
- *Sexuality and Relationship Education* (i.e. Years 1–2)
- *Sexuality and Relationship Education* (i.e. Years 3-4)
- *Sexuality and Relationship Education* (i.e. Years 5-6)

**Gender differences**

We found no differentiation strategies specifically addressing gender differences.

Criteria 4: Inclusion, relevance, and cultural sensitivity
Criteria 4: Inclusion, relevance, and cultural sensitivity

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

We found no differentiation strategies specifically addressing children from culturally and linguistically diverse backgrounds.

Australian Indigenous children

We found no differentiation strategies specifically addressing Australian Indigenous children.

Children with disabilities

We found no differentiation strategies specifically addressing children with disabilities.

Children in out of home care

We found no differentiation strategies specifically addressing children who may be in out of home care arrangements.

Same-sex attracted and gender questioning children

We found no differentiation strategies specifically addressing children who may be same-sex attracted or gender questioning. However there appeared to be general commitment to inclusive approaches, although these are not detailed in ways that would translate easily to explicit strategies for differentiating the curriculum for these children.

For example, the document states: “a commitment to support young people; including those who identify as lesbian, gay, bisexual, transgender and intersex (LGBTI), is integral to an inclusive approach and should be reflected in a school’s policies and practices” (Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014, p.4; Royal Commission reference: TAS4.4 Relationships and Sexuality Education in Tasmanian Government Schools Strategy, p.4).

A definition of relationships and sexuality education inclusive of gender identity is provided. Teachers are advised that: “for the purposes of this strategy, relationships and sexuality education is defined as any learning, teaching and knowledge that relates to sex, sexuality, gender identity, sexual health and wellbeing, personal and social relationships, emotions, thinking and understanding about ourselves and others” (Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014, p.5; Royal Commission reference: TAS4.4 Relationships and Sexuality Education in Tasmanian Government Schools Strategy, p.5).

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Victoria, Department of Education and Early Childhood Development

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g., for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Victorian *Health and Physical Education* curriculum contains broad inclusion principles underpinning the curriculum. For example, “Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socioeconomic factors.” (p.8).

No specific strategies in relation to child sexual abuse prevention education could be found.

In relation to teaching “sensitive issues” it is acknowledged that “a number of issues within the Health and Physical Education domain need to be handled sensitively. The partnership between school and home is especially important. The preparation and implementation of the Health and Physical Education curriculum should be consistent with the school ethos, community and parental expectations and prescribed guidelines of the relevant educational sector. The Principal should be consulted to clarify appropriate procedures, guidelines and documentation” (p.7).

In relation to student “safety” generally, it is noted that the HPE curriculum “includes practical activities as well as learning experiences that explore a range of personal issues. Teaching practices need to ensure that careful consideration is given to the physical, social and emotional safety of each individual student at all times. In planning and implementing courses of this nature, teachers should confer with the Principal for relevant procedures, guidelines and documentation. The importance of safety in the Health and Physical Education domain is implicit in each of the dimension so that students are aware of and take a proactive role in the safety of themselves and others” (p.7).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the Catching On Early: Sexuality Education for Victorian Primary Schools curriculum**

Although the *Catching on Early* curriculum resources are not a specific child sexual abuse prevention education curriculum, we have mined this curriculum for relevant differentiation examples. In Victoria, it is compulsory for all government schools to provide sexuality education for students in Prep to Year 10 as a component of their Health and Physical Education curriculum. However, it is unclear the extent to which child sexual abuse prevention education is part of compulsory sexuality education which is taught, in turn, within the Health and Physical Education curriculum.

The *Catching On* curriculum resources are strong on respecting diversity. Teachers are provided with general advice regarding ensuring inclusive practices are undertaken when teaching sexuality education: “one of the questions most often asked when delivering sexuality education is how to cater for the diverse populations represented in each classroom. This is closely linked to the teacher’s capacity to create a secure learning environment so that students feel safe to participate...
In terms of general strategies, teachers are advised: “the simplest strategy to ensure the teaching is for all is to have a selection of images that accurately represent the community we live in, including the range of masculinities and femininities, ethnicities, faiths, relationships, sexual orientation, and family composition” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.15). Further, teaching for diversity should focus on “best practice” in sexuality education, that is proving “policies and programs that acknowledge and cater for diversity of all students”. Importantly, “forms of diversity include gender, sexual orientation, culture, religion and disability (Catching On Early: Sexuality Education for Victorian Primary Schools, p.20).

In teaching for diversity, teachers can: “ensure that the school ethos and environment provides a safe and supportive setting for all students, staff and community members, systemic change is needed. This will ensure that sexism and homophobia are unacceptable, that young mothers are welcomed and supported in the school environment, and that students who are in the minority (because of race, ethnicity, culture, disability, sexuality, gender identity or other factors) are included and celebrated. Processes and policies are needed to ensure that the environment and ethos is maintained.” (Catching On Everywhere: Part 1, p.15).

**Children of different ages**

The Catching On Early: Sexuality Education for Victorian Primary Schools curriculum is presented in 6 stages (AusVELS level) corresponding to the following student ages and year levels:

- Prep (AusVELS Foundation Level; ages 5-8 years)
- Year 1 (AusVELS Level 1; ages 5-8 years)
- Year 2 (AusVELS Level 2; ages 5-8 years)
- Year 3 (AusVELS Level 3; ages 9-12 years)
- Year 4 (AusVELS Level 4; ages 9-12 years)
- Year 5 (AusVELS Level 5; ages 9-12 years)
- Year 6 (AusVELS Level 6; ages 9-12 years)

**Gender differences**

In relation to differential treatment of boys and girls, teachers are advised “offering a ‘girls only’ and a ‘boys only’ session led by a same-gender teacher can be useful as an addition to the usual mixed sex groups. Single-sex classes can provide a chance for students to ask questions they may not otherwise raise” and “if in doubt, ask your students if there are any topics they would like discussed in a single-sex group.” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.23).

Further, in relation to single sex classes, teachers are advised: “it is appropriate at times to have single-sex groups, particularly for some cultural groups or for the examination of some specific issues. It can be useful to ask the students if there are any topics they would like to discuss and have explained as single-sex groups” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.32). Teachers are also advised “if timetables allow, it can be a good idea to plan for a single-sex lesson led by a same-gender teacher. Mixed groups are also important, so the students learn about each other’s bodies” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.111).
Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

Teachers are provided with general advice via an introductory statement around considerations when “working with culturally and linguistically diverse students and communities”. The statement advises: “all students have a right to basic information about how their bodies work and what the parts of their bodies are called, about impending puberty changes and about appropriate sexual behaviour. Nevertheless, some families and students may have concerns about the culturally sensitive nature of this information”. Some general strategies for working with children and their families include:

- “explaining the goals and content of the sessions
- addressing fears that sexuality education is all about having sex, rather than about bodies, health, respectful behaviour, relationships and looking after ourselves
- addressing any fears that health education promotes permissiveness, and is taught without reference to morals and values. Rather it is an opportunity to critically interrogate popular culture and discuss the application of different values to the issues
- teaching in single-sex groups which, regardless of the ethnicity of the students, is useful for some students and for some topics (see ‘Should we provide single-sex classes?’ on page 24)
- involving a community leader to be present in some sessions to support the education program” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.22)

Teachers can also consider “teaching in single-sex groups which, regardless of the ethnicity of the students, is useful for some students and for some topics” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.22).

The curriculum presents various examples wherein gender-based cultural differences might be explored for example, in an activity about gender-based clothing, the following prompting questions are provided: “Do boys or girls clothing prevent them from being physically active? What items of clothing would be most difficult to play sport in? Does our school uniform allow both boys and girls to be physically active? Can you think of examples where it is acceptable for men to wear a dress? Why might there be different rules in different cultures? Compare the motifs on boys’ T-shirts with motifs on girls’ T-shirts and clothes” (Catching On Early: Sexuality Education for Victorian Primary Schools, AusVELS Level 4, Learning Sequence 2, p.121).

Australian Indigenous children

We found no differentiation strategies specifically addressing Australian Indigenous children.

Children with disabilities

The DEECD submission to the Royal Commission states: “In Victoria, it is compulsory for all government schools to provide sexuality education for students in Prep to Year 10 as a component of their Health and Physical Education curriculum. Victorian government schools deliver the Australian Curriculum in Victoria (AusVELS) to students in Prep to Year 10. Some students may undertake the Towards Level 1 Victorian Education Learning Standards (Towards Level 1) which provides a framework for developing effective learning programs and assessing students with disabilities and additional learning needs. The AusVELS and Towards Level1 include curriculum
standards for the Health and Physical Education domain, which include sexuality and safety education (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p. 2).

In relation to working with children with disabilities, Catching On Early provides teachers with general advice including “students with disabilities need the same information as everyone else. Students with learning disabilities should still receive information that is relevant to their age, for example, information about puberty; however, the teaching methods may need to vary to accommodate the disability.” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.23) In addition, “students with disabilities may also in some cases need additional information relevant to their disability” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.23).

Differentiation examples include:

Catching on Everywhere provides several school case studies. Case study 2 is of Kalianna Special School. The case example provides details about the implementation of "a whole-school curriculum in sexuality that values independent decisions about their sexual health and their positive choices within their relationships and sexuality". Components considered in implementation include: the teaching team, school policies, professional development for school staff, student-family links, and community connections. Other schools could potentially use the information to implement programs in their own locations. (Catching On Everywhere: Part 2, School practice in sexuality education (pp.15-23).

Children in out of home care

We found no differentiation strategies specifically addressing children who may be in out of home care arrangements.

Same-sex attracted and gender questioning children

The Catching On Early curriculum takes a clear and strong positive stance in relation to “sexual orientation and gender diversity”. Teachers are advised “sexuality education policies and materials play a lead role in demonstrating an inclusive approach to sexual diversity and same-sex relationships in school policy and curriculum” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.22).

In relation to teaching inclusion, teachers are advised “research shows that many young people know that they are attracted to others of the same sex from an early age, and we know that many students have gay and lesbian people in their family” and “we also have gay or lesbian people who are teachers and other school staff members” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.22).

In relation to managing homophobic behaviours in schools the document explains: “many teachers talk about the challenge of dealing with ‘that’s so gay’ and liken it to when students once used derisive comments such as ‘wog’ or ‘spastic’” and “typically, students are not conscious of sexual identity and the phrase may seem unconnected to any meaning about sexuality”. Further “we need to find ways to teach students – without humiliating them – that equating ‘gay’ with ‘bad’ can be hurtful and may cause distress” and “that is the easy part of dealing with sexual orientation in our schools” (Catching On Early: Sexuality Education for Victorian Primary Schools, p.22). It is further
explained that “the more challenging requirement is that we begin to include and represent sexual diversity and gender identity more accurately in relationships. By continuing to include only some groups of people, we are ignoring a large part of our community and unwittingly reinforcing that some children, their families and some teachers, are ‘wrong’ and that it is OK to consider them ‘suspect’, or ‘second rate’. “(Catching On Early: Sexuality Education for Victorian Primary Schools, p.22).

Whole school approaches are promoted to ensure “the education is comprehensive, e.g. includes a focus on ... same-sex attraction” and “school-based policies and responses reflect sexuality education learning and teaching .... anti-homophobia” (Whole-school learning in sexuality education, p.1).

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Western Australia, Department of Education

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The WA Health and Physical Education curriculum contains broad inclusive principles underpinning the curriculum. The Curriculum Framework identifies seven principles of effective learning and teaching of which “inclusivity and difference” is one. Curriculum documents state: “teachers create valuable learning opportunities when they take into account children’s language, culture, health, location, values, abilities and disabilities, and previous education” (Early Childhood K-3 Syllabus, p.2-5). In creating positive learning environments, teachers must consider: “policy and practice in inclusion regarding language background, gender, culture, socioeconomic status, abilities and disabilities, and individual differences” (Early Childhood K-3 Syllabus, p.3-3).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the Protective Behaviours: P-Year 10 curriculum

In WA government schools, teaching child sexual abuse prevention education is compulsory (see Criteria 2 & 3). The Department are currently in the process of developing this curriculum.

Children of different ages

Work is currently underway to align the content of the Protective Behaviours: P-10 curriculum with the six bands of learning in the Australian Curriculum (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, p.3).

Gender differences

We found no differentiation strategies specifically addressing gender differences.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

We found no differentiation strategies specifically addressing children from culturally and linguistically diverse backgrounds.

Australian Indigenous children

In relation to specific teaching resources that may be used by teachers to understand how the curriculum may be differentiated for Australian Indigenous children, the Department’s response to the Royal Commission “acknowledges the vulnerability of specific students and, in collaboration with Protective Behaviours WA, developed ... supplementary resources” including “Keeping kids safe: A protective behaviours activity book that was developed for Aboriginal and Torres Strait Islander students” (Royal Commission reference: WA4. Covering letter and enclosures, p. 3).

The citation is

Children with disabilities

The Department’s response directly to the Royal Commission “acknowledges the vulnerability of specific students and, in collaboration with Protective Behaviours WA, developed ... supplementary resources” including “protective behaviours for students with special needs” (Royal Commission reference: WA4. Covering letter and enclosures, p. 3). The Department advised the resource will be available in 2014. However, no specific examples of differentiation for children with disabilities could be found.

Children in out of home care

We found no differentiation strategies specifically addressing children who may be in out of home care arrangements.

Same-sex attracted and gender questioning children

We found no differentiation strategies specifically addressing children who may be same-sex attracted or gender questioning.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 4 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Wilcannia-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Schools Office of Armidale uses the catholic curriculum *Towards Wholeness* which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (*Towards Wholeness*, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The *Towards Wholeness* document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school’s commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (*Towards Wholeness*, p.7). In addition, “the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (*Towards Wholeness*, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (*Towards Wholeness*, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Schools Office Armidale does not have a specific child sexual abuse prevention education curriculum.

*Children of different ages*

N/A

*Gender differences*

N/A

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*
Australian Indigenous children
N/A

Children with disabilities
N/A

Children in out of home care
N/A

Same-sex attracted and gender questioning children
N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Office, Bathurst

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

As detailed in Criteria 3, we were unable to identify the school curriculum currently in use by the Catholic Education Office Bathurst.

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education Office Bathurst does not have a specific child sexual abuse prevention education curriculum.

*Children of different ages*

N/A

*Gender differences*

N/A

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*

N/A

*Australian Indigenous children*

N/A

*Children with disabilities*

N/A

*Children in out of home care*

N/A

*Same-sex attracted and gender questioning children*

N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).
We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Schools Office, Diocese of Broken Bay

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Schools Office Diocese of Broken Bay uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

In addition, the Catholic Schools Office Diocese of Broken Bay also uses the catholic curriculum Towards Wholeness which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (Towards Wholeness, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The Towards Wholeness document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school’s commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (Towards Wholeness, p.7). In addition, “the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (Towards Wholeness, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (Towards Wholeness, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools

A specific child protection curriculum is available in schools within the Catholic Schools Office Diocese of Broken Bay. The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools, as detailed in Criteria 3, is an aggregation of resources from different sources.

In relation to general advice for teachers, the manual states: “the needs of specific groups (e.g. Aboriginal or Torres Strait Islander or refugee and immigrant families, people with a disability) in the school community have been recognised and addressed” (Diocese of Broken Bay, Pastoral Care and Wellbeing Framework for Learning, p.7 Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p.31). Of relevance to teaching in catholic schools, teachers are advised generally that child protection, issues of sexuality, relationships and domestic violence are
nominated as sensitive issues that “require careful planning when developing education material”. Approaches should also include:

- “adherence to the school ethos and Catholic worldview
- a balanced education program as set out in the PDHPE syllabus
- compliance with policies and procedures relating to child protection as set out in the Diocesan systemic schools policy Creating Safe and Supportive School Environments – Child Protection Policy for Diocesan Systemic Schools and in this manual
- appropriate teaching strategies (see also section 4.5 which deals with handling disclosures by students)
- notification to parents in writing prior to the commencement of sensitive units of work” (Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools, pp. Section 4-3 & 4; Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp. 10, 11)

**Children of different ages**

In the submission to the Royal Commission, the Catholic Schools Office Diocese of Broken Bay states that the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools recommends that it is the “role of each school to provide educational programs in child protection for each stage of learning in Years K-10. The stages of learning in NSW are: Early Stage 1 (Kindergarten), Stage 1 (Years 1-2), Stage 2 (Years 3-4), Stage 3 (Years 5-6), Stage 4 (Years 7-8), Stage 4 (Years 7-8), Stage 5 (Years 9-10), Stage 6 (Years 11-12). Early Stage 1 through Stage 3 are relevant to this study.

**Gender differences**

We found no differentiation strategies specifically addressing gender differences.

**Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**

One differentiation example was identified:

In relation to teaching recognition of child sexual abuse and identifying private body parts, teachers are advised: “as a class, students brainstorm a list of private objects and personal information (such as name, address, telephone numbers). Students then brainstorm private parts of the body. These are parts which are usually covered in public and not freely shared with others. Teacher discusses that some cultures include the mouth and lips as private parts and need to be covered.” (Personal Development and Health Education Resource, p.194, Royal Commission reference: Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 4 Pages 161-324, p.2)

**Australian Indigenous children**

We found no differentiation strategies specifically addressing Australian Indigenous children.

**Children with disabilities**

We found no differentiation strategies specifically addressing children with disabilities.
**Children in out of home care**

We found no differentiation strategies specifically addressing children who may be in out of home care arrangements.

**Same-sex attracted and gender questioning children**

We found no differentiation strategies specifically addressing children who may be same-sex attracted or gender questioning.

**Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).**

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Schools Office, Lismore Diocese

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Schools Office Lismore Diocese uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

In addition, the Catholic Schools Office Lismore Diocese also uses the catholic curriculum Towards Wholeness which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (Towards Wholeness, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The Towards Wholeness document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school’s commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (Towards Wholeness, p.7). In addition, “the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (Towards Wholeness, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (Towards Wholeness, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Schools Office Lismore Diocese does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A

Gender differences

N/A
Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds
N/A

Australian Indigenous children
N/A

Children with disabilities
N/A

Children in out of home care
N/A

Same-sex attracted and gender questioning children
N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Schools Office, Diocese of Maitland-Newcastle

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Schools Office Diocese of Maitland-Newcastle uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

Differentiation in child sexual abuse prevention education curriculum

This is not applicable since the Catholic Schools Office Diocese of Maitland-Newcastle does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A

Gender differences

N/A

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A

Australian Indigenous children

N/A

Children with disabilities

N/A

Children in out of home care

N/A

Same-sex attracted and gender questioning children

N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).
We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Office, Diocese of Parramatta

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Schools Office Diocese of Parramatta uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

In addition, the Catholic Schools Office Diocese of Parramatta also uses the catholic curriculum *Towards Wholeness* which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (*Towards Wholeness*, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The *Towards Wholeness* document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school’s commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (*Towards Wholeness*, p.7). In addition, “the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (*Towards Wholeness*, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (*Towards Wholeness*, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

**Differentiation in the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools**

A specific child protection curriculum is available in schools within the Catholic Schools Office Diocese of Parramatta. This diocese uses the *Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools*, as detailed in Criteria 3, is an aggregation of resources from different sources. As such, the differentiation details from the Catholic Schools Office, Diocese of Broken Bay are applicable.

Additionally, in their response directly to the Royal Commission, the Catholic Education Office Diocese of Parramatta reported: “until the end of 2012, CEDP also supported individual schools to implement specific materials developed in 2003 concerning protective behaviours for children and schools can choose to continue to use these materials to meet their needs” and “the materials are...

Children of different ages

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.

Gender differences

We found no differentiation strategies specifically addressing gender differences.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.

Australian Indigenous children

We found no differentiation strategies specifically addressing gender differences.

Children with disabilities

We found no differentiation strategies specifically addressing gender differences.

Children in out of home care

We found no differentiation strategies specifically addressing gender differences.

Same-sex attracted and gender questioning children

We found no differentiation strategies specifically addressing gender differences.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Office, Sydney

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education Office Sydney uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

In addition, the Catholic Education Office Sydney also uses the catholic curriculum Towards Wholeness which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (Towards Wholeness, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The Towards Wholeness document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school's commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (Towards Wholeness, p.7). In addition, "the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (Towards Wholeness, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (Towards Wholeness, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools

A specific child protection curriculum is available in schools within the Catholic Education Office Sydney. This diocese uses the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools, as detailed in Criteria 3, is an aggregation of resources from different sources. As such, the differentiation details from the Catholic Schools Office Diocese of Broken Bay are applicable.

Children of different ages

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.
Gender differences

We found no differentiation strategies specifically addressing gender differences.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.

Australian Indigenous children

We found no differentiation strategies specifically addressing gender differences.

Children with disabilities

We found no differentiation strategies specifically addressing gender differences.

Children in out of home care

We found no differentiation strategies specifically addressing gender differences.

Same-sex attracted and gender questioning children

We found no differentiation strategies specifically addressing gender differences.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Office, Diocese of Wagga Wagga

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g., for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Office, Diocese of Wagga Wagga uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

**Differentiation in child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education Office Diocese of Wagga Wagga does not have a specific child sexual abuse prevention education curriculum.

- **Children of different ages**
  - N/A

- **Gender differences**
  - N/A

- **Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**
  - N/A

- **Australian Indigenous children**
  - N/A

- **Children with disabilities**
  - N/A

- **Children in out of home care**
  - N/A

- **Same-sex attracted and gender questioning children**
  - N/A
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Diocese of Willcania-Forbes

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Diocese of Willcania-Forbes uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

**Differentiation in child sexual abuse prevention education**

This is not applicable since the Catholic Education Diocese of Willcania-Forbes does not have a specific child sexual abuse prevention education curriculum.

<table>
<thead>
<tr>
<th>Children of different ages</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>Gender differences</td>
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</tr>
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<td>Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds</td>
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<tr>
<td>Australian Indigenous children</td>
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</tr>
<tr>
<td>Children with disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Children in out of home care</td>
<td>N/A</td>
</tr>
<tr>
<td>Same-sex attracted and gender questioning children</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Catholic Education Office, Diocese of Wollongong

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education Office Diocese of Wollongong uses the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

In addition, the Catholic Education Office Diocese of Wollongong also uses the catholic curriculum Towards Wholeness which is essentially the NSW PDHPE syllabus “reproduced in its entirety” with “the additional Catholic perspective is printed in italics” (Towards Wholeness, p.5). In the excerpt below we have adopted this same convention by highlighting the Catholic perspective text in red italics for clarity.

The Towards Wholeness document is used in place of the NSW PDHPE curriculum and contains broad principles underpinning the curriculum. For example, “School Personal Development, Health and Physical Education (PDHPE) programs should focus on encouraging students to make informed decisions related to health and physical activity, to develop positive attitudes and to be able to make spiritual and moral choices that contribute to a healthy lifestyle. There is a direct connection between this and the Catholic school’s commitment to spiritual and moral development and the cultivation of an informed conscience. To this end, students are helped to apply principles of morality and to make judgements according to reason, in conformity with the good that is willed by God” (Towards Wholeness, p.7). In addition, “the syllabus is designed to give all schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own ethos. The treatment of sensitive issues within each school community will be based on Church teaching and will reflect Catholic values. While the selection of specific program content and learning approaches is to occur at the school level, learning experiences must be drawn from all strands in each stage” (Towards Wholeness, p.7). Further broad principles include: “Towards Wholeness K-6 outlines concepts and identifies values that will help students to understand and deal with major personal and social issues, thus providing a foundation for lifelong responsible decision-making. In doing this, it seeks to help the students to live according to the teachings of Jesus Christ” (Towards Wholeness, p.9).

No specific strategies in relation to child sexual abuse prevention education could be found.

Differentiation in the Child Protection Education for Students, Diocesan Curriculum Resource for Child Protection Education in the Context of Catholic School Pastoral Care, Personal Development and Christian Values

A specific child protection curriculum is available in schools within the Catholic Education Office Diocese of Wollongong. This diocese uses a curriculum entitled, Child Protection Education for Students, Diocesan Curriculum Resource for Child Protection Education in the Context of Catholic School Pastoral Care, Personal Development and Christian Values, as detailed in Criteria 3. This curriculum is an aggregation of resources from different sources, including some adaptation of resources from the Catholic Schools Office Diocese of Broken Bay.
Criteria 4: Inclusion, relevance, and cultural sensitivity

Children of different ages

We found no information regarding how the curriculum is differentiated for children of different ages.

Children of different ages

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.

Gender differences

We found no differentiation strategies specifically addressing gender differences.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

As per Criteria 8 Catholic Schools Office Diocese of Broken Bay.

Australian Indigenous children

We found no differentiation strategies specifically addressing gender differences.

Children with disabilities

We found no differentiation strategies specifically addressing gender differences.

Children in out of home care

We found no differentiation strategies specifically addressing gender differences.

Same-sex attracted and gender questioning children

We found no differentiation strategies specifically addressing gender differences.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Archdiocese of Brisbane uses the *Essential Learnings: HPE* (see Criteria 8, Queensland Department of Education, Training and Employment).

**Differentiation in child sexual abuse prevention education curriculum**

This is not strictly applicable since the Catholic Education Archdiocese of Brisbane does not have a specific child sexual abuse prevention education curriculum. Some schools may be using the *Daniel Morcombe Child Safety Curriculum*; however, the extent of use is unknown. In cases where the *Daniel Morcombe Child Safety Curriculum* is used, responses to Criteria 8 for the Queensland Department of Education, Training and Employment will apply.

*Children of different ages*

N/A.

*Gender differences*

N/A.

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*

N/A.

*Australian Indigenous children*

The Catholic Education Office in their submission directly to the Royal Commission states “a range of models, scaffolds, policy and advice is available to support teachers to deliver curriculum or programs generally across all areas of the curriculum and in the specific areas of ... Aboriginal & Torres Strait Islander Education” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).

*Children with disabilities*

The Catholic Education Office in their submission directly to the Royal Commission states “a range of models, scaffolds, policy and advice is available to support teachers to deliver curriculum or programs generally across all areas of the curriculum and in the specific areas of ... Disability & Other Diverse Needs” (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).
Children in out of home care

N/A.

Same-sex attracted and gender questioning children

N/A.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and / or programs presented in languages other than English.
Catholic Education Diocese of Cairns

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education Diocese of Cairns uses the Essential Learnings: HPE (see Criteria 8, Queensland Department of Education, Training and Employment).

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Education Archdiocese of Brisbane does not have a specific child sexual abuse prevention education curriculum.

The CEDC advocates a specific approach to reducing the likelihood of child sexual abuse – that of social and emotional learning, and resilience. This curriculum is not reviewed here as it is not considered strictly applicable to questions of differentiation in child sexual abuse prevention education curricula.

Children of different ages

N/A.

Gender differences

N/A.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A.

Australian Indigenous children

N/A.

Children with disabilities

N/A.

Children in out of home care

N/A.

Same-sex attracted and gender questioning children

N/A.

Criteria 4: Inclusion, relevance, and cultural sensitivity
N/A.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Criteria 4: Inclusion, relevance, and cultural sensitivity

Catholic Education Diocese of Rockhampton

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education Diocese of Rockhampton uses the Essential Learnings: HPE (see Criteria 8, Queensland Department of Education, Training and Employment).

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Education Diocese of Rockhampton does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A.

Gender differences

N/A.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A.

Australian Indigenous children

N/A.

Children with disabilities

N/A.

Children in out of home care

N/A.

Same-sex attracted and gender questioning children

N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Catholic Education Diocese of Toowoomba

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Diocese of Toowoomba uses the *Essential Learnings: HPE* (see Criteria 8, Queensland Department of Education, Training and Employment).

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education Diocese of Toowoomba does not have a specific child sexual abuse prevention education curriculum.

*Children of different ages*

N/A.

*Gender differences*

N/A.

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*

N/A.

*Australian Indigenous children*

N/A.

*Children with disabilities*

N/A.

*Children in out of home care*

N/A.

*Same-sex attracted and gender questioning children*

N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Catholic Education Diocese of Townsville

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Diocese of Townsville uses the *Essential Learnings: HPE* (see Criteria 8, Queensland Department of Education, Training and Employment).

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education Diocese of Townsville does not have a specific child sexual abuse prevention education curriculum.

*Children of different ages*

N/A.

*Gender differences*

N/A.

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*

N/A.

*Australian Indigenous children*

N/A.

*Children with disabilities*

N/A.

*Children in out of home care*

N/A.

*Same-sex attracted and gender questioning children*

N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Criterion 4: Inclusion, relevance, and cultural sensitivity

Catholic Education Office Ballarat

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g., for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education office Ballarat utilises the *AusVELS Health and Physical Education* curriculum (see Criteria 8, Victoria Department of Education and Early Childhood Development).

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education office Ballarat does not have a specific child sexual abuse prevention education curriculum.

- **Children of different ages**
  
  N/A.

- **Gender differences**
  
  N/A.

- **Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**
  
  N/A.

- **Australian Indigenous children**
  
  N/A.

- **Children with disabilities**
  
  N/A.

- **Children in out of home care**
  
  N/A.

- **Same-sex attracted and gender questioning children**
  
  N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Catholic Education Melbourne

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Melbourne utilises the *AusVELS Health and Physical Education* curriculum (see Criteria 8, Victoria Department of Education and Early Childhood Development).

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Catholic Education Melbourne does not have a specific child sexual abuse prevention education curriculum.

*Children of different ages*

N/A.

*Gender differences*

N/A.

*Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds*

N/A.

*Australian Indigenous children*

N/A.

*Children with disabilities*

N/A.

*Children in out of home care*

N/A.

*Same-sex attracted and gender questioning children*

N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Catholic Education Office, Diocese of Sale

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education office Diocese of Sale utilises the AusVELS Health and Physical Education curriculum (see Criteria 8, Victoria Department of Education and Early Childhood Development).

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Education Office Diocese of Sale does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A.

Gender differences

N/A.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A.

Australian Indigenous children

N/A.

Children with disabilities

N/A.

Children in out of home care

N/A.

Same-sex attracted and gender questioning children

N/A.
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We were unable to locate any curriculum and/or programs presented in languages other than English.
Catholic Education Sandhurst

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

As detailed in Criteria 3, we were unable to identify the school curriculum currently in use by Catholic Education Sandhurst.

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Education Office Diocese of Sandhurst does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A.

Gender differences

N/A.

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A.

Australian Indigenous children

N/A.

Children with disabilities

N/A.

Children in out of home care

N/A.

Same-sex attracted and gender questioning children

N/A.

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).
We were unable to locate any curriculum and/or programs presented in languages other than English.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

ACT schools base their school curriculum plans on the new ACT curriculum framework - Every Chance to Learn (see Criteria 8, Australian Capital Territory, Education and Training Directorate) and the NSW PDHPE curriculum (see Criteria 8, New South Wales, Department of Education and Communities).

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Archdiocese of Canberra and Goulburn Catholic Education Office does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A

Gender differences

N/A

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A

Australian Indigenous children

N/A

Children with disabilities

N/A

Children in out of home care

N/A

Same-sex attracted and gender questioning children

N/A
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

Differentiation in the school curriculum

The Catholic Education office Diocese of Darwin utilises the Australian Curriculum and the Northern Territory Curriculum Framework (see Criteria 8, Northern Territory Department of Education).

Differentiation in the child sexual abuse prevention education curriculum

This is not applicable since the Catholic Education Office Diocese of Darwin does not have a specific child sexual abuse prevention education curriculum.

Children of different ages

N/A

Gender differences

N/A

Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

N/A

Australian Indigenous children

N/A

Children with disabilities

N/A

Children in out of home care

N/A

Same-sex attracted and gender questioning children

N/A

Criteria 4: Inclusion, relevance, and cultural sensitivity
Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 4 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

We were unable to determine if Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie uses the South Australian R-10 Health and Physical Education curriculum (see Criteria 4, South Australia, Department of Education and Child Development).

**Differentiation in the Keeping Safe Child Protection Curriculum**

Catholic Education South Australia schools implement the Keeping Safe Child Protection Curriculum. As such, the differentiation details for this item from the South Australia Department of Education and Child Development are applicable.

**Children of different ages**

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

**Gender differences**

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

**Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

**Australian Indigenous children**

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

**Children with disabilities**

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).
Children in out of home care

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

Same-sex attracted and gender questioning children

See responses for the Keeping Safe Child Protection Curriculum (Criteria 4, South Australia, Department of Education and Child Development).

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

We were unable to determine if the Tasmanian Catholic Education Office uses the Tasmanian Curriculum: Health and Wellbeing (see Criteria 8, Tasmania Department of Education).

In addition, the Tasmanian Catholic Education Office also uses a catholic curriculum Growing Towards Wholeness (no date) which is compulsory, in Catholic schools in the Archdiocese of Hobart. Growing Towards Wholeness “offers a mandate to schools to act in accordance with the teachings of the Church, and to draw on contemporary information and teaching practices to assist parents and parishes as they carry out their responsibilities to bring their children to a true and full understanding of human sexuality” (see http://www.catholic.tas.edu.au/key-documents/growing-towards-wholeness). It is not clear if this document applies in primary schools.

**Differentiation in the child sexual abuse prevention education curriculum**

This is not applicable since the Tasmanian Catholic Education Office does not have a specific child sexual abuse prevention education curriculum.

- **Children of different ages**
  
  N/A

- **Gender differences**
  
  N/A

- **Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**
  
  N/A

- **Australian Indigenous children**
  
  N/A

- **Children with disabilities**
  
  N/A

- **Children in out of home care**
  
  N/A
Criteria 4: Inclusion, relevance, and cultural sensitivity

Same-sex attracted and gender questioning children

N/A

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 4 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, gender, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex attracted and gender questioning children).

**Differentiation in the school curriculum**

The Catholic Education Office of Western Australia uses the Western Australia School Curriculum and Standards Authority (1998) *Curriculum Framework* and the *Australian Curriculum* (see Criteria 8, Western Australia Department of Education).

**Differentiation in the child sexual abuse prevention education curriculum**

This is not strictly applicable since the Catholic Education Office of Western Australia does not have a specific child sexual abuse prevention education curriculum.

Catholic Education Office of Western Australia does promote catholic teaching of sexuality education via a document known as *Teaching of Human Sexuality: Guidelines for Catholic Schools in Western Australia*; however this document is not a curriculum, but rather a set of guidelines. We did not include it here, as it is not comparable, for example to the *Catching On* curriculum in Victorian government schools or the *Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014* in Tasmania government schools.

**Children of different ages**

N/A

**Gender differences**

N/A

**Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds**

N/A

**Australian Indigenous children**

N/A

**Children with disabilities**

N/A

**Children in out of home care**

N/A
N/A

*Same-sex attracted and gender questioning children*

N/A

*Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).*

We found no evidence to suggest that curriculum and / or programs in relation to child sexual abuse prevention are presented in languages other than English.
Criteria 5: Curriculum support
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 5 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education (“lessons for children in protective and safe behaviours”) is specified in the base child/student protection policy. It is, therefore, compulsory in ACT government schools.

The Protective Behaviours program appears to be in the process of development and implementation (Royal Commission reference: ACT4. Government response to C-NP-85, p.8). No specific curriculum support materials or resources were identified either on the Directorate’s website or in its submission to the Royal Commission.

Which specific programs or materials are suggested for use?

The submission from the ACT Education and Training Directorate to the Royal Commission lists 12 programs that are “strongly supported by schools and training for teachers is provided on a regular basis” (Royal Commission reference: ACT4. Government response to C-NP-85, p. 8).

Only one of these programs specifically targets child sexual abuse prevention – Protective Behaviours. There were no specific Protective Behaviours curriculum support materials identified on the Directorate’s website or in its submission to the Royal Commission, that relate to teaching child sexual abuse prevention in schools.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

The submission from the ACT Education and Training Directorate to the Royal Commission lists the following agencies as providers of resources in ACT public schools: Canberra Sexual Health Centre; AIDS Action Council of the ACT; Hepatitis Resource Centre; Canberra Rape Crisis Centre; Domestic Violence Crisis Centre; Sexual Health and Family Planning ACT; and Directions ACT.

What specific materials and resources are provided by these agencies is unknown.

It is unclear if contractual or other agreements are in place.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

It is unclear if teacher materials or resources deal explicitly with prevention of child sexual abuse in institutional settings.
New South Wales, Department of Education and Communities

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education (“child protection education” or “personal safety”) is not specified in the base child/student protection policy. It is unclear whether the teaching of child sexual abuse prevention education is optional or compulsory owing to conflicting information available (see New South Wales Department of Education and Communities, Criteria 2).


Extensive, although dated, curriculum support materials and resources in the form of documents, recommended resources, lesson plans, worksheets, and handouts is provided by the Department and is publicly available at: http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm.

Which specific programs or materials are suggested for use?

Child Protection Education K-6 curriculum support materials and resources have been developed by the Department are available on the Department’s website. These materials are comprehensive, are aligned with the PDHPE curriculum, and include worksheets and suggested classroom activities across the three themes of (i) recognising abuse, (ii) power in relationships, and (iii) protective strategies (see http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm).

The submission from the Department to the Royal Commission at NSW 4 indicates that other programs may be in use via which curriculum support materials and resources for teachers may be available. These include: Bravehearts – Ditto’s Keep Safe Adventure; Love Bites; Take 2 – Respectful Relationships; protective Behaviours (Royal Commission reference: NSW4. Child protection research – Tab C to letter of MW, p.1).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

The Department is the primary agency involved in providing curriculum support. Any formal arrangements with external agencies were not described.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

The Child Protection Education K-6 curriculum support materials across Stages 1-3 suggest that students are taught about teacher’s and school’s obligations to care for children. Scenarios for discussion also include identifying improper relationships with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission references: Child Protection Education Stage 1-3 (NSW); http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm).
It is unclear if materials or resources directed towards teachers deal with prevention of child sexual abuse in institutional settings.
Northern Territory, Department of Education

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in NT government schools.

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Northern Territory Department of Education schools. However, as noted in Criteria 3, the SA Department of Education and Early Childhood Development submission to the Royal Commission at SA4.1 Item 1c includes a report by KPMG which mentions the SA Keeping Safe Curriculum “has been transferred successfully to other sectors in South Australia and the Northern Territory with training and support” (p. iv). Although, we could find no other evidence regarding the use of this curriculum in Northern Territory government schools (Royal Commission reference: SA4.1 Item 1c - KPMG Evaluation of SA CPC 2010, pp. 1-118).

Which specific programs or materials are suggested for use?

In the Northern Territory Department of Education submission to the Royal Commission at NT4, numerous curriculum resources are provided as exemplars in support of the HPE curriculum. Some materials (children’s picture books, workbooks, activity books, brochures, non-fiction books) specifically target child sexual abuse prevention, though the extent to which these are used in schools is unknown (Royal Commission reference: NT4. Covering letter and enclosures + 58 folders).

The Adolescent Sexuality Education Project Booklet is specifically referenced in the submission at NT4. This program is linked to the NT curriculum framework, is supported by international guidelines for best practice, and aims to roll out, “community driven and holistic sexuality education for young people”. (p.4) (Royal Commission reference: NT4 Department of Education Response to Royal Commission NP 126 Schedule A, pp.1-5). However, this is a more general program and the extent to which it targets child sexual abuse prevention is unknown. Further, it could not be used with younger children.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

Several external programs were nominated in the Department’s submission directly to the Royal Commission. Programs include: NAPCAN - All Children Being Safe (T-Year2); NAPCAN - Love Bites (Years 9-11); Family Planning Queensland resources (Royal Commission reference: NT4. Folder 11 2013 Personal, social and community health Strand Resource List, pp.23-34).

The Adolescent Sexuality Education Project (ASEP) provides curriculum support in the NT and is developed by the Department of Health and the Department of Education and Children’s Services. Any ‘contractual’ arrangement is unclear, though the project is funded until mid-2014, which implies some formal agreement (p.4). (Royal Commission reference: NT4 Department of Education Response to Royal Commission NP 126 Schedule A, pp.1-5).

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?
This is unclear, though in the submission at NT4 it does refer to the curriculum’s aims as including, “reducing the likelihood of these children being vulnerable to child sexual abuse in institutional settings” (p.1). (Royal Commission reference: NT4 Department of Education Response to Royal Commission NP 126 Schedule A, pp.1-5)

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
**Queensland, Department of Education, Training and Employment**

**What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?**

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Queensland government schools.

A wide variety of curriculum support materials and training is offered to assist in the implementation of both the health and physical education curriculum, and the Daniel Morcombe Child Safety Curriculum, developed in 2012-2013.

**Which specific programs or materials are suggested for use?**

With regard to the Daniel Morcombe Child Safety Curriculum website: “specialised resources for schools and teachers include a teacher guide, a safety resource list and a principal and curriculum leaders information guide. These resources will help teachers deliver child safety lessons that reflect current best-practice teaching principles in child safety education. The teaching resources are password protected and available online to state schools via the Learning Place and OneSchool and for non-state schools via Scootle, the National Digital Learning Resources Network managed by Education Services Australia.” Parent guides, frequently asked questions and video resources are publicly available on the curriculum website that can also provide a measure of support to teachers implementing the curriculum ([http://education.qld.gov.au/parents/school-life/child-safety-curriculum.html](http://education.qld.gov.au/parents/school-life/child-safety-curriculum.html)).

For the Safe Start program, materials provided by Children’s Safety Australia Inc include a teacher instruction guide, four lesson plans, worksheets, posters, stickers and magnetised postcards, as well as a community presentation. The program is aligned with the Queensland curriculum (p.3). (Royal Commission reference: QLD4 Response to Royal Commission regarding child safety programs (1), pp.1-4).

Bravehearts provides resources for its programs including DVDs, activity books for students, a teacher’s guide containing support notes, reporting guidelines and background information (pp.3-4). (Royal Commission reference: QLD4 Response to Royal Commission regarding child safety programs (1), pp.1-4).

Family Planning Qld provides curriculum support resources including: posters; a picture book (Everyone’s Got a Bottom); “positive and protective puberty” workbooks containing worksheets and activities; a book targeting safety concepts for Aboriginal and Islander Independent Community School/s; an “Everybody Needs to Know” learning package including lesson plans; activities and support materials for teaching sexuality and relationships and safety with children; young people and adults with disabilities; a “traffic lights framework” for educators in sexual behaviours in children and young people; the book ‘Is this Normal?’; and face to face and online training courses (Royal Commission reference: QLD4 Response to Royal Commission regarding child safety programs (1), p.3).
Finally, the University of the Sunshine Coast has developed the Orbit computer game, which is a sexual abuse prevention program. The package includes the game (targeted to students in Year 3-5), lesson plans, a teacher guide and website information for parents. It was designed based on research and international best practice in child sexual abuse prevention (Royal Commission reference: QLD4 Response to Royal Commission regarding child safety programs (1), p.4).

**What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?**

A number of external agencies are involved in providing curriculum support, including:

- The Daniel Morcombe Foundation – provides curriculum support with regard to the Daniel Morcombe Child Safety Curriculum
- Children’s Safety Australia Inc – deliver the Safe Start program
- Bravehearts – deliver the Ditto’s Keep Safe Adventure Show as well as teacher and student education programs
- Family Planning Qld – provide a number of materials and resources with regard to curriculum support
- University of the Sunshine Coast – provides a computer game that can be used to support curriculum learning in the classroom (Royal Commission reference: QLD4 Response to Royal Commission regarding child safety programs (1), pp.1-4).

**Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?**

The Daniel Morcombe Child Safety Curriculum – utilizes scenarios to teach skills in identifying ‘safe’ adults, but also improper relationships with sports coaches and other adults, without referring to “institutional abuse” specifically (Royal Commission references: Royal Commission 1-28).

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
South Australia, Department of Education and Child Development

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is specified in the base child/student protection policy. It is, therefore, compulsory in SA government schools.

The Keeping Safe Child Protection Curriculum, published by the Department in 2008, is used in schools (Royal Commission reference: SA4.0 Letter Response to NTP-86 151113, pp.1-2). It appears to be widely used in schools according to an evaluation report completed by KPMG (Royal Commission reference: SA4.1 Item 1c - KPMG Evaluation of SA CPC 2010, pp.1-118).

Detailed curriculum support materials, resources and training are offered to assist in the implementation of the Keeping Safe Child Protection Curriculum. SA demonstrates the most comprehensive approach to the provision of child sexual abuse prevention education.

Which specific programs or materials are suggested for use?

Aligned with the HPE curriculum, the Keeping Safe Child Protection Curriculum documents are comprehensive and contain numerous lesson plans, activities, worksheets, songs, scenarios for discussion, background information (putting the curriculum in a legal and social context), factual information on child abuse and child protection for educators, referrals to support services, and links to other learning and teaching resources that can be used in implementing the curriculum (Royal Commission references: SA4.1 Item 1a – 1 Early Years 3-5, pp.1-118; SA4.1 Item 1a – 2 Early Years R-2, pp.1-138; SA4.1 Item 1a – Primary Years 3-5, pp.1-130; SA4.1 Item 1a – 4 Middle Years 6-9, pp.1-158; SA4.1 Item 1a – 5 Senior Years 10-12, pp.1-148; SA4.1 Item 1b to Schedule – SA Support Materials for Ed CALD PRE-Yr 12, pp.1-94).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

Principals Australia Institute is the only current Department approved training provider of the full day Keeping Safe training (and face-to-face update training). (http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1).

All resources for the Keeping Safe curriculum are provided by the Department.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

The Keeping Safe Child Protection Curriculum materials suggest students are taught about teacher’s and school’s obligations to care for children. Scenarios for discussion also include identifying improper relationships/risky situations/abuses of power with sports coaches and other adults, without referring to “institutional abuse” specifically (Royal Commission references: SA4.1 Item 1a – 1 Early Years 3-5, pp.1-118; SA4.1 Item 1a – 2 Early Years R-2, pp.1-138; SA4.1 Item 1a – Primary Years 3-5, pp.1-130; SA4.1 Item 1a – 4 Middle Years 6-9, pp.1-158; SA4.1 Item 1a – 5 Senior Years 10-12, pp.1-148; SA4.1 Item 1b to Schedule – SA Support Materials for Ed CALD PRE-Yr 12, pp.1-94).
It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Tasmania, Department of Education

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Tasmanian government schools.

There does not appear to be a specific child sexual abuse prevention education curriculum delivered to children in Tasmanian government schools. No specific curriculum was nominated in the Tasmania Department of Education submission to the Royal Commission at TAS4.0 - TAS4.7.

Which specific programs or materials are suggested for use?

Outside of the Health and Wellbeing curriculum documents there are no specific curriculum support materials or resources identified either on the Directorate’s website or in its submission to the Royal Commission, that relate to teaching child sexual abuse prevention in schools.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

No information could be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Victoria, Department of Education and Early Childhood Development

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy. Teaching of sexuality education is compulsory as part of the Health and Physical Education curriculum in Victoria government schools. However, it is unclear how much attention is paid to child sexual abuse prevention education under these arrangements.

Curriculum support is provided in the form of training and materials for the teaching of sexuality education generally, but how these are aligned specifically to the teaching of child sexual abuse prevention education is unclear.

Which specific programs or materials are suggested for use?


Also referred to, and provided to the Royal Commission in the submission from Victoria, Department of Education and Early Childhood Development, are the Catching On resources for sexuality education in Victorian Schools. This resource was developed by the Department and published in 2011. The Catching On Early website states: “Catching On Early is an evidence-based resource founded on the latest research into sexuality education and child sexual development. It has recently been updated to reflect the AusVELS curriculum. Its development-based program is designed to help schools teach the sexuality education components in the Health and Physical Education and Interpersonal Development domains. This resource provides a comprehensive sexuality education program for students from prep through to year 6. The collaborative support of the Australian Research Centre in Sex, Health and Society, La Trobe University, has been critical in the development of this resource” (see [https://fuse.education.vic.gov.au/content/ee5cfd49-48e7-4698-a06d-37e2e21cbbd9/catching%20on%20early%202013.pdf](https://fuse.education.vic.gov.au/content/ee5cfd49-48e7-4698-a06d-37e2e21cbbd9/catching%20on%20early%202013.pdf)).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

It is unclear whether there are external agencies involved in providing curriculum support that relates to child sexual abuse prevention education.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Western Australia, Department of Education

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education ("preventive curriculum") is specified in the base child/student protection policy. It is therefore compulsory in WA government schools.

Curriculum support is offered by the Department and external agencies in the form of training and teaching resources, to support the delivery of the Protective Behaviours program and curriculum framework. Curriculum materials and resources appear to be currently under development.

Which specific programs or materials are suggested for use?

Protective Behaviours WA, Safe4Kids, and the Department have produced a variety of materials including:

- Curriculum resources such as lesson plans, worksheets and suggested activities;
- Keeping Kids Safe: a protective behaviours activity book for younger children providing worksheets, activities and information on, among other things, identifying and articulating feelings, body awareness, assertiveness, support networks, safety continuum, problem solving, and referrals to support services; and
- What is Protective Behaviours? Teenager’s Guide to Personal Safety: a booklet that contains information and activities on, among other things, grooming, types of trickery/bribery, recognising early warning signs of abuse, the safety continuum, personal support networks, sex and the law, and referrals to support services.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

Protective Behaviours WA is a key external agency involved in developing curriculum support materials and resources. Safe4Kids also appears to have a role. Both Protective Behaviours WA and Safe4Kids are funded to deliver Protective Behaviours teacher training (Royal Commission reference: WA4 Covering letter and enclosures, pp.1-133). Formal arrangements/contractual agreements were not described.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

In the Teenager’s Guide to Personal Safety, scenarios for discussion also include identifying improper relationships/risky situations/abuses of power with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission reference: WA4 Covering letter and enclosures, pp.1-133).

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 5 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Catholic Schools Office Armidale schools.

Curriculum support materials are offered in the broader context of the PDHPE curriculum and the Catholic version of the PDHPE curriculum known as Towards Wholeness.

Which specific programs or materials are suggested for use?

Although not specifically targeting child sexual abuse prevention, Towards Wholeness curriculum support materials and resources are available. The Towards Wholeness documents contain an overview of content and outcomes, and contains sections on, “Strategies to support the implementation of Towards Wholeness”, but these are general and suggest that the Towards Wholeness documents can assist teachers like a source book in the context of, among other things, teacher background reading, staff meetings at all levels, and as a basis for in-services. However, specific curriculum support materials like worksheets, activity booklets and media related to child sexual abuse prevention education are not included or referred to in these documents. (http://www.cecnsw.catholic.edu.au/images/Towards%20Wholeness%20K-6.pdf; http://www.cecnsw.catholic.edu.au/images/Towards_Wholeness_7-10_FINAL_2007.pdf)

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Office, Bathurst

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Catholic Education Office Bathurst schools.

We were unable to determine what curriculum support materials and resources were offered in the broader context of the PDHPE curriculum and we were unable to determine if the Catholic version of the PDHPE curriculum known as *Towards Wholeness* was used by Catholic Education Office Bathurst.

Which specific programs or materials are suggested for use?

No information could be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

No information could be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

No information could be found.
Catholic Schools Office, Diocese of Broken Bay

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Catholic Schools Office Diocese of Broken Bay schools.

Curriculum support materials are offered in the broader context of the PDHPE curriculum and the Catholic version of the PDHPE curriculum known as Towards Wholeness.

Which specific programs or materials are suggested for use?

The *Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools* provided at CAT4.7 is an aggregation of curricula as outlined in Criteria 3, which includes elements of the *Child Protection Education K-6* curriculum materials to support teaching and learning in PDHPE. This manual contains resources such as a checklist for teachers to monitor curriculum implementation and links to external agencies, ‘resilient kids’ CDs and teaching notes, Protective Behaviours Consultancy Group, and Catholic Education New South Wales policies, including Towards Wholeness curriculum (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60).

Also, the *Diocese of Broken Bay Personal Development and Health Sample Units and Support Documents* provided at CAT4.7 (includes ‘Keeping Myself Safe’, ‘Protecting Me’ and ‘Personal Power’ Personal Development and Health Education Resources published by the Catholic Schools Office) contains suggested focus questions, worksheets, lesson overviews and links to external resources such as online games and activities relevant to the NSW PDHPE curriculum. (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60; CAT4.7 12122013 DBB Response to TJHC Part 2 Pages 61-130, pp.61-130; CAT4.7 12122013 DBB Response to TJHC Part 3 Pages 131-160, pp.131-160; CAT4.7 12122013 DBB Response to TJHC Part 4 Pages 161-324, pp.161-324).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

The diocese submission to the Royal Commission (CAT4.7) states that, “Whilst there is a range of ways that our schools endeavour to provide children with information and skills to reduce their vulnerability to abuse and more specifically to sexual abuse, systemic schools do not deliver programmes or education that are specific to sexual abuse in institutional settings”. (p.1) (Royal Commission reference: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60).

It is therefore unlikely that any materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Catholic Schools Office, Lismore Diocese

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the base child/student protection policy, and is not compulsory in Catholic Schools Office Lismore schools.

Curriculum support materials are offered in the broader context of the PDHPE curriculum and the Catholic version of the PDHPE curriculum known as Towards Wholeness (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, p.4). No other information was provided.

Which specific programs or materials are suggested for use?

The Towards Wholeness documents (which support the PDHPE syllabus in Lismore) contain an overview of content and outcomes, and contains sections on, “Strategies to support the implementation of Towards Wholeness”, but these are general and suggest that the Towards Wholeness documents can assist teachers like a source book in the context of, among other things, teacher background reading, staff meetings at all levels, and as a basis for in-services. However, specific curriculum support materials like worksheets, activity booklets and media related to child sexual abuse prevention education are not included or referred to in these documents. ([http://www.cecnsw.catholic.edu.au/images/Towards%20Wholeness%20K-6.pdf]; [http://www.cecnsw.catholic.edu.au/images/Towards_Wholeness_7-10_FINAL_2007.pdf])

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Schools Office, Diocese of Maitland-Newcastle

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in Catholic Schools Office Diocese of Maitland-Newcastle policy.

We were unable to determine what curriculum support materials and resources were offered in the broader context of the PDHPE curriculum and we were unable to determine if the Catholic version of the PDHPE curriculum known as Towards Wholeness was used by Catholic Education Office Diocese of Maitland-Newcastle.

Which specific programs or materials are suggested for use?

No information could be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Office, Diocese of Parramatta

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office Diocese of Parramatta policy.

Curriculum support materials are offered in the broader context of the PDHPE curriculum and the Catholic version of the PDHPE curriculum known as Towards Wholeness. This document acts as a key support material for implementation of the PDHPE curriculum (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, p.4).

Which specific programs or materials are suggested for use?

The Towards Wholeness documents (which act as key support materials the PDHPE syllabus in Parramatta) contain an overview of content and outcomes, and contains sections on, “Strategies to support the implementation of Towards Wholeness”, but these are general and suggest that the Towards Wholeness documents can assist teachers like a source book in the context of, among other things, teacher background reading, staff meetings at all levels, and as a basis for in-services. However, specific curriculum support materials like worksheets, activity booklets and media related to child sexual abuse prevention education are not included or referred to in these documents. (http://www.cecnsw.catholic.edu.au/images/Towards%20Wholeness%20K-6.pdf; http://www.cecnsw.catholic.edu.au/images/Towards_Wholeness_7-10_FINAL_2007.pdf)

Other resource materials listed in the Catholic Education Office Diocese of Parramatta submission to the Royal Commission at CAT4.13 include:

- Sexuality Education Kit – to assist with sexuality and protective behaviours education of students with special needs
- Sexuality Education Kit Stage 3 – to assist with sexuality and protective behaviours education
- Protective Behaviours Kit – to assist with protective behaviours education of students with diverse learning needs.

The kits are usually used in a 5-week program in primary school classrooms or on an as-needs basis with students with special needs in secondary schools. Some schools also use resources from other dioceses, though these are not specified, (pp.4-5) (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-6)

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Criteria 6: Pedagogical support

Catholic Education Office, Sydney

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office Sydney policy.

Towards Wholeness and the child protection curriculum support materials of the Diocese of Broken Bay operate as the main resources provided to teachers to help implement the PDHPE syllabuses. (Royal Commission reference: CAT4.17 Sydney – Response, pp.1-4)

Which specific programs or materials are suggested for use?

In addition to the PDHPE syllabus materials (which contain lesson plans, sample activities and sample student work), the Towards Wholeness documents act as the major resource to address the PDHPE syllabus in Sydney. Towards Wholeness contains an overview of content and outcomes, and sections on, “Strategies to support the implementation of Towards Wholeness”, but these are general and suggest that the Towards Wholeness documents can assist teachers like a source book in the context of, among other things, teacher background reading, staff meetings at all levels, and as a basis for in-services. However, specific curriculum support materials like worksheets, activity booklets and media related to child sexual abuse prevention education are not included or referred to in these specific documents. (http://www.cecnsw.catholic.edu.au/images/Towards%20Wholeness%20K-6.pdf; http://www.cecnsw.catholic.edu.au/images/Towards_Wholeness_7-10_FINAL_2007.pdf)

Also, in 2010 all schools in the diocese were provided with a copy of the Catholic Schools Office Broken Bay Diocese resource for the K-6 PDHPE syllabus (p.4). (Royal Commission reference: CAT4.17 Sydney – Response, pp.1-4).

- The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools is an aggregation of curricula which includes elements of Child protection education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education. This manual contains resources such as a checklist for teachers to monitor curriculum implementation and links to external resources such as Open Doors Educational Services ‘resilient kids’ CDs and teaching notes, Protective Behaviours Consultancy Group, and Catholic Education New South Wales policies (including Towards Wholeness – see Catholic Education Office Armidale above for information on the contents of these documents). (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60)

- The Diocese of Broken Bay Personal Development and Health Sample Units and Support Documents provided at CAT4.7 (includes ‘Keeping Myself Safe’, ‘Protecting Me’ and ‘Personal Power’ Personal Development and Health Education Resources published by the Catholic Schools Office) contains suggested focus questions, worksheets, lesson overviews and links to external resources such as online games and activities relevant to the NSW PDHPE curriculum. (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60; CAT4.7 12122013 DBB Response to TJHC Part 2 Pages 61-130, pp.61-130; CAT4.7 12122013 DBB Response to TJHC Part 3 Pages 131-160, pp.131-160; CAT4.7 12122013 DBB Response to TJHC Part 4 Pages 161-324, pp.161-324)
The diocese has provided sample units of work from one school that appear to align in part with the ‘Protecting Me’ sample units and support documents described above. These sample units include lesson plans, outcomes, assessment guides, worksheets and activities (Royal Commission reference: CAT4.17 Sydney Attachment C, pp.1-73). The extent of use of materials such as this by teachers in diocese schools is unclear.

**What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?**

Some schools have adopted programs from external providers, one example being Bravehearts, who, “provide education resources to teach children protective behaviours”. Contractual arrangements are unknown, and a complete list of external agencies is not provided. (Royal Commission reference: CAT4.17 Sydney – Response, pp.1-4).

**Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?**

This is unclear. The diocese’s submission to the Royal Commission states that the PDHPE syllabus, “is not confined to reducing the likelihood of children being vulnerable to sexual abuse in institutional settings” (p.3) (Royal Commission reference: CAT4.17 Sydney – Response, pp.1-4).
Catholic Education Office, Diocese of Wagga Wagga

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office Diocese of Wagga Wagga policy.

We were unable to determine what curriculum support materials and resources were offered in the broader context of the PDHPE curriculum and we were unable to determine if the Catholic version of the PDHPE curriculum known as Towards Wholeness was used by Catholic Education Office Diocese of Wagga Wagga.

Which specific programs or materials are suggested for use?

This information could not be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Diocese of Willcania-Forbes

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Diocese of Willcania-Forbes policy.

We were unable to determine what curriculum support materials and resources were offered in the broader context of the PDHPE curriculum and we were unable to determine if the Catholic version of the PDHPE curriculum known as Towards Wholeness was used by Catholic Education Diocese of Willcania-Forbes (Royal Commission reference: CAT4.9 Royal Commission Research Project, pp.1-3).

Which specific programs or materials are suggested for use?

No support materials are listed apart from the NSW PDHPE curriculum and syllabus (Royal Commission reference: CAT4.9 Royal Commission Research Project, pp.1-3).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Office, Diocese of Wollongong

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office Diocese of Wollongong school policy.

Towards Wholeness and the child protection curriculum support materials of the Diocese of Broken Bay operate as the main resources provided to teachers to help implement the PDHPE syllabuses. (Royal Commission reference: CAT4.16 122013 CEO Wollongong Report - CSA in institutions, pp.1-6)

Which specific programs or materials are suggested for use?

The curriculum and teaching resources are “essentially those set down and commonly available in NSW, along with some developed locally” (Royal Commission reference: CAT4.16 122013 CEO Wollongong Report – CSA in institutions, pp.1-2).

In addition to the PDHPE syllabus materials (which contain lesson plans, sample activities and sample student work), the Towards Wholeness documents act as the major resource to address the PDHPE syllabus in Sydney. Towards Wholeness contains an overview of content and outcomes, and sections on, “Strategies to support the implementation of Towards Wholeness”, but these are general and suggest that the Towards Wholeness documents can assist teachers like a source book in the context of, among other things, teacher background reading, staff meetings at all levels, and as a basis for in-services. However, specific curriculum support materials like worksheets, activity booklets and media related to child sexual abuse prevention education are not included or referred to in these specific documents. (http://www.cecnsw.catholic.edu.au/images/Towards%20Wholeness%20K-6.pdf; http://www.cecnsw.catholic.edu.au/images/Towards_Wholeness_7-10_FINAL_2007.pdf)

The diocese more specifically offers a Child Protection School Resource Kit for all schools, gathering resources for teaching child protection education (including the ‘Diocesan Curriculum Resource for Child Protection Education’ document). The description of this kit appears to be similar to or the same as the Catholic Schools Office Broken Bay Diocese resource for the K-6 PDHPE syllabus (p.1-3). (Royal Commission reference: CAT4.16 122013 CEO Wollongong Report – CSA in institutions, pp.1-6). This resource kit includes:

- The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools is an aggregation of curricula which includes elements of Child protection education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education. This manual contains resources such as a checklist for teachers to monitor curriculum implementation and links to external resources such as Open Doors Educational Services ‘resilient kids’ CDs and teaching notes, Protective Behaviours Consultancy Group, and Catholic Education New South Wales policies (including Towards Wholeness – see Catholic Education Office Armidale above for information on the contents of these documents). (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60)
- The Diocese of Broken Bay Personal Development and Health Sample Units and Support Documents provided at CAT4.7 (includes ‘Keeping Myself Safe’, ‘Protecting Me’ and ‘Personal Power’ Personal Development and Health Education Resources published by the
Catholic Schools Office) contains suggested focus questions, worksheets, lesson overviews and links to external resources such as online games and activities relevant to the NSW PDHPE curriculum. (Royal Commission references: CAT4.7 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60; CAT4.7 12122013 DBB Response to TJHC Part 2 Pages 61-130, pp.61-130; CAT4.7 12122013 DBB Response to TJHC Part 3 Pages 131-160, pp.131-160; CAT4.7 12122013 DBB Response to TJHC Part 4 Pages 161-324, pp.161-324)

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

It is unclear if any external agencies are involved in curriculum support, other than the Department of Education. Links to child protection education curriculum resources link teachers to a list of state and diocese-based syllabus and support materials only [http://www.dow.catholic.edu.au/CPE/CPE-Student-Resources.pdf].

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in Catholic Education Archdiocese of Brisbane child protection policy.

Curriculum support is provided in relation to the QLD HPE curriculum and ‘voluntary’ curricula such as the Daniel Morcombe Child Safety Curriculum (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, pp.1-3).

Which specific programs or materials are suggested for use?

The following programs/materials are utilised by some schools to help improve student learning in child safety and protective behaviours (including, but not specific to, sexual abuse prevention):

- Bravehearts’ personal safety education program Ditto, which includes classroom resources
- The Daniel Morcombe Child Safety Curriculum, which includes suggested focus questions, lessons, activities and links to external resources to support the curriculum
- You can do it (social emotional learning) program, and

Specific materials and resources available for teachers to support curriculum delivery were not provided and could not be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

As described in the submission from the Catholic Education Archdiocese of Brisbane to the Royal Commission at CAT4.10, in some schools Bravehearts provides materials and resources to schools as well as conducting lessons in class, and the Daniel Morcombe Foundation provides materials and resources to school as well as conducting lessons in class.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

Programs incorporate a full range of personal development education, but do not specifically aim to reduce child sexual abuse in institutional settings. (p.2) (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, pp.1-3). The Curriculum more generally involves scenarios to teach skills in identifying ‘safe’ adults, but also improper relationships with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission references: Royal Commission 1-28)

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Catholic Education Diocese of Cairns

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in Catholic Education Diocese of Cairns base child/student protection policy.

Curriculum support is provided in relation to the QLD HPE curriculum and in the context of a “social and emotional learning strategy” provided in the Catholic Education Diocese of Cairns submission to the Royal Commission at 4.3 (Royal Commission reference: CAT4.3. Social and Emotional Learning (SEL), pp.1-3). However this strategy and the program mentioned within it (Living Relationships) does not specifically target child sexual abuse prevention.

Which specific programs or materials are suggested for use?

This information is not provided.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information is not provided.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information is not provided.
Catholic Education Diocese of Rockhampton

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in the Catholic Education Office of Rockhampton policy.

Curriculum support is provided in relation to the QLD HPE curriculum and ‘voluntary’ curricula such as the Daniel Morcombe Child Safety Curriculum and Protective Behaviours.

Which specific programs or materials are suggested for use?

In the Catholic Education Diocese of Rockhampton submission to the Royal Commission at CAT4.11 it was stated that, “Support documents provided to teachers included the range of curriculum materials and resources attached to the various programs used by those who delivered the material. These are in the form of lesson plans; lesson notes; background material; professional reading; and other resources.” (Royal Commission reference: CAT4.11 Rockhampton DCEO, p.3).

The submission further nominates the programs, and materials used by schools to support / implement curriculum are:

- Safe-Start (Primary) or Safe-T (Secondary) Protective Behaviours Program developed by Kim Jackson
- The Daniel Morcombe Child Safety Curriculum materials, which includes suggested focus questions, lessons, activities and links to external resources to support the curriculum
- Safe4Kids resources
- School / teacher developed resources
- Queensland Police Service resources (Royal Commission reference: CAT4.11 Rockhampton DCEO, pp.1-3)

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

As described in the submission at CAT4.11, in some schools Bravehearts provides materials and resources to schools as well as conducting lessons in class, and the Daniel Morcombe Child Safety Curriculum has materials and resources to school as well as conducting lessons in class. Safe4Kids and Queensland Police may also be involved; though in what capacity (voluntary or contractual arrangement) is not clear. (Royal Commission reference: CAT4.11 Rockhampton DCEO, pp.1-3)

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

With regard to the Daniel Morcombe Child Safety Curriculum, scenarios are presented to teach skills in identifying ‘safe’ adults, but also improper relationships with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission references: Royal Commission 1-28) (Royal Commission reference: Royal Commission 10, p.33).
It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Catholic Education Diocese of Toowoomba

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office of Toowoomba policy.

Curriculum support is provided in relation to the QLD HPE curriculum and the Safe Start program.

Which specific programs or materials are suggested for use?

The diocese provides Guidelines for Teaching Sexual Health within the Health and Physical Education Syllabus (for prep-7 and secondary schools) (Catholic Education Office Toowoomba, no date). The Guidelines provide teaching considerations, summaries of content and outlines of core concepts in sexuality education that align with the QLD HPE curriculum. (Royal Commission references: CAT4.8 Toowoomba Child Safety Programs response_121213, pp.1-3; CAT4.8 Toowoomba guidelines for teaching sexuality educ secondary, pp.1-18). However broader sexuality education does not specifically target child sexual abuse prevention.

It is unclear whether the Safe Start program is still in use by schools. Children’s Safety Australia Inc have developed the Safe Start program for use in primary schools. Materials and resources provided include a teacher instruction guide, four lesson plans, worksheets, posters, stickers and magnetised postcards, as well as a community presentation. The program is aligned with the Queensland HPE curriculum.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

From 2010 to 2011, Children’s Safety Australia Inc. was employed by the diocese to deliver training in the Safe Start Program to all schools. The extent of any continued involvement is unclear (p.1) (Royal Commission reference: CAT4.8 Toowoomba Child Safety Programs response_121213, pp.1-3).

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Diocese of Townsville

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

The teaching of child sexual abuse prevention education is not specified in Catholic Education Diocese of Townsville policy.

No information about curriculum support for teachers could be found.

Which specific programs or materials are suggested for use?

This information could not be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

We were unable to determine if teaching child sexual abuse prevention education was specified in school policy, as we were unable to locate a base child/student protection policy for Catholic Education Office Ballarat.

The level of curriculum support for the child sexual abuse prevention components of the AusVELs HPE curriculum is unclear.

Which specific programs or materials are suggested for use?

Schools appear to implement the Protective Behaviours program by the Children’s Protection Society Inc and some schools have utilised KidsMatter, MindMatters, Safe and friendly schools and Safe from harm strategies. However, the extent that these programs specifically target child sexual abuse prevention education is unclear (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.3-4). The type and nature of curriculum resources/materials provided from these programs to teachers is unknown.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Melbourne

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual prevention is not specified in Catholic Education Melbourne policy.

The level of curriculum support for the child sexual abuse prevention components of the AusVELs HPE curriculum is unclear.

Which specific programs or materials are suggested for use?

The Archdiocese of Melbourne’s Directives for Christian Education in Sexuality guide schools in curriculum planning and delivery of sexual education (p.2). However this broader program does not specifically target child sexual abuse prevention.

It also appears that some schools may utilise Bravehearts programs, Life Education Victoria program, the Bounce Back program, the Protective Behaviours: a Personal Safety Program from the Children’s Protection Society Inc, and the Alannah and Madeline eSmart Initiative. Use of these materials is school-specific and details of materials and resources are not provided (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

The extent of involvement in external agencies is unclear and is school-specific. Reference is made to some use of Protective Behaviours service providers, Bravehearts, Life Education Victoria, the Alannah and Madeline Foundation and Bounce Back (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.3). However the type and nature of curriculum resources/materials provided from these programs to teachers is unknown.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Catholic Education Office, Diocese of Sale

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Office Diocese of Sale policy.

Curriculum support exists with regards to sexuality education components of the AusVELs HPE curriculum, as well as for other programs implemented by schools. Detailed information was not provided.

Which specific programs or materials are suggested for use?

In addition to programs provided by Family Life Victoria (specific information not provided), schools have also utilised KidsMatter and MindMatters. Use of these materials is school-specific and details of the resources themselves are not provided. It is unclear how these programs address child sexual abuse prevention education specifically (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

Sale schools enlist Family Life Victoria to deliver programs to students and families to supplement AusVELs curriculum and address a perceived gap in other prevention programs – a lack of sex education (p.8). The formality of these arrangements is unclear. (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). The type and nature of curriculum resources/materials provided from these programs to teachers is unknown.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information is not provided.
Catholic Education Sandhurst

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is not specified in Catholic Education Sandhurst policy.

The level of curriculum support for the child sexual abuse prevention components of the AusVELs curriculum is unclear.

Which specific programs or materials are suggested for use?

Some schools utilise Bravehearts programs and Protective Behaviours programs. Support materials are provided as part of program delivery (p.5) Use of these materials is school-specific and details of the resources themselves are not provided (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

The extent of involvement in external agencies is unclear and is school-specific. Reference is made to some use of Protective Behaviours service providers and Bravehearts (p.5) (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). The type and nature of curriculum resources/materials provided from these programs to teachers is unknown.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in the Archdiocese of Canberra and Goulburn Catholic Education Office policy.

No further information about curriculum support for teachers could be found.

Which specific programs or materials are suggested for use?

This information could not be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching of child sexual abuse prevention education is not specified in Catholic Education Office Diocese of Darwin policy.

No information about curriculum support for teachers could be found.

Which specific programs or materials are suggested for use?

This information could not be found.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

This information could not be found.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

This information could not be found.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 5 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is specified in Catholic Education South Australia policy.

Curriculum support materials and training is offered to assist in the implementation of the Keeping Safe Child Protection Curriculum (initially developed in South Australia by the Department of Education and Child Development).

Which specific programs or materials are suggested for use?

The Keeping Safe curriculum produced by the SA state government and published in 2008, is comprehensive and contains lesson plans, activities, worksheets, songs, scenarios for discussion, background information (putting the curriculum in a legal and social context), factual information on child abuse and child protection for educators, referrals to support services, and links to other learning and teaching resources that can help implement the curriculum. (Royal Commission references: SA4.1 Item 1a – 1 Early Years 3-5, pp.1-118; SA4.1 Item 1a – 2 Early Years R-2, pp.1-138; SA4.1 Item 1a – Primary Years 3-5, pp.1-130; SA4.1 Item 1a – 4 Middle Years 6-9, pp.1-158; SA4.1 Item 1a – 5 Senior Years 10-12, pp.1-148; SA4.1 Item 1b to Schedule – SA Support Materials for Ed CALD PRE-Yr 12, pp.1-94).

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

Principals Australia Institute is the only approved training provider of the full day Keeping Safe training (and face-to-face update training). ([http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1](http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1)). All resources for the Keeping Safe curriculum are provided by the state government department.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

The Keeping Safe Child Protection Curriculum materials suggest students are taught about teacher’s and school’s obligations to care for children. Scenarios for discussion also include identifying improper relationships/risky situations/abuses of power with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission references: (Royal Commission references: SA4.1 Item 1a – 1 Early Years 3-5, pp.1-118; SA4.1 Item 1a – 2 Early Years R-2, pp.1-138; SA4.1 Item 1a – Primary Years 3-5, pp.1-130; SA4.1 Item 1a – 4 Middle Years 6-9, pp.1-158; SA4.1 Item 1a – 5 Senior Years 10-12, pp.1-148; SA4.1 Item 1b to Schedule – SA Support Materials for Ed CALD PRE-Yr 12, pp.1-94).

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

**What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?**

Teaching child sexual abuse prevention education is not specified in Tasmanian Catholic Education Office policy.

Curriculum support materials are offered in the broader context of the Tasmania *Health and Wellbeing* curriculum and the Catholic version of the PDHPE curriculum known as *Growing Towards Wholeness*.

**Which specific programs or materials are suggested for use?**

The diocese provides *Growing Towards Wholeness* to support sexuality education in schools, containing focus questions and key outcomes (p.5). The document does not include lesson plans or suggested classroom activities, so the extent this supports child sexual abuse prevention education is unclear (Royal Commission reference: CAT4.6 Tasmania – Response, pp.1-6). The extent to which this broader sexuality education curriculum targets child sexual abuse prevention is unknown.

Bravehearts, Centacare’s Family Life Sex Education Program, and the Australian Primary Schools Mental Health Initiative’s Protective Behaviours/Kids Matters programs all provide curriculum support materials to teachers, but information on specific support materials for child sexual abuse prevention education was not provided.

**What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?**

Bravehearts, Centacare, and the Australian Primary Schools Mental Health Initiative may be involved in providing curriculum support materials with regard to its programs, but the extent of these arrangements is not clear.

**Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?**

This information could not be found.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 5 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Teaching child sexual abuse prevention education is

The South Australia *Keeping Safe Child Protection Curriculum* has been trialled in some Catholic Education Office of Western Australia schools (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).

**Which specific programs or materials are suggested for use?**

There are a number of programs and resources accessed by Catholic schools in WA, including:

- Safe Start – Children’s Safety Australia: [http://www.childsafety.org.au/resources.html#a](http://www.childsafety.org.au/resources.html#a)

Also, approximately 30 schools have trained in MindMatters and KidsMatter, which include components claimed to integrate with child safety programs. However, it is unclear which specific components of these programs would target child sexual abuse prevention education specifically. Details on specific curriculum support materials and resources for teachers in relation to these programs is lacking (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).

**What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?**

A number of programs and external agencies are involved in curriculum support, including Children’s Safety Australia, Safe4Kids, Protective Behaviours, and Department of Education and Child Development. Links to these agencies’ resources in use were provided in the Catholic Education Office of Western Australia submission to the Royal Commission at CAT4.15.

Additionally, Non-Government Schools Psychology Service assists with staff training in the *Keeping Safe Child Protection Curriculum* that has been trialled in some diocese schools (p.2) (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).
Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

With regard to Keeping Safe: The Keeping Safe Child Protection Curriculum materials suggest students are taught about teacher’s and school’s obligations to care for children. Scenarios for discussion also include identifying improper relationships/risky situations/abuses of power with sports coaches and other adults, without referring to “institutional abuse” specifically. (Royal Commission references: SA4.1 Item 1a – 1 Early Years 3-5, pp.1-118; SA4.1 Item 1a – 2 Early Years R-2, pp.1-138; SA4.1 Item 1a – Primary Years 3-5, pp.1-130; SA4.1 Item 1a – 4 Middle Years 6-9, pp.1-158; SA4.1 Item 1a – 5 Senior Years 10-12, pp.1-148; SA4.1 Item 1b to Schedule – SA Support Materials for Ed CALD PRE-Yr 12, pp.1-94).

It is unclear if materials or resources directed towards teachers deal specifically with prevention of child sexual abuse in institutional settings.
Criteria 6: Pedagogical support
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 6 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Is training specified in the child protection policy?

Training for school staff in (i) mandatory reporting and (ii) the teaching of child sexual abuse prevention education ("protective and safe behaviours") is specified in ACT Education and Training Directorate policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in mandatory reporting must occur annually. Training ("professional learning") in child sexual abuse prevention education is to occur. Formats and duration are not specified. School psychologists provide training.

In the ACT Education and Training Directorate’s base policy, *Child Protection and Reporting Child Abuse and Neglect in ACT Public Schools*, it states:

- At 4.8 that “Principals will act to protect children and young people from harm by: …providing annual training in mandatory reporting processes and procedures and in codes of conduct for all staff” (p.3)
- At 4.9 that “Directorate staff will act to protect children and young people from harm by: …adhering to the principles of the Teachers’ Code of Professional Practice and the Ethics of the ACT Public Service, training annually in mandatory reporting processes and procedures and in codes of conduct” (p.4)
- At 4.10 that “The Directorate will act to protect children and young people from harm by: …providing training in mandatory reporting processes and procedures, providing professional learning for school staff in protective and safe behaviours, providing professional learning for school staff in social emotional learning programs (p.4).

In the submission by the ACT Education and Training Directorate to the Royal Commission, it was stated that, “school psychologists provide training for teachers to conduct the Protective Behaviours program. In January 2014 all school psychologists will be trained to provide Protective Behaviour [sic] training to teachers in primary schools” (pp.8-9) (Royal Commission reference: ACT4. Government response to C-NP-85, pp. 1-9).

Which specific internal/external training agencies are involved and how?

In the submission by the ACT Education and Training Directorate to the Royal Commission (Royal Commission reference: ACT4. Government response to C-NP-85, pp. 8-9), it is reported that several programs and organisations are "strongly supported by schools and training for teachers is provided on a regular basis" (p.8). These include: Protective Behaviours, Kidsmatter, Mindmatters, Anti-Racism Contact Officer Training, Anti Sexual Harassment Contact Officer Training, ImpACT Critical

Only one of these programs specifically targets child sexual abuse prevention.

Additionally, the submission refers to providers of professional development at the school level including: Canberra Sexual Health Centre, AIDS Action Council of the ACT, Hepatitis Resource Centre, Canberra Rape Crisis Centre, Domestic Violence Crisis Centre, Sexual Health and Family Planning ACT, and Directions ACT (Royal Commission reference: ACT4. Government response to C-NP-85, pp.8-9). Some of these organisations appear to be relevant to child sexual abuse prevention.

Which specific training programs or materials are used and why?

See above. Also, it is implied that training in protective behaviours education for teachers focuses on “areas of focus for lessons” including the right to feel safe, exploring concepts of safety, personal safety networks, types of touch secrets and how to seek help (p.6).

There is slippage in the use of terminology by the ACT Education and Training Directorate such that it is not possible to determine if ACT ETD will teach the Protective Behaviours™ program or a protective behaviours program meaning (or as a synonym for) a child sexual abuse prevention education program.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This is not specified.
New South Wales, Department of Education and Communities

Is training specified in the child protection policy?

Training for school staff in “child protection” is specified in NSW Department of Education and Communities’ policy. However, the policy does not specifically address training for child sexual abuse prevention education.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in child protection must occur initially, and updates must occur yearly. It is not clear if this child protection training includes preparation for the teaching of child sexual abuse prevention education. The format, duration and content of training are not specified.

In the NSW Department of Education and Communities’ base child/student protection policy, Protecting and Supporting Children and Young People Policy, it is stated:

- At 4.1.1 that “Principals and workplace managers ... ensure all staff have participated in an initial child protection induction and an update during the past year” (see https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml?level)
- At 4.2.1 that employees, “participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year” (see https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml?level)

The submission from NSW Department of Education and Communities to the Royal Commission at NSW4 also states that the department provides professional learning and support for teachers in government schools implementing the PDHPE curriculum (p.1). This includes publicly available support materials, but details as to how these are used in training is not provided. (Royal Commission reference: NSW4 Child protection research – letter from MW, pp.1-3).

Which specific internal/external training agencies are involved and how?

This detail could not be found in searches of publically available information, and was not provided in the submission from NSW Department of Education and Communities to the Royal Commission.

Which specific training programs or materials are used and why?

The submission from NSW Department of Education and Communities to the Royal Commission at NSW4 refers to memoranda to principals outlining the requirements for child protection education in NSW schools NSW4 (Royal Commission reference: Child protection research - Tab D to letter of MW, pp.1-4). However training details and materials were not specified.
Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Northern Territory, Department of Education

Is training specified in the child protection policy?

Training for school staff in “reporting requirements” is specified in NT Department of Education’s policy. However, the policy does not specifically address training for child sexual abuse prevention education.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in reporting requirements must occur twice yearly, at the start of each semester. It is not clear if this child protection training includes preparation for the teaching of child sexual abuse prevention education. The format, duration and content of training are not specified.

In the NT Department of Education base child/student protection, Safeguarding the Wellbeing of Children – Obligations for the Mandatory Reporting of Harm and Exploitation, it is stated:

- At 6.1 that “Principals and other relevant managers must ensure that all personnel in their school or workplace are aware of the reporting requirements set out in section 26 of the CPCA. Principals must therefore ensure that all personnel in their school are provided with an in-service prior to the commencement of each semester. To this end the department will prepare and provide relevant materials which can be used to in-service staff in schools and other workplaces” (p.6).

The submission from the NT Department of Education to the Royal Commission at NT4 describes the Adolescent Sexuality Education Project Booklet, “which is a partnership between the Department of Health and the Department of Education and Children’s Services, funded until mid-2014. The project provides educator training handing over skills to professionals and community members to facilitate sexuality education to young people in and out of school settings” (p.4). The extent to which this relates to child sexual abuse prevention education is unclear. (Royal Commission reference: NT4. Department of Education Response to Royal Commission NP 126 Schedule A, pp.1-5).

Which specific internal/external training agencies are involved and how?

Very little information could be found in searches of publically available information, or in detail provided in the submission from NT Department of Education to the Royal Commission.

The Adolescent Sexuality Education Project is a resource of small scope and scale that offers educator training “to develop skills and confidence to deliver comprehensive and culturally appropriate sexuality education.” A booklet about the project further states “the 12-hour training is free and available in urban and remote locations throughout the NT. Flexible delivery options are available to communities. The training is available to anyone working with young people who have an interest in sexuality and sexual health. Teachers, health workers, youth workers and community members are encouraged to be involved” (Royal Commission reference: NT4. Folder 8 Adolescent_Sexuality_Education_Project_Booklet, p.6).
Which specific training programs or materials are used and why?

The submission from the NT Department of Education to the Royal Commission at NT4 refers to curriculum and syllabus support materials, and related links, but the extent to which these are utilised as training resources for child sexual abuse prevention education is not specified.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Queensland, Department of Education, Training and Employment

Is training specified in the child protection policy?

Training for school staff, described as “student protection training”, is specified in Queensland Department of Education, Training and Employment policy. However, the policy does not specifically address training for child sexual abuse prevention education.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in student protection must occur at induction and training updates must occur annually. It is not clear if this student protection training includes preparation for the teaching of child sexual abuse prevention education. Student protection training is delivered in online modules or in school-based training. School-based training is delivered by principals, deputy principals or guidance officers. The duration and content of training are not specified.

In the Queensland Department of Education, Training and Employment’s base child/student protection policy, Student Protection, it is stated under the section entitled Responsibilities (no section number provided) that:

- Principals, “complete online Student Protection training including Module Six: Additional Guidance for Principals” (p.2).
- Principals, “ensure all state school employees, short-term contractors working on a school site, volunteers and on-going visitors that have regular contact with students, are inducted into Education Queensland’s Student Protection procedure, complete the appropriate Student Protection Training, participate in an annual training update of the student protection procedure to remind them of their key accountabilities and obligations” (p.2).
- School staff members and other school based employees, “complete appropriate Student Protection training (refer to Student Protection Training Fact Sheet) and ensure Student Protection Training certificate is signed by the principal (retain a copy of signed certificate for your records) and participate in annual training update of the student protection procedure” (p.4).
- Education Queensland Staff located in Central and Regional Offices, “who have regular contact with students complete either the online course or site-based Student Protection training when newly employed with the Department” (p.5).

The submission from the Queensland Department of Education, Training and Employment to the Royal Commission at QLD 4 does not mention training associated with the implementation of the Daniel Morcombe Child Safety Curriculum, the Safe Start Program, or the Bravehearts Ditto’s Keep Safe Adventure Program. Family Planning Qld is noted as providing professional development for educators about sexual behaviours and the prevention of sexual abuse (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4).

Which specific internal/external training agencies are involved and how?
The external agencies involved are those delivering the programs listed above: *The Daniel Morcombe Foundation*, *Children’s Safety Australia Inc*, *Bravehearts*, and *Family Planning Qld*. These agencies deliver training support, though the extent of this (i.e. presentations to teachers vs. delivery of written support materials) is unclear and may be school-specific, as, “The Department does not mandate, endorse, or promote particular programs or resources” (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, p.1).

**Which specific training programs or materials are used and why?**

Specific details as to the support resources made available to teachers through these agencies and programs, and how and when these are utilised by schools, could not be found in searches of publically available information, and was not provided in the submission from Queensland Department of Education, Training and Employment to the Royal Commission.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
South Australia, Department of Education and Child Development

Is training specified in the child protection policy?

Training for school staff in (i) mandatory reporting obligations, and (ii) the child protection curriculum, is specified in SA Department of Education and Child Development policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in child protection is a prerequisite for employment and update training occurs three yearly. The duration of initial training is a “full day”. It is not clear if this child protection training includes any preparation for the teaching of child sexual abuse prevention education. Additionally, training for delivery of the Keeping Safe Child Protection Curriculum occurs in a full day/seven hour face-to-face training. Refresher training will be online from 2014 or face-to-face if requested by schools. The Principals Australia Institute conducts the Keeping Safe curriculum training.

In the SA Department of Education and Child Development’s base child/student protection policy, the Child protection in schools, early childhood education and care services policy, it is stated:

- At 6.3, that 6.3 “staff will undertake approved full day child protection training program as a condition of employment and receive approved three yearly update programs thereafter. This training includes individuals’ responsibilities as mandated notifiers” (p.5).
- At 6.6, that, “staff involved in teaching approved child protection curriculum will receive approved training, ongoing professional development and support” (p.5). This is reinforced at 6.13 which states that the curriculum will be taught by staff who have received training in its use (p.6).

Therefore, it is a requirement that all staff who will deliver the Keeping Safe Child Protection Curriculum must complete a full day of face-to-face training. An online update course will be available in 2014, and face-to-face refresher training can be arranged if requested by schools (http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1).

With respect to training duration, an evaluation by KPMG that formed part of the submission by the SA Department of Education and Child Development to the Royal Commission at SA4.1 notes that Keeping Safe Child Protection Curriculum Training comprised “seven hour training to all pre and Primary schools (usually in two 3.5 hour blocks or a full day session) and condensed 1.5 hour for some Secondary teachers or full day training to specialist Secondary teachers” (i.e. HPE teachers) (Royal Commission reference: SA4.1 Item 1d – DECD Report on Evaluation Actions to KPMG Report, p. 12).

The KPMG evaluation, Recommended with respect to training that “DECS in collaboration with CEASA consider the development of online training modules in the KSCPC as an alternative to the

Additionally, the Principals Australia Institute has been contracted to work with the department and an advisory committee on a review process that will, among other things, develop a refresher course for staff already trained in the curriculum, to reflect the updated curriculum (pp.2-3) The outcomes of this review process have not been provided. (Royal Commission reference: SA4.1 Item 1d – DECD Report on Evaluation Actions to KPMG Report, p.1-3).

Which specific internal/external training agencies are involved and how?

The Curriculum for Learner Health and Wellbeing Management Group and Steering Committee, and the Principals Australia Institute have been involved in the creation/implementation of training support, though details as to how this has occurred is scarce and other organisations may also be/have been involved (Royal Commission reference: SA4.1 Item 1d – DECD Report on Evaluation Actions to KPMG Report, pp. 1-118).

Which specific training programs or materials are used and why?

This information is unclear beyond training that is provided by the department (e.g. curriculum support materials for cultural and linguistically diverse learners).

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
**Tasmania, Department of Education**

**Is training specified in the child protection policy?**

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Tasmania Department of Education.

**What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.**

No training details specific to child sexual abuse prevention education could be found.

**Which specific internal/external training agencies are involved and how?**

This information is not clear, though there appears to be some involvement by the Department of Human Services in developing the *Talk Soon, Talk Often* support materials which are related to broader sexuality and relationships education and are not specific to child sexual abuse prevention education (Royal Commission reference: TAS4.5 Action Plan 2013 (1), pp.1-2).

Very little detail could be found in searches of publically available information, and was not provided in the submission from Tasmania Department of Education to the Royal Commission.

**Which specific training programs or materials are used and why?**

As above, *Talk Soon, Talk Often* and *Growing Up Program* materials, including resources around the HPE syllabus, are all listed as ‘support materials’ and in ‘supporting schools to develop and plan programs’. Though how these are utilised in training support is not clear as is the extent to which they explicitly address child sexual abuse prevention education (Royal Commission reference: TAS4.5 Action Plan 2013 (1), pp.1-2).

The training support offered to school staff in this context appears to be through HPE professional learning and development opportunities, but little else. (Royal Commission reference: TAS4.5 Action Plan 2013 (1), pp.1-2).

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
Victoria, Department of Education and Early Childhood Development

Is training specified in the child protection policy?

Training for school staff is not specified in the VIC Department of Education and Early Childhood Development’s base child/student protection policy, *Child Protection – Mandatory Reporting*.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

No information about training could be found in searches of publically available information, or in detail provided in the submission from VIC Department of Education and Early Childhood Development to the Royal Commission at VIC4 (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, pp.1-4).

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

The submission at VIC4 makes reference to a number of curriculum and syllabus support materials, but detail about training in these materials generally and in child sexual abuse prevention education is not specified.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Western Australia, Department of Education

Is training specified in the child protection policy?

Training for school staff is specified in WA Department of Education. All school staff must complete compulsory child protection professional learning (CPPL), managed and facilitated by the school principal.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training is delivered to teachers via compulsory online Child Protection Professional Learning Program (CPPLP). The duration, frequency, and content of training are not specified.

The WA Department of Education’ base child/student protection policy, Child Protection, states that:

- At 4.17, in relation to child protection professional learning (CPPL), the principal must “manage and facilitate the completion of the CPPL program.
- At 4.17, “all teaching and non-teaching staff who have contact with children must complete the CPPL program” (p.20).
- At 4.17, that the Department “will continue to report compliance with training to the Corruption and Crime Commission” (p.20).
- At 4.17, that non-teaching staff “should be encouraged to undertake training”. Non-teaching staff include, for example “the school nurse, chaplain or school based liaison officers” (p.20).

It is unclear what portion, if any, of this training would relate to training in child sexual abuse prevention education rather than training in mandatory reporting and related obligations.

The WA Department of Education submission to the Royal Commission, provides further information about training for school staff to support the teaching of child sexual abuse prevention education. It states: “in order to increase the uptake of the Department's Protective Behaviours program, the barriers that arise from a lack of understanding about the content and objectives of the program must be addressed. Accordingly, in 2014 training in Protective Behaviours will become part of the compulsory online Child Protection Professional Learning Program (CPPLP). Given that training will coincide with the requirement that all staff who work with children undertake the revised CPPLP from 2014, there is the potential for over 25 000 school staff to be trained in Protective Behaviours” (Royal Commission reference: WA4. Covering letter and enclosures, p.2).

Pre-service training in Protective Behaviours is also delivered by the Child Protection Support Team to final year education students in all WA universities (Royal Commission reference: WA4 Covering letter and enclosures, pp.5-6).

Additionally, In relation to specific Indigenous support, the Department’ s submission advised that the Child Protection Support Team “has also provided direct training to Aboriginal Islander Education Officers in recognition of their unique role to equip Aboriginal students with the skills and

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**Which specific internal/external training agencies are involved and how?**

In the WA Department of Education submission to the Royal Commission at WA4 states that, “a professional learning module to assist teachers in the implementation of Protective Behaviours is available through either an online course or face-to-face training” Further, “given the statewide demand for face-to-face training, some training is delivered in country and remote locations by external providers who won a tender to deliver teacher training in the Department’s Protective Behaviours program” (Royal Commission reference: WA4. Covering letter and enclosures, p. 3).

These organisations are nominated as: “Protective Behaviours WA is a not for profit organisation specialising in the provision of professional training, resources, and workshops for schools, parents and communities. Protective Behaviours WA also offers direct services for victims and their families. Safe4Kids delivers preventative programs to schools, parents and communities. Both providers collaborated with the Department to develop the Protective Behaviours resource packages” (Royal Commission reference: WA4. Covering letter and enclosures, p. 3).

Additionally, “members of the Child Protection Support Team (CPST) deliver training and workshops”.

In Criteria 1 we noted the existence of a child protection portal developed by the WA Department of Education (see [http://det.wa.edu.au/childprotection/detcms/portal/](http://det.wa.edu.au/childprotection/detcms/portal/)). The training component of the portal carries the following statement “all staff are required to update their child protection professional knowledge by completing the online CPPLP. A face-to-face option is available where the online program is inappropriate due to previous trauma, literacy issues or where technology is not sufficient to accommodate downloading material from online portals” (see [http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/training/child-protection.en?oid=Article-id-3160729&tab=Main](http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/training/child-protection.en?oid=Article-id-3160729&tab=Main)).

**Which specific training programs or materials are used and why?**

The WA Department of Education child protection portal has a button entitled “Protective Behaviours”, however, this leads to a password protected area that we were unable to access in order to view specific materials.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

As noted above, it appears that Protective Behaviours and Safe4Kids are “funded to deliver Protective Behaviours teacher training based on the Department’s online training and a parent and/or community workshop. Where possible, members of the Child Protection Support Team (CPST) deliver training and workshops” (Royal Commission reference: WA4. Covering letter and enclosures, p. 3).
We assume that contractual agreements are in place, however this was not explicitly stated in material we were able to access.
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 6 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Is training specified in the child protection policy?

Training for school staff is not specified in Catholic Schools Office Armidale policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

In the Catholic Schools Office Armidale submission to the Royal Commission at CAT4.1, the diocese states that one school is having a training workshop in protective behaviours in 2014 but no other information is provided. (Royal Commission reference: CAT4.1 Response to Royal Commission, pp.1-2). No further information regarding training could be found.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Office, Bathurst

Is training specified in the child protection policy?

Training for school staff is not specified in Catholic Education Office Bathurst policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

No detail could be found in searches of publically available information, and was not provided in the submission from Catholic Education Office Bathurst to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Schools Office, Diocese of Broken Bay

Is training specified in the child protection policy?

Training is not specified in Catholic Schools Office Diocese of Broken Bay policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

The Diocese of Broken Bay has developed a *Child Protection Resource Manual* (see Criteria 3), however, no detail could be found regarding training support (format, duration, frequency or content) for the implementation of this manual. We searched publically available information, and examined the submission from Catholic Education Office Bathurst to the Royal Commission (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, pp.1-60).

A number of materials are listed in the Catholic Schools Office Diocese of Broken Bay submission to the Royal Commission at CAT4.7 (e.g. *Towards Wholeness* curriculum documents, *DBB Pastoral Care and Wellbeing Framework for Learning* and the *Handbook for Diocesan Systemic Schools – Child Protection Education*) but no details are provided as to when or how these materials would be used specifically as training support for teachers in child sexual abuse prevention education (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p. 2).

Which specific internal/external training agencies are involved and how?

This detail could not be found in searches of publically available information, and was not provided in the submission from NSW Department of Education and Communities to the Royal Commission.

Which specific training programs or materials are used and why?

This information could not be found and/or was not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information could not be found and/or was not provided.
Catholic Schools Office, Lismore Diocese

Is training specified in the child protection policy?

Training is not specified in Catholic Schools Office Lismore Diocese policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

No detail could be found in searches of publically available information, and was not provided in the submission from Catholic Education Office Lismore Diocese to the Royal Commission (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, pp.1-5).

Which specific internal/external training agencies are involved and how?

This information could not be found and/or was not provided.

Which specific training programs or materials are used and why?

This information could not be found and/or was not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information could not be found and/or was not provided.
Catholic Schools Office, Diocese of Maitland-Newcastle

Is training specified in the child protection policy?

Training is not specified in Catholic Schools Office Diocese of Maitland-Newcastle policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

No detail could be found in searches of publically available information. The Catholic Schools Office Diocese of Maitland-Newcastle did not provide a submission to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Office, Diocese of Parramatta

Is training specified in the child protection policy?

Training is not specified in Catholic Education Office Diocese of Parramatta policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

The Catholic Education Office Diocese of Parramatta in their submission to the Royal Commission at CAT4.13 state that, “the Towards Wholeness documents are the key support materials for schools in CEDP in the area of protective behaviours in PDHPE....Specifically, until the end of 2012, CEDP also supported individual schools to implement specific materials developed in 2003 concerning protective behaviours for children and schools can choose to continue to use these materials to meet their needs. The materials are not now currently publicly available as they are under review for future implementation” (Royal Commission reference: CAT4.13 Parramatta Truth Justice Healing Council – Feedback – CEDP, p.4).

It should be noted that the Towards Wholeness documents are a Catholic specific version of the NSW PDHPE curriculum. This is not a specific child sexual abuse prevention education curriculum. In Criteria 3 we noted that the Catholic Education Office Diocese of Parramatta implements an adapted version of the Diocese of Broken Bay Child Protection Resource Manual. However, we were unable to locate information regarding any training that may accompany its implementation.

Also, the Catholic Education Office Diocese of Parramatta in their submission to the Royal Commission noted that between 2005 and 2012 training in Protective Behaviours curriculum was conducted, but has since been discontinued (p.5). (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-6). The diocese provides online training in Child Protection, but this is in the context of obligations to students, rather than child sexual abuse prevention education. (http://childprotection.parra.catholic.edu.au/home).

As noted in Criteria 3, the meaning of Protective Behaviours is unclear in this context.

Which specific internal/external training agencies are involved and how?

It appears that the diocese has been the main source of training support, in addition to the providers of Protective Behaviours Training (no longer utilised by the diocese).

Which specific training programs or materials are used and why?

No detail could be found in searches of publically available information, and was not provided in the submission from Catholic Education Office Diocese of Parramatta to the Royal Commission (Royal Commission reference: CAT4.13 Parramatta Truth Justice Healing Council – Feedback – CEDP, pp. 1-6).

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?
This information is not provided.
Catholic Education Office, Sydney

Is training specified in the child protection policy?

Training is not specified in Catholic Education Office Sydney policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

In the Catholic Education Office Sydney submission to the Royal Commission at CAT4.17, states, “Specific advice to teachers on how they might deliver these sensitive areas of the syllabus may be provided by Principals or system Advisers more on an as required basis rather than systematically. The major resources provided by the system (which address the whole of the PDHPE syllabus) to help teachers are Towards Wholeness K-6 and Towards Wholeness 7-10.” (Royal Commission reference: CAT4.17 Sydney – Response, p.2).

Which specific internal/external training agencies are involved and how?

No detail could be found in searches of publically available information, and was not provided in the submission from the Catholic Education Office Sydney to the Royal Commission.

Which specific training programs or materials are used and why?

As above, the submission refers to Towards Wholeness curriculum, however it must be noted that the Towards Wholeness documents are a Catholic specific version of the NSW PDHPE curriculum. This is not a specific child sexual abuse prevention education curriculum. We were unable to determine what training is provided to school staff.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Office, Diocese of Wagga Wagga

Is training specified in the child protection policy?

Training is not specified in Catholic Education Office Diocese of Wagga Wagga policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

No detail could be found in searches of publically available information. The Catholic Schools Office Diocese of Wagga Wagga did not provide a submission to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Diocese of Willcania-Forbes

**Is training specified in the child protection policy?**

Training is not specified in Catholic Education Diocese of Willcania-Forbes policy.

**What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.**

Specific information about the format, duration, and frequency of training could not be found.

The submission from the Catholic Education Diocese of Willcania-Forbes to the Royal Commission at CAT4.9 states, “schools are provided with many professional development opportunities by the Catholic Education Office and are encouraged to pursue their own professional development in this area” (p.2). Further, “each school has an Educational Consultant and an Education Officer who visits regularly to assist teachers in the implementation of all curriculum areas, including PDHPE (p.2).” Further information on these opportunities is not provided. (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).

This response does not provide specific information about training implemented to support teaching of child sexual abuse prevention education.

**Which specific internal/external training agencies are involved and how?**

No detail could be found in searches of publically available information, and was not provided in the submission from the Catholic Education Diocese of Willcania-Forbes to the Royal Commission.

**Which specific training programs or materials are used and why?**

The submission directs teachers to syllabus support documents, but these support documents do not specifically focus on child sexual abuse prevention education, and how these might be used in training support is not specified.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
Catholic Education Office, Diocese of Wollongong

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is specified in Catholic Education Office Diocese of Wollongong school policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

The Catholic Education Office Diocese of Wollongong’s base child/student protection policy, the Care, Wellbeing and Protection of Children and Young People, states that:

- Catholic Education Wollongong will provide “extensive professional development in child protection for staff. This includes: pastoral responsibilities, legal requirements, identification of child abuse and risk of harm, reporting procedures, interagency cooperation” (p.1). Also, “further levels of training for Principals and other key staff” will be provided “to equip them for their more demanding role in child protection” (p.1).

In the submission from the Catholic Education Office Diocese of Wollongong to the Royal Commission at CAT4.16 it is stated that, “Starting with training in 1997 for all those working in the Diocese of Wollongong, then in 1999, CEO issued a Child Protection School Resource Kit for all schools. The Kit gathered resources for teaching Child Protection Education (CPE) to students and CEO provided specific training in this for teachers across the Diocese.” (Royal Commission reference: CAT4.16. 122013 CEO Wollongong Report - CSA in institutions, p.1).

It goes on to state, “The training provided by CEO Wollongong to teachers across the Diocese also explored the NSW Department of Education Child Protection Education support documents that are available to schools. The CEO’s 1999 documents and links to other key references/resources have been regularly updated and made available to school staff on InfoPoint, the CEO Wollongong intranet.” (Royal Commission reference: CAT4.16. 122013 CEO Wollongong Report - CSA in institutions, p.3).

Which specific internal/external training agencies are involved and how?

No detail could be found in searches of publically available information, and was not provided in the submission from the Catholic Education Office Diocese of Wollongong to the Royal Commission.

Which specific training programs or materials are used and why?

As above, the Child Protection School Resource Kit and a number of curriculum resources are provided for teachers. However, the extent to which these are used specifically in the training of teachers for child sexual abuse prevention education is unclear.
Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is specified in a procedures document that accompanies the Catholic Education Archdiocese of Brisbane child protection policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in student protection must occur initially upon employment, and reminders must occur annually. It is not clear if this student protection training includes preparation for the teaching of child sexual abuse prevention education. The format, duration and frequency of training are not specified.

The Catholic Education Archdiocese of Brisbane’s child/student protection procedures document entitled, Student Protection Processes, states:

- At 12.1.3, that principals are responsible for ensuring “all new staff members undertake Mandatory Student Protection training during their initial period of employment” (p.56)
- At 12.1.3 that “all staff members receive reminders about their Student Protection responsibilities on at least an annual basis” (p.56).
- At 12.1.3, that Brisbane Catholic Education Office is responsible for ensuring that “as part of induction all new principals receive Student Protection training that is appropriate to their roles and responsibilities” and “suitable Student Protection programs and training materials are made available and delivered to staff” (p.56).
- At 12.1.3, that “specialised Student Protection training is made available and delivered to principals, other Student Protection Contacts and Guidance Counsellors” and “specialised Student Protection expertise is available to staff members through the work of Student Protection Officers and other staff within Brisbane Catholic Education Office” (pp.56-57).

In the submission from the Catholic Education Archdiocese of Brisbane to the Royal Commission at CAT4.10 (p.2) it is stated that, “all schools have programs designed to address personal safety for students. Examples include: Bravehearts’ Personal Safety Education Program Ditto which provides students, parents, teachers, carers and the general community with specialised child sexual assault awareness and education.” Other agencies and resources listed include:

- The “You can do it” program;
- Utilising the Daniel Morcombe Child Safety Curriculum; and
- Programs developed by teachers and guidance counsellors, such as the ‘feeling safe’ poster program (Royal Commission reference: CAT4.10 Brisbane Truth Justice and Healing Council_Judith Tokley, p.2)

Brisbane Catholic Education states that curriculum training/support is provided in the following ways:
- Formal network meetings of Area Supervisors, Principals, Assistant Principals, Curriculum Leaders and Guidance Counsellors.
- Updates by email to schools regarding any relevant memoranda, policies or procedures.
- The Learning and Teaching portal on the BCE intranet is used to communicate key messages in relation to implementation of curriculum areas and providing a range of resources to assist (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, p.2).

**Which specific internal/external training agencies are involved and how?**

As above, it appears as though Bravehearts and the Daniel Morcombe Foundation may be involved in providing teachers with education and training resources for child sexual abuse prevention education in classrooms, but detailed information about this could not be found.

**Which specific training programs or materials are used and why?**

As above, materials may include the Daniel Morcombe Child Safety Curriculum, Bravehearts program support materials, but the specific use of these and other materials in teacher training is not specified.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
Catholic Education Diocese of Cairns

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is mentioned briefly in the Catholic Education Diocese of Cairns base child/student protection policy school policy, but detail is scant.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

The Catholic Education Diocese of Cairns base child/student protection policy, *Student Protection*, states a commitment to:

- “the reporting and management of student protection concerns as mandated by law relevant background checks, induction, curriculum and training about student protection” (p.2).

No further detail could be found regarding the format, duration or frequency of training.

The submission by the Catholic Education Diocese of Cairns to the Royal Commission at CAT4.3 provides further details regarding professional development for school staff in the broader area of children’s social and emotional learning (SEL). The submission states that, “CES and schools provide high quality ongoing SEL professional development and support for all staff members” (p.2) (Royal Commission reference: CAT4.3 Social and Emotional Learning (SEL) (1), pp.1-3).

However, detailed information is not provided and it must be noted that SEL programs do not specifically target child sexual abuse prevention

Which specific internal/external training agencies are involved and how?

No detail could be found in searches of publically available information, and was not provided in the submission from the Catholic Education Diocese of Cairns to the Royal Commission.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Diocese of Rockhampton

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is specified in the Catholic Education Office of Rockhampton policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training in student protection must occur annually. The duration is specified as 2 hours. It is not clear if this student protection training includes preparation for the teaching of child sexual abuse prevention education. The format and content of this training are not specified.

The Catholic Education Office of Rockhampton’s base child/student protection policy, Student Protection Policy states:

- At 4.2, that there will be “participation of all employees in regular mandatory professional learning” (p.2)
- At 4.3, in relation to the provision of child sexual abuse prevention education, that the Catholic Education, Diocese of Rockhampton will “provide learning programs for students to develop awareness and skills that lead to their empowerment and an ability to identify risk, act protectively and seek assistance” (p.2)
- At 4.3, that the Catholic Education, Diocese of Rockhampton will provide “additional professional learning for principals, other relevant specialist staff and those who are designated as school Protection Student Contacts” (p.2)
- At 4.3 that the Catholic Education, Diocese of Rockhampton will provide “specialist personnel and support resources” to “assist schools” (p.2)
- At 4.3 that the Catholic Education, Diocese of Rockhampton will “provide two (2) hours of Student Protection Training annually for all staff” (p.2)

The level of training support not wholly clear, though in the submission from the Catholic Education Office of Rockhampton to the Royal Commission at CAT4.11 it states that, “Support documents provided to teachers included the range of curriculum materials and resources attached to the various programs used by those who delivered the material” (p.3), the document submitted at CAT4.11 appears to suggest there is some ‘delivery’ of this material to teachers by way of training support. This is confirmed in part by the flowchart in the submission (p.2) that shows Protective Behaviours Training and in-service is provided. The other teaching materials referred to in the submission include the Daniel Morcombe Foundation Curriculum Materials, Safe4Kids resources and the Queensland Police Service resources (p.1). However, the extent of any training in the delivery of these resources in classrooms to teachers is not described in the same was as Protective Behaviours training. (Royal Commission reference: CAT4.11 Rockhampton DCEO, pp.1-3).

Which specific internal/external training agencies are involved and how?
This is not clear, though there appears to be some involvement by the Daniel Morcombe Foundation, Protective Behaviours Training Organisations, and Queensland Police.

**Which specific training programs or materials are used and why?**

The submission from the Catholic Education Office of Rockhampton to the Royal Commission at CAT4.11 (p.3) states that, “Support documents provided to teachers included the range of curriculum materials and resources attached to the various programs used by those who delivered the material. These are in the form of lesson plans; lesson notes; background material; professional reading; and other resources.” (Royal Commission reference: CAT4.11. Rockhampton DCEO, pp.1-3) At p.1 these are listed as the Protective Behaviours Program, the Daniel Morcombe Foundation Curriculum Materials, Safe4Kids resources, and Queensland Police resources.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
Catholic Education Diocese of Toowoomba

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is specified in Catholic Education Office of Toowoomba policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Training specifications are nonspecific but indicate that training in the student protection policy should occur regularly. It is not clear if this student protection training includes preparation for the teaching of child sexual abuse prevention education, although this is unlikely given CEDT does not provide specific child sexual abuse prevention education protection. The format, duration and frequency of training are not specified.

In the Catholic Education Diocese of Toowoomba base child/student protection policy, *Our commitment to the safety of all students: Student protection policy and procedure*, it states that:

- At 10.1, that “all staff members and volunteers can expect to be provided with training in this policy and procedure and other associated protective policies on a regular basis” and further that the “oversight of training opportunities addressing this policy and procedure will emanate from the Diocese of Toowoomba Catholic Education Office” (p.58).
- Specific strategies include: “Induction programs for newly appointed staff members”, “ongoing student protection in service training for staff members” and specialised training for school based School Student Protection Contacts” (p.59)

In the submission from the Catholic Education Diocese of Toowoomba to the Royal Commission at CAT4.8, it states that, “in October 2010 and February 2011, the Catholic Education Office engaged Children’s Safety Australia Inc. to deliver facilitator training in the Safe Start Program to School Student Protection Contacts across all systemic schools... A total of 50 staff members received this training, with the aim to deliver the program across primary schools within the Diocese of Toowoomba. To date, the program has been adopted in full or in part by a number of schools... There is no specific policy or memorandum around the delivery of the Safe Start Program, however the resource kit is made available to all staff members through the Catholic Education Office Intranet site.” (Royal Commission reference: CAT4.8 Toowoomba Child Safety Programs response_121213, p. 2).

Which specific internal/external training agencies are involved and how?

Children’s Safety Australia Inc has been involved, and as above, delivered facilitator training in the Safe Start Program that is utilised to educate child sexual abuse prevention in a number of schools in the diocese.

Which specific training programs or materials are used and why?
The diocese has developed *Guidelines for teaching sexual health within the health and physical education syllabus* for primary and secondary schools, but the extent to which these are used in training support for teachers is not specified. Sexuality and relationships education curricula can be considered to be broader than specific child sexual abuse prevention education curricula.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

Though a relationship appears/appeared to exist between the diocese and Children’s Safety Australia Inc, no details of could be found.
Catholic Education Diocese of Townsville

Is training specified in the child protection policy?

Training for school staff in aspects of child protection is mentioned briefly in Catholic Education Diocese of Townsville policy, however specific detail is scant.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

The Catholic Education Diocese of Townsville’s base child/student protection policy entitled Student Protection Policy, states:

- Under implementation, that “All staff members of Catholic schools will receive regular in-service in the area of student protection” (p.2).

No other detail could be found in searches of publically available information. The Catholic Education Diocese of Townsville did not provide a submission to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Is training specified in the child protection policy?

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Catholic Education Office Ballarat.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

No detail could be found in searches of publically available information, or in information provided to the Royal Commission in the consolidated response from Catholic Education in Victoria at CAT 4.18 (Royal Commission reference: CAT4.18. VicResponse_Research Project. Child Safety Programs, pp.1-9).

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Melbourne

Is training specified in the child protection policy?

Training for school staff in “child protection” is not specified in the Catholic Education Melbourne base child/student protection policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.


It should be noted that this is a broader sexuality and relationships education curriculum that does not specifically target child sexual abuse prevention education.

Information on specific training programs for school staff is not provided. (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9). Searches of publically available material (e.g. on websites) did not yield further information.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

As above, Directives for Christian Education in Sexuality is listed as a support document with regard to child safety training for teachers. However this does not specifically target child sexual abuse prevention education and, thus, how it may be used is unclear.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Office, Diocese of Sale

Is training specified in the child protection policy?

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Catholic Education Office Diocese of Sale.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

No detail could be found in searches of publically available information, or in information provided to the Royal Commission in the consolidated response from Catholic Education in Victoria at CAT 4.18 (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Catholic Education Sandhurst

Is training specified in the child protection policy?

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Catholic Education Office Sandhurst. No other detail could be found in searches of publically available information.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

In information provided to the Royal Commission in the consolidated response from Catholic Education in Victoria at CAT 4.18 it is stated that, “In regard to implementation or support documents to support teachers or others to implement these programs, these are provided as part of the programs themselves and additional material is not provided.” (p.5). This statement is most relevant for the 6 primary schools that implement the Bravehearts program, and 8 primary and 1 secondary schools that implement Protective Behaviours. (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.5)

Which specific internal/external training agencies are involved and how?

As above, Bravehearts and Protective Behaviours teams are involved, but the extent of their involvement in teacher training and support services is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Is training specified in the child protection policy?

Training for school staff in “child protection” is not specified in the Archdiocese of Canberra and Goulburn Catholic Education Office base child/student protection policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

No detail could be found in searches of publically available information and the Archdiocese of Canberra and Goulburn Catholic Education Office did not provide a submission to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Is training specified in the child protection policy?

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Catholic Education Office Diocese of Darwin.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

No detail could be found in searches of publically available information and the Catholic Education Office Diocese of Darwin did not provide a submission to the Royal Commission.

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

This information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 6 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

Is training specified in the child protection policy?

Training for school staff is specified in Catholic Education South Australia policy. However, the policy does not specifically address training for child sexual abuse prevention education.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found. Similar to teachers in South Australia government schools, teachers in Catholic Education South Australia schools appear to be required to undertake a day of training in preparation for teaching the Keeping Safe curriculum, however details lacked specificity.

In the Catholic Education South Australia base child/student protection policy entitled, Policy for the Care, Wellbeing and Protection of Children and Young People, it is stated:

- At 4.2.1, that it is the responsibility of the Catholic Education Office “to allocate training resources for personnel to assist in the delivery of professional development programs for school leaders and staff in the care, wellbeing and protection of children and young people” (p.5)
- At 4.3.7 and 4.3.8, that it is the responsibility of school leaders to provide, “training and development opportunities for school personnel to develop curriculum in the care, wellbeing and protection of children and young people”, and, “to initiate and support the implementation of child protection and abuse prevention curriculum at the classroom level...” (p.6).
- At 4.4.5 and 4.5.6, that it is the responsibility of school personnel (including paid or unpaid volunteers) to “undertake regular training and education in order to understand their individual responsibilities and those of the Catholic Education SA, in relation to child protection and the health and well being of children and young people” and “to teach children and young people skills and assist them to develop an understanding which will empower them to achieve and maintain personal safety and well being” (p.6).

The Catholic Education South Australia submission to the Royal Commission at CAT4.14 it states that the training for teachers in the Keeping Safe: child protection curriculum began in late 2009 and was completed at 2011 at school sites. All teachers were required to complete a day of training before teaching the child protection curriculum. Curriculum materials were provided to teachers during training (but are not publically accessible otherwise). Curriculum coordinators and network meetings also provide means of curriculum support, though the details of this and other details relating to teacher training are not provided. (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, p.3).

Which specific internal/external training agencies are involved and how?
This information is not provided.

**Which specific training programs or materials are used and why?**

This information is not provided.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?**

This information is not provided.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Is training specified in the child protection policy?

We were unable to determine if training and support for school staff in child protection is provisioned in school policy, as we were unable to locate a base child/student protection policy for Tasmanian Catholic Education Office.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

No detail could be found in searches of publically available information.

No further detail was found in the Tasmanian Catholic Education Office submission to the Royal Commission (Royal Commission reference: CAT4.6. Tasmania – Response, pp.1-6).

Which specific internal/external training agencies are involved and how?

This information is not provided.

Which specific training programs or materials are used and why?

The submission lists Growing Towards Wholeness as a ‘support document that supports teachers’ but how this might be used in training support for child sexual abuse prevention education is unclear. (Royal Commission reference: CAT4.6. Tasmania – Response, pp.1-6). It should be noted that this is not a specific child sexual abuse prevention education curriculum and we were unable to locate information regarding any training that may accompany its implementation.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 6 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

Is training specified in the child protection policy?

Training for school staff is specified in Catholic Education Office of Western Australia policy.

What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.

Specific information about the format, duration, and frequency of training could not be found.

In the Catholic Education Office of Western Australia base child/student protection policy entitled *Child Protection*, it is stated:

- At 5.4, that the principal “shall ensure that staff receive induction, in relation to the Child Protection Procedures for Catholic Schools in Western Australia and Mandatory Reporting within the first 12 months of appointment” (p.3).

In the Catholic Education Office of Western Australia submission to the Royal Commission at 4.15 it states that, “A Keeping Safe trial program involving 6 primary schools and one high school commenced with training of school based trainers in 2011.” (p.1). However, details of this training were not provided (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, p.1).

Also it is stated that, “Schools in the Keeping Safe Child Protection Curriculum trial were provided with additional support from Psychologists with the Non-Government Schools Psychology Service to assist with staff training.” (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, p.2).

Which specific internal/external training agencies are involved and how?

As above, school psychologists and the Non-Government Schools Psychology Service have been involved in training support for staff, but the details of this and other agency involvement is not provided.

Which specific training programs or materials are used and why?

Aside from reference to the Keeping Safe curriculum materials, this information is not provided.

Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training?

This information is not provided.
Criteria 7: Assessment & evaluation
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 7 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Is student learning about child sexual abuse prevention assessed?

The teaching of child sexual abuse prevention education (known as protective and safe behaviours) is compulsory in ACT government schools is compulsory via a policy directive in the base child protection policy *(Child protection and reporting child abuse and neglect in ACT Public Schools)* (see Criteria 2). However there is no specific directive for assessment of student learning in this regard other than the general requirement noted below.

At ACT4, it is submitted that teachers are required to monitor programs implemented in class at the end of each term and/or semester, “to ensure targeted learning outcomes have been achieved” (p.9) (Royal Commission reference: ACT4. Government response to C-NP-85, p.9).

Has child sexual abuse prevention education/curriculum been evaluated?

At ACT4, it is submitted that schools evaluate curriculum programs and initiatives within their schools (p.9).

No information about evaluation of programs specific to child sexual abuse prevention education was publically available or provided in the ACT Education and Training Directorate submission to the Royal Commission (Royal Commission reference: ACT4. Government response to C-NP-85, p.9).

Also, ACT public schools participate in the *School Satisfaction Survey*, requesting input from students, staff and parents/carers as per the National Education Agreement (p.9):

- “Section 1 of the School Satisfaction Survey includes questions for students such as ‘I feel safe at my school’ and ‘I can talk to my teachers about my concerns’. The parent/carers survey contains questions including ‘My child feels safe at my school’ and ‘I can talk to my child’s teachers about my concerns’” (p.9).

Additionally, ACT public schools submit to the ACT Education and Training Directorate an annual School Board Report which is available for public access (Royal Commission reference: ACT4. Government response to C-NP-85, p.9).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education in ACT schools were not provided. It is unclear how findings from evaluations are then addressed by the department and/or individual schools.
New South Wales, Department of Education and Communities

Is student learning about child sexual abuse prevention assessed?

As noted in Criteria 2, it is unclear if the teaching of child sexual abuse prevention education is compulsory in NSW government schools. There is no policy directive, however, in material provided to the Royal Commission by NSW Education & Communities it is indicated that child protection education is “mandatory” for students K-Year 10. The specific child sexual abuse prevention education curriculum used in NSW (*Child Protection Education: K-6*) provides examples of the ways in which children’s learning can be assessed. For example, collecting students’ work or asking questions to assess their understanding (*Child Protection Education Stage 2 (NSW)* p.27; *Child Protection Education Stage 3 (NSW)* p.30).

Suggested teaching strategies/evidence of learning/feedback are included in the relevant PDHPE curriculums, and student learning is assessed in accordance with this in classrooms and schools (Royal Commission reference: Board of Studies Response).

Has child sexual abuse prevention education/curriculum been evaluated?

Unclear/no information provided. It is unclear if the teaching of child sexual abuse prevention education is compulsory via the *Child Protection Education* curriculum. We could find no information regarding evaluation of this curriculum, which was first introduced in 1997.

Were evaluation findings implemented?

Specific findings from evaluations of child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the Department and/or individual schools.
Northern Territory, Department of Education

Is student learning about child sexual abuse prevention assessed?

Teaching child sexual abuse prevention education is not compulsory in NT government schools (see Criteria 2). No specific information on assessment is provided except to state that, “The NT Board of Studies (NTBOS) Curriculum, Assessment and Reporting policy and guidelines for Transition to Year 9 apply to all teachers of T-9 students, in government and non-government schools.” (Royal Commission reference: NT4. Department of Education Response to Royal Commission NP 126 Schedule A, p.1)

Has child sexual abuse prevention education/curriculum been evaluated?

No specific information about program or curriculum evaluation was publically available or provided in the Department’s submission to the Royal Commission (Royal Commission reference: NT4 Covering letter and enclosures, pp.1-23).

Were evaluation findings implemented?

No specific information about the implementation of any evaluation-related findings was provided.
Queensland, Department of Education, Training and Employment

Is student learning about child sexual abuse prevention assessed?

Teaching child sexual abuse prevention education is not compulsory in Qld government schools. The Daniel Morcombe Child Safety Curriculum provides strategies and criteria for student assessment of the material taught within that curriculum. (Royal Commission reference: Royal Commission 1-22). The submission from the Queensland Department of Education, Training and Employment to the Royal Commission states (p.1) that: “the Department acknowledges the role of the classroom teacher is important in child safety education...Teachers and other school staff are best placed to be able to continue consolidation of key safety concepts” (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4).

Has child sexual abuse prevention education/curriculum been evaluated?

No specific information on the evaluation of the Daniel Morcombe Child Safety Curriculum was provided. However, the submission from the Queensland Department of Education, Training and Employment to the Royal Commission stated that: “the Department has collaborated with a high-level working group including the Commissioner for Children and Young People and Child Guardian; Queensland Police Service; the Department of Communities, Child Safety and Disability Services and Bruce and Denise Morcombe to develop the Daniel Morcombe Child Safety Curriculum. A network of renowned experts involved in researching child abuse and its prevention provided feedback on the curriculum materials.” It is unclear whether this high-level evaluation is ongoing (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4).

No specific information about evaluation of other programs currently in use in Queensland government schools could be found, or was provided in the Department’s submission to the Royal Commission (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4).

Were evaluation findings implemented?

It is unclear how findings from curriculum evaluations were or would be implemented.
South Australia, Department of Education and Child Development

Is student learning about child sexual abuse prevention assessed?

The teaching of child sexual abuse prevention education (known as “personal safety and wellbeing” or the “child protection curriculum”) is compulsory via implicit statements in the base child protection policy (*Child Protection in Schools, Early Childhood Education and Care Services Policy*) (see Criteria 2). However there is no specific directive for assessment of student learning in this regard other than the general curriculum guidelines noted below.

The South Australian *Keeping Safe* child protection curriculum provides strategies and criteria for student assessment of the material taught within that curriculum (Royal Commission reference: SA4.0 Letter Response to NTP-86 151113; SA4.1 Item 1a - 1 Early Years Ages 3-5; SA4.1 Item 1a - 2 Early Years R-2; SA4.1 Item 1a - 3 Primary Years 3-5; SA4.1 Item 1a - 4 Middle Years 6-9; SA4.1 Item 1a - 5 Senior Years 10-12).

Has child sexual abuse prevention education/curriculum been evaluated?

Yes. In 2010, KPMG evaluated the child protection curriculum and conducted a ‘summit workshop’ with invited participants (Royal Commission reference: SA4.1 Item 1d - DECD Report on Evaluation Actions to KPMG Report). A previous version of the child protection curriculum was also evaluated earlier, in 1995 by Prof Bruce Johnson from the University of South Australia with a Criminology Research Council Grant (report details are archived at [http://trove.nla.gov.au/work/15989804?selectedversion=NBD11541416](http://trove.nla.gov.au/work/15989804?selectedversion=NBD11541416)).

The citation is:

Were evaluation findings implemented?

Yes. Action has been taken with regard to 7 key recommendations and includes:

- Reminding schools of obligations annually, updating child protection, education and care policies;
- Updating the child protection curriculum itself to include expectations of its delivery in South Australian schools;
- Publishing the reviewed curriculum and other documents online, including a refresher training course;
- Strategies were put in place to review and update the curriculum; and
- The curriculum being promoted as best practice child protection education to other jurisdictions.

Importantly, the SA DECD base child protection policy entitled *Child protection in schools, early childhood education, and care services* states in Section 6.14: “The approved child protection curriculum will be reviewed in response to emerging evidence about child abuse and violence prevention programs” (p.6).

**Good practice example**


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**Curriculum**

Children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing, their rights to personal safety and wellbeing, help-seeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others.

6.12 All children and young people in DECD preschools and schools will access approved child protection curriculum.

6.13 The approved child protection curriculum will be taught by staff who have received training in its use.

6.14 The approved child protection curriculum will be reviewed in response to emerging evidence about child abuse and violence prevention programs.
Tasmania, Department of Education

Is student learning about child sexual abuse prevention assessed?

The teaching of child sexual abuse prevention education is not compulsory in Tasmania government schools. There was no specific information provided as to how child sexual abuse prevention education is assessed, though curricula provide key performance criteria for more general student learning outcomes.

Has child sexual abuse prevention education/curriculum been evaluated?

No specific information on program evaluations was provided in Tasmania’s submission to the Royal Commission, though at TAS2, it is stated that, “In 2012 the department launched the Relationships and Sexuality Education in Tasmanian Government Schools Strategy 2012-2014...The 2013 Corporate Report was used to determine the number of schools complying with the requirements of the strategy. The Australian Curriculum Health and Physical Education curriculum will be trialled in some Tasmanian government schools in 2014. It will be implemented in all Tasmanian government schools in 2015.” No information on the curriculum evaluation was included. (Royal Commission reference: TAS2. Response from Tas to draft, pp.1-2).

This curriculum is not specifically focused on child sexual abuse prevention education.

Were evaluation findings implemented?

There is no clear information on the outcomes of any evaluations.
Victoria, Department of Education and Early Childhood Development

Is student learning about child sexual abuse prevention assessed?

Teaching child sexual abuse prevention education is compulsory in Victoria government schools insofar as it is taught as part of sexuality education which, in turn, is part of the AusVELS (HPE) curriculum.

The Catching on Everywhere Part 1 document (p.31) states that teachers are responsible for the assessment of student achievement and that, “While schools develop their own individual learning and teaching programs, all curriculum planned and taught across Victorian schools is assessed against these standards”, that of the Victorian Essential Learning Standards (p.31).

Has child sexual abuse prevention education/curriculum been evaluated?

The Whole-school Sexuality Education Project (an initiative of the Victorian Department of Education and Early Childhood Development (DEECD) in partnership with the Department of Human Services (DHS) worked with 50 schools (government and non-government) to carry out curriculum reviews around sexuality education.

At VIC4 it is explained that, “An ARCSHS [Australian Research Centre in Sex, Health and Society] report entitled Catching On Everywhere: Evaluation of a whole school sexuality education project in 50 Victorian schools (undated, but submitted in 2007) (the 2007 Report), which was commissioned by the Department in 2006 to assess effective approaches in sexuality education and reports on a project involving sexuality education programs in about 50 government and non-government schools, including planning, implementation and evaluation at the local level. The report does not assess specific material(s) or program(s), but rather evaluates a 'whole school approach' to sexuality education. It contains sensitive and confidential information about the schools participating in the study.” (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, pp.1-4).

Were evaluation findings implemented?

The Whole-school Sexuality Education Project developed an audit tool to assist schools to evaluate sexuality education curriculum against the Victorian Essential Learning Standards, but it is unclear to what extent this is or will be used by Victorian schools (Catching on Everywhere Part 2 (VIC) p.61) as a formal evaluation strategy. Also, it was found that while most teachers with primary responsibility for sexuality education were relatively comfortable in this space, many reported that beyond these domains, many teachers were uncomfortable and reluctant to address sexuality issues should they arise (Catching on Everywhere Part 1 (VIC), p.7).
Western Australia, Department of Education

Is student learning about child sexual abuse prevention assessed?

The teaching of child sexual abuse prevention education (known as “protective behaviours”) is compulsory via a policy directive in the base child protection policy (Child protection) (see Criteria 1 & 2). However there is no specific directive for assessment of student learning in this regard other than the general requirement noted above.

No specific information on the assessment of child sexual abuse prevention education was provided in the Department’ submission to the Royal Commission (Royal Commission reference: WA4. Covering letter and enclosures, pp.1-133).

Has child sexual abuse prevention education/curriculum been evaluated?

No specific information about program or curriculum evaluation was publically available or provided in the Department’s submission to the Royal Commission (Royal Commission reference: WA4. Covering letter and enclosures, pp.1-133).

It should be noted that recommendations from the Blaxell Inquiry and the Gordon Inquiry have relevance for evaluation of child sexual abuse prevention education in WA. The citations are:


Recommendation 4 of the Blaxell Inquiry stated: “That the Department of Education undertake a review of how their schools deliver the preventative curriculum to ensure that it meets the need as identified in the Gordon Inquiry and that it assess whether there is any need for a more prescriptive requirement (in line with the Protective Behaviours program that the Department has already developed)” (Department of the Premier and Cabinet, 2013, p.2).

Recommendation 116 of the Gordon Inquiry referenced: “provision of basic education in Protective Behaviours to students in all schools through existing curriculum frameworks in the Department of Education (DOE)” (p.90).

Were evaluation findings implemented?

No information was provided on how findings from any evaluations might be implemented (Royal Commission reference: WA4. Covering letter and enclosures, pp.1-133).
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 7 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Wilcannia-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.1 makes no direct reference to student assessment. No information on assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation implementation was provided.
Catholic Education Office, Bathurst

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.2 makes no direct reference to student assessment. No information on assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation is provided.
Catholic Schools Office, Diocese of Broken Bay

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.7 makes no direct reference to student assessment. However, units in the syllabus such as ‘Keeping Myself Safe’, ‘Protecting Me’, ‘Growing and Changing’ and ‘Personal Power’ are indicated to be, “major assessable outcomes”. (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60).

- In these units, assessment strategies include teacher observation, monitoring student responses, worksheets and activities such as role-plays (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60; CAT4.7. 12122013 DBB Response to TJHC Part 2 Pages 61-130; CAT4.7. 12122013 DBB Response to TJHC Part 3 Pages 131-160; CAT4.7. 12122013 DBB Response to TJHC Part 4 Pages 161-324)

Has child sexual abuse prevention education/curriculum been evaluated?

No specific evaluation strategies are detailed. However, at CAT4.7 (p.4) it is stated that: “the requirement to deliver content from the NSW Board of Studies syllabuses. The PDHPE syllabus is mandatory for students K-10. Components of these syllabuses encompass healthy lifestyles, interpersonal relationships, growth and development, safe living” and “a key content strand in the Year 7 – Year 10 syllabus is ‘self & relationships’ in which students learn about caring and respectful relationships, recognising abuse, power in relationships, bullying and harassment and protective strategies. The review process sees a team of auditors checking that syllabus content is delivered. They do this by checking scopes/sequences, teaching programs and student work samples” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60).

Were evaluation findings implemented?

Specific findings from any past evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Schools Office, Lismore Diocese

**Is student learning about child sexual abuse prevention assessed?**

At CAT4.12 (p.5) it is submitted, “Students are assessed as to their level of learning through normal class assessment.” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, pp.1-5).

**Has child sexual abuse prevention education/curriculum been evaluated?**

At CAT4.12 (p.5) it is submitted, “The Diocese of Lismore audits the above listed PDHPE subject matter during Board of Studies Compliance Audits and curriculum audits to ensure Board of Studies guidelines are met.” (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, pp.1-5). No specific details of these evaluations are provided.

**Were evaluation findings implemented?**

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Schools Office, Diocese of Maitland-Newcastle

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.12 makes no direct reference to assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation is provided.
Catholic Education Office, Diocese of Parramatta

Is student learning about child sexual abuse prevention assessed?

No specific information on assessment is provided. At CAT4.13 (p.5) it is submitted, “CEDP complies with all legislative requirements regarding the proper and appropriate assessment and evaluation of student performance in each of the NSW Board of Studies syllabuses including the key learning area of PDHPE.” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-6)

Has child sexual abuse prevention education/curriculum been evaluated?

At CAT4.13 (p.5) it is submitted, “The evaluation of specific parts of the curriculum for personal improvement purposes is the responsibility of individual schools as they are best located to decide program implementation locally to meet local needs. Local evaluations of personal development programs for personal improvement typically use anecdotal data gathered over time in partnership with parents to ensure each child’s developmental needs are being met. This process reflects the Diocesan Statement on Learning which is built on the premise that learning occurs in the learners’ context.” (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-6).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Education Office, Sydney

Is student learning about child sexual abuse prevention assessed?

Assessment of the PDHPE curriculum (a key learning area) is determined by schools and subsequent lesson plans (Royal Commission reference: CAT4.17 Sydney – Attachment B, p.1; CAT4.17 Sydney – Attachment C, pp.1-73).

Has child sexual abuse prevention education/curriculum been evaluated?

At page 4 of the main diocese response provided to the Royal Commission, it is submitted that, “Regarding the request for documentation concerning evaluation, teachers typically evaluate the effectiveness of a unit of work on completion. And this would apply to the completion of a unit of work in PDHPE. Student evaluation is encouraged and some teachers use formal evaluation documents. Information gleaned in this way contributes to a modification in the teacher’s program and/or practice. The Board of Studies conducts an annual syllabus evaluation process which examines enrolment data, curriculum modifications proposed by teachers, correspondence from parents and other groups such as coroners’ reports. Weaknesses in the curriculum are addressed. To date in recent years no request has been received about modifying the child protection units of the curriculum. At present we are awaiting the publication of the Australian Curriculum in Health and Physical Education for eventual integration into the NSW Board of Studies PDHPE Syllabus. This may provide an opportunity for the review of inclusions around teaching children protective behaviours.” (Royal Commission reference: CAT4.17 Sydney – Response, pp.1-4).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Education Office, Diocese of Wagga Wagga

Is student learning about child sexual abuse prevention assessed?

Catholic Schools Office Wagga Wagga (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if detail is available. (Royal Commission reference: CAT 4.0.).

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation is provided.
Catholic Education Diocese of Willcania-Forbes

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.12 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

The submission at CAT4.9 states there have been no formal evaluations: “Teacher feedback and teacher programming supervision indicates that the program is well utilised and effective.” (p.2) Also, “Across all Stages, the vast majority of students in our schools attain B or C grades in PDHPE, indicating a sound to thorough knowledge and understanding of the content and an adequate to high level of competence in the processes and skills.” (p.2) (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Education Office, Diocese of Wollongong

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.16 notes that constant monitoring of student response to child sexual abuse prevention education is recommended by the Catholic Education Office (p.20). The submission states: “it is important to maintain ongoing school records of the child protection education programs conducted. As students move into the upper grades it may also become more appropriate to directly assess from students where they are up to in terms of child protection education.” (p.13)


However, in a K-6 sample scope and sequence plan provided as part of the submission at CAT4.16, units such as ‘Keeping Myself Safe’, ‘Protecting Me’, ‘Growing and Changing’ and ‘Personal Power’ are indicated to be, “major assessable outcomes”. (Royal Commission reference: CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3 SAMPLE Scope and Sequence Plan for K-6 PDHE).

In these units, assessment strategies include teacher observation, monitoring student responses, worksheets and activities such as role-plays (Royal Commission reference: CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3. earlystage1_keeping_myself_safe; CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3. stage1_protecting_me; CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3. stage2_protecting_me; CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3. stage3_personal_power; CAT 4.16. Wollongong Attachments 1 and 3 – PART A Attachment 3. stage3_growing_and_changing).

Has child sexual abuse prevention education/curriculum been evaluated?

The Wollongong submission to the Royal Commission (p.26) states that, “Evaluation of child protection programs indicates that where parents or caregivers have an understanding of the program, students' learning outcomes are improved.” The extent of these evaluations, whether they are specific to the diocese and what form they may have taken are unclear. (Royal Commission reference: CAT4.16 Wollongong Attachments 1 and 3 – PARTA Attachment 1.1 Child Protection Education (CPE) for Students – CEO Wollongong, pp.1-26).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Is student learning about child sexual abuse prevention assessed?

No specific student assessment information is provided. At CAT4.10 (p.1) it is submitted that, “Schools implement curriculum in accordance with the requirements of the Queensland Studies Authority and the Australian Curriculum and Assessment Authority. In 2013 our schools planned, taught, assessed and reported on the Australian curriculum for English Mathematics and Science and commenced implementing P-10 History. The Queensland curriculum was maintained for all other teaching areas.” (Royal Commission reference: CAT 4.10 Brisbane Truth Justice and Healing Council_Judith Tokley pp.1-3).

Has child sexual abuse prevention education/curriculum been evaluated?

At CAT4.10 (p.3) it is submitted that, “Whilst evaluation of curriculum is an ongoing practice in schools systematic documentation on the effectiveness of specific programs is not available.” (Royal Commission reference: CAT 4.10 Brisbane Truth Justice and Healing Council_Judith Tokley pp.1-3).

Were evaluation findings implemented?

Specific findings from these evaluations with regard to child sexual abuse prevention education were not provided. It is unclear how findings from evaluations are then addressed by the diocese and/or individual schools.
Catholic Education Diocese of Cairns

Is student learning about child sexual abuse prevention assessed?

There is no information provided as to assessment of any child sexual abuse prevention education in schools.

Has child sexual abuse prevention education/curriculum been evaluated?

The Catholic Education Diocese of Cairns has funding to evaluate a wellbeing program called Circle Solutions, though this program is not specifically related to child sexual abuse prevention education. Their submission states, “We have funding to evaluate this intervention in four primary schools next year and one of our secondary colleges which has significant Indigenous enrolments. We are particularly interested to see whether the Circle Solutions intervention can lead to improved wellbeing outcomes for our Indigenous students. The evaluation is investigating the domains of social, emotional, mental, physical and spiritual wellbeing. This will give some data to support, or not, the use of the Circles’ philosophy and pedagogy and will also allow schools to “check in” with students’ sense of their own well-being.” (Royal Commission reference: CAT4.3 TJHC RC Research Project No 1 Feedback 3).

Were evaluation findings implemented?

It is unclear how any findings from evaluations would be implemented, especially since the program is not focused on child sexual abuse prevention.
Catholic Education Diocese of Rockhampton

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.11 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

The submission states, “Respondents noted that no formal evaluation took place and/or was not written down. Anecdotal evaluation was common” (p.3). No representations of findings were made. (Royal Commission reference: CAT4.11. Rockhampton DCEO, pp.1-3).

Were evaluation findings implemented?

No information was provided on how findings from any anecdotal evaluations might be implemented.
Catholic Education Diocese of Toowoomba

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.8 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

The Guidelines for Teaching Sexual Health within the Health and Physical Education Syllabus for Years Prep to 7, and Guidelines for Teaching Sexuality Education in Secondary Schools have not been evaluated. The Safe Start program was evaluated in 2009 by Griffith University (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, p.3).

We were unable to obtain a copy of the Griffith University evaluation in our searches of publically available information. Therefore we were unable to report on its approach and methodology.

Were evaluation findings implemented?

No information was provided on how findings from any evaluations might be implemented (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, pp.1-3)
Catholic Education Diocese of Townsville

Is student learning about child sexual abuse prevention assessed?

No information on assessment is provided. Catholic Education Townsville (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if detail is available. (Royal Commission reference: CAT 4.0.).

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation is provided.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Victoria Catholic Diocesan schools:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Is student learning about child sexual abuse prevention assessed?

The consolidated response to the Royal Commission from Catholic Education Commission of Victoria at CAT4.18 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

In the Catholic Education Commission of Victoria’s consolidated submission to the Royal Commission, at CAT4.18 (p.4), it is submitted that, “No such evaluations have been undertaken by the Diocese. Schools use the evaluation tools in the resource manual of the Safe Schools Framework and Kids Matter to evaluate student wellbeing, but these do not ask specific questions about sexual abuse. The School Review Process of the Catholic Education Office Ballarat requires that schools review their procedures for student safety and wellbeing every four years. This review is validated by an external educator and a report prepared for the school and the Director of Catholic Education. Such data is held by schools, not by the Catholic Education Office.” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9)

Were evaluation findings implemented?

In the absence of evaluations or information on review findings, it is unclear how findings from evaluations would be addressed by the diocese and/or individual schools.
Catholic Education Melbourne

Is student learning about child sexual abuse prevention assessed?

The consolidated response to the Royal Commission from Catholic Education Commission of Victoria at CAT4.18 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

In Catholic Education Commission of Victoria’s consolidated submission to the Royal Commission, at CAT4.18 (p.3), it is submitted that, “There is no specific child safety collection of data and related assessment by CEOM. There is however, a continued awareness raising and policy directives from CEOM. As a system Catholic Education Office Melbourne (CEOM) offers a duty call service where school community members can call the Wellbeing & Community Partnerships Unit with issues of concern. Data collected from this service can assess the effectiveness of child safety initiatives in catholic schools. All schools evaluate their child safety through their Attitudes to Schools Survey data as part of their School Improvement Framework. Secondary schools also identified assessment activities and curriculum reviews as evaluation tools. All schools can also use the National Safe Schools Framework audit tool to evaluate their approach to child safety programs and curriculum.” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9)

Were evaluation findings implemented?

In the absence of evaluations or information about findings from these, it is unclear how findings from evaluations would be addressed by the diocese and/or individual schools.
Catholic Education Office, Diocese of Sale

Is student learning about child sexual abuse prevention assessed?

In the consolidated response to the Royal Commission from the Catholic Education Commission of Victoria at CAT4.18 (p.6-7), it is submitted that, “Sexual abuse is not a curriculum topic, and we are awaiting approval on the draft curriculum documents dealing with sexuality for the secondary sector... As curriculum direction in this area is non-existent there are no support documents nor evaluations nor are there any memoranda, policies or procedures that provide advice to schools on how these are to be delivered.” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9)

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

In the absence of evaluations, it is unclear how findings from evaluations would be addressed by the diocese and/or individual schools.
Catholic Education Sandhurst

Is student learning about child sexual abuse prevention assessed?

In the consolidated response to the Royal Commission from the Catholic Education Commission of Victoria at CAT4.18, no specific information on assessment is provided other than to state that, “approaches taken to child safety by Catholic schools in the Sandhurst Diocese are broadly informed by the National Safe Schools Framework (NSSF), with its broad policy vision and set of guiding principles for a whole school approach towards safe and supportive schools.” (p.5) (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

In the absence of evaluations, it is unclear how findings from evaluations would be addressed by the diocese and/or individual schools.
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Is student learning about child sexual abuse prevention assessed?

The Archdiocese of Canberra and Goulburn Catholic Education Office (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if detail about student assessment is available (Royal Commission reference: CAT 4.0.).

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

In the absence of evaluations, it is unclear how findings from evaluations would be addressed by the diocese and/or individual schools.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Is student learning about child sexual abuse prevention assessed?

Catholic Education Office, Diocese of Darwin (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission; therefore it is not possible to know if detail on student assessment is available (Royal Commission reference: CAT 4.0.).

Has child sexual abuse prevention education/curriculum been evaluated?

No information on curriculum or program evaluations was provided.

Were evaluation findings implemented?

No information on evaluation is provided.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 7 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

Is student learning about child sexual abuse prevention assessed?

Teaching child sexual abuse prevention education is compulsory in South Australian Catholic Schools, as is the case in South Australia government schools (see Criteria 2). However, the submission at CAT4.14 makes no direct reference to student assessment and no information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

According to the submission to the Royal Commission at CAT4.14, several external child sexual abuse prevention programs are used in Catholic Schools in South Australia. The submission notes that from 2014 an evaluation of the child protection curriculum (Keeping Safe: Child Protection Curriculum) will take place. At CAT4.14 (p.3) it is submitted that, “Beginning in 2014 an evaluation of the implementation of the child protection curriculum will identify the scope of implementation, the evidence of effective practice, tangible evidence of student learning and inclusion in the School Improvement Plan. The National Safe Schools Framework provides an overarching framing document for the evaluation and implementation of the child protection curriculum in SA Catholic schools.” (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, pp.1-3).

The submission by Catholic Education South Australia does not refer in detail to evaluations already conducted on the Keeping Safe curriculum in South Australia government schools (see Criteria 7, South Australia, Department of Education and Child Development).

Were evaluation findings implemented?

Findings from previous evaluations and research have been incorporated into the South Australian Keeping Safe: child protection curriculum and teaching programs (p.3). (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, pp.1-3)
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.6 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

No information on evaluations was provided.

Were evaluation findings implemented?

No information on evaluation was provided.
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 7 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Criteria 7: Assessment & evaluation

Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

Is student learning about child sexual abuse prevention assessed?

The submission at CAT4.15 makes no direct reference to student assessment. No information on student assessment was found by other means.

Has child sexual abuse prevention education/curriculum been evaluated?

At CAT4.15 (p.2) it is submitted that, “Feedback from a sample of schools indicates that no formal assessments have been conducted. Anecdotal feedback from staff is generally used as an indicator of effectiveness. The Keeping Safe Child Protection Curriculum trial will involve feedback from teachers on changes to student knowledge. Evaluation of such programs is a complex task. While it is relatively easy to evaluate whether students can recall content from lessons, evaluating whether such programs had actually significantly reduced vulnerability to child sexual abuse would require the cooperation of a number of agencies. Any other kind of evaluation would be more qualitative and might not give an accurate picture of the effectiveness of the program.” (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).

Were evaluation findings implemented?

It is unclear how any findings would be implemented.
Criteria 8: Information for parents and communities
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 8 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents and School Community”. The parents and school community webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

No. There does not appear to be any information available for parents/communities (e.g. on websites) in relation to school curriculum (Every Chance to Learn). Nor does there appear to be information available for parents/communities about the specific child sexual abuse prevention education curriculum (Protective Behaviours) which was outlined in the Directorate’s submission to the Royal Commission (Royal Commission reference: Royal Commission reference: ACT4. Government response to C-NP-85, p.8)

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

No information regarding parents’ involvement in child sexual abuse prevention education could be located.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information for parents and communities was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: ACT4.).
New South Wales, Department of Education and Communities

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parent”. The parent webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?


Information about the specific child sexual abuse prevention education curriculum (Child protection Education K-6) can be found at http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm, however there is no information directed explicitly towards parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The websites provide no information regarding parent involvement in child sexual abuse prevention education.

The school curriculum Personal Development, Health and Physical Education K-6 Principal’s Package details a “Parent’s Package” which contains two documents:

- “a flyer that provides general information about the syllabus and some suggestions of ways that parents may support their child’s learning at home;
- a booklet that provides more detailed information about the syllabus. It includes activities and presentation materials that may be used at parent and community meetings about the syllabus”. (p. 7)

The school curriculum Personal Development, Health and Physical Education K-6 Modules document (published in 1999) suggests “providing information in school parent/community newsletters and hosting parent information meetings to introduce the PDHPE K–6 Support Document for Parents and School Community Members” (p.24). It is unknown if this is still occurring as the information is fifteen years old.

In addition, the document advises strategies for involving parents and communities including “creating a committee of interested teachers, parents/caregivers and community members to
consider the handling of sensitive issues...using written and social communication...publicising school events...inviting parents/caregivers to experience classroom activities at parent information evenings...involving parents/caregivers in classroom activities...providing written communication alerting parents/caregivers to the timing of units of work containing sensitive issues” (p.43).

The **specific child sexual abuse prevention education curriculum**, entitled *Child Protection Education K-6* has documents for *Stage 1*, *Stage 2* and *Stage 3*. In all documents information is directed towards schools and teachers rather than parents. For example, schools should “establish and maintain clear communication” with parents so that all “members of the school community...feel safe, comfortable and confident when dealing with child protection issues” (p.12). Parent and community involvement is encouraged and schools are advised “decisions about planning and implementing child protection education should be made in consultation with school communities so that PDHPE programs reflect local needs” (p.12). Teachers are instructed that letters to parents are available for translation into different languages.

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The Departmental **websites** provide no information regarding parental permission for children’s participation in child sexual prevention education.

In relation to the **school curriculum** (the PDHPE curriculum) parental permission is not actively required, however parents can withdraw children from lesson(s). The *Personal Development, Health and Physical Education K-6 Principal’s Package* states: “parents should be informed about the content and related learning experiences to be treated in human sexuality education. Alternative arrangements may need to be made for students whose parents have asked for their children to be withdrawn from particular lessons” (p.13). The *Personal Development, Health and Physical Education K-6 Modules* note: “parents/caregivers have the right to withdraw their children from a particular session or sessions” (p.43).

In relation to the **specific child sexual abuse prevention education curriculum** (*Child Protection Education K-6*), active parental permission appears to be required for primary school programs (but is not required for secondary school NSW4. Child protection research - Tab D to letter of MW, p.3). All versions of the **curriculum materials** (*Stage 1*, *Stage 2* and *Stage 3*) contain the following statement: “permission by parents or caregivers is required before students can participate in child protection education and other aspects of PDHPE K–6 programs which deal with sensitive issues. **Active permission must be gained annually**” (p.12). Parents are able to withdraw their children from a single session or multiple sessions. Teachers are advised: “it is essential to maintain communication between the school and the community in relation to child protection education. The school has a responsibility to inform parents, prior to implementation, of the specific details of the program so that parents have time to exercise their right to withdraw their child from a particular session or sessions” (p.12).

**Other observations**

Somewhat confusingly, the Department appears to provide two websites in relation to school education: one under the banner of the Department of Education and Communities, and the other under the banner of NSW Public Schools. Information for parents on these two sites does not appear to correspond.
Northern Territory, Department of Education

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parent and community”. The parent and community webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

No.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The websites provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The websites provides no information regarding parental permission for children’s participation in child sexual prevention education.

Other observations

No further information for parents and communities was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: NT4.).
Is there a parent navigation tab visible on the website homepage?
Yes. The tab is called “Parents and carers”. The parents and carers webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?
Yes, but only in relation to the Daniel Morecombe Child Safety Curriculum and not to broader school curriculum (e.g. Health and Physical Education Essential Learnings in Queensland).

Information directed towards parents includes:

- Three versions of the Parent Guide: Prep to Year 2 (9 pages), Year 3 to Year 6 (10 pages), Year 7 to Year 9 (13 pages)
- Fact sheet for parents (1 page with information about the program’s development, key messages and resources)
- Frequently asked questions (1 page with 10 questions and answers)
- Schools visited by Bruce and Denise Morcombe, Child Safety Ambassadors – 04/09/2011 to 30/06/2012 (6 pages)
- An online parent survey regarding the curriculum.


Information provided directly to the Royal Commission from the Department of Education and Training also indicates the following information directed towards parents:

- PowerPoint “Parent Presentation” (for use at the discretion of the school) (Principal and Curriculum Leader Information, p.2). In an “example roll out sequence” parent information sessions are suggested “1-2 weeks prior to implementation” (Principal and Curriculum Leader Information, p.7). Conducting parent information sessions, reinforcing key safety messages where parents are in attendance, information on school websites and hyperlinks to the Daniel Morcombe Child Safety Curriculum website, key messages and resources in newsletters, updates to the Parent’s and Citizens’ Association and / or School Council (Principal and Curriculum Leader Information, p.5) (Royal Commission reference: Royal Commission 10, pp. 21, 24).
- A sample “newsletter insert” is provided for schools in the Daniel Morcombe Child Safety Curriculum: Teacher Guide for curriculum implementation and during delivery (Royal Commission reference: Royal Commission 20, p.6).
What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

Involvement information directed towards parents as part of the Daniel Morcombe Child Safety Curriculum suggests parents:

- read the Parent Guide to obtain further information about talking with children about safety
- discuss the curriculum content and messages at home and the illustrated postcards, worksheets or activities students bring home

Additionally,

- students are encouraged to share the resources they complete in class with their families to help keep parents informed about the content being discussed and to promote discussion about safety in the home

Information provided by the Department directly to the Royal Commission in relation to the involvement of parents advises “each school chooses resources and delivery strategies, in consultation with parents, to meet the specific needs of their students and local school community” (Royal Commission reference: QLD4. p. 1).

Also included is the following: “parents are actively encouraged to reinforce the safety messages in the curriculum. It is therefore important to provide them with information about what messages are being taught and when these will be delivered to students. Before implementing the Curriculum in schools, it is recommended that parents are provided with information about lesson content and the resources to be used. This ensures parents know how sensitive topics (such as child abuse and relationship safety) will be addressed, and provides them with an opportunity to ask questions.” Located in Daniel Morcombe Child Safety Curriculum: Principal and Curriculum Leader Information (p.3) (Royal Commission reference: Royal Commission 10).

Parental involvement information directed towards teachers can be found in curriculum documents and support materials.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

It is not clear if parental permission is required. The Daniel Morcombe Child Safety Curriculum, Frequently asked questions document, states “while it is strongly encouraged and recommended that the program be adopted by every Queensland school, it is not compulsory” (p.1). No information is provided about parental permission for children’s participation, however, parents are advised that “it is recommended that any decision to withdraw a student from the program be made in consultation with the school principal” (p.1).
South Australia, Department of Education and Child Development

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents & Community”. The parents and communities webpage has multiple hyperlinked options, one of which links to information about keeping children safe.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

No detailed information (e.g. about school curriculum content) is publically available on DECD websites. Parents are directed to seek information from their local schools.

In relation to the specific child sexual abuse prevention education curriculum (Keeping Safe Child Protection Curriculum), parents are provided with information. Copies of the Keeping Safe documents were provided directly to the Royal Commission (Royal Commission references: SA4.1 Item 1a – Early Years Ages 3-5, Early Years R-2, Primary Years 3-5, Middle Years 6-9, Senior Years 10-12; SA4.1 Item 1b). These documents are normally available only to personnel who have attended training and are therefore not easily accessible to parents. However, parents will be beneficiaries of some documentation contained in these documents (e.g. proforma letters, information sessions, see below).

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

All versions of the Keeping Safe Child Protection Curriculum contain a list of “non-negotiable aspects” of the curriculum. In all versions “involvement of parents/caregivers” is non-negotiable (p.16).

Involvement information directed towards parents (on the website) as part of the Keeping Safe Child Protection Curriculum suggests parents/carers

- are encouraged to talk to their children and the educators about the child protection program
- attend an information session organised by the school
- contact their children’s teachers or principal with questions or concerns about the child protection curriculum
- be involved in school decision making by being a member of the school’s governing council.

In several, but not all, versions of the Keeping Safe Child Protection Curriculum it is stated that parents/caregivers will be “given every opportunity to ask questions” and “wherever possible, they should be provided with strategies to reinforce classroom/preschool learning at home” (p.16). Four versions of the curriculum contain the following statement: “parents/caregivers are kept fully informed about the teaching of the child protection curriculum and that a range of approaches is used to support their understanding of the issues and to draw on their knowledge and experience”.

Criteria 8: Information for parents and communities
The *Keeping Safe Child Protection Curriculum* contains some proforma letters to be provided to parents, for example:

- Early Years R – 2: sample 1-page letter to parents with regard to what a trusted people on a network will do, discussing their child’s safety networks and a copy of their child’s network (p.119, Appendix 5)
- Primary Years 3 -5: sample 1-page letter to network people with regard to what a trusted people on a network should do, their role, who to contact if the child seeks help including Families SA (p.108 Appendix 7)
- Children from culturally and linguistically diverse backgrounds: sample 1-page letter to parents/caregivers (p.85 Appendix 1) and 2-page information sheet for parents/caregivers (p. 87 Appendix 2)

Additionally the *Keeping Safe Child Protection Curriculum* for Early Years Ages 3-5 reports that in trialling the program, educators in preschool centres used a range of strategies such as:

- informal conversations with families
- sending home a newsletter giving reasons for learning about child protection and outlining the content of the learning program
- holding an information evening
- sending home children’s drawings and craftwork, with comments and explanations
- giving feedback on the learning program for the day/week
- setting up displays of work plans and children’s work
- inviting parents/caregivers to spend time at the centre during the program
- sharing learning stories.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The departmental [website](#) provides no information regarding parental permission for children’s participation in child sexual prevention education.

In relation to the specific child sexual abuse prevention education curriculum, it appears that parental permission is not required. Copies of the *Keeping Safe Child Protection Curriculum* provided directly to the Royal Commission state: “schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum. Requests from parents/caregivers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the DECS Child Protection Policy Officer or the DECS Legislation and Legal Services Unit”. (Royal Commission reference: SA4.1 Item 1a – Early Years Ages 3-5, Early Years R-2, Primary Years 3-5, Middle Years 6-9, Senior Years 10-12).
**Tasmania, Department of Education**

**Is there a parent navigation tab visible on the website homepage?**

Yes. The tab is called “Parents & Carers”. The parents and carers webpage has multiple hyperlinked options, none are entitled child protection.

**Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?**

No. Via a complex series of links, however, parents may find themselves in a website section relating to general complaints processes (see https://www.education.tas.gov.au/parents_carers/early_years/education-and-care/Pages/Education-and-Care-Services.aspx). Highlighted in red font, parents are advised if the complaint is in regard to a “child protection concern (abuse/neglect) a notification needs to be made to Child Protection”. A helpline telephone number is provided.

**Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?**

No.

**What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?**

In relation to school curriculum, the website provides no information regarding parents’ involvement in child sexual abuse prevention education.

A copy of *The Tasmanian Curriculum, Health and Wellbeing, K-10 syllabus and support materials* was provided directly to the Royal Commission (Royal Commission reference: TAS4.1). Information provided therein is directed towards schools and teachers rather than parents. For example, teachers are advised to “establish and nurture effective partnerships with parents and the school community” (p.15). In relation to “scope and sequence” mapping and planning the curriculum assists schools and teachers to “enable students. Parents and the community access to the curriculum.” (p.18).

A copy of *Relationships and sexuality education in Tasmanian government schools Strategy 2012-2014* was provided directly to the Royal Commission (Royal Commission reference: TAS4.4). Parents are named as being jointly responsible for relationship and sexuality education as follows: “Relationships and sexuality education is a shared responsibility between schools, government and non-government health agencies, parents and the wider community. Schools are required to consider how they can best provide development-appropriate guidance and support for students.” Parent-specific involvement is not identified however they are identified as key stakeholders (p.5).

**Is parental permission required for children’s participation in child sexual abuse prevention education at school? If so, how? Describe.**

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.
Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “For Parents”. It is dually accessible via “Early Childhood” and “School”. The parent’s webpage has multiple hyperlinked options, none are entitled child protection. However, a fine-grained search reveals some child protection information after following a series of links that may not be immediately evident to parents.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Unclear. Via a series of links noted above from the Early Childhood parent information tab, parents may find two PDF documents: Protecting the safety and wellbeing of children and young people (52 pages, providing some information about school staff misconduct allegations) and A step-by-step guide to making a report to Child Protection or Child First (2 pages, providing information on child protection notifications generally).

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

Yes, however only in relation to broader sexuality education provided in Departmental schools.

Information is publicly available at this URL:

This page describes to parents what sexuality education covers, the shared responsibility focus and whole-school learning approach. Parents are encouraged to attend parent information evenings and access the Talking Sexual Health – Parent’s Guide (provided with permission from the Australian Government Department of Health and Ageing). Further information is available on subsequent links however none refers explicitly to institutional responses to child sexual abuse.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

Publicly available information aimed at parents under the banner of Sexuality Education for Parents on the Department’s website describes their role as “providing the family perspective, supporting your child’s level of comfort in discussing sexuality-related issues, maintaining an open dialogue with the school about the school-based sexuality education program, responding positively and supportively to learning opportunities at home and attending a school’s parent information meeting” (see http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/forparents.aspx).

The Catching On Early: Sexuality Education for Victorian Primary Schools document advises “many of the learning sequences in this resource utilise the important role parents play in their child’s sexuality education” (p. 3). Further advice in relation to parent programs include “activities to improve skills such as listening and communicating, booster sessions to help maintain greater
communication over a longer period of time and strategies that aim to reach larger numbers of parents and increase communication about sexuality” (p.4).

The *Catching On Early: Sexuality Education for Victorian Primary Schools* document provides:

- Multiple sample letters to parents and carers covering a broad range of topics
- Activities for students to take home to facilitate discussion with parents
- Online resource *Catching On-line* for principals, teachers and parents: hyperlinks are broken and entering “catching on sexuality education” in a google browser as advised as well as additional terms does not locate it.

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The *website* provides no specific information regarding parental permission for children’s participation in sexuality and relationships education. The website states: “the Department approaches the sexuality education of your child as a shared responsibility. That is, while it is compulsory for schools to deliver sexuality education within health and physical education, your child’s sexuality education is most effective when you are also actively involved” (see [http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/forparents.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/social/physed/pages/forparents.aspx)).
Western Australia, Department of Education

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Schools” and “Information for Parents” however this becomes visible only when hovering the mouse and it may not, therefore, be entirely clear for parents. The schools (information for parents) webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Unclear. Via a series of links from the heading “Support for your child at school”, parents may be able to find information regarding their child’s safety via clicking on another link to “policies”. Policies are directed towards schools and teachers rather than parents. Parents would require insider information about how child safety concerns are expressed in the Departmental corporate environment in order to find this information.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

No information appears to be directed towards parents in relation to child sexual abuse prevention education in the school curriculum.

In relation to the specific child sexual abuse prevention education curriculum delivered in Departmental schools, there is no current information for parents, however, the Department of Education provided further information directly to the Royal Commission and advised that A parent’s guide to protective behaviours would be available in 2014 (Royal Commission reference: WA4., p. 2).

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Information provided to the Royal Commission indicates that the non-government organisation, Protective Behaviours WA, are funded to provide a parent and / or community workshops. The Departmental Child Protection Support Team (CPST) also provides workshops. Parent workshops are given preference depending on the school’s commitment to a “whole school implementation of Protective Behaviours” (Royal Commission reference: WA4., p. 3).

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

No further information regarding parental permission was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: WA4.).
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 8 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Is there a parent navigation tab visible on the website homepage?

No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Schools Office Armidale website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

In relation to the Catholic curriculum (Towards Wholeness K-6) beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states: “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information groupings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

Catholic Schools Office Armidale in their submission to the Royal Commission advised “similar to other dioceses, the Diocese of Armidale provides advice to schools and similarly schools to parents via a range of non-specific mechanisms”. Mechanisms include: “volunteer inductions, parent information nights, newsletter inserts” (Royal Commission reference: CAT 4.1.).

In relation to other externally provided child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education. No further information regarding parental permission was identified in the material provided by Catholic Schools Office Armidale directly to the Royal Commission (Royal Commission reference: CAT 4.1.).

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual abuse prevention education. For information regarding parental permission in the school curriculum see Criteria 8, New South Wales, Department of Education and Communities. No
information regarding parental permission for the Catholic curriculum could be located. No further information regarding parental permission was identified in the material provided by Catholic Schools Office Armidale directly to the Royal Commission (Royal Commission reference: CAT4.1.).
Catholic Education Office, Bathurst

Is there a parent navigation tab visible on the website homepage?

No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Schools Office Bathurst website.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Schools Office Bathurst directly to the Royal Commission (Royal Commission reference: CAT4.2.).
Catholic Schools Office, Diocese of Broken Bay

Is there a parent navigation tab visible on the website homepage?

No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No. Not specifically directed towards parents, however, is a clearly positioned on the home page is a hyperlinked box entitled Truth Justice and Healing which links to information about the Royal Commission located on the Diocese of Broken Bay website. A telephone number is provided for making complaints and an active hyperlink is provided to the Towards Healing website.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Schools Office Diocese of Broken Bay website.

In relation to the Catholic curriculum beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information gatherings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

In relation to the specific child sexual abuse prevention education curriculum (Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools, which includes elements of the NSW Child Protection Education Curriculum and the NSW PDHPE curriculum), the Sample Scope and Sequence Plan for Personal Development and Health Education document advises: areas “highlighted in red are sensitive units” and that “a parent note should be sent home prior to the commencement of the Unit”. Additionally double tick symbols are used on the document to highlight “high sensitivity” and teachers are advised that “a parent note should be sent home prior to the commencement of the Unit” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p 41).

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to specific child sexual abuse prevention education curriculum information provided directly to the Royal Commission from the Catholic Schools Office Broken Bay includes slides from a PowerPoint presentation entitled Child Protection Education, K-12 School Leaders Director Principals Meeting 2000 which detail strategies for community involvement. These include: “the school has a responsibility to inform parents prior to implementation, decisions about planning and
implementing child protection education should be made in consultation with school communities and clear communication is needed so that all members of the school community including school staff and students feel safe, comfortable and confident when dealing with child protection issues” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 4 Pages 161-324).

Further the Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools details parent participation. The manual states “it is highly desirable that parents have an awareness of the school’s approach to teaching sensitive issues within the PDHPE curriculum and that the support and trust of parents is gained” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p 12). In addition “parents should be encouraged to play an active part in the learning process” via “homework and assignment activities”, provision of “activities allow discussion between students and family members to occur in a way that is respectful of family values and parent child relationships” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p 12). The manual specifically calls for: “notification to parents in writing prior to the commencement of sensitive units of work” (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60, p 10).

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

In relation to the specific child sexual abuse prevention education curriculum, it appears that parental permission is required. A PowerPoint presentation provided directly to the Royal Commission states “permission by parents or caregivers is required before students can participate in sensitive areas of PDHPE, including child protection education so parents can raise concerns”. In addition “K- 6: active permission must be gained annually”. (Royal Commission reference: CAT4.7. 12122013 DBB Response to TJHC Part 4 Pages 161-324).

The Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools does not provide recommendations regarding parental permission.

No further information regarding parental permission was identified in the material provided by Catholic Schools Office Diocese of Broken Bay directly to the Royal Commission (Royal Commission reference: CAT4.7).
Catholic Schools Office, Lismore Diocese

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents”. The parents webpage contains information, none is related to child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publicly available on the Catholic Schools Office Lismore Diocese website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

In relation to the Catholic curriculum (Towards Wholeness K-6) beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information gatherings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

In relation to other internal child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

For parental involvement in the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Schools Office Lismore Diocese directly to the Royal Commission (Royal Commission reference: CAT4.12.).
Catholic Schools Office, Diocese of Maitland-Newcastle

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parent and Community”. The parent and community webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No. The website provides no information regarding institutional responses to child sexual abuse directed towards parents. Via a complex series of links, however, parents may find related policies listed (these were not hyperlinked and are directed towards schools and teachers rather than parents:

- Policy (1999)

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Schools Office Diocese of Maitland-Newcastle website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

Catholic Schools Office Diocese of Maitland-Newcastle (via the Truth Justice and Healing Council) did not provide any further information directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual abuse prevention education.

Note
Catholic Schools Office Diocese of Maitland-Newcastle (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Catholic Education Office, Diocese of Parramatta

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents”. The parent’s webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Unclear. Information regarding institutional abuse is not located in the “Parents” website, however, a box entitled Our Response to Child Sexual Abuse is clearly located on the CEOP homepage. This link provides contact details for help seeking regarding reporting of allegations. The page also provides links to policies available to be downloaded in PDF format including:

- Child Protection Policy (14 pages)
- Integrity in the service of the Church (16 pages)
- Towards Healing (37 pages)

These documents are directed towards schools and teachers rather than parents.

Another box on the CEOP homepage is entitled Child Protection Information Line and provides a 1300 phone number directly to the Catholic Education Office, which can provide “information to families to locate appropriate support and advice and provide help to take allegations to the police” (see http://www.parra.catholic.org.au/about-your-diocese/our-response-to-child-sexual-abuse/our-response-to-child-sexual-abuse.aspx).

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office Diocese of Parramatta website.

In relation to the Catholic curriculum beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information gatherings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

In relation to information for parents in the specific child sexual abuse prevention education curriculum (Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools, which includes elements of the NSW Child Protection Education Curriculum and the NSW PDHPE curriculum), see Criteria 8, Catholic Schools Office Diocese of Broken Bay.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?
The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

For parental involvement in the specific child sexual abuse prevention education curriculum (*Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools*), see Criteria 8, Catholic Schools Office Diocese of Broken Bay.

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

No further information regarding parental permission was identified in the material provided by Catholic Schools Office Diocese of Parramatta directly to the Royal Commission (Royal Commission reference: CAT4.13.).
Catholic Education Office, Sydney

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents”. The parent’s webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office Sydney website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

In relation to the Catholic curriculum beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information gatherings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

For information directed towards parents in relation to the specific child sexual abuse prevention education curriculum (Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools), see Criteria 8, Catholic Schools Office Diocese of Broken Bay.

In relation to other external child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

No further information regarding parental permission was identified in the material provided by Catholic Schools Office Sydney directly to the Royal Commission (Royal Commission reference: CAT4.17.).
Catholic Education Office, Diocese of Wagga Wagga

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parent information”. The parent information webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office Diocese of Wagga Wagga website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

Catholic Schools Office Wagga Wagga (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

Note

Catholic Schools Office Wagga Wagga (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Catholic Education Diocese of Willcania-Forbes

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “For Parents”. The parent’s webpage is not functional. After a number of attempts a page does open with the word “Introduction” but this cannot be opened or progressed further.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Diocese of Willcania-Forbes website.

For information directed towards parents in relation to the school curriculum see Criteria 8, New South Wales, Department of Education and Communities

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

Note

No detail about parents and communities was identified in material provided by Catholic Education Willcania-Forbes in their submission directly to the (Royal Commission reference: CAT4.9.).
Catholic Education Office, Diocese of Wollongong

Is there a parent navigation tab visible on the website homepage?

No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office Diocese of Wollongong website.

For information directed towards parents in relation to the school curriculum (NSW PDHPE) see Criteria 8, New South Wales, Department of Education and Communities.

In relation to the Catholic curriculum beneath the heading “Parent / Teacher Co-operation” the Towards Wholeness K-6 document states “in nurturing the partnership of parents and teachers, Towards Wholeness K-6 might be used as a basis for parent/teacher information gatherings, a source of information and a stimulus for discussion of content and values and a source book to assist parents and teachers in any classroom teaching or facilitation” (p.87). In addition a note states “special sensitivity may be necessary in referring to and including caregivers who are not the children’s natural parents” (p.87).

For information directed towards parents in relation to the specific child sexual abuse prevention education curriculum (Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools) see Criteria 8, Catholic Schools Office Diocese of Broken Bay.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

Information regarding parents’ involvement in child sexual abuse prevention education could not be located on the website.


Information in this curriculum resource is directed towards teachers rather than parents. Under the heading Role of parents in Personal Development and Health Education teachers are advised that: “parent and community awareness and support for the school’s approach to teaching PDHPE is an important part of the learning process and should be encouraged”. In addition, “homework activities give parents structured opportunities to communicate with their children and support their learning” and “it is important that the activities allow discussion between students and family
members to occur in a way that is respectful of traditional family values and adult-child relationships” (note: no page numbers are published in this document).

In addition the Catholic Education Office Wollongong submission directly to the Royal Commission included a copy of the document entitled *Child Protection Education for Students: Diocesan Curriculum Resource for Child Protection Education in the Context of Catholic School Pastoral Care, Personal Development and Christian Values*. This curriculum resource is directed towards teachers rather than parents. It offers strategies for creating an “appropriate climate” for child protection education (on p.21, section 9.2) such as: “presentations to staff, parent or student meetings” (Royal Commission reference: CAT 4.16. Wollongong Attachments 1 and 3 - PARTA Attachment 1.1 Child Protection Education (CPE) for Students - CEO Wollongong).

There is a directive to inform parents when sensitive issues such as child protection will be covered at school: “all parents or caregivers need to be aware that schools have a responsibility to provide child protection education to students. By informing parents prior to teaching about sensitive issues, this provides the opportunity that parents can raise any concerns” (p.26). Schools are advised to “establish and maintain clear communication...so that all members of the school community...feel safe, comfortable and confident when dealing with child protection issues.” (Royal Commission reference: CAT 4.16. Wollongong Attachments 1 and 3 - PARTA Attachment 1.1 Child Protection Education (CPE) for Students - CEO Wollongong).

Examples for informing rather than engaging parents are evident in several documents provided by Catholic Education Office Wollongong to the Royal Commission. The *Sample Scope and Sequence Plan for Personal Development and Health Education* document advises that areas “highlighted in red are sensitive units and a parent note should be sent home prior to the commencement of the Unit”. Additionally double tick symbols are used on the document to highlight “high sensitivity” and “parent note should be sent home prior to the commencement of the Unit” (Royal Commission reference: CAT 4.16. Wollongong Attachments 1 and 3 - PARTA Attachment 3 SAMPLE Scope and Sequence Plan for K-6 PDHE).

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

In relation to the specific child sexual abuse prevention education curriculum (*Child Protection Resource Manual for Broken Bay Diocesan Systemic Schools*) no information regarding parental permission for could be located. No further information regarding parental permission was identified in the material provided by Catholic Education Office Wollongong directly to the Royal Commission (Royal Commission reference: CAT 4.16.)
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 8 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Students & Parents”. The students and parents webpage has multiple hyperlinked including one entitled “Student Protection”.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Yes. The student and parents webpage provides information at http://www.bne.catholic.edu.au/students-parents/Pages/StudentProtection.aspx

A Student Protection Information for Families PDF document (2 pages) at http://www.bne.catholic.edu.au/students-parents/Documents/Student-Protection-Services-bro.pdf provides details on Diocesan Catholic ethos and commitment to the protection of students, child protection as a school community responsibility and information regarding pastoral, policy and legal responsibilities. The information sheet provides details of the Professional Standards and Student Protection unit at the Brisbane Catholic Education Office and emergency and support service contact details.

The webpage also provides:
- Student Protection Processes (72 pages)
- Student Protection Policy (2 pages).

Section 5.7 of the Student Protection Processes outlines the processes to be undertaken in the case of suspected institutional sexual abuse. A flowchart for the mandatory reporting of suspected sexual abuse / likely sexual abuse is present on page 30 of the document. These documents are directed towards schools and teachers rather than parents.

Is information pubically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publicly available on the Catholic Education Archdiocese of Brisbane website.

In relation to other external and internal child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The Student Protection Information for Families document at http://www.bne.catholic.edu.au/students-parents/Documents/Student-Protection-Services-bro.pdf states "It is recognised that parents/carers are the primary educators and carers of their children and they are encouraged to work in partnership with the school in these important tasks".
If using the *Daniel Morcombe Child Safety Curriculum* information is provided to parents see Criteria 8, Queensland Department of Education, Training and Employment. However, the extent of use of this curriculum in BCE schools is unknown.

In relation to **other external child sexual abuse prevention education**, if schools choose to use the Bravehearts’ Ditto program and parents may receive “specialised sexual assault awareness and education” (Royal Commission reference: CAT4.10., pp. 1 - 2).

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The **website** provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Archdiocese of Brisbane directly to the Royal Commission (Royal Commission reference: CAT4.10.).

**Suggested “good practice” elements**

Criteria 8: Information for parents and communities

Enquiries/Contacts
For enquiries in relation to Brisbane Catholic Education’s student protection processes, please contact your school principal.
The Archdiocese of Brisbane Catholic Education Council’s Student Protection Policy can be accessed online at www.bce.catholic.edu.au

Further Information
Legislation which underpins student protection in Queensland Catholic Schools
Child Protection Act 1999
Education (Accreditation of Non-State Schools) Act and Regulations 2001
Education (General Provisions) Act 2006
Commission for Children and Young People and Child Guardian Act and Regulation 2006
Criminal Code 1899
Education (College of Teachers) Act 2002

Assistance can be accessed on the following telephone numbers:

Queensland Police Service
Police – Emergency (free call) 24 Hours ........................................... 1300
Police – Communications Centre 24 hours ....................... (07) 3364 4444

Domestic and Family Violence Support Services
DV Connect Women’s 24 Hour Help Line .......................... 1800 011 011
DV Connect Men’s Help Line (9am – 9pm) ........................... 1800 600 656

Immigrant Women’s Support Service ................................. (07) 3844 3490

Child Safety Services – Department of Communities
After Hours Service (free call) 24 Hours .............................. 1800 177 138
Or for concerns about children ........................................ (07) 3236 9999

Legal Services
Legal Aid Queensland ...................................................... 1300 551 180
(Request to speak to someone in the DV Unit)

Support Services

Child protection assistance/resources can be accessed online at:

www.childsafety.qld.gov.au
www.qvp.org.au
www.police.qld.gov.au
www.napcan.org.au
www.parentsline.com.au
www.tooshelp.com.au
www.cybersmart.gov.au
Catholic Education Diocese of Cairns

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents & Community”. The parent and community webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents-communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Diocese of Cairns website.

If schools are using the Daniel Morcombe Child Safety Curriculum, information for parents is available as detailed in Criteria 8, Queensland Department of Education, Training and Employment.

In relation to other external child sexual abuse prevention education it is unknown what information is provided to parents.

In relation to other internal or external child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to other internal or external child sexual abuse prevention education parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Diocese of Cairns directly to the Royal Commission (Royal Commission reference: CAT4.3.).
Is there a parent navigation tab visible on the website homepage?

No

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Yes information can be found here http://www.rok.catholic.edu.au/schools_protection.htm

Information is not found via a parent navigation tab but can be found in a “Student Protection” hyperlinked box which is clearly identifiable centrally on the website homepage.

Student Protection: A brochure for the information of Parents, Caregivers, Students and Staff (2 pages) can be downloaded. The brochure provides details on the Diocesan commitment to the protection of students, protective strategies and contact details for the Student Protection Coordinator at the Rockhampton Catholic Education Office.

Also available for download are the following documents:

- Student Protection Processes (81 pages)
- Integrity in Relationships brochure (2 pages)

Section 5.8 of the Student Protection Processes outlines the processes to be undertaken in the case of suspected institutional sexual abuse. These documents are directed towards schools and teachers rather than parents.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Diocese of Rockhampton website.

If schools are using the Daniel Morcombe Child Safety Curriculum information is available as per Criteria 8, Queensland Department of Education, Training and Employment.

In relation to other external and internal child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

If using the Daniel Morcombe Child Safety Curriculum information is provided to parents, see Criteria 8, Queensland Department of Education, Training and Employment. However, the extent of use of this curriculum in CEDR schools is unknown.
In relation to other external and internal child sexual abuse prevention education parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: CAT4.11.).
Catholic Education Diocese of Toowoomba

Is there a parent navigation tab visible on the website homepage?

No

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Information is not found via a parent navigation tab but can be found in a “Links for you” hyperlinked section which is clearly identifiable on the website here http://www.twb.catholic.edu.au/Board/Pages/GuidelinesSP.aspx

The “Student Protection” webpage provides links numerous policy and procedure documents under the following headings:

- Changes to Mandatory Reporting 2013 (6 documents)
- Changes to Mandatory Reporting of Sexual Abuse 2012 (7 documents)
- Code of Conduct – July 2012 (3 documents)
- Information for Volunteers (3 documents)
- Mandatory Harm Reporting Forms (4 documents)
- Student Protection Policy and Procedures (3 documents)

These policy documents are directed towards schools and teachers rather than parents and provide the internal process for dealing with allegations / instances of institutional child sexual abuse. This process would require additional searching for parents to identify which document is relevant given the complexity and number of documents.

However, uniquely, the Catholic Education Diocese of Toowoomba base child/student protection policy nominates several parent-directed activities under Section 10.3 entitled Proactive building of knowledge and understanding. The following are suggested: “regular references made in school newsletters; brochures made available to all parents, presentation at parent information evenings, brochures in enrolment pack, policy and procedures available on school website, handouts for parents including the information sheet Protective Behaviours – How do I talk to my child about it? , all school libraries are developing a parent reference selection from which parents can borrow resources to support parent knowledge and awareness of student protection and other issues of importance to parents” (p.58).

Note: Since data was collected for this criteria, and since they Royal Commission’s public hearings regarding the circumstances relating to the abuse of children at a Toowoomba Catholic school in 2007-2008, the Catholic Education Diocese of Toowoomba has published an Open letter to parents on its website homepage at http://www.twb.catholic.edu.au/Pages/default.aspx . This letter directs parents to publically available policies and procedures for student protection.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

In relation to other internal or external child sexual abuse prevention education it is unknown what information is provided to parents.

**What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?**

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to the Catholic school curriculum and other external child sexual abuse prevention education parental involvement is unknown.

The “Protective Behaviours” webpage provides a Protective Behaviours – How Do I Talk To My Child About It? brochure and is aimed at parents. This document focuses on how parents can discuss protective behaviours with their children and website links to support services. The brochure is not related to school child sexual abuse prevention curriculum. This document is also available from the “Student Protection” webpage.

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213)
Catholic Education Diocese of Townsville

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents & Community”. The parents and community webpage has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

In relation to other internal child sexual abuse prevention program curriculum a Student Protection manual for staff and parents is mentioned on the webpage here http://www.tsv.catholic.edu.au/about_us/student_protection.php

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

Other observations

Catholic Education Townsville (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 8 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Is there a parent navigation tab visible on the website homepage?

No

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office Ballarat website.

In relation to the Catholic school curriculum and other external child sexual abuse prevention education both of which are used in CEOB schools, it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents' involvement in child sexual abuse prevention education.

In relation to the Catholic school curriculum and other external child sexual abuse prevention education, parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in submission made by Catholic Education Office Ballarat to the Royal Commission (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs).
Catholic Education Melbourne

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Information for Parents & Students”. The information for parents and students has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

The information for parents and students webpage contains a link to school policies including:

- *Policy 2.19 Mandatory Reporting of Child Physical and Sexual Abuse* (webpage)
- *Policy 2.20 Allegations of Misconduct Against Lay Employees in Catholic Schools and Catholic Education Offices* (webpage)

These documents are directed towards schools and teachers rather than parents.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Melbourne website.

In relation to the Catholic school curriculum, other external and internal child sexual abuse prevention education, which are used in CEM schools, it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to the Catholic school curriculum, other external and internal child sexual abuse prevention education parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Melbourne directly to the Royal Commission (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs).
Catholic Education Office, Diocese of Sale

Is there a parent navigation tab visible on the website homepage?

No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

No, not specifically in relation to child sexual abuse prevention education. The website provides no information regarding child sexual abuse prevention education directed towards parents.

The School Services Wellbeing Model at http://www2.ceosale.catholic.edu.au/services-to-schools/Wellbeing.aspx contains a framework incorporating prevention, early intervention and intervention, but this does not mention parents or families.

In relation to the Catholic school curriculum, other external and internal child sexual abuse prevention education that are provided at Sale Diocesan schools, it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to the other internal child sexual abuse prevention education, the key role of parents is broadly stated in the Education in Sexuality within Catholic Schools curriculum, which deals generally with sexuality education. The Catholic Education Office Diocese of Sale submission directly to the Royal Commission states: “all teachers involved in the delivery of Education in Sexuality programs must be fully aware of this policy including... [the] primacy of the role of the parents” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, p.6).

In relation to other external child sexual abuse prevention education the Catholic Education Office Diocese of Sale advised in their submission to the Royal Commission that “Sale schools enlist the services of Family Life Victoria to deliver programs to students and their families, which also addresses the parent involvement component” (Royal Commission reference CAT 4.18. p. 8). Specific details were not provided.

In relation to Catholic school curriculum and other internal child sexual abuse prevention education, parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?


The **website** provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Office Diocese of Sale directly to the Royal Commission (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs).
Catholic Education Sandhurst

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “For Parents”. The parent’s website has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Sandhurst website.

In relation to the Catholic school curriculum and other external child sexual abuse prevention education it is unknown what information is provided to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to the Catholic school curriculum and other external child sexual abuse prevention education parental involvement is unknown.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Office Diocese of Sale directly to the Royal Commission (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs).
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 8 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Parents”. The parent’s webpage has multiple options, the first option is child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Yes. A statement is provided for parents “the Catholic Education Office makes the following information available to the community in support of Child Protection policies, guidelines and legislation”. Contained within the page are links to the following electronic documents:

- *Towards Healing* (32 pages)
- *Integrity in Service of the Church* (16 pages)
- *Integrity in Ministry* (22 pages)

Under the heading “CEO Child Protection Policies and Guidelines” the following documents are hyperlinked:

- *Complaints Intake and Management* (not publicly available at this location)
- *Child Protection Code of Professional Standards* (not publicly available at this location)
- *Child Protection - Mandatory Reporting NSW* (5 pages)
- *Child Protection - Mandatory Reporting ACT* (7 pages)

The first two documents are locked and require a username and password and are not publicly available. However, when using the parent tab and clicking the above named documents via the “General Policies” section they can be obtained and are 2 and 10 pages respectively.

Under the heading “Child Protection Links” the documents/websites are hyperlinked:

- *ACT Children and Young People Act 2008* (735 pages)
- *ACT Government Care and Protection Services* (website)
- *ACT DHCS Keeping Children and Young People Safe* (link broken)
- *NSW Family and Community Services Care and Protection Services* (website)
- *NSW F&CS Resources for Mandatory Reporters* (website)
- *NSW Children and Young Persons Care and Protection Act 1988* (online document)
- *NSW Ombudsman Child Protection* (website)
- *NSW Commission for Children and Young People* (website)
- *Catholic Church in Australia National Committee for Professional Standards* (website)
- *Truth Justice and Healing Council* (website)

This information is not specifically directed at parents specifically, however there is a substantial volume of information available to them providing a guide to the processes for reporting in relation to institutional child sexual abuse.
Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?

No.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

Note

The Archdiocese of Canberra and Goulburn Catholic Education (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 8 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Is there a parent navigation tab visible on the website homepage?
No.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
No.

Is information publicly available to parents/communities about child sexual abuse prevention education delivered at school?
No.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?
The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?
The website provides no information regarding parental permission for children’s participation in child sexual prevention education.

Other observations
Catholic Education Office, Diocese of Darwin (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission; therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 8 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie

Is there a parent navigation tab visible on the website homepage?

No

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No. However, as noted in Criteria 1, there is a direct link to child protection information from the Catholic Education South Australia homepage. Here, parents may find policies and procedures documents, however these are directed towards teachers and school staff rather than parents.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

No. There is no information publically-available on the Catholic Education South Australia website.

In relation to the specific child sexual abuse prevention education curriculum Keeping Safe is not identified on the Catholic Education South Australia website and no resources for parents are provided. For information directed towards parents in relation to the Keeping Safe curriculum see Criteria 8, South Australia, Department of Education and Child Development.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

For parental involvement in the specific child sexual abuse prevention education curriculum see Criteria 8, South Australia, Department of Education and Child Development.

The Child Protection Information for Parents/Caregivers document (published by the South Australia Department for Education and Child Development and linked via the Catholic Education South Australia website available at http://www.decd.sa.gov.au/literacy/files/links/CP_ENGLISH.pdf) states that parents: “are encouraged to talk to their children and the teachers about the Child Protection program” (p. 1) and “are encouraged to become informed about the Child Protection curriculum and reinforce safe practices at home” (p.2). Parent involvement is limited to “attend an information session organised by the school” and “contact your children’s teachers or principal if you have any questions or concerns about the Child Protection curriculum” (p.2).

No further information regarding parental permission was identified in the material provided by Catholic Education South Australia directly to the Royal Commission (Royal Commission reference: CAT4.14.).

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education. For information regarding parental permission for the specific
child sexual abuse prevention education curriculum see Criteria 8, South Australia, Department of Education and Child Development.
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 8 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “for families”. The families webpage has multiple hyperlinked options, none of which are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No.

The following document is available for download publically and was supplied by the Diocese to the Royal Commission.


It does not include specific processes for reporting known or suspected institutional child sexual abuse but provides general processes for reporting grievances Royal Commission reference: . CAT4.6. Tasmania - School Grievance Policy, pp.1-22).

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office of Western Australia website.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

In relation to the Catholic school curriculum the document *Growing Towards Wholeness*, which is used in Tasmanian Catholic schools, appears to be directed towards parents and teachers. The document states that parents or guardians “have a right and an obligation to be kept informed about the curriculum offered at a school. They can take up the opportunities a school provides for information, consultation and involvement in developing programs. They also have the responsibility to inform themselves about what is being offered in health and sexuality education, especially the values that underpin the teaching” (Royal Commission reference: CAT4.6. Tasmania - Growing Towards Wholeness, p.11).

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

The website provides no information regarding parental permission for children’s participation in child sexual prevention education.
In relation parental permission for the **Catholic school curriculum** the *Growing Towards Wholeness* document states “Parents or guardians have the authority, right and obligation to determine what is in the best interests of their children. This fundamental principle is recognised both in the teaching of the Church and in civil law. The role of the school is subsidiary to that of the parents”. In addition “given the sensitive nature of health and sexuality education, provision must also be made for parents to withdraw students from a program or from parts of it once it has begun” and “no family is to be penalised for withdrawing a child from such a program” (Royal Commission reference: CAT4.6. Tasmania - Growing Towards Wholeness, p.11).
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 8 for West Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth

Is there a parent navigation tab visible on the website homepage?

Yes. The tab is called “Family Info”. The family info website has multiple hyperlinked options, none are entitled child protection.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No. However, a box entitled Executive Director’s Statement on Royal Commission is clearly located on the CEOWA homepage. A video message from Dr Tim McDonald, Executive Director of Catholic Education in Western Australia, is available and details the diocesan support of the Royal Commission. It acknowledges the need for the inquiry and offers a sincere and unreserved apology. The Diocesan commitment to focusing on the safety of children is overviewed including that allegations will be fully investigated, safety checks for employees will be conducted, and partnership with the Department of Child Protection will be undertaken to present training for staff on mandatory reporting.

This information is directed to the public, not to parents specifically, and no information is offered to parents specifically in relation to reporting known or suspected institutional child sexual abuse.

Is information publically available to parents/communities about child sexual abuse prevention education delivered at school?

Information for parents is not publically available on the Catholic Education Office of Western Australia website.

In relation to other external child sexual abuse prevention curriculum no information for parents could be located.

In relation to the trial use of Keeping Safe (other external child sexual abuse prevention curriculum) see Criteria 8, South Australia Department of Education and Child Development for information relating to parents.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

The website provides no information regarding parents’ involvement in child sexual abuse prevention education.

For parental involvement in the Keeping Safe (other external child sexual abuse prevention curriculum) see Criteria 8, South Australia Department of Education and Child Development for information relating to parents.

In relation to other external child sexual abuse prevention curriculum no information regarding parent involvement could be located.
In their submission to the Royal Commission, Catholic Education Office of Western Australia notes that their *Child Protection Policy* states: “all children have the right to a thorough and systematic education in all aspects of personal safety. This should be done in partnership with their parents/guardians/care givers” (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp. 1, 2).

**Is parental permission required for children’s participation in child sexual abuse prevention education at school?**

The [website](#) provides no information regarding parental permission for children’s participation in child sexual prevention education. No further information regarding parental permission was identified in the material provided by Catholic Education Office of Western Australia directly to the Royal Commission (Royal Commission reference: CAT4.15.).
Criteria 9: Information for children and young people
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 9 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Information for Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: ACT4. Government response to C-NP-85, pp.1-9).
New South Wales, Department of Education and Communities

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: NSW4. Child protection research - letter from MW (5), pp.1-3; Searched all NSW4 items [7 documents]).
Northern Territory, Department of Education

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Students, apprentices and trainees”. The students, apprentices and trainees webpage has multiple hyperlinked options. None are entitled child protection. One is entitled “your safety and wellbeing”.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

The “your safety and wellbeing” link leads to information in PDF documents about health (nutrition and sexuality) education; physical education; drug education; school sport coordinators. No information is provided specifically about child protection or child sexual abuse. However, the documents do not appear to be directed specifically towards children and young people.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: NT4.).

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: NT4. Covering letter and enclosures, pp.1-23).
**Queensland, Department of Education, Training and Employment**

**Is there a student navigation tab visible on the website homepage?**

Yes. The tab is called “Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection.

**What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?**

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

**What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?**

No information regarding child sexual abuse prevention education is directed towards children and young people on the website. Information contained on these pages, excluding external website links, do not appear to be aimed at children or young people.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4.).
South Australia, Department of Education and Child Development

Is there a student navigation tab visible on the website homepage?

No

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publicly directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: SA4.0 Letter Response to NTP-86 151113, pp.1-2; searched all SA4.0 items [approx. 68 documents]).
Tasmania, Department of Education

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection. There is a further link to a “Health and Wellbeing” tab for students providing information about school breakfast programs, cyber safety, head lice in schools, infectious diseases, whooping cough, support for carers, Healthy Young People (HYP) program (a pilot program and joint collaboration between the Department of Education, Department of Health and Human Services, MindMatters and ACHPER, with funding provided under the National Partnership Agreement on Preventive Health), and Move Well Eat Well program. There is no mention of child sexual abuse prevention.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: TAS4.0 Letterrequestchildsafetyprograms25Nov2013, pp.1-2; searched all TAS4.0 items [7 documents])
Victoria, Department of Education and Early Childhood Development

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “For Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, pp.1-4).
Western Australia, Department of Education

Is there a student navigation tab visible on the website homepage?

No

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by the Department directly to the Royal Commission (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, pp.1-133).
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 9 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.1. Response to Royal Commission, pp.1-2).
Catholic Education Office, Bathurst

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission references: CAT4.2. Bathurst Truth Justice and Healing Council_Judith Tokley, p.1; CAT4.2. TJHC RC Research Project No 1 Feedback 2, pp.1-2)
Catholic Schools Office, Diocese of Broken Bay

Is there a student navigation tab visible on the website homepage?
No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?
No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: All CAT4.7 documents [4 documents, 324 pages]).
Catholic Schools Office, Lismore Diocese

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, pp.1-5).
Catholic Schools Office, Diocese of Maitland-Newcastle

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Students”. The student’s webpage has multiple hyperlinked options. None are entitled child protection.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Schools Office Diocese of Maitland-Newcastle (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available (Royal Commission reference: CAT 4.0.)
Catholic Education Office, Diocese of Parramatta

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website. As noted in Criteria 8 a box entitled “Our Response to Child Sexual Abuse” is clearly positioned on the Catholic Education Office, Diocese of Parramatta homepage. This link leads to contact details regarding reporting of allegations of child sexual abuse. Another box on the webpage is entitled “Child Protection Information Line” and provides a 1300 phone number to the Catholic Education Office which can provide “information to families to locate appropriate support and advice and provide help to take allegations to the police” (see http://www.parra.catholic.org.au/about-your-diocese/our-response-to-child-sexual-abuse/our-response-to-child-sexual-abuse.aspx).

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-9).
Catholic Education Office, Sydney

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.17. Sydney - Response.pdf, pp.1-3; plus 3 attachments)
Catholic Education Office, Diocese of Wagga Wagga

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Schools Office Wagga Wagga (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Catholic Education Diocese of Willcania-Forbes

Is there a student navigation tab visible on the website homepage?
No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?
No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?
No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).
Catholic Education Office, Diocese of Wollongong

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.16. 122013 CEO Wollongong Report - CSA in institutions, pp.1-6).
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

Is there a student navigation tab visible on the website homepage?

Yes. The tab is called “Students & Parents”. The students and parents webpage has multiple hyperlinked options including links to child protection and student wellbeing information.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

As identified in Criteria 8 Catholic Education Archdiocese of Brisbane has designed an information sheet entitled Student Protection: Information for Families at http://www.bne.catholic.edu.au/students-parents/Documents/Student-Protection-Services-bro.pdf. This document provides information for families; it appears to be directed more explicitly towards adults than children/students. The child protection link also leads the user to BCE policy and procedures that detail responses to suspected cases of institutional child sexual abuse.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

BCE have developed a “safety heroes” poster design competition (see http://www.bne.catholic.edu.au/news/Pages/safety-posters.aspx) to engage students in the design and display of consistent safety messages across school sites. The “recognise, react, report” message is consistent with messages in the Daniel Morcombe Child Safety Curriculum. This is the only instance of student involvement in child sexual abuse prevention education design or delivery that we could find.
No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.10. Brisbane Truth Justice and Healing Council_Judith Tokley, pp.1-3).
Catholic Education Diocese of Cairns

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, pp.1-2).
Catholic Education Diocese of Rockhampton

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Information, provided electronically, can be found in a “Student Protection” hyperlinked box which is clearly identifiable centrally on the website homepage. Also, Student Protection: A brochure for the information of Parents, Caregivers, Students and Staff (2 pages) is accessible from this front page. The brochure provides details on the Diocesan commitment to the protection of students, protective strategies and contact details for the Student Protection Coordinator at the Rockhampton Catholic Education Office. These resources are not directly aimed at children and young people but provide information to the public, generally.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.11. Rockhampton DCEO, pp.1-3).
Criteria 9: Information for children and young people

Catholic Education Diocese of Toowoomba

Is there a student navigation tab visible on the website homepage?

No

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

Child protection and “protective behaviours” information is provided electronically. It can be found via a “Links for you” sidebar which is clearly identifiable on the website. Information is provided to numerous documents, however these are not directly aimed at children and young people.

Note: Since data was collected for this criteria, and since they Royal Commission’s public hearings regarding the circumstances relating to the abuse of children at a Toowoomba Catholic school in 2007-2008, the Catholic Education Diocese of Toowoomba has published an Open letter to parents on its website homepage at http://www.twb.catholic.edu.au/Pages/default.aspx. This letter directs parents to publically available policies and procedures for student protection. Owing to the prominent placement of this letter, children and young people may read it, but it is not directed specifically at them.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, pp.1-3).
Catholic Education Diocese of Townsville

Is there a student navigation tab visible on the website homepage?

No

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Education Townsville (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

Is there a student navigation tab visible on the website homepage?

No

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Education Melbourne

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publicly directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Education Office, Diocese of Sale

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Education Sandhurst

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Australian Capital Territory Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

The Archdiocese of Canberra and Goulburn Catholic Education (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission, therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

Catholic Education Office, Diocese of Darwin (via the Truth Justice and Healing Council) did not provide a submission directly to the Royal Commission; therefore it is not possible to know if further detail is available. (Royal Commission reference: CAT 4.0.).
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 9 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided by Catholic Education South Australia directly to the Royal Commission (Royal Commission reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, pp.1-3).
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website generally. However, the following policy document was identified as relevant: *Policy School Grievance: Potential Resources for families, staff, students and communities when making a complaint* (22 pages available at [http://www.catholic.tas.edu.au/key-documents/school-grievance-policy](http://www.catholic.tas.edu.au/key-documents/school-grievance-policy)). This policy is aimed at a wide audience including families, staff, students and communities. It does not include specific processes for reporting known or suspected institutional child sexual abuse but provides general processes for reporting grievances (Royal Commission reference: CAT4.6. Tasmania - School Grievance Policy, pp.1-22).

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.6 [8 documents]).
Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 9 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

Is there a student navigation tab visible on the website homepage?

No.

What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

No information regarding institutional responses to child sexual abuse is directed towards children and young people on the website.

What information is provided to children and young people about child sexual abuse prevention education delivered at school (e.g. is information publically directed towards children and young people)?

No information regarding child sexual abuse prevention education is directed towards children and young people on the website.

No further information specifically for children and young people was identified in the material provided directly to the Royal Commission (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).
Criteria 10: Partnerships with community services and agencies
State and Territory Departments of Education

This section presents the findings of the audit using Criteria 10 for State and Territory Departments of Education:

- Australian Capital Territory, Education and Training Directorate
- New South Wales, Department of Education and Communities
- Northern Territory, Department of Education
- Queensland, Department of Education, Training and Employment
- South Australia, Department of Education and Child Development
- Tasmania, Department of Education
- Victoria, Department of Education and Early Childhood Development
- Western Australia, Department of Education
Australian Capital Territory, Education and Training Directorate

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Child Protection and Reporting Child Abuse and Neglect in ACT Public Schools policy does not make direct reference to referrals to other agencies arising specifically from the teaching of child sexual abuse prevention education. There may be clearer directions or references to specific services in the policy’s guidelines, but access to these is restricted to Directorate staff.

A publication to be read in conjunction with the policy, Keeping Children and Young People Safe: a shared community responsibility, contains Care and Protection Services telephone numbers (both a general public reports and mandated reports line), and the Department of Community Services helpline, which teachers can utilize or pass on. Also the section, ‘Responding to a child or young person when they disclose abuse and neglect’, states one possible way to show care and concern is to, “indicate what you will do, i.e., that you will talk to someone who can give you some advice about what should happen next” (p21). However, there is nothing specific in this section that talks about directing to children to appropriate external support services to also ‘talk to someone for advice’ should an issue or report arises out of abuse prevention education.

When a mandatory report is made, with regard to providing external agency support to children and families, the booklet states, “In some instances involvement (of teachers or other reporters) with Care and Protection Services may be brief and involve assisting the family to engage with support services”. Support services are not listed.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Outside of the policy space on the Department’s website, the Department also has a link on its website to School Counselling: a Guide for Communities which refers to interagency case management for students with “high levels of support needs”, though the criteria for determining this, and whether concerns raised in child sexual abuse prevention education would constitute a ‘high level of support need’ is not defined (p.2). The website describes the counselling service as “working collaboratively with families, school communities and external agencies is integral to the role” (see http://www.det.act.gov.au/school_education/guidance_and_counselling_service).

There are also several documents directly below or above counselling links, listed under the heading Countering Bullying and Harassment that reference the Australian Medical Association, Bullying No Way, Kids Helpline and Think U Know, all of which are support services equipped to deal with
referrals arising from child sexual abuse prevention education, though this is not explained on the Department’s website and no partnerships are specified.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

At ACT4, the following list of providers and resources are listed, which can be contacted by schools to provide professional development at the school level, and which can also provide referral services as a result of child sexual abuse prevention education in classrooms (though this is not directly stated). Most are broader violence and sexual health services. It is not known which, if any, of the services can provide counselling support. Starred items are considered most relevant:

- Canberra Sexual Health Centre
- AIDS Action Council of the ACT
- Hepatitis Resource Centre
- Canberra Rape Crisis Centre
- Domestic Violence Crisis Centre
- Sexual Health and Family Planning ACT
- Directions ACT
- YWCA Relationships Things
- Talking Sexual Health
- Somazone
- Ansell Sex-Ed
- The Human Body (DVD/video)
- Taught Not Caught (video)
- Other State and Territory education and health department websites, e.g. Victoria, NSW and Queensland

New South Wales, Department of Education and Communities

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The New South Wales Department of Education and Communities has a number of child protection policies and procedures on its website that refer to the Department having links with external agencies and community support services, but many of these are in the context of when reports are made, which may or may not arise as the result of child sexual abuse prevention education.

The (website-listed) policy, Protecting and Supporting Children and Young People, states that, “Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services” (at 1.3). Under 4.1.3, principles are required to collaborate with “other agencies...in ways that strengthen and support the family”. These other agencies are not listed (see https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml).

Additionally, the Protecting and Supporting Children and Young People Procedures intends that, “more families are supported at the local level, in a coordinated approach, by government and nongovernment agencies”, and that, “stronger partnerships exist between government agencies and with nongovernment agencies” (p.1) Additionally, the procedures contain information on ‘Talking to children, young people and families about child protection concerns’, and includes directions to:

- Ensure the child is encouraged to link with available support;
- Make a decision regarding a report or call to the Child Protection Helpline or Child Wellbeing Unit (run by Community Services); and
- “Discussing with the family the need for, and potential benefits of, referral or support services” (pp.25-26)

In the case a referral is made, a staff member will be elected to liaise with services, though again the procedures make no reference to specific support-based relationships between the Department and other agencies/community services (pp.25-26).

However, a more specific procedure available on the Department’s website, Responding to Allegations against Employees in the Area of Child Protection, refers specifically to Community Services hotline and the Victims of Crime Bureau’s 24 hour Victims Support Line (p.32).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?
No formal partnerships.

Outside of the policy space on the Department’s website, the Department also has a portal for ‘Students’ and ‘Parents’ that may be a source of information and direction should an issue arise from child sexual abuse prevention education. In the student portal, there are a number of links to other agencies and support services, though these are not specifically linked to child sexual abuse prevention education:

- **For primary school students:**
  - Under ‘Class subjects’ then ‘Personal development, health and physical education’ there is a link to ‘decision making: do you have trouble making decisions? Visit this site for help’ – This links students directly to Reachout.com which provides emergency phone support, web-chat and information on a range of issues including ‘sex and relationships’ and ‘bullying, abuse and violence’; and
  - Under ‘Get cybersmart’ there is a link to ‘cyberbullying: bullying from a distance’ that directly links students to a South Australia website, “Kids’ Health: the women and children’s health network”. Cyberbullying information falls within a larger topic of ‘your safety’ that also includes ‘keeping yourself safe from child abuse’, which links to Kids Helpline.

- **For high school students:**
  - References are clearer. There is a link to ‘Help when you need it’ which directly links students to Livewire, Headspace, Reach Out, Kids Helpline, Youth Beyond Blue, the Butterfly Foundation and online counselling for drug and alcohol abuse. Some of these services can provide counselling support. The site also directs students to their GPs. No evidence of formal partnerships exists.

In the ‘parent’ portal, links to ‘student safety and wellbeing’ offer no information on contacting external agencies or support services available if issues arise resulting from the personal development curriculum or, specifically, child sexual abuse prevention education in classrooms. Parents can also click through to the curriculum for P-12, but these websites do not have any information on referrals arising from child sexual abuse prevention education.

**What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

No formal partnerships.

At NSW4, Table B, the Kids Helpline is referenced as a community service teachers should direct students as a result of referrals arising from child sexual abuse prevention education (p.72). At Table F to this submission, a number of non-government organisations are listed as providing resources to supplement child protection education in schools, and can also provide referral services (though this is not directly stated).

- Bravehearts (younger children: protective behaviours focus)
- Protective Behaviours Consultancy Group NSW (primary schools)

Criteria 10: Partnerships with community services and agencies
- Love Bites (older children: sexual assault prevention focus)
- Family Planning Qld (students with disabilities)

Of these resources, only Bravehearts provides therapeutic counselling support for victims of child sexual abuse and their families. (Royal Commission references: NSW4. Child protection research – letter from MW(5); NSW4. Child protection research – Tab A(-F) to letter of MW [six files]).
Northern Territory, Department of Education

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Northern Territory Department of Education’s base child protection policy, *Safeguarding the wellbeing of children: obligations for the mandatory reporting of harm and exploitation* does not contain information about referrals to specific agencies or community services where issues arise from child sexual abuse prevention education. It does, however, provide links to the Child Protection Hotline, in the context of teachers or staff who may be unsure if a suspected case of abuse meets the grounds for a mandatory report. The policy also states that support for a person making a report (which might arise as a result of classroom teaching) can access support from Darwin Consultant Psychologists, and directs teachers and other readers of the policy to Student Services School Counsellor Service for more information (p.4).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Information for students, parents and communities on the website, under ‘support and assistance’ then ‘physical health and wellbeing’ provides no direct references to any other agencies or support-based community services that might be required if issues arise in education. However, the information does state that the Health Education Advisor can suggest additional/external resources for health education, specifically sexuality, nutrition/school canteens, and resilience-based approaches.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the Royal Commission submission at NT4, there were no additional materials provided that listed external agencies or community services as being involved with referrals arising from child sexual abuse education in schools (Royal Commission reference: NT4. Department of Education Response to Royal Commission NP 126 Schedule A, p.1-5; NT4. Covering letter and enclosures, Folders 1-12).
Queensland, Department of Education, Training and Employment

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Queensland Department of Education, Training and Employment’s policy, Student Protection, makes no direct reference to referrals to external agencies or community services arising out of child sexual abuse prevention education. However, principals are required to, “implement processes to enable collaboration across agencies where this is in the best interests of the student” (p.2). Also, where concerns/reports of harm to a student by someone other than an employee of the Department arises, principals have a responsibility to engage “the local SCAN (Suspected Child Abuse and Neglect) team representative (Senior Guidance Officer)”, if it is, “considered a case warrants referral to an Information Coordination Meeting (ICM) or SCAN team meeting”, where these meetings provide opportunities for “multiagency case discussion and response where this is appropriate” (p.3).

The policy also explains that a SCAN team includes representatives of the Department of Communities, Child Safety and Disability Services, Queensland Police Service, Queensland Health, Department of Education, Training and Employment, and the recognised entity where an Aboriginal or Torres Strait Islander child is involved. The purposes of the SCAN team is to “undertake an assessment of available information in relation to each case and formulate recommendations for action”, which may include referrals to support services within these other agencies (p.9). However, this is unclear as the ICM/SCAN team system manual is only accessible to Department staff.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The website also has links to a Student Protection Concerns Guide and a Student Protection Factsheet which may make reference to specific agencies for referrals of support-based services, but access is protected.

Outside of the policy space, the Education Queensland website has a clear link for Students, with ‘Health and Wellbeing’ prioritised at the top of the menu/s, which clearly states that following the links includes links to Kids Helpline and Bullying No Way (which, is not a counselling support service, but provides further links to Kids Helpline, eheadspace, and state-based parenting help lines).

Additionally, resources under ‘guidance and counselling’, then ‘resources and useful links’ also direct students to Beyond Blue, Reach Out and Lifeline, all of which may provide counselling support. For
parents there are no specific links to other agencies or support services, only links to the various fact sheets, policies and flowcharts assisting principals and staff which state that when an issue or possible report arises, a school guidance officer or ‘other support specialists’ may become involved.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The submission to the Royal Commission at QLD4 describes a partnership with the following non-government organisations, whose programs and referral services are utilised during child sexual abuse prevention education and may also be consulted by children, parents and staff if referrals are made as a consequence of prevention education:

- Daniel Morcombe Foundation in launching the Daniel Morcombe Child Safety Curriculum which includes child sexual abuse prevention education (recognising, reacting to and reporting unsafe situations). Support resources are provided for teachers, parents and children.
- Children's Safety Australia Inc, and the Safe Start program includes referral resources such as posters, postcards and stickers which can be drawn on in an event a need arises as a result of child sexual abuse prevention education;
- Bravehearts, whose Ditto program for Prep-Yr3 teaches children communication skills which can assist them in referrals arising from child sexual abuse prevention education;
- Family Planning Queensland, providing a number of resources; and
- Sunshine Coast University, which provides a computer game to educate children about sexual abuse prevention, how to respond and who to tell.

Of these resources, only Bravehearts provides therapeutic counselling support for victims of child sexual abuse and their families. (Royal Commission reference: QLD4. Response to Royal Commission regarding child safety programs, pp.1-4).
South Australia, Department of Education and Child Development

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The South Australia Department of Education and Child Development has a significant number of policies and procedures in this space. There are therefore a number of documents to be evaluated for their reference to other agencies and community services:

- In the Department’s base child protection policy, Child Protection in Schools, Early Childhood Education and Care Services Policy, one objective is to direct children and families to support, “when they first show signs of needing it” (p4).
  - Under ‘Communication and collaboration’ it is a requirement that, “Sites/services will consider all available sources of support from within DECD (the Department) and from other agencies and organisations when the needs of vulnerable children and young people are first identified” (p7). No reference to specific agencies or organisations is made.
- In the document, Guidance in responding to children and young people, no reference to specific other agencies or support services (e.g. Kids Helpline) is mentioned.
- The policy, Interagency Code of Practice – Investigation of Suspected Child abuse or Neglect provides procedures for “all agencies” involved in the reporting investigations and treatment of victims of child abuse, but does not refer to specific agencies that families may be referred to when concerns arise specifically from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘child protection’ there is a link to ‘support resources’, a long list of health, information, counselling and abuse-specific support services (see http://www.decd.sa.gov.au/speced2/pages/childprotection/37820/). None are noted specifically as being used for referrals arising from child sexual abuse prevention education.

The website homepage also contains a link ‘Protecting Children’ accessible to anyone seeking referrals arising from child sexual abuse prevention education. However, the information on this section of the website is intended as an information source for teachers and does not direct site visitors to specific organisations or community services that offer support or accept referrals arising from child sexual abuse prevention education (other than the Child Abuse Report Hotline). There are no direct links to any of the support services in the policy space mentioned above.
What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

South Australia’s submission/s to the Royal Commission at SA4.0-SA4.3 identified the following (mostly) non-government organisations for referrals arising from the teaching of child sexual abuse prevention in schools (though the extent of a ‘partnership’ with these agencies and organisations beyond their use as a referral service is unclear). The submission/s identified below were details of the Keeping Safe curriculum adopted by state and catholic schools in SA.

- At SA4.1 Item 1a -1 (Early years ages 3-5) Kids Helpline was identified in teacher resources;
- At SA4.1 Item 1a -2 (Early Years R-2) Kids Helpline was identified on worksheets for students and teacher guides – built into children’s development of protective strategies as referral services
  - Example of referral (present at various pages in the curriculum materials for curriculums from R-12): “Refer students to school and community support services that are available for dealing with peer pressure or other pressures from adults, organisations and the media; for example, Kids Help Line 1800 55 1800.”
- At SA4.1 Item 1a -3 (Primary Years 3-5) Kids Helpline was identified on worksheets for students and teacher guides – built into children’s development of protective strategies as referral services
- At SA4.1 Item 1a -4 (Middle Years 6-9) Kids Helpline, Domestic Violence Helpline, Child Abuse Report Helpline, Police Report Line, Youth Health Line, Yarrow Place Rape and Sexual Assault Service, and Sexual Crime Investigation Branch were all identified on student worksheets and/or case studies and teacher guides - built into children’s development of protective strategies as referral services
- At SA4.1 Item 1a -5 (Senior Years 10-12)Child Abuse Report Line, Crisis Care, Domestic Violence Crisis Service and Helpline, Kids Helpline, Lifeline, Living Hope Youth Call, Mission Australia Helpline, Rape and Sexual Assault Service, Youth Health Line, Child and Youth Health Parent Helpline, Yarrow Place Rape and Sexual Assault Service and Sexual Crime Investigation Branch were all identified on student worksheets and/or case studies and teacher guides – built into children’s development of protective strategies as referral services
- At SA4.1 Item B to Schedule – ‘Support materials for educators working with learners from culturally and linguistically diverse backgrounds’ there is at the appendix 3 pages of support services for children, parents and staff, including Department of Community Services, Anglicare SA, Australian Centre for child protection, Ethnic/Cultural and Refugee Associations in the community, Religious organisations such as Baptist Community Services and Lutheran Community Care), Red Cross, Parenting SA, and Survivors of Torture and Trauma Assistance and Rehabilitation Service.

Also, at SA4.3 Item 3 confirms a partnership between the Department and the Australian Childhood Foundation in developing the SMART program (Strategies for Managing Abuse Related Trauma) that delivers child sexual abuse prevention education, and child abuse prevention education more...
broadly. The program promotes classroom strategies which are sensitive to the impacts of trauma on children and young people and which help build positive and protective skills in children and young people (C_NP_86 – Schedule Item 3). However, there is no evidence of the Australian Childhood Foundation being involved specifically in referrals for counselling support.
Tasmania, Department of Education

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Tasmania’s Department of Education does not have a child protection policy (see Criteria 1 & 2), nor is child sexual abuse prevention covered in the school curriculum (see Criteria 3). In the document, *Relationships and sexuality education in Tasmanian government schools strategy 2012-2014*, there is a list of “key stakeholders” including the Department of Education, the Department of Health and Human Services (Population Health and Sexual Health), the Office for Children, the Commissioner for Children, “relationships and sexuality education service providers”, Working it Out (a gender and sexuality support and education service) and general school and other support services (p5). None of these deal specifically with issues of child sexual abuse nor provide potential counselling support for children who may have been sexually abused.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the Student portal under ‘Health and Wellbeing’ there is no direct reference to any outside agency or community support service that might be needed as a result of child sexual abuse prevention education. In the portal for parents and carers there are no links to health and wellbeing and no relevant links to other agencies.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the Department’s submission/s to the Royal Commission at TAS4.0-TAS4.7, specifically at TAS4.7, a number of ‘support services’ are listed in association with relationships and sexuality education, including:

- Tasmanian Sexual Assault Educators, Brave Foundation, Centacare, Core of Life, Family Planning Tasmania, Laurel House, Pulse, Sexual Assault Support Service, The Link, Working it Out, Phoenix Centre and Prepared!

These are mostly non-government organisations. There is nothing in this document that confirms that these ‘support services’ are those specifically used for referrals arising from child sexual abuse prevention education, but seem to meet this need for relationships and sexuality education more.

Criteria 10: Partnerships with community services and agencies
broadly (Royal Commission reference: TAS4.7 Relationships and Sexuality Education DoE support services, p.1).
Victoria, Department of Education and Early Childhood Development

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Victoria Department of Education and Early Childhood Development’s Child Protection - Mandatory Reporting policy states that one consequence of making a report may be for staff members to liaise with “professionals” on behalf of the school/child. Supporting documentation and departmental resources also include:

- **Protecting the safety and wellbeing of children and young people**: reinforces the importance of collaborative practice, does not refer to partnerships with specific organisations to this end, but does provide a list of contacts that offers support and treatment-based services, including Centre Against Sexual Assault (CASA), specialised Aboriginal services, Department of Health and Safety services, and after hours child protection contacts.

- **Responding to Student Sexual Assault**: does not make reference to referrals to external agencies or community services arising from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Department does not have a clear portal for students and parents seeking referrals as a result of child sexual abuse prevention education. The ‘child health and safety’ link that is available for parents under ‘Schools’ provides resources on ‘sexuality education for parents’ but none of the links are to organisations dealing with child sexual abuse. Links for students to ‘Student Support’ also offer no clear suggestions for referrals to other agencies or community services on this topic, instead, directing secondary school students to student welfare coordinators.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the Department’s submission to the Royal Commission at VIC4, there were no additional materials provided that listed external agencies or community services as being involved with referrals arising from child sexual abuse education in schools (Royal Commission reference: VIC4. DEECD response to draft summons from Greg Wilson, pp.1-4).
Western Australia, Department of Education

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under the Western Australia Department of Education’s Child Protection policy there is no specific reference to external agencies or community services to deal with referrals arising from child sexual abuse prevention education. However, when an allegation of child sexual abuse is made, principals are required to manage a school support plan for reported abuse, which includes referrals and consultations (4.2 Collaboration and Case Management). No agencies are specified.

However, the Department’s policy website/portal (see http://www.det.wa.edu.au/childprotection/detcms/portal/) links to ‘School support services’, “for support in managing child protection issues and concerns”. This includes relationships with the following external agencies:

- The Department of Health (School health service) to assist staff in responding to student disclosures or concerns of abuse, advise staff about mental and physical health issues, and provide information about promotion and prevention programs.
- The Department of Child Protection, which has a legal obligation to provide protection and care for children. The Department for Child Protection duty officer and external counselling services are also listed as contacts under the question, ‘where can I get support if the impact of reporting child abuse really upsets me?’

Additionally this ‘School support services’ part of the website provides a Family and Domestic Violence Agencies Contact List, and a Child Protection Support Team pamphlet which provides an Department of Child Protection After Hours Crisis Care number and contacts to the mandatory reporting service. No specific child sexual abuse counselling services are nominated.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is a ‘Student Support’ link on the Department website but this does not direct users to any specific referrals. In the FAQs under ‘where can I get information on child support?’, users are directed to contact the Department of Child Protection, but this Department’s website does not seem to directly refer to any organisations to assist with referrals (e.g. for counselling) arising from child sexual abuse prevention education.

The ‘Information for Parents’ page on the website includes a ‘support your child’ page. The
resources and referrals made are to programs such as KidsMatter (a mental health initiative) that cannot provide counselling support services for children who have been sexually abused.

**What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

No formal partnerships.

In the Department’s submission at WA4, in the “middle schools” curriculum (Yr 6-7) the Kids Helpline is provided as a key referral for students. The website and telephone number for Kids Helpline is written into the curriculum for teachers to draw on during and after lessons. Teachers are required to “discuss the use of the kids help line” in class, in asking students to think about their personal networks for sharing when they do not feel safe (p.67).

The Kids Helpline is also provided to students in the Protective Behaviours Activity Book (for younger children) and the Teenager’s Guide to Personal Safety (older children), attached in WA4 (pp. 100 and 119). Referrals are also encouraged to Youth Beyond Blue, Sexual Health and Relationship Information for Young People, Sexual Assault Resource Centre and Kids Helpline in the ‘Sex and the Law’ brochure (teenagers/older children) attached at p.126.

- The submission notes these resources have been developed in partnership with Protective Behaviours WA (a non-profit organisation) and Safe4Kids (p.3) (Royal Commission reference: WA4. Covering letter and enclosures, pp.1-133)
New South Wales Diocesan Schools

This section presents the findings of the audit using Criteria 10 for New South Wales Catholic Education Dioceses:

- Catholic Schools Office, Armidale
- Catholic Education Office, Bathurst
- Catholic Schools Office, Diocese of Broken Bay
- Catholic Schools Office, Lismore Diocese
- Catholic Schools Office, Diocese of Maitland-Newcastle
- Catholic Education Office, Diocese of Parramatta
- Catholic Education Office, Sydney
- Catholic Education Office, Diocese of Wagga Wagga
- Catholic Education Diocese of Willcania-Forbes
- Catholic Education Office, Diocese of Wollongong
Catholic Schools Office, Armidale

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Schools Office, Armidale’s Child Protection Policy Statement, in addition to policy statements on mandatory reporting and responding to allegations of reportable conduct, does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘Resources for principals and teachers’ there are links to “Keep Them Safe Resources for Catholic Schools”, developed by the wider Catholic Education Commission New South Wales. These resources and training guides focus more on teacher education (recognising challenging behaviour, making mandatory reports), rather than child sexual abuse prevention education in classrooms. There is no other information on the website (in the policy space or otherwise) to indicate partnerships or referrals to external agencies (e.g. for counselling support) in this context.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The submission from Catholic Schools Office, Armidale at CAT4.1 does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.1. Response to Royal Commission, p.1-2).
Catholic Education Office, Bathurst

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Bathurst’s, *Child Protection Code of Professional Standards*, their *Guidelines for Professional Conduct in the Protection of Children and Young People*, and their *Professional Conduct and Child Protection: responding to allegations involving school personnel* procedures, do not provide any information about partnerships with and/or referrals to outside agencies or community services (e.g. for counselling support) arising out of child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘schools’ there are links and resources for each curriculum subject that may allude to informal/formal partnerships (inclusion of material in classroom education, for example) but of the links for the PDHPE (senior education curriculum), none of the links are specifically related to child sexual abuse prevention education. However, there is a more general referral under ‘health issues’ to Health Direct Australia, which has a 24hr hotline for callers to speak to a registered nurse for health advice.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Bathurst’s submission to the Royal Commission at CAT 4.2 does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.2. Bathurst Truth Justice and Healing Council _Judith Tokley, p1)._
Catholic Schools Office, Diocese of Broken Bay

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Schools Office, Diocese of Broken Bay’s policy, Creating safe and supportive environments: child protection policy for diocesan systemic schools, does not refer to external agencies or community services.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are no other indications of agencies or community services acting in partnership for referrals arising from child sexual abuse prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Schools Office, Diocese of Broken Bay’s submission to the Royal Commission at CAT4.7 states that, “some schools also use external providers/events to enhance and complement their Child Safety Programs in schools, such as youth police liaison officers” (p.3). Outside of mandatory reporting obligations to Community Services no other organisations or agencies are described in the submission or attached student resources in relation to referrals arising from child sexual abuse prevention education (e.g. for counselling support) (Royal Commission references: CAT4.7. 12122013 DBB Response to TJHC Part 1 Pages 1-60; CAT4.7. 12122013 DBB Response to TJHC Part 2 Pages 61-130; CAT4.7. 12122013 DBB Response to TJHC Part 3 Pages 131-160; CAT4.7. 12122013 DBB Response to TJHC Part 4 Pages 161-324)
Catholic Schools Office, Lismore Diocese

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Schools Office, Lismore’s Child protection policy and procedures does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There does not appear to be any other information on the website referring concerned parents, students or staff to support-based services that might be needed as a result of prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The submission from Catholic Schools Office, Lismore at CAT4.12 does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.12. ROYAL COMMISSION PROPOSED RESEARCH PROJECT, pp.1-5).
Catholic Schools Office, Diocese of Maitland-Newcastle

What reference is made in policy and procedures documents/websites (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Schools Office, Diocese of Maitland-Newcastle’s policy, Reporting Child Protection Concerns, does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education.

The diocese Strategic Plan: Catholic Schools 2013-2015 outline (see [http://mn.catholic.edu.au/media/154853/CSO%20Strategic%20Plan%202013_2015.pdf](http://mn.catholic.edu.au/media/154853/CSO%20Strategic%20Plan%202013_2015.pdf)) also does not appear to reference any specific support-based services for this purpose, though ‘Key Area 4’ does refer to “effective engagement and alliances” with the University of Newcastle, Australian Catholic University, local and state governments and aboriginal communities more generally (p.6).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Information included under ‘Student Wellbeing’ on the website states, “The Catholic Schools Office employs a co-ordinator [sic], Student Wellbeing, who is responsible for reviewing programs and frameworks at schools throughout the Hunter and Manning Regions” – but there is no indication that external agencies or community services might be engaged in those programs, or in offering any support-based services (e.g. counselling support) where a need for those might arise from education directed towards student wellbeing (including child sexual abuse prevention education).

Under ‘Catholic Identity’ there is a link to ‘Parish Partnerships’ which includes reference specifically to St Vincent De Paul, but this is not mentioned in relation to support-services that might arise from child sexual abuse prevention education; the extent of its relationship with the diocese is unclear.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No submission.
Catholic Education Office, Diocese of Parramatta

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Parramatta’s Child Protection Procedures and Student Policy do not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education.

However, the Student Policy does state that ‘Student wellbeing procedures and guidelines’ are currently being drafted (p.1). This may shed new light on any pre-existing partnerships with other agencies and community services, with regard to referrals arising out of child sexual abuse prevention education (and other instances where concern about wellbeing might be raised).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no other information on the website that indicates these relationships with external agencies currently exist.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Parramatta’s submission to the Royal Commission at Cat4.13 does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.13. Parramatta Truth Justice Healing Council - Feedback – CEDP, pp.1-6).
Catholic Education Office, Sydney

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no identifiable policy publicly available on the diocese website that deals with child protection or referrals that might arise from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Wagga Wagga

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Wagga Wagga’s Safe Schools Policy (Child Protection) policy states that, in 4.1 ‘Supporting a student who has disclosed risk of harm or reportable conduct by an employee’, it is important for staff to tell children, “that the best way to stop it happening to them is to tell the right people”, though there is no reference to who these people are in this section and no suggestion of referring children specifically to external counselling or reporting agencies (p.9). Staff who feel they need additional support are, in 4.3, advised to seek assistance from the principal and the diocese (p.9). No specific external agencies or community support-based services are mentioned. Reference is made to a ‘Critical Incident Policy’ at 4.0 but this cannot be located.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘Student support’ there is a list of support organisations, including the Department of Community Services, hospitals and Centacare (providing a counselling-focused school liaison and family support service), though none of these are specifically related to child sexual abuse prevention and/or education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No submission.
Catholic Education Diocese of Willcania-Forbes

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no identifiable policy publicly available on the diocese website that deals with child protection or referrals that might arise from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Diocese of Willcania-Forbes’ submission to the Royal Commission at CAT4.9 does not provide any information about partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.9. Royal Commission Research Project, pp.1-3).
Catholic Education Office, Diocese of Wollongong

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Wollongong’s policy, *The care, wellbeing and protection of children and young people*, states that the diocese has a responsibility in, “renewing our commitment to work cooperatively with other agencies dealing with the care and protection of children and young people” (p.1). A relationship between the diocese and CatholicCare Catholic Family Welfare Services is outlined in this brochure, but it is unclear whether this extends to referrals arising from child sexual abuse prevention education. No other agencies or community services are identified for this purpose.

The *Code of conduct in the protection of children and young people* and *Professional conduct and child protection: responding to allegations involving school personnel* also makes no specific references to agencies or community services that could offer support.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Wollongong’s submission to the Royal Commission at CAT4.16 states (p.5): “anecdotally, there are reports at times of students disclosing child sexual abuse in conjunction with, or following, their participation in child protection programs delivered in schools. It is something that teachers are mindful of and prepared for.” However, no specific information is provided detailing what external support organisations, if any, students were referred to as a result of concerns arising from child sexual abuse prevention education (Royal Commission references: CAT4.16. Wollongong. Attachments 1 and 3 - PART A.zip [containing 11 documents]; CAT4.16. Wollongong Attachments 3 and 5 - PART B.zip [containing 5 documents]).
Queensland Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Queensland Catholic Education Dioceses:

- Catholic Education Archdiocese of Brisbane
- Catholic Education Diocese of Cairns
- Catholic Education Diocese of Rockhampton
- Catholic Education Diocese of Toowoomba
- Catholic Education Diocese of Townsville
Catholic Education Archdiocese of Brisbane

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Archdiocese of Brisbane’s Child Protection Policy, states that liaising with external agencies “will occur” as part of a whole-of-community protection strategy, and that relationships with government and non-government organisations will be “maintained and developed” (p.1). These organisations and the way in which they are involved in the process (i.e. whether they provide support in a referral situation) are not specified in the policy document.

Catholic Education Archdiocese of Brisbane’s Student Protection Processes, available on their website (see http://www.bne.catholic.edu.au/students-parents/Documents/Reporting-Processes.pdf), states at 10.2.1 that as part of ‘ongoing support to students’, Brisbane Catholic Education Office Student Protection Officers, “will be available to advise and assist in linking students with appropriate support networks and community agencies if required”, but these are not specified in the procedural document (p.53).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘Students and Parents: Student Protection’ there is a link to ‘Information for Families’ that contain a number of direct referrals to external support-based services including domestic violence hotlines, child safety hotlines, legal services, the police, child safety information websites, kids helpline, parentline and assault crisis lines (see http://www.bne.catholic.edu.au/students-parents/Documents/Student-Protection-Services-bro.pdf).

Under ‘Students and Parents: Student Wellbeing’ on the website a number of partnerships exist between the diocese and external support-based agencies that may handle referrals arising from child sexual abuse prevention education (though whether this is the role of these agencies is not clear):

- The Caroline Chisolm School Students and Family Support Centre (a joint initiative of Brisbane Catholic Education and QUT, providing psychological services to students and families),
- The Nyunga Student and Family Support Centre (a joint initiative of Brisbane Catholic Education and Griffith University Gold Coast, offering psychological services to students and families), and
- The Australian Catholic University Brisbane Psychology and Counselling Clinic, providing low-cost counselling services to families.
(See http://www.bne.catholic.edu.au/students-parents/Pages/GuidanceCounselling.aspx)

However it is unclear if these agencies provide therapeutic counselling services for children and families for cases of child sexual abuse that may arise from child sexual abuse prevention education.

**What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

No formal partnerships.

The submission from Catholic Education Archdiocese of Brisbane at CAT4.10 does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (though the submission states programs are provided by the Daniel Morcombe Foundation and Bravehearts which, in turn, provide links to referral or support-based services). Bravehearts can provide counselling support for children who are victims of child sexual abuse (Royal Commission references: CAT4.10. Brisbane TJHC RC Research Project No 1 Feedback 10 pp.1-3).
Catholic Education Diocese of Cairns

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Diocese of Cairns’ Student Protection Processes, states at 10.2 that CES Student Protection Officers, “will be available to advise and assist in linking students with appropriate support networks and community agencies if required”, but these agencies are not specified (p.57). Staff requiring support are directed to Siloam Centre, Centacare and Atherton Counselling and training (p.57). However, it is unclear what, if any, support services may be available for children (e.g. for counselling in the aftermath of disclosure of child sexual abuse).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are no other resources on the websites that describe any partnerships with agencies to handle referrals arising from child sexual abuse prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Diocese of Cairns’ submission to the Royal Commission at CAT4.3 states: “Schools build and strengthen referral mechanisms to provide effective SEL [sic, Social Emotional Learning] experiences and programmes for students with psychosocial and mental health issues through student, school, family and community linked services and supports” (p.2). However, these services are not listed and it is unclear how these broader services may respond specifically to child sexual abuse (Royal Commission reference: CAT4.3. TJHC RC Research Project No 1 Feedback 3, pp.1-2).
Catholic Education Diocese of Rockhampton

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Diocese of Rockhampton’s Student Protection Policy states that, “relations with relevant government and non-government agencies to enhance the protection and support of students will be maintained and developed” (p.2). It is unclear which specific agencies are envisaged and whether or not they can be utilised in referrals resulting from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The student protection brochure available on the website does not refer to any specific external agencies that may assist where concerns arise as a result of child sexual abuse prevention education (e.g. in provision of counselling support for child victims).

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The submission from Catholic Education Diocese of Rockhampton’s at CAT4.11 does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (though the submission states that programs are provided by the Daniel Morcombe Foundation, Safe 4 Kids and Queensland Police resources, which in turn provide links to referral or support-based services) (Royal Commission reference: CAT4.11. Rockhampton DCEO, pp.1-3).
Catholic Education Diocese of Toowoomba

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Diocese of Toowoomba’s policy, *Our commitment to the safety of all students: child protection policy and procedure*, states at 9.1 that in the ongoing support of students, staff are advised to “provide the student with appropriate avenues for someone to talk to if they need it” (p.55), and at 9.3 it is the role of the Diocese’s Student Protection Office to “assist the school in linking students and families with appropriate support” (p.55). However, when this may be required (i.e. as arising from child sexual abuse prevention education) and the role, type, and nature of any external agencies are not specified. No specific agencies are listed.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

There are no other resources on the websites that describe any partnerships with agencies to handle referrals arising from child sexual abuse prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

The submission from Catholic Education Diocese of Toowoomba at CAT4.8 does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.8. Toowoomba Child Safety Programs response_121213, pp.1-3).
Catholic Education Diocese of Townsville

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no identifiable policy publicly available on the diocese website that deals with child protection or referrals that might arise from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No submission.
Victoria Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Victoria Catholic Education Dioceses:

- Catholic Education Office Ballarat
- Catholic Education Melbourne
- Catholic Education Office, Diocese of Sale
- Catholic Education Sandhurst
Catholic Education Office Ballarat

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no identifiable policy publicly available on the diocese website that deals with child protection or referrals that might arise from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The consolidated response from the Catholic Education Commission of Victoria at CAT4.18 covers the four Catholic Dioceses in Victoria – Melbourne, Ballarat, Sale and Sandhurst – but does not provide any information about the diocese’s partnerships with and/or referrals to outside agencies or community services arising out of child sexual abuse prevention education (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).
Catholic Education Melbourne

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

As part of Catholic Education Melbourne’s policy, Mandatory Reporting of child physical and sexual abuse, under ‘Ongoing Support’ it states that the principal has a role in linking children, families and staff with appropriate external support organisations. A list is provided at Appendix 5 (see http://www.ceomelb.catholic.edu.au/publications-policies/policy/policy-2.19-mandatory-reporting-of-child-abuse/) to include Centres Against Sexual Assault (CASA), Centacare Catholic Family Services and the Children’s Protection Society. However it is unclear how these organisations might be utilised for referrals arising from child sexual abuse prevention education (i.e. not necessarily a mandatory reporting scenario).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Reference on the website is also made to the Department of Education and Early Childhood Development Victoria, specifically the student wellbeing branch and student critical incident advisory unit, the Victoria Police, the Department of Human Services, and the Child and Adolescent Mental Health Service. However the relationships between these agencies and Catholic Education Melbourne are unclear and the circumstances under which referrals may take place are unknown (i.e. in the event of child sexual abuse prevention educating raising a need for support). (See http://www.ceomelb.catholic.edu.au/publications-policies/policy/policy-2.19-mandatory-reporting-of-child-abuse/).

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office, Diocese of Sale

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education, Diocese of Sale’s ‘Mandatory Reporting’ section of the website links to the Victorian Government’s School Policy and Advisory Guide which includes the state’s Child Protection – Mandatory Reporting policy and other state-based resources, but it is unclear how these are utilised by the diocese.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are no other resources on the websites that describe any partnerships with agencies to handle referrals arising from child sexual abuse prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The consolidated response from the Catholic Education Commission of Victoria at CAT4.18, with regard to the Catholic Education, Diocese of Sale, states (p.8): “For students with concerning behaviours or who are identified as being at risk, appropriate referrals to specialised services are made (recommended: Centre Against Sexual Assault) and mandatory reports are made to the appropriate authorities.” (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).
Catholic Education Sandhurst

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is no identifiable policy publicly available on the diocese website that deals with child protection or referrals that might arise from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There are also no clear links to information on student wellbeing and any referral services that might be provided in the event concerns arise.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The consolidated response from the Catholic Education Commission of Victoria at CAT4.18 does list Bravehearts and Protective Behaviours as programs utilised by the diocese, but the document does not provide any information about the diocese’s partnerships with and/or referrals to these or other agencies or community services arising specifically out of child sexual abuse prevention education (Royal Commission reference: CAT4.18. VicResponse_Research Project.Child Safety Programs, pp.1-9).
Australian Capital Territory Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Catholic Education Dioceses:

- Archdiocese of Canberra and Goulburn Catholic Education Office
Archdiocese of Canberra and Goulburn Catholic Education Office

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Archdiocese of Canberra and Goulburn Catholic Education Office policy, Child Protection, mentions the role of external providers in creating safe and supportive school environments, including access to counselling, but does not provide a list of these relationships or services or a description of when referrals might occur (i.e., arising from child sexual abuse prevention education in classrooms).

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘Parents’ on the website, outside of the policy area, is a separate page for ‘Child Protection’ which links back to general child protection policies and guidelines (though not the actual ‘Child Protection’ policy of the diocese, which is accessed through a ‘general policies’ sub-topic link instead of ‘child protection’). There is nothing on the website describing schools’ relationships with government organisations or external services beyond mandatory reporting requirements (i.e., there are no counselling support services nominated which are needed for referrals arising from child sexual abuse prevention education).

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No submission.
Northern Territory Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Northern Territory Catholic Education Dioceses:

- Catholic Education Office, Diocese of Darwin
Catholic Education Office, Diocese of Darwin

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the absence of a base child protection policy, the procedures for dealing with allegations of misconduct and identifying abuse also makes no reference to child sexual abuse prevention education in schools, or support-based partnerships with other agencies or community services.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

On the diocese website is a link from ‘our Catholic identity’ through to ‘CatholicCare’, which is a not-for-profit “social services agency of the catholic diocese of Darwin providing counselling services and programs”. No specific reference is made to support services that may be required for referrals arising from the teaching of child sexual abuse prevention education.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No submission.
South Australia Diocesan Schools

This section presents the findings of the audit using Criteria 10 for South Australia Catholic Education Dioceses:

- Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.
Catholic Education South Australia which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie.

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Catholic Education South Australia, Policy for the Care, Wellbeing and Protection of Children and Young People, which applies in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie states that it is the responsibility of the catholic education office to, “ensure that an inter-agency approach to the management of child protection is fostered and supported” (p.5), though no specific list of which agencies are involved is included in the document. A reference list details a number of other organisations but does not outline any existing partnership with these departments, outside of their obligations to report suspected abuse to the relevant government department.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Under ‘Child Protection’ on the website, there is a focus on cyber bullying within which there is no specific mention of preventing child sexual abuse that may arise from cyber bullying. Services within the diocese are listed to include, “agency liaison for child protection services including counselling”. However, there is no list of specific agencies or organisations outside of Catholic Education that would act in partnership with the diocese to provide services (e.g. counselling support).

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

There is nothing in the submission at CAT4.14 that speaks specifically to agencies or community support-based services for referrals arising from child sexual abuse prevention education. (Royal Commission Reference: CAT4.14. SA 20131216_Submission to Truth Justice and Healing Council_MC, pp.1-3)
Tasmania Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Tasmania Catholic Education Dioceses:

- Tasmanian Catholic Education Office
Tasmanian Catholic Education Office

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Tasmania Catholic Education Office Taking Care policy deals specifically with allegations of misconduct. Referrals to outside agencies described in the policy relate to the investigation of allegations, and not to referral to support services for students, families and staff that may arise from teaching child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The main formal partnership relevant to this question on the Diocese website is found under ‘Student Support’ and is with Centacare (an Archdiocese of Hobart counselling service) which provides a range of children’s counselling services. However, this website does not describe referral arising from child sexual abuse prevention specifically.

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

In the absence of specific child sexual abuse prevention education programs developed by the Tasmania Catholic Education Office, the submission at CAT4.6 states that schools utilise programs provided by Centacare, Bravehearts and the Australian Primary Schools Mental Health Initiative to teach child protection. However, it is not clear if or how these organisations are then associated with any support-based referrals arising out of such education. No other referral agencies or community services are listed in provided documents.

Western Australia Diocesan Schools

This section presents the findings of the audit using Criteria 10 for Western Australia Catholic Education Dioceses:

- Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.
Catholic Education Office of Western Australia which encompasses schools in the Catholic Dioceses of Broome, Bunbury, Geraldton, and the Catholic Archdiocese of Perth.

What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The Catholic Education Office of Western Australia’s Mandatory Reporting policy does not contain any direct references to external organisations or community services for referrals arising from child sexual abuse prevention education.

What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

The main formal partnership listed on the Diocese website with regard to ‘Student Support’ is with the Non-Government Schools Psychology Service which is funded by the state government Department of Education (see http://internet.ceo.wa.edu.au/OurSchools/StudentSupport/Pages/Non-Govt-Psychology-Services.aspx). All non-government schools are eligible to access the service. The service may supply school counsellors to those schools who do not employ separate specialists, and assist staff within schools for broad or individually-directed programs/interventions, individual needs-based interventions regarding educational or psychological needs, and liaison with outside professional bodies and community agencies. However, it is not clear if the psychology team can respond with support for child sexual abuse that is uncovered as a result of the teaching of child sexual abuse prevention education.

The website also states that the Australian Government’s KidsMatter and MindMatters initiatives (mental health focused) are being administered in schools; but again, no specific reference is made to issues that may arise from prevention-based education and the relevance of these programs to addressing them (or whether they are equipped to delivery counselling support to children who have experienced child sexual abuse).

What reference is made by departments or diocese, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?

No formal partnerships.

Catholic Education Office of Western Australia’s submission to the Royal Commission at CAT4.15, contains links to a number of partnership-programs implemented in catholic schools in Western
Australia, but these all have a training focus and do not provide support services for referrals arising from the teaching of child sexual abuse prevention (Royal Commission reference: CAT4.15. WA Response to RC on child safety programs 11 12 2013, pp.1-3).
Audit of primary school–based sexual abuse prevention policy and curriculum: final report

Volume 4

Raw data and tables for the Australian Curriculum: Health and Physical Education (F–10)

Prepared for the Commonwealth of Australia as represented by the Royal Commission into Institutional Responses to Child Sexual Abuse
Summary of key points

1. This audit of the *Australian Curriculum: Health and Physical Education (F–10)* was restricted to curriculum content for the primary school years, that is, for age bands inclusive of Foundation to Year 8.

2. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent government authority responsible for national collaboration to produce the Australian Curriculum in the discipline-based learning areas of English, Mathematics, Science, Humanities and Social Sciences (comprising History, Geography, Civics and Citizenship, and Economics and Business), The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts), Languages, Health and Physical Education, and Technologies (comprising Digital Technologies, and Design and Technologies).

3. ACARA has a narrow role and is *not responsible for* student protection policy, child sexual abuse prevention policy or pedagogical support (e.g. teacher training). It is not responsible for the provision of specific information for parents and communities, or children and young people about child sexual abuse prevention generally or institutional responses to child sexual abuse specifically. Nor is ACARA responsible for specifying partnerships with community services and agencies at a local level.

4. ACARA is responsible for setting broad curriculum content, nominating broad inclusion principles relevant to the curriculum and providing a framework for student assessment based on learning from the curriculum.

5. Child sexual abuse prevention education is *not explicitly mentioned* in the *Australian Curriculum: Health and Physical Education (F–10)*. That is, the curriculum does not specifically nominate child sexual abuse prevention education as a teaching topic within any strand or sub-strand, for any age band.

6. The teaching of child sexual abuse prevention must be inferred or interpreted within the scope of the curriculum. For example, within content for the Foundation (preschool/kindergarten) age band, children may learn about “identifying and labelling private parts of the body and understanding contexts when body parts should be kept private” (ACARA, 2014a, p. 20). This content is typically found in specialist child sexual abuse prevention programs. Another example can be found within the content for the Years 3 and 4 age band, where children may learn about “indicating on a local map the location of safe places and people who can help” (p. 30). Help-seeking strategies and personnel are also typically taught in specialist child sexual abuse prevention programs. Some content, however, is much broader and open to interpretation. For example, in content for the Years 7 and 8 age band, students may learn about “proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans” (p. 42).

7. State and territory curriculum authorities will be responsible for implementing the *Australian Curriculum: Health and Physical Education (F–10)* and for developing teacher curriculum support materials and pedagogical supports (e.g. teacher training).

8. It is not known if state and territory curriculum authorities and Catholic school systems will make the teaching of child sexual abuse prevention education less subject to interpretation as they progress through the implementation phase.
9. South Australia is the only jurisdiction that has begun the process of mapping their existing specific child sexual abuse prevention curriculum, the *Keeping Safe: Child Protection Curriculum*, against the Australian Curriculum.

10. The introduction of the *Australian Curriculum: Health and Physical Education (F–10)*, does not substantially change the status quo in regards to the provision of child sexual abuse prevention education in Australian primary schools. The inclusion of child sexual abuse prevention education remains largely implicit rather than explicit within the curriculum. Hence, the teaching of this content by teachers in schools remains discretionary or voluntary unless the school system has a policy directive in place.

11. Based on the implicit rather than explicit nature of the content, it is highly likely that teachers will continue to exercise discretion in their teaching of this material unless there are additional system-led directives (e.g. policy directives) for the teaching of child sexual abuse prevention education (as is the case in the school systems in the Australian Capital Territory, South Australia and Western Australia). Policy directives of this type are beneficial in that they are typically accompanied by compulsory teacher training initiatives, and the development of evidence-based and user-friendly curriculum support materials to assist in the teaching of child sexual abuse prevention education (as is the case in South Australia with the *Keeping Safe: Child Protection Curriculum*).
Background

This section provides background to the audit for the *Australian Curriculum: Health and Physical Education (F–10)*, including:

- an overview of the development of the Australian Curriculum
- important documents
- curriculum structure
- the role of states and territories
- child sexual abuse prevention education.

**Overview of the development of the Australian Curriculum**

Development of the Australian Curriculum began in 2009 following the commitment of all Australian governments (via the Council of Australian Governments) to the *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008). Curriculum development is guided by the Melbourne Declaration’s two goals: (i) that Australian schooling promotes equity and excellence and (ii) that all young Australians become successful learners, confident and creative individuals, and active and informed citizens. The rationale for the development of the Australian Curriculum rests on “improving the quality, equity and transparency of Australia’s education system” (Australian Curriculum, Assessment and Reporting Authority, 2012b, p. 5).

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent government authority responsible for national collaboration to produce the Foundation to Year 12 Australian Curriculum. ACARA receives directions from the Australian Government, state and territory ministers for education through the Standing Council on School Education and Early Childhood (SCSEEC), which replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in early 2012.

**Important documents**

ACARA has produced two guiding documents providing background to the development and implementation of the Australian Curriculum. These documents are:

(i) *The Shape of the Australian Curriculum* (Version 4) (ACARA, 2012b)

**Curriculum structure**

The Australian Curriculum has a three-dimensional design including:

(i) discipline-based *learning areas*: English, Mathematics, Science, Humanities and Social Sciences (comprising History, Geography, Civics and Citizenship, and Economics and Business), The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts), Languages, Health and Physical Education, and Technologies (comprising Digital Technologies, and Design and Technologies)

(ii) *general capabilities* (literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding)
(iii) cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and sustainability).

The Australian Curriculum is organised sequentially according to six age bands corresponding to the following classroom year levels: (i) Foundation, (ii) Years 1–2, (iii) Years 3–4, (iv) Years 5–6, (v) Years 7–8 and (vi) Years 9–10.

The role of states and territories

ACARA is developing the Australian Curriculum through a four-stage publicly consultative process comprising: (i) curriculum shaping, (ii) curriculum writing, (iii) preparation of curriculum for implementation and (iv) curriculum monitoring, evaluation and review. While ACARA develops the Australian Curriculum, responsibility for implementation, including organisation and delivery, rests with relevant state and territory curriculum authorities and individual schools and, ultimately, teachers. According to ACARA (2012b):

“Jurisdictions, systems and schools will be able to implement the Australian Curriculum in ways that value teachers’ professional knowledge, reflect local contexts and take into account individual students’ family, cultural and community backgrounds. Schools and teachers determine pedagogical and other delivery considerations” (p. 11).

At the state and territory level, it is assumed that schools will be best placed to decide how to deliver the curriculum, apply integrated approaches, use pedagogies that address students’ needs, interests and contexts, and offer additional learning opportunities beyond those provided by the Australian Curriculum.

Child sexual abuse prevention education

The learning area most relevant to child sexual abuse prevention education is Health and Physical Education (HPE). However, it may be argued that opportunities also exist for cross-curriculum integration within the learning areas of English (e.g. in the study of fiction and/or non-fiction with themes of child sexual exploitation, victimisation or abuse), Humanities and Social Science (e.g. in the study of historical events and cultural practices), and Technologies (e.g. in the study of cybersafety).

The Australian Curriculum: Health and Physical Education (F–10) “shaping” process began in February 2011. At the time of writing this report, the curriculum had been released for use but was awaiting final endorsement (see http://www.acara.edu.au/curriculum_1/learning_areas/hpe.html).
Audit methods

This section provides an overview of audit methods for the *Australian Curriculum: Health and Physical Education (F–10)* including:

- Introduction
- Scope
- Methods.

**Introduction**

The audit of the *Australian Curriculum: Health and Physical Education* was undertaken in April–May 2014.

**Scope**

This audit pertains to the Australian Curriculum applicable in Australian primary schools, that is, from preschool or kindergarten (children aged 4–5 years) to Year 6 (children aged 11–12 years).

In the *Australian Curriculum: Health and Physical Education (F–10)* this audit incorporates bands of learning for: (i) Foundation – Year 2, (ii) Years 3–6 and (iii) Years 7–8.

**Methods**

For consistency, the same methods were applied in the audit of the *Australian Curriculum: Health and Physical Education (F–10)* as have been used in the audit of: (i) state and territory departments of education (eight departments) and (ii) Catholic diocesan education offices (28 offices) as described in Volume 1 of this report.

The internet was used as the primary research medium for data collection.

For consistency, data were collected against each of the 10 criteria in the policy and curriculum matrix, although some of the criteria (e.g. Criteria 1, 2, 8, 9 and 10) did not strictly apply, as will become evident from the presentation of raw data in this volume.
Findings

This section presents the findings of the audit of primary school–based sexual abuse prevention policy and curriculum for each criterion. The structure of this findings section is:

- Criterion 1: Base child/student protection policy
- Criterion 2: Specific policy on child sexual abuse prevention education
- Criterion 3: Location in the curriculum
- Criterion 4: Inclusion, relevance and cultural sensitivity
- Criterion 5: Curriculum support
- Criterion 6: Pedagogical support
- Criterion 7: Assessment and evaluation
- Criterion 8: Information for parents and communities
- Criterion 9: Information for children and young people
- Criterion 10: Partnerships with community services and agencies.

**Criterion 1: Base child/student protection policy**

Criterion 1 is not applicable as ACARA is not responsible for child protection policy.

**Criterion 2: Specific policy on child sexual abuse prevention education**

Criterion 2 is not applicable as ACARA is not responsible for child protection policy.

**Criterion 3: Location in the curriculum**

Child sexual abuse prevention education is not explicitly mentioned in the *Australian Curriculum: Health and Physical Education (F–10).* From details provided in the curriculum, it can be inferred that teaching sexual abuse prevention education is possible within *Strand 1: Personal, social and community health.* The curriculum is organised according to age bands. Teaching sexual abuse prevention education would be possible within every primary school age band from Foundation to Year 6.

There are no specifications for timing, frequency or intensity of child sexual abuse prevention education. As with all school curricula, schools and individual teachers are highly likely to teach in a discretionary way from the suggested content, meaning that it is not possible to guarantee that every Australian child will have access to child sexual abuse prevention education based on the Australian Curriculum alone.

Teachers may be more likely to teach child sexual abuse prevention education content in states/territories where there is a specific prevention curriculum or program in place (e.g. South Australia’s *Keeping Safe: Child Protection Curriculum*), where there is specific training available to prepare them for this role, and where the teaching of this curriculum (and training for teaching the curriculum) is specified in the base child protection policy (as is the case in South Australian government schools).

**Criterion 4: Inclusion, relevance and cultural sensitivity**
Child sexual abuse prevention education is not explicitly addressed in the *Australian Curriculum: Health and Physical Education (F–10)*.

In terms of differentiation for specific groups of children who may be considered at greater risk of child sexual abuse, there are no guidelines. Rather, there are broad inclusion principles, including respect for diversity, that underpin the curriculum.

The curriculum is differentiated for children of different ages by the presentation of content in specified in age bands. There is no specific information on curriculum differentiation for child sexual abuse prevention education for children of different genders, children from culturally and linguistically diverse backgrounds, Australian Indigenous children, children in out-of-home care, or same-sex-attracted and gender-questioning children.

State and territory curriculum authorities are responsible for providing this layer of detail, and as the introduction of the curriculum is recent, it is unclear what level of detail the states and territories will provide.

**Criterion 5: Curriculum support**

Curriculum support for child sexual abuse prevention education is not explicitly addressed in the *Australian Curriculum: Health and Physical Education (F–10)*. It not ACARA’s role to develop curriculum support materials and resources for teachers. Rather, individual schools are responsible for implementing the curriculum, and each state and territory curriculum authority will develop its own implementation plan, which will include various support initiatives and products for teachers.

**Criterion 6: Pedagogical support**

Criterion 6 is not applicable as it is not ACARA’s role to provide pedagogical support.

**Criterion 7: Assessment and evaluation**

Curriculum support for child sexual abuse prevention education is not provided within the *Australian Curriculum: Health and Physical Education (F–10)*. Hence, there is no detail provided regarding how child sexual abuse prevention education should be assessed or evaluated beyond the broad recommendations that are made for student assessment generally; that is, student progress should be measured against achievement standards, which are specified for content within each age band. Ultimately, however, it is individual teachers who will decide if and how any content, including child sexual abuse prevention education, is taught and assessed.

With regard to evaluation of the effectiveness of child sexual abuse prevention education, it is not ACARA’s role to conduct evaluations of this nature.

**Criterion 8: Information for parents and communities**

There is no information for parents and communities publicly available from ACARA. It is not ACARA’s role to provide information about institutional responses to child sexual abuse or child sexual abuse prevention education.

**Criterion 9: Information for children and young people**
There is no information for children and young people publicly available from ACARA. It is not ACARA’s role to provide information about institutional responses to child sexual abuse or child sexual abuse prevention education.

**Criterion 10: Partnerships with community services and agencies**

Criterion 10 is not applicable as ACARA is not responsible for specifying partnerships with community services and agencies.
Criterion 1: Base child/student protection policy

This section presents the findings of the audit using Criterion 1 for the Australian Curriculum: Health and Physical Education (F–10).

Does a child protection policy exist?
N/A.

Policy citation
N/A.

Is there a navigable pathway to the policy from the department home page?
N/A.

Does the home page search feature locate the policy?
N/A.

Can the policy be downloaded as a single document?
N/A.

Does the policy need to be read in conjunction with other documents?
N/A.

What specific guidance is provided for situations of suspected institutional abuse?
N/A.

Is child sexual abuse prevention mentioned in the child protection policy?
N/A.

Is the teaching of child sexual abuse prevention education mentioned in the policy?
N/A.

Is a prevention role specifically ascribed to teachers in the policy?
N/A.

What related documents are listed?
N/A.
Criterion 2: Specific policy on child sexual abuse prevention education

This section presents the findings of the audit using Criterion 2 for the *Australian Curriculum: Health and Physical Education (F–10)*.

Is there a specific policy on child sexual abuse prevention education?

N/A.

Does the policy specify evidence-based approaches?

N/A.

Does the policy address the potential for child sexual abuse to occur in child-related institutions?

N/A.

Is child sexual abuse prevention education optional or compulsory? Describe approach.

N/A.

If compulsory, how do schools report on compliance?

N/A.
Criterion 3: Location in the curriculum

This section presents the findings of the audit using Criterion 3 for the Australian Curriculum: Health and Physical Education (F–10).

Where is child sexual abuse prevention education located in the primary school curriculum (i.e. which parts of the school curriculum relate to child sexual abuse prevention education)?

School curriculum

The Australian Curriculum: Health and Physical Education (F–10) is organised around two strands, each having three sub-strands and six focus areas as depicted in the Figure below (ACARA, 2014a, p. 7).

Figure 1: Relationship of curriculum elements

Although not explicitly stated, child sexual abuse prevention education may be covered in:

- **Strand 1: Personal, social and community health**
  
  **Within Strand 1**, although not explicitly stated, child sexual abuse prevention education may be covered in the following sub-strands:

  - **Sub-strand 1: Being healthy, safe and active**: ACARA (2014a) states that this sub-strand contains content that “focuses on supporting students to make decisions about their own...
health, safety and wellbeing” and “the content develops the knowledge, understanding and skills to support students to be resilient” (p. 8). The curriculum “also enables them to access and understand health information and empowers them to make healthy, safe and active choices” and “the content explores personal identities and emotions, and the contextual factors that influence students’ health, safety and wellbeing” (p. 8).

- **Sub-strand 2: Communicating and interacting for health and wellbeing**: ACARA (2014a) states that the content within this sub-strand “develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues” and “it also helps them apply new information to changing circumstances and environments that influence their own and others’ health, safety and wellbeing” (p. 8).

The citation is:


The curriculum (216 pages) is available online and as a modifiable PDF download (page numbers cited in this audit report are relevant to a PDF download selecting Health and Physical Education, Foundation Year to Year 7, all curriculum elements and all other curriculum dimensions) – available at: [http://www.australiancurriculum.edu.au/Download/F10](http://www.australiancurriculum.edu.au/Download/F10).

Specific examples of content descriptions, elaborations and achievement standards relevant to child sexual abuse prevention education are detailed for each age band below. Knowledge, understandings and skills are considered to develop cumulatively across age bands with each band building upon the previous band(s). From the detail provided below it is clear that the focus areas shift through the school years, from a focus on safety and relationships in the early primary school years to a focus on relationships, sexuality and safety in the upper primary school years.

For the **Foundation** level, for example, content descriptions and elaborations are relevant within the following sub-strands:

### Sub-strand 1: Being healthy, safe and active

<table>
<thead>
<tr>
<th>Name parts of the body and describe how their body is growing and changing (ACPPS002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• recognising how bodies grow and change over time (p. 20)</td>
</tr>
<tr>
<td>• identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private (p. 20)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifying characters in different texts who help the main character to stay safe and healthy (p. 21)</td>
</tr>
<tr>
<td>• identifying protective behaviours that can help keep them safe (p. 21)</td>
</tr>
<tr>
<td>• identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported (p. 21)</td>
</tr>
<tr>
<td>• naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios (p. 21)</td>
</tr>
</tbody>
</table>

### Sub-strand 2: Communicating and interacting for health and wellbeing

<table>
<thead>
<tr>
<th>Identify and describe emotional responses people may experience in different situations (ACPPS005)</th>
</tr>
</thead>
</table>
- identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused (p. 21)
- learning and using appropriate language and actions to communicate their feelings in different situations (p. 21)
- recalling and sharing emotional responses to different situations and representing this in a variety of ways (p. 21)

For **Years 1 and 2**, content descriptions and elaborations are relevant within the following sub-strands:

<table>
<thead>
<tr>
<th>Sub-strand 1: Being healthy, safe and active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)</td>
</tr>
<tr>
<td>- describing changes in their physical appearance now compared to when they were younger (p. 25)</td>
</tr>
<tr>
<td>- discussing ways families and cultural groups acknowledge and celebrate major stages of development (p. 25)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends (p. 25)</td>
</tr>
<tr>
<td>- locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero (p. 25)</td>
</tr>
<tr>
<td>- identifying situations that require the help of emergency services (p. 25)</td>
</tr>
<tr>
<td>- recognising photos and locations of safe places and people who can help (p. 25)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-strand 2: Communicating and interacting for health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and practise emotional responses that account for own and others’ feelings (ACPPS020)</td>
</tr>
<tr>
<td>- identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses (p. 25)</td>
</tr>
</tbody>
</table>

For **Years 3 and 4**, content descriptions and elaborations are relevant within the following sub-strands:

<table>
<thead>
<tr>
<th>Sub-strand 1: Being healthy, safe and active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine how success, challenge and failure strengthen personal identities (ACPPS033)</td>
</tr>
<tr>
<td>- suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking (p. 29)</td>
</tr>
<tr>
<td>- persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities (p. 29)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explore strategies to manage physical, social and emotional change (ACPPS034)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations (p. 30)</td>
</tr>
<tr>
<td>- identifying people or sources of information that they can access if they have questions about the changes that are occurring (p. 30)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- recognising physical responses that indicate they are feeling uncomfortable or unsafe (p. 30)</td>
</tr>
</tbody>
</table>
• rehearsing assertive behaviours and strong non-verbal communication skills (p. 30)
• indicating on a local map the location of safe places and people who can help (p. 30)
• examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe (p. 30)

Sub-strand 2: Communicating and interacting for health and wellbeing

Investigate how emotional responses vary in depth and strength (ACPPS038)

• recognising own emotional responses and levels of their response in different situations (p. 30)
• understanding that emotional responses vary across cultures and differ between people and different situations (p. 30)
• analysing scenarios and identifying possible triggers and warning signs to predict emotional responses
• describing strategies they can use to identify and manage their emotions before making a decision to act (p. 30)

For Years 5 and 6, content descriptions and elaborations are relevant within the following sub-strands:

Sub-strand 1: Being healthy, safe and active

Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)

• understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses (p. 36)
• researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty (p. 36)
• examining the range of products available to manage the physical changes associated with puberty (p. 36)

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

• researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy (p. 36)
• applying criteria to online information to assess the credibility of the information (p. 36)
• creating ways to share information about local services young people can access for help, such as a blog, app or advertisement (p. 36)

Sub-strand 2: Communicating and interacting for health and wellbeing

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

• proposing and implementing actions and protective behaviours that promote safe participation in physical activities (p. 37)

For Years 7 and 8, content descriptions and elaborations are relevant within the following sub-strands:

Sub-strand 1: Being healthy, safe and active

Investigate the impact of transition and change on identities (ACPPS070)

• examining the impact of physical changes on gender, cultural and sexual identities (p. 41)
• investigating how changing feelings and attractions are part of developing sexual identities (p. 41)
• identifying feelings and emotions associated with transitions, and practising self-talk and help-seeking strategies to manage these transitions (p. 41)
• examining how traditions and cultural practices influence personal and cultural identities (p. 41)
• examining online profiles and identities and developing strategies to promote safety in online environments (p. 41)

### Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)

- accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older (p. 42)
- investigating the changing nature of peer and family relationships and proposing strategies to manage these changes (p. 42)
- analysing how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities (p. 42)
- evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older (p. 42)

### Practise and apply strategies to seek help for themselves or others (ACPPS072)

- examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes (p. 42)
- collaborating with peers to suggest strategies they could use in emergencies (p. 42)
- practising different communication techniques to persuade someone to seek help (p. 42)
- exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation (p. 42)

### Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

- proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans (p. 42)

### Sub-strand 2: Communicating and interacting for health and wellbeing

**Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074)**

- understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content (p. 42)

### Specific child sexual abuse prevention education curriculum

No specific child sexual abuse prevention education curriculum has been developed or recommended by ACARA to support *The Australian Curriculum: Health and Physical Education* document. It is not ACARA’s role to do this. Such development and implementation would occur at the state and territory level as relevant curriculum authorities, school systems and individual schools develop teaching resources and materials.

**Other child sexual abuse prevention program curriculum (internal)**

N/A.

**Other child sexual abuse prevention education curriculum (external)**
N/A.

Is child sexual abuse prevention education named in the primary school curriculum?

No. The topic is not explicitly named in the school curriculum.
What recommendations are made for specific programs, timing, frequency or intensity of sexual abuse prevention education?

It is not ACARA’s role to specify this detail.

What recommendations are made for personnel in the teaching of child sexual abuse prevention education (e.g. who will teach it and why? What qualifications or expertise are required?)?

No recommendations are made regarding the expertise required by teachers to teach the *Australian Curriculum: Health and Physical Education (F–10).*

Other observations

As noted above in the “Background” section, the Australian Curriculum has a three-dimensional design including: (i) discipline-based learning areas (e.g. Health and Physical Education), (ii) general capabilities (which are embedded within all learning areas) and (iii) cross-curriculum priorities.

General capabilities can be identified that are broadly relevant to child sexual abuse prevention education. General capabilities apply to all learning areas, including Health and Physical Education. General capabilities comprise “knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century” (ACARA, 2014a, p. 64). Importantly, “teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area” (p. 66), and “State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported” (p. 66).

Although not yet mapped for the *Australian Curriculum: Health and Physical Education (F–10),* it is possible to assess the relevance of the general capabilities from their mapping in the English, Mathematics, Science and History curricula.

Specifically, two of the seven general capabilities contain components relevant to child sexual abuse prevention education: (i) information and communication technology (ICT) capability and (ii) personal and social capability. Again, it must be carefully noted that child sexual abuse prevention education is not explicitly addressed, rather, it is possible, implicitly, that it may be addressed within the examples provided.

*Information and Communication Technology Capability*

<table>
<thead>
<tr>
<th>Applying social and ethical protocols and practices when using ICT: apply personal security protocols</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2</strong> Typically by the end of Year 2, students: follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences (p. 125)</td>
<td>messaging only to people they know, only allowing certain people to access their online space; keeping passwords secret; addressing recipients appropriately in emails, videos or posts (p. 126)</td>
</tr>
</tbody>
</table>
### Level 3
Typically by the end of Year 4, students:
- apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences (p. 125)
- sharing personal photographs only in appropriate environments; using polite but impersonal language in posted messages; recognising forms of cyber bullying (p. 126)

### Level 4
Typically by the end of Year 6, students:
- identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts (p. 125)
- understanding the dangers of providing personal information; recognising and reporting cyber bullying; only posting a photo with the owner’s permission; not revealing details of identity; avoiding language offensive to particular groups of people; actively avoiding incidences of cyber bullying (p. 126)

### Level 5
Typically by the end of Year 8, students:
- identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities (p. 125)
- forwarding personal communications from friends only with permission; being aware of time zones and differences in meaning of terms and concepts due to location and culture; using the bcc email field; recognising when others are being cyber bullied (p. 126)

### Personal and social capability

#### Self-awareness: recognise emotions

<table>
<thead>
<tr>
<th>Level 1 (1b)</th>
<th>Examples</th>
<th>Curriculum links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically by the end of Foundation Year, students:</td>
<td>recognise and identify their own emotions (p. 166)</td>
<td>recognising when they are feeling happy, sad, afraid or angry and naming the emotion or selecting a photograph of a face that matches their current emotional state (p. 166)</td>
</tr>
</tbody>
</table>

#### Self-awareness: become confident, resilient and adaptable

<table>
<thead>
<tr>
<th>Level 1 (1a)</th>
<th>Examples</th>
<th>Curriculum links</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify people and situations with which they feel a sense of familiarity or belonging (p. 173)</td>
<td>identifying family, friends, familiar people in the community (p. 173)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 (1b)</th>
<th>Examples</th>
<th>Curriculum links</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify situations that feel safe or unsafe, approaching new situations with confidence (p. 173)</td>
<td>choosing strategies to manage unsafe situations such as No Go Tell (p. 173)</td>
<td>English (ACELY1651)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Typically by the end of Year 2, students:</td>
<td>undertake and persist with short tasks, within the limits of personal safety (p. 173)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Typically by the end of Year 4, students:</td>
<td>persist with tasks when faced with challenges and adapt their approach where first attempts are not successful (p. 173)</td>
</tr>
<tr>
<td>Level 4</td>
<td>Typically by the end of Year 6, students:</td>
<td>devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety (p. 173)</td>
</tr>
<tr>
<td>Level 5</td>
<td>Typically by the end of Year 8, students:</td>
<td>assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence (p. 173)</td>
</tr>
</tbody>
</table>

**Self-awareness: understand relationships**

| Level 4 | Typically by the end of Year 6, students: | identify the differences between positive and negative relationships and ways of managing these (p. 176) | Identifying behaviours that display the positive use of power in relationships (p. 176) | English (ACELA1516) History (ACHHK115) |
| Level 5 | Typically by the end of Year 8, students: | identify indicators of possible problems in relationships in a range of social and work-related situations (p. 176) | Recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores (p. 176) | English (ACELA1541) History (ACDSEH010) |

**Exploring values, rights and responsibilities: explore rights and responsibilities**

| Level 3 | Typically by the end of Year 4, students: | investigate children’s rights and responsibilities at school and in the local community (p. 193) | examining the relevance of rights, such as freedom and protection, in everyday situations (pp. 193, 194) |  |
Criterion 4: Inclusion, relevance and cultural sensitivity

This section presents the findings of the audit using Criterion 4 for the *Australian Curriculum: Health and Physical Education (F–10)*.

**What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (e.g. for children of different ages, genders, children from culturally and linguistically diverse backgrounds including children of refugee and asylum-seeking backgrounds, Australian Indigenous children, children with disabilities, children in out-of-home care, same-sex-attracted and gender-questioning children).**

*Differentiation in the school curriculum*

The *Australian Curriculum: Health and Physical Education (F–10)* espouses broad inclusion principles underpinning the curriculum. For example, “ACARA is committed to developing a high-quality curriculum for all Australian students, one that promotes excellence and equity in education” (ACARA, 2014a, p. 11). In addition, “all students are entitled to rigorous, relevant and engaging learning programs drawn from the *Australian Curriculum: Health and Physical Education (F–10)*” (p. 11). Teachers are advised to “take account of the range of their students’ current levels of learning, abilities, strengths, goals and interests and make adjustments where necessary” and flexibly “personalise learning and cater for the diverse needs of students across Australia” (p. 11). The curriculum claims to be “inclusive of all learners” and to value “diversity by providing for multiple means of representation, action, expression and engagement” (p. 11). There are no specific strategies in relation to curriculum differentiation for child sexual abuse prevention education.

*Differentiation in the child sexual abuse prevention education curriculum*

N/A.

*Children of different ages*

There is no specific information on curriculum differentiation for child sexual abuse prevention education by age; however, the curriculum is clearly organised according to 6 age bands: (i) Foundation, (ii) Years 1–2, (iii) Years 3–4, (iv) Years 5–6, (v) Years 7–8 and (vi) Years 9–10. Differentiation by age can be inferred.

*Gender differences*

There is no specific information on curriculum differentiation for child sexual abuse prevention education for children of different genders. This is most likely considered a state/territory responsibility.
Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds

There is no specific information on curriculum differentiation for child sexual abuse prevention education for children from culturally and linguistically diverse backgrounds including children from refugee and asylum-seeking backgrounds. General statements provided in the curriculum reveal that such differentiation is expected and inferred; however, specific strategies are not provided. This is likely seen as a state/territory responsibility.

Some examples of consideration for children from culturally and linguistically diverse backgrounds can be found on the Australian Curriculum, Student Diversity, website. ACARA has developed the English as an Additional Language or Dialect Teacher Resource “to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with EAL/D students” (available at: http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource).

Specifically in relation to the Australian Curriculum: Health and Physical Education (F–10), ACARA (2014a) states “it is important to be aware of cultural sensitivities when teaching some aspects of content” (p. 12). No further information is provided on the Australian Curriculum website or within the curriculum document. This is most likely seen as a state/territory responsibility.

ACARA (2014a) also advises that while the aims “are the same for all children, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language” (p. 12). Teachers are advised “these students may require additional time and support, along with teaching that explicitly addresses their language needs” and “students who have had no formal schooling will need additional time and support to acquire skills for effective learning in formal settings” (p. 12).

Australian Indigenous children

Specific information related to differentiating content or teaching practices for Australian Indigenous children could not be located on the Australian Curriculum website or within the Australian Curriculum: Health and Physical Education (F–10) document. This is most likely seen as a state/territory responsibility.

As noted above in the “Background” section, the Australian Curriculum has a three-dimensional design including: (i) discipline-based learning areas (e.g. Health and Physical Education), (ii) general capabilities (which are embedded within all learning areas) and (iii) cross-curriculum priorities. Aboriginal and Torres Strait Islander histories and cultures are one of the three cross-curriculum priorities (ACARA, 2014a, p. 15). In the Australian Curriculum: Health and Physical Education (F–10), these cross-curriculum priorities are expected to have a “strong but varying presence across the strands and sub-strands” (p. 15). Icons have been developed and appear within the curriculum document to indicate where cross-curriculum priorities are relevant.

Positive statements about the inclusion of Australian Indigenous children are made within the curriculum document. For example “the Aboriginal and Torres Strait Islander histories and cultures priority will provide opportunities for all students to appreciate and celebrate the beauty of the world’s oldest continuous living cultures” and an opportunity for students to “gain a deeper understanding of the significance and impact Australia’s First Peoples’ histories and dynamic cultures continue to have on our world” (p. 15). Additionally the cross-curriculum priority “provides important and engaging contexts for exploring personal, community and group identities” and
“builds understanding about differences and commonalities in systems of knowledge and beliefs” (p. 15).

**Children with disabilities**

Specific information related to differentiating content or teaching practices for children with disabilities could not be located on the Australian Curriculum website or within the *Australian Curriculum: Health and Physical Education (F–10)* document. This is most likely seen as a state/territory responsibility.

The *Australian Curriculum: Health and Physical Education (F–10)*, states that “many students with disability are able to achieve educational standards commensurate with their peers’ provided that necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning” and “in some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the *Australian Curriculum: Health and Physical Education (F–10)*” (ACARA, 2014a, p. 11). Teachers are advised they can “draw from content at different levels along the Foundation to Year 10 continuum of learning” and “use the extended general capabilities learning continua of Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need” (p. 11).

In relation to physical disabilities it is suggested that teachers make “adjustments to the practical delivery of movement-based lessons ... to ensure that some students with physical disability can access learning, participate and achieve on the same basis as their peers” (p. 11). In relation to assessment teachers “may also need to consider adjustments to assessment of students with disability to ensure that student achievement and demonstration of learning are appropriately measured” (p. 11).

**Children in out-of-home care**

There is no specific information on curriculum differentiation for child sexual abuse prevention education for children in out-of-home care. This is mostly likely considered a state/territory responsibility.

**Same-sex-attracted and gender-questioning children**

There is no specific information on curriculum differentiation for children who may be same-sex attracted and/or gender questioning. This is mostly likely considered a state/territory responsibility.

ACARA (2014a) makes clear that teachers are expected to consider this aspect of student diversity very seriously and must responsibly address student needs. For example “as with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education” (p. 12) and “inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students’ social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students” (p. 12).

The *Australian Curriculum: Health and Physical Education (F–10)* states it is “designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality” (p. 12). Schools are advised they “have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students” and “this is particularly important when teaching
about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex” (p. 12).

Are curriculum and/or programs presented in languages other than English? If so, indicate which language(s).

We found no evidence to suggest that curriculum and/or programs in relation to child sexual abuse prevention are presented in languages other than English.
Criterion 5: Curriculum support

This section presents the findings of the audit using Criterion 5 for the Australian Curriculum: Health and Physical Education (F–10).

What curriculum support is provided to schools and/or teachers in the teaching of child sexual abuse prevention education?

Child sexual abuse prevention education is not specifically addressed in The Australian Curriculum: Health and Physical Education (F–10). No information regarding support provided to schools and/or teachers is located in the curriculum documents.

Which specific programs or materials are suggested for use?

It is not ACARA’s role to specify this detail.

What agencies are involved in providing child sexual abuse prevention curriculum support to teachers? Are contractual or other arrangements in place?

It is not ACARA’s role to specify this detail.

Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?

It is not ACARA’s role to specify this detail.

Other observations

It is not ACARA’s role to specify curriculum support for teachers. ACARA states: “schools across Australia are responsible for implementation of the Australian Curriculum” and “each state and territory is developing its own implementation plan, along with support programs for teachers” (http://www.acara.edu.au/curriculum/implementation_coordination_1.html). ACARA advises, however, that it “will assist through provision of materials about the intent of the Australian Curriculum and by facilitating any activity that would benefit from national coordination”.

The relevant curriculum and school authorities in each of the states and territories are responsible for implementing The Australian Curriculum. An implementation plan (as at August 2012) for all jurisdictions throughout Australia is available for download at http://www.acara.edu.au/verve/_resources/Summary_of_implementation_plans_-_updated_August_2012.pdf

ACARA provides links to state and territory curricula and implementation information as shown in the following table (Table 4.5.1). This information is tentative and incomplete at the time of data collection (May–June 2014).
Table 4.5.1: State and territory implementation of the *Australian Curriculum: Health and Physical Education (F–10)*

<table>
<thead>
<tr>
<th>State/territory</th>
<th>Is child sexual abuse prevention education compulsory in current policy?</th>
<th>Implementation details</th>
<th>Links to existing state and territory curricula</th>
</tr>
</thead>
</table>
| **ACT**         | Compulsory in existing policy (directly conveyed in policy)* | 2015: familiarisation and engagement  
2015–2016: consolidation  
2016–2017: implementation  
2017: reporting  
2018: core content  
The ACT school curriculum *Every Chance to Learn* will continue until *The Australian Curriculum: Health and Physical Education (F–10)* is implemented.  
| **NSW**         | Unclear* | TBA* | *School curriculum*  
*Specific child sexual abuse prevention education curriculum*  
No information could be located in relation to the continued use of the *Child Protection Education K–6* curriculum. |
| **NT**          | Not compulsory in existing policy ("embedded" in curriculum)* | TBA from 2016* | *School curriculum*  
No information could be located in relation to the continued use of the *NT Curriculum Framework: Health and Physical Education Learning Area* at this time. |
<table>
<thead>
<tr>
<th>State/territory</th>
<th>Is child sexual abuse prevention education compulsory in current policy?</th>
<th>Implementation details</th>
<th>Links to existing state and territory curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD</td>
<td>Not compulsory (&quot;encouraged&quot;, &quot;aligned with relevant curriculum&quot;)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>TBA from 2015/2016&lt;sup&gt;b&lt;/sup&gt;</td>
<td><em>School curriculum</em>&lt;br&gt;No information could be located in relation to the continued use of the <em>Health and Physical Education</em> curriculum.&lt;br&gt;<em>Other child sexual abuse prevention program curriculum (internal)</em>&lt;br&gt;No information could be located in relation to the continued use the non-compulsory <em>Daniel Morecombe Child Safety Curriculum</em>.</td>
</tr>
<tr>
<td>SA</td>
<td>Compulsory in existing policy (implicitly conveyed in policy)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2016&lt;sup&gt;b&lt;/sup&gt;</td>
<td><em>School curriculum</em>&lt;br&gt;No information could be located in relation to the continued use of the <em>R–10 Health and Physical Education</em> curriculum.&lt;br&gt;<em>Specific child sexual abuse prevention education curriculum</em>&lt;br&gt;The <em>Keeping Safe: Child Protection Curriculum</em> will continue to be used. The curriculum underwent a review in 2013 and has been mapped against the Australian Curriculum. Mapping guides are publicly available at <a href="http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1">http://www.decd.sa.gov.au/teachingandlearning/pages/pandp/Childprotection/?reFlag=1</a>. Teachers must undertake a refresher course to update their knowledge of the revised documents.</td>
</tr>
<tr>
<td>TAS</td>
<td>Not compulsory&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2014: trial implementation&lt;sup&gt;b&lt;/sup&gt;</td>
<td><em>School curriculum</em>&lt;br&gt;<em>The Australian Curriculum: Health and Physical Education (F–10)</em> is currently being trialled in all Department of Education schools.&lt;br&gt;<em>Other child sexual abuse prevention program curriculum (internal)</em>&lt;br&gt;No information could be located in relation to the continued use of the <em>Relationships and Sexuality Education in Tasmanian Government Schools Strategy 2012–2014</em>.</td>
</tr>
<tr>
<td>State/territory</td>
<td>Is child sexual abuse prevention education compulsory in current policy?</td>
<td>Implementation details</td>
<td>Links to existing state and territory curricula</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| VIC             | Unclear<sup>a</sup>                             | 2015: initial implementation  
2017: full implementation by the start of 2017<sup>b</sup> | **School curriculum**  
*AusVELS Health and Physical Education* use is continuing and is currently being reviewed and aligned with the *Australian Curriculum: Health and Physical Education* (F–10).  
[(Victorian Curriculum and Assessment Authority](http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx)  
*Other child sexual abuse prevention education curriculum (internal)*  
No information could be located in relation to the continued use of the *Catching On Early: Sexuality Education for Victorian Primary Schools* curriculum. |
| WA              | Compulsory in existing policy (directly conveyed in policy)<sup>a</sup> | TBA<sup>b</sup> | **School curriculum**  
No information could be located in relation to the continued use of the *Health and Physical Education* curriculum.  
*Specific child sexual abuse prevention education curriculum*  
No information could be located in relation to the continued use of *Protective Behaviours (P – Year 10)*. |

<sup>a</sup> See *Audit of primary school–based sexual abuse prevention policy and curriculum: final report, Volume 2; Tables, Criterion 2: Specific policy on child sexual abuse prevention education.*  
<sup>b</sup> Information obtained from: [http://www.acara.edu.au/verve/_resources/State_and_Territory_F-10_Australian_Curriculum_Implementation_Timelines.pdf](http://www.acara.edu.au/verve/_resources/State_and_Territory_F-10_Australian_Curriculum_Implementation_Timelines.pdf)
Criterion 6: Pedagogical support

This section presents the findings of the audit using Criterion 6 for the *Australian Curriculum: Health and Physical Education (F–10)*.

**Is training specified in the child protection policy?**

N/A.

**What training is provided to school staff in the teaching of child sexual abuse prevention education? Describe training provisions, formats, duration and frequency.**

It is not ACARA’s role to specify this detail.

**Which specific internal/external training agencies are involved and how?**

It is not ACARA’s role to specify this detail.

**Which specific training programs or materials are used and why?**

It is not ACARA’s role to specify this detail.

**Are contractual or other arrangements in place between school systems and other agencies (e.g. preferred providers) for the delivery of staff training? If so, describe.**

It is not ACARA’s role to specify this detail.
Criterion 7: Assessment and evaluation

This section presents the findings of the audit using Criterion 7 for the Australian Curriculum: Health and Physical Education (F–10).

Is student learning about child sexual abuse prevention assessed? If so, how?

The teaching of child sexual abuse prevention education is not explicitly addressed in The Australian Curriculum: Health and Physical Education (F–10) document. There was no specific information provided as to how child sexual abuse prevention education will be assessed, though curricula provide “achievement standards” against which student progress must be assessed. Despite such recommendations, however, ultimately it is individual teachers who will decide if and how child sexual abuse prevention education is taught and assessed (if at all).

The following are examples of achievement standards for different age bands within The Australian Curriculum: Health and Physical Education (F–10) (ACARA, 2014a). These do not specifically pertain to child sexual abuse prevention education, but it is possible that such content could be tested within these descriptions.

The Foundation Achievement Standard states on page 23:

By the end of Foundation Year, students:

- recognise how they are growing and changing
- identify and describe the different emotions people experience
- recognise actions that help them be healthy, safe and physically active
- demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.

The Year 1 and 2 Achievement Standard states on page 28:

By the end of Year 2, students:

- describe changes that occur as they grow older
- examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active
- select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.

The Year 3 and 4 Achievement Standard states on page 34:

By the end of Year 4, students:

- interpret health messages and discuss the influences on healthy and safe choices
- describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity
• use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

The Year 5 and 6 Achievement Standard states on page 40:

By the end of Year 6, students:

• investigate developmental changes and transitions
• describe their own and others’ contributions to health, physical activity, safety and wellbeing
• access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing.

The Year 7 and 8 Achievement Standard states on page 46:

By the end of Year 8, students:

• investigate strategies and resources to manage changes and transitions and their impact on identities
• evaluate the impact on wellbeing of relationships and respecting diversity
• investigate strategies and practices that enhance their own and others’ health and wellbeing
• apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity
• demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing.

Has child sexual abuse prevention education/curriculum been evaluated? If so, who conducted the evaluation, when and how (what approach was used)? What data was collected and from whom?

It is not ACARA’s role to specify this detail.

Were evaluation findings implemented?

It is not ACARA’s role to specify this detail.
Criterion 8: Information for parents and communities

This section presents the findings of the audit using Criterion 8 for the Australian Curriculum: Health and Physical Education (F–10).

Is there a parent navigation tab visible on the website home page?

No. There is no information tailored specifically for parents on the ACARA website.

Is information provided to parents about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?

It is not ACARA’s role to provide this information.

Is information publicly available to parents/communities about child sexual abuse prevention education that is delivered at school?

It is not ACARA’s role to provide this information.

What information is directed towards parents specifically about their involvement in child sexual abuse prevention education?

It is not ACARA’s role to provide this information.

Is parental permission required for children’s participation in child sexual abuse prevention education at school?

It is not ACARA’s role to provide this information.

Other observations

General information regarding The Australian Curriculum is available for download on the ACARA website at http://www.acara.edu.au/curriculum/information_materials.html The PDF brochure (two pages) is available for download in a number of languages. However, it is not clear that such information explicitly targets parents.

Information relating to The Australian Curriculum: Health and Physical Education (F–10) was not available at the time of data collection for this report.
Criterion 9: Information for children and young people

This section presents the findings of the audit using Criterion 9 for the *Australian Curriculum: Health and Physical Education (F–10)*.

**Is there a student navigation tab visible on the website home page?**

No. There is no information available to children and young people on the ACARA website.

**What information is provided to children and young people about institutional responses to child sexual abuse, including processes for reporting known or suspected institutional child sexual abuse?**

It is not ACARA’s role to provide this information.

**What information is provided to children and young people about child sexual abuse prevention education that is delivered at school?**

It is not ACARA’s role to provide this information.
Criterion 10: Partnerships with community services and agencies

This section presents the findings of the audit using Criterion 10 for the *Australian Curriculum: Health and Physical Education (F–10)*.

**What reference is made in policy and procedures documents (for child protection, child sexual abuse prevention, and/or mandatory reporting) to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

This is not ACARA’s role.

**What reference is made on department or diocese websites to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

This is not ACARA’s role.

**What reference is made by departments or dioceses, in submissions to the Royal Commission, to partnerships with support-based external agencies or community services for referrals arising from the teaching of child sexual abuse prevention in schools?**

This is not ACARA’s role. ACARA was not requested to provide a submission to the Royal Commission.
Audit of primary school–based sexual abuse prevention policy and curriculum

Volume 5

Review of supplementary material

Prepared for the Commonwealth of Australia as represented by the Royal Commission into Institutional Responses to Child Sexual Abuse

Dr Kerryann Walsh
Associate Professor
Faculty of Education, Queensland University of Technology

2017
Overview

This document provides a review of supplementary material provided to the Royal Commission by state and territory departments of education and Catholic diocesan education offices. Material was provided in response to the circulation of a draft copy of the four-volume research report *Audit of primary school–based sexual abuse prevention policy and curriculum*.

In keeping with the purpose of the original research, this review of supplementary material is limited to assessing whether or not the response is within the scope of the original research (i.e. it was traceable via electronic means on school system websites from January to April 2014, or provided directly to the Royal Commission in late 2013).

Review of supplementary material

Responses to the Royal Commission’s offer to accept supplementary material were provided by 28 of the 32 school systems included in the original research. No supplementary material was provided by departments of education in the Australian Capital Territory, New South Wales, Queensland and South Australia.

The methodology for the review of supplementary material is provided in Volume 1. Tables 5.1 and 5.2 below summarise the findings of the supplementary analysis, providing a list of responding school systems, a description of supplementary material provided and a judgement about whether the material was within the scope of original research.

Submissions were generally of three types:

1. those providing general comments
2. those providing comments against some or all of the audit criteria
3. those comparing the findings of the original audit criteria with current work and/or future plans.

Submissions in which responses were made against some or all of the audit criteria (types 2 and 3 above) typically provided explanation, supplementary material and/or links to online sources. Responses broadly fell into seven categories, from which it was possible to assess whether the supplementary material was within the scope of the original research, out of scope, or unclear:

8. Supplementary material was within scope and already included in the original audit [within scope];
9. Supplementary material was within scope and available during the audit period January – April 2014, but was not provided to the Royal Commission at the time and/or was not located during the original audit using the search methods employed (i.e. research team were unable to find it despite rigorous and extensive searching\(^9\)) [within scope];
10. Supplementary material was relevant and available during the audit period January – April 2014, but was available exclusively on a staff intranet during the period January – April 2014, and was thus not identified in the audit [out of scope];

\(^9\) The Final Report (Volume 1, pp. 27–37) describes search strategies as ‘rigorous and extensive’. Searches were conducted by one or two researchers, with discrepancies resolved via discussion with a third researcher. All searches were verified by the chief investigator and random spot checks were conducted prior to report submission. School system websites may have been visited up to 40 times by one researcher (there were 10 criteria with up to eight guiding questions each), with multiple iterations typically necessary.
11. Supplementary material was relevant, but has been developed since the audit period [out of scope];
12. Supplementary material was not relevant (e.g. focus too broad) [out of scope];
13. Supplementary material was not relevant and was already excluded from the audit (e.g. not explicitly about child sexual abuse prevention) [out of scope];
14. Supplementary material may be relevant but it was unclear when it was developed and/or if it was available during the audit period (e.g. materials were undated and/or websites did not have a “last updated” statement from which document modification could be determined) [unclear].

The bulk of the supplementary material was determined by the chief investigator to be out of scope of the current audit, in line with the one of the categories (3–7) listed above, and was therefore not incorporated into the report. One state department of education and several Catholic diocesan education offices also provided supplementary material that was already included in the original audit.
Table 5.1: Details of responses from state and territory departments of education

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Description of supplementary material provided</th>
<th>Within the scope of original research?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory*</td>
<td>No supplementary material provided.</td>
<td>Not applicable – no materials provided.</td>
</tr>
<tr>
<td>New South Wales</td>
<td>No supplementary material provided. Email from the New South Wales Department of Premier and Cabinet confirming that New South Wales did not have any additional material to provide in relation to this project.</td>
<td>Not applicable – no materials provided.</td>
</tr>
<tr>
<td>Northern Territory*</td>
<td>Letter from the CEO of the Northern Territory Department of the Chief Minister. Table compiled by the Department of Education that (i) addressed each of the audit criteria and guiding questions, (ii) provided commentary regarding the perceived validity of the audit, (iii) updated on changes made since January 2014, and (iv) provided URLs for newly developed materials.</td>
<td>No. Supplementary material was relevant, but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Queensland</td>
<td>No supplementary material provided.</td>
<td>Not applicable – no materials provided.</td>
</tr>
<tr>
<td>South Australia*</td>
<td>No supplementary material provided. Email from the South Australian Government Royal Commission Response Unit (i) advising that the Department for Education and Child Development did not have further documents within the scope of C-NP-86, (ii) advising that further work had been done since November 2013 and (iii) providing additional information and a list of relevant documents that may be made available upon receipt of a new Notice.</td>
<td>Not applicable – no materials provided.</td>
</tr>
<tr>
<td>Tasmania</td>
<td>Letter from the Office of the Solicitor-General of Tasmania, providing (i) commentary on aspects of the report and (ii) copies of 11 documents submitted as supplementary materials.</td>
<td>No. Some supplementary material was relevant, but had been developed since the audit period [out of scope]. Other material was already included in the original audit [within scope] (for example, the Relationships and Sexuality Education in Tasmanian Government Schools Strategy 2012–2014: Volume 1, p. 76; Volume 3, p. 102).</td>
</tr>
<tr>
<td>Jurisdiction</td>
<td>Description of supplementary material provided</td>
<td>Within the scope of original research?</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Victoria</td>
<td>Document from the Department of Education and Training Victoria providing (i) a critique and feedback on aspects of the audit report, and suggested changes; and (ii) drawing attention to detail in the department’s <em>Catching On</em> suite of resources.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>One item of supplementary material was within scope and available during the audit period, but was not identified in the audit period (Victoria’s plan to use the Daniel Morecombe Child Safety Curriculum was not detected in audit searches or in submissions made by the then Department of Education and Early Childhood Development to the Royal Commission) [within scope].</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. Some supplementary material referred to programs for children in secondary school (for example, <em>Catching On Later</em>) [out of scope], or referred to programs for children in secondary school and had been developed since the audit period (for example, <em>Building Respectful Relationships</em>) [out of scope].</td>
<td></td>
</tr>
<tr>
<td>Western Australia</td>
<td>Letter from the Director General of the Western Australian Department of Education that (i) provided a list of additional resources, available by contacting the department, and (ii) referred to additional material.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Supplementary material was relevant but was available only on a staff intranet during the period, and was thus not identified in the audit [out of scope].</td>
<td></td>
</tr>
</tbody>
</table>

* Documents provided to the Royal Commission in response to a Notice to Produce pursuant to subsection 2(3A) of the *Royal Commissions Act 1902* (Cth)
Table 5.2: Details of responses from Catholic education commissions and Catholic education offices

<table>
<thead>
<tr>
<th>Commission/dioce se</th>
<th>Description of supplementary material provided</th>
<th>Within the scope of original research?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New South Wales Catholic Education Commission (NSWCEC)</td>
<td>Letter from the NSWCEC (i) outlining the procedure for coordinating responses from New South Wales and Australian Capital Territory Catholic education offices, and (ii) providing specific feedback on aspects of the audit report.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>The NSWCEC was not audited as part of the research.</td>
<td>No.</td>
</tr>
<tr>
<td>Armidale</td>
<td>Document from the Catholic Schools Office Armidale providing additional information against the 10 audit criteria.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Some supplementary material was within scope and already included in the original audit [within scope].</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Some supplementary material was relevant but was available only on a staff intranet during the period, and was thus not identified in the audit [out of scope].</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Some supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [unclear].</td>
<td>Yes.</td>
</tr>
<tr>
<td>Bathurst</td>
<td>Document from the Catholic Education Office Bathurst providing additional information against the 10 audit criteria.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
<td>No.</td>
</tr>
<tr>
<td>Broken Bay</td>
<td>Document from the Catholic Schools Office – Diocese of Broken Bay providing (i) general comments on aspects of the audit report and (ii) drawing attention to supplementary materials.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [unclear].</td>
<td>No.</td>
</tr>
<tr>
<td>Commission/diocese</td>
<td>Description of supplementary material provided</td>
<td>Within the scope of original research?</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Canberra Goulburn</td>
<td>Document from the Archdiocese of Canberra and Goulburn Catholic Education Office providing additional information against the 10 audit criteria.</td>
<td>No. Supplemental material was within scope and already included in the original audit (for example, curriculum details) [within scope]. Supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period (for example, materials were undated and/or websites did not have a ‘last updated’ statement from which document modification could be determined) [unclear].</td>
</tr>
<tr>
<td>Lismore</td>
<td>Letter from the Catholic Schools Office – Diocese of Lismore providing additional information.</td>
<td>No. Supplemental material was within scope and already included in the original audit (for example, Towards Wholeness) [within scope]. Supplementary material was not relevant and was already excluded from the audit (for example, the Sexualised Behaviour Guide) [out of scope].</td>
</tr>
<tr>
<td>Maitland-Newcastle</td>
<td>Letter from the Catholic Schools Office – Diocese of Maitland-Newcastle (i) addressing each of the audit criteria and guiding questions, and (ii) providing 49 documents as support materials.</td>
<td>No. Supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [unclear].</td>
</tr>
<tr>
<td>Parramatta</td>
<td>Document from the Catholic Education Office – Diocese of Parramatta providing (i) general comments on aspects of the audit report and (ii) detailing changes made since the audit period.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Commission/dioce se</td>
<td>Description of supplementary material provided</td>
<td>Within the scope of original research?</td>
</tr>
<tr>
<td>---------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Sydney</td>
<td>Letter from the Catholic Education Office Sydney (i) addressing each of the audit criteria and guiding questions, and (ii) providing 15 documents as support materials.</td>
<td>No. Some supplementary material was relevant but was available only on a staff intranet during the period, and was thus not identified in the audit [out of scope]. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Wagga Wagga</td>
<td>Document from the Catholic Education Office – Diocese of Wagga Wagga providing additional information against the 10 audit criteria.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Wilcannia Forbes</td>
<td>Document from the Catholic Education Office – Diocese of Wilcannia-Forbes (i) addressing the 10 audit criteria and (ii) providing additional documents as support materials.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Wollongong</td>
<td>Letter from the Catholic Education Office – Diocese of Wollongong (i) addressing each of the audit criteria and guiding questions, and (ii) providing references to documents as support materials.</td>
<td>No. Supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [unclear].</td>
</tr>
<tr>
<td>Darwin</td>
<td>Document from Catholic Education Northern Territory (i) addressing the 10 audit criteria and (ii) providing additional documents, some in draft form, as support materials.</td>
<td>No. Some supplementary material was relevant but had been developed since the audit period [out of scope]. Supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [unclear].</td>
</tr>
</tbody>
</table>
| Commission/dioce  
see | Description of supplementary material provided | Within the scope of original research? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Queensland Catholic Education Commission</td>
<td>Documents from the Queensland Catholic Education Commission (i) detailing background to the conduct of the audit, (ii) addressing each of the audit criteria and guiding questions for each Queensland Catholic education office, and (iii) providing references to and copies of documents as support materials (self-audit).</td>
<td>No. Some supplementary material was relevant but was available only on a staff intranet during the period, and was thus not identified in the audit [out of scope]. Some supplementary material was relevant but had been developed since the audit period [out of scope]. Some supplementary material may have been relevant, but it was unclear when it was developed and/or if it was available during the audit period [out of scope].</td>
</tr>
<tr>
<td>Catholic Education South Australia</td>
<td>Document from Catholic Education South Australia (i) addressing the 10 audit criteria and (ii) providing additional documents as support materials.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Ballarat</td>
<td>Table from the Catholic Education Office Ballarat providing an overview of present initiatives in relation to some of the audit criteria, including (i) policy and guidelines, (ii) curriculum and curriculum support, (iii) assessment and evaluation, (iv) information for parents, community, children and young people, and (v) referral. The table also detailed future directions.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Melbourne</td>
<td>Document from Catholic Education Melbourne (i) detailing context and background to the conduct of the audit, (ii) addressing each of the audit criteria and guiding questions, and (iii) providing references to and copies of support materials.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Sale</td>
<td>Document from the Catholic Education Office – Diocese of Sale (i) addressing each of the audit criteria, (ii) providing references to and copies of documents as support materials, and (iii) articulating proposed future directions.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Commission/dioce</td>
<td>Description of supplementary material provided</td>
<td>Within the scope of original research?</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Sandhurst</td>
<td>Letter and document from Catholic Education Sandhurst providing an overview of present and future initiatives in relation to some of the audit criteria, including (i) policy and guidelines, (ii) curriculum and curriculum support, (iii) assessment and evaluation, and (iv) referral.</td>
<td>No. Supplementary material was relevant but had been developed since the audit period [out of scope].</td>
</tr>
<tr>
<td>Tasmanian Catholic Education Office</td>
<td>Letter from the Tasmanian Catholic Education Office providing additional information in relation to the 10 audit criteria.</td>
<td>No. Supplementary material may have been relevant but it was available only on the archdiocese website, and was thus not identified in the audit as archdiocese websites were not included in the original audit [out of scope].</td>
</tr>
<tr>
<td>Catholic Education Office of Western Australia</td>
<td>Document from the Catholic Education Office of Western Australia providing general comments on the audit.</td>
<td>No. Supplementary material was relevant but was available only on a staff intranet during the period, and was thus not identified in the audit [out of scope].</td>
</tr>
</tbody>
</table>
Summary

Conducting the audit was a useful process. It provided a ‘slice in time’ snapshot of school systems’ attention to detail regarding child sexual abuse prevention a year after the establishment of the Royal Commission. Providing an embargoed copy of the audit report provided an opportunity for school systems to respond, and in doing so, examine their focus, approaches and mechanisms. The process prompted school system changes – most notably policy enhancements, alterations to the public accessibility of material including policies and curriculum details, and plans for further work.

Only one item of supplementary material provided by the state and territory departments of education and Catholic diocesan education offices was assessed as within scope and available during the audit period (January to April 2014), but not provided to the Royal Commission at the time or unable to be located during the original audit using the search methods employed. This item (Victoria’s use of the Daniel Morcombe Child Safety Curriculum) would have fallen within the original audit Criterion 3 (location of child sexual abuse prevention education in the curriculum) and Criterion 5 (curriculum support for child sexual abuse prevention education).

The review of supplementary materials shows there is good will and willingness within school systems to make changes (such as ensuring child protection policies are electronically accessible in PDF formats, are named in appropriate ways, and contain baseline details so that busy teachers can understand their duties). It was evident that some school systems invested significant resources in responding to the audit report and this must be acknowledged.

Internal self-audits against the criteria

The single most powerful outcome of the audit process has been its use, by 14 of the school systems, as an internal self-audit task. This process replicated and extended the original audit. The school systems that conducted internal self-audits or partial self-audits were the Northern Territory Department of Education; Catholic education offices of Maitland-Newcastle, Sydney, Wollongong, Brisbane, Cairns, Rockhampton, Toowoomba, Townsville, Ballarat, Melbourne, Sale and Sandhurst; and Catholic Education South Australia.

The self-audits provided a very effective way for school systems to detail the work they had undertaken in relation to the audit criteria and guiding questions since the original audit period. In some instances, proposed plans for further work were also detailed. The process has thus provided an unplanned but informative pilot of a self-audit process. There is evidence in the submissions that these school systems are open to self-scrutiny and ongoing efforts to improve policy, curriculum and practices in relation to child sexual abuse prevention.
References

Notes:

1. Policy and curriculum documents were located online between February and March 2014 and URL links were current as of that time.

2. Documents submitted via Notice to the Royal Commission into Institutional Responses to Child Sexual Abuse were referenced throughout this Volume. They were accessible via a secure server and are, therefore, not listed in the reference list. Where possible, for key documents cited in submissions we attempted to locate these in the public arena. Where documents were available publically, they are cited in this reference list. Documents not available publically are referenced in text only.


Johnson, B. (2012). They need to know ... A report on teachers’ use of the South Australian Relationships and Sexual Health Curriculum. Adelaide, South Australia: University of South Australia.


NSW Department of Education and Communities, NSW Curriculum and Learning Innovation Centre. (no date, online only). NSW syllabuses for the Australian Curriculum. Available at http://clic.det.nsw.edu.au/aust_curriculum/.


Appendix 1: Information about child safety policy and curriculum provided by each jurisdiction to the Royal Commission
Information about child safety policy and curriculum provided by each jurisdiction to the Royal Commission

**New South Wales (Information requested by the Royal Commission)**
Curriculum information and documentation
- Curriculum support documents relevant to child protection education
- Implementation documents or other support documents for schools relating to the teaching of child protection education for students in government schools
- Memorandums, policies or procedures that provide advice to schools on how child protection education for students is delivered in government schools
- The number of students in government schools enrolled in each year for the period
- A statement confirming child protection education is compulsory for all students
- Advice on the different programs utilised by schools to supplement or deliver child protection training for students

Syllabus information and documentation
- The syllabuses that contain child safety content
- The years or stages of schooling to which the identified syllabuses apply
- Whether the identified syllabuses are mandatory or elective in nature
- The specific child safety–related content that would be covered in each stage of schooling
- Any other advice in the syllabus that might impact on the way teachers or schools address this part of the curriculum
- Support documents indicating the syllabus area to which the support material relates;
- A broad description of how the support material addresses child safety issues.

**Tasmania (Information requested by the Royal Commission)**
Curriculum information and documentation
- The Tasmanian Curriculum Framework with relationships and sexuality embedded;
- K–10 sexuality and relationship education scope and sequence
- The proposed Australian Curriculum: Health and Physical Education (F–10) curriculum
- Tasmania’s actions to date under the strategy
- Corporate Report survey data on the number of schools undertaking sexuality and relationships programs pursuant to the strategy and subsequent follow-up data
- The names of the external programs and providers available for use
- The number of children in government schools in each year group, for each year between 2009 and 2013

**South Australia (Information sought via Notice to Produce)**
Keeping Safe: Child Protection Curriculum information and documentation
- Keeping Safe: Child Protection Curriculum manuals for each age band identified below:
  - Early Years Band: Ages 3 to 5
  - Early Years Band: Years R to 2
  - Primary Years Band: Years 3 to 5
  - Middle Years Band: Years 6 to 9
  - Senior Years Band: Years 10 to 12
- Keeping Safe: Child Protection Curriculum support materials for educators working with learners from culturally and linguistically diverse backgrounds
- Department for Education and Child Development Overview of the Updated Child Protection Curriculum.

School information
- The total number of public schools in South Australia for each year
- The total number of children in the South Australian education system for each year
Information on the Strategies for Managing Abuse Related Trauma (SMART) program developed by the Department for Education and Child Development, and the Australia Childhood Foundation

- An overview and history of the SMART program’s development and its purpose
- An overview of how staff members are inducted on the SMART principles
- Annual reports for the seven years of the SMART program’s operation
- Reports from individual schools regarding their view of the effectiveness of the SMART approach
- The specific training approach for the SMART program that is currently being developed for the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands
- Further collaborative research proposals under consideration
- What the Mullighan Inquiry identified and recommended about the SMART program, arising from the Mullighan Inquiry recommendations from the Children on the APY Lands Report

Western Australia (Information requested by the Royal Commission)

Curriculum information and documentation

- Relevant information from the Western Australian Health and Physical Education curriculum framework that relates to Protective Behaviours;
- A sample of Protective Behaviours curriculum materials across years K to 10;
- A copy of the Child Protection policy that mandates a procedure for implementing protective curriculum;
- Information as to how schools are meeting the policy requirement;
- The current model for state-wide implementation of Protective Behaviours;
- Work being undertaken in Protective Behaviours to prepare for implementation of the Australian Curriculum;
- Other initiatives undertaken by the department in response to the Blaxell Inquiry;
- Training and support available to teachers
- An outline of pre-service training provided to undergraduate teachers

Australian Capital Territory (Information sought via Notice to Produce)

Curriculum information and documentation

- Documents describing the Australian Capital Territory curriculum framework and how it is operationalised
- Documents that set out the parts of the curriculum framework that relate to protective behaviours and child sexual abuse
- Documents that set out the school years (or in the Australian Capital Territory, bands) that each aspect of the curriculum is delivered to
- Documents that illustrate examples of teaching strategies in relation to these aspects of the curriculum applicable to protective behaviour development
- Documents that set out the number of children in each school year or band, at a school census time, who will be taught the protective behaviour development curriculum
- A list of Australian Capital Territory Education and Training Directorate preferred providers for protective behaviours training in relation to child sexual abuse – this would include teacher professional development and direct in-school training provided by external providers
- Documents concerning any evaluations that may have been conducted on the effectiveness of these curriculum areas or programs

Queensland (Information requested by the Royal Commission)

Curriculum information and documentation

- The Daniel Morcombe Child Safety Curriculum for students in Prep–Year 9 in Queensland state and non-state schools
- Support resources for teachers, principals, curriculum leaders and parents available to assist the implementation of the program in schools

Northern Territory (Information sought via Notice to Produce)

- Documents setting out overarching frameworks, curricula and programs that are currently directed at students of Northern Territory government schools with the specific aim of reducing the likelihood of children being vulnerable to child sexual abuse in institutional settings
- Documents including memorandums, policies and procedures that provide advice and guidelines to Northern Territory government schools on how the frameworks, curricula and programs identified above are to be delivered
- Implementation documents and other documents that support teachers or other school employees to implement the frameworks and deliver the curricula and programs identified
- Documents evaluating or analysing the effectiveness of the frameworks, curricula and programs identified
- The total number of students enrolled in Northern Territory government schools, at a specific point in time in 2013, who were likely to have received training or education aimed at reducing their likelihood of being vulnerable to child sexual abuse

**Victoria (Information requested by the Royal Commission)**

Curriculum information and documentation
- Towards Level 1 VELS teaching resources;
- The Health and Physical Education curriculum for Prep–Year 10
- Health and Physical Education resources and support materials
- The Sexuality Education Curriculum Audit Tool
- Sexuality education teaching and learning resources (several)
- Respectful Relationships Education
- Bully Stoppers
- School census data
- Catching on everywhere: sexuality education program development

**Truth, Justice and Healing Council (Information requested by the Royal Commission)**

- Overarching frameworks, curricula or programs that are currently used and directed at students, with the specific aim of reducing the likelihood of children being vulnerable to sexual abuse in institutional settings
- Memorandums, policies or procedures that provide advice to schools on how these are to be delivered
- Implementation documents or other support documents that support teachers or others to implement these frameworks and deliver the curricula or programs
- Documents concerning any evaluations that may have been conducted on the effectiveness of these curriculum areas or programs
- The number of students enrolled in Catholic schools, as a total, at a specific point in time in 2013, who were likely to have received training/education aimed at reducing their likelihood of being vulnerable to sexual abuse in institutional settings
Appendix 2: Policy and curriculum audit tools
## Appendix 2, Table 1: Policy and curriculum matrix (Version 1): 10 criteria and descriptors used in the original policy and curriculum scan (Walsh et al., 2013)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Base child protection policy</td>
</tr>
<tr>
<td></td>
<td>• Does a child protection policy exist? Identify the policy by name and provide the universal resource locator (URL).</td>
</tr>
<tr>
<td></td>
<td>• What are the broad categories of content in this base policy? List.</td>
</tr>
<tr>
<td></td>
<td>• Is a prevention role ascribed to teachers in this base policy? Describe.</td>
</tr>
<tr>
<td></td>
<td>• Is child sexual abuse prevention mentioned in this base policy? Describe.</td>
</tr>
<tr>
<td></td>
<td>• Is the teaching of child sexual abuse prevention education mentioned in this base policy? Describe.</td>
</tr>
<tr>
<td></td>
<td>• What related policies and documents are referred to, nominated or listed? Record as a list.</td>
</tr>
<tr>
<td>2</td>
<td>Specific child sexual abuse prevention education policy</td>
</tr>
<tr>
<td></td>
<td>• Is there a specific policy about child sexual abuse prevention education? Identify the policy by name, provide the URL and record details.</td>
</tr>
<tr>
<td>3</td>
<td>Commitment</td>
</tr>
<tr>
<td></td>
<td>• Is child sexual abuse prevention education optional or compulsory? Describe.</td>
</tr>
<tr>
<td></td>
<td>• How do schools report on compliance if it is compulsory? Describe the reporting mechanisms.</td>
</tr>
<tr>
<td>4</td>
<td>Location in the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Where is child sexual abuse prevention education located in the primary school curriculum? Nominate key learning area(s), strands and specific details.</td>
</tr>
<tr>
<td></td>
<td>• Is this positioning explicit/implicit? Clear/unclear?</td>
</tr>
<tr>
<td>5</td>
<td>Curriculum support</td>
</tr>
<tr>
<td></td>
<td>• What support is offered to schools and/or teachers in the teaching of child sexual abuse prevention education? List materials and resources clearly publicly available.</td>
</tr>
<tr>
<td>6</td>
<td>Pedagogical support</td>
</tr>
<tr>
<td></td>
<td>• What training is offered to schools and/or teachers in the teaching of child sexual abuse prevention education? List training opportunities, documents about teaching strategies, materials and resources.</td>
</tr>
<tr>
<td>7</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>• Is student learning in child sexual abuse prevention education assessed? If so, how? Describe.</td>
</tr>
<tr>
<td>8</td>
<td>Parental permission</td>
</tr>
<tr>
<td></td>
<td>• Is parental permission required for children’s participation in child sexual abuse prevention education at school? If so, how? Describe.</td>
</tr>
<tr>
<td>9</td>
<td>Information for parents and communities</td>
</tr>
<tr>
<td></td>
<td>• What information is provided to parents and/or communities about child sexual abuse prevention education delivered at school? Describe.</td>
</tr>
<tr>
<td>10</td>
<td>Partnerships</td>
</tr>
<tr>
<td></td>
<td>• What partnerships are evident with relevant community services or agencies when schools teach child sexual abuse prevention education in schools? List and describe, especially in relation to support services.</td>
</tr>
</tbody>
</table>
### Table 2: Frameworks, guidelines and research synthesis used in developing the criteria for the policy and curriculum audit

<table>
<thead>
<tr>
<th>Frameworks for primary prevention</th>
<th>First author (year)</th>
<th>Country</th>
<th>Title</th>
<th>Synopsis</th>
<th>Document sections most applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohen et al. (1999)</td>
<td>United States of America</td>
<td><em>The spectrum of prevention: Developing a comprehensive approach to injury prevention</em></td>
<td>Peer-reviewed journal article outlining the 'spectrum of prevention', which is a tool to assist practitioners and systemic policy–level decision-makers to achieve broad-based injury prevention via a series of strategies. Comprises six strategies.</td>
<td>Strategy levels 1, 2, 4 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>Australian Health Promoting Schools Association (2000)</td>
<td>Australia</td>
<td><em>A national framework for health promoting schools (2000–2003)</em></td>
<td>A framework commissioned by the Australian Government Department of Health and Family Services in 1997, which was developed in consultation with government health authorities, non-government organisations, academics, and school and parent advocacy groups. Comprises eight key action areas.</td>
<td>Key action areas 1, 2, 3, 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>Ministerial Council for Education, Early Childhood Development and Youth Affairs (2010)</td>
<td>Australia</td>
<td><em>National Safe Schools Framework: All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing</em></td>
<td>A framework authored by an external consultant and guided by a reference group. It is designed to provide guidance to Australian state schools on the creation of safe and supportive environments that promote the health and wellbeing of students. Comprises nine key elements.</td>
<td>Key elements 1, 2, 3, 4, 6 &amp; 9</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Guidelines | Flood et al. (2009) | Australia | <em>Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools</em> | A report commissioned by the Victorian Department of Education and Early Childhood Development that reviews wider violence prevention programs. It was developed via analysis of violence prevention research and interviews with key informants. Comprises five criteria for good practice. | Criteria 1, 3 &amp; 4 |</p>
<table>
<thead>
<tr>
<th>First author (year)</th>
<th>Country</th>
<th>Title</th>
<th>Synopsis</th>
<th>Document sections most applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmody et al. (2009)</td>
<td>Australia</td>
<td>Framing best practice: National standards for the primary prevention of sexual assault through education</td>
<td>Work commissioned by the National Association of Services against Sexual Violence and the Office for Women, located in the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs, to develop and trial a National Sexual Assault Prevention Education Framework in consultation and collaboration with a wide range of stakeholders. Comprises six standards.</td>
<td>Standards 3, 4 &amp; 6</td>
</tr>
<tr>
<td>National Center for Missing &amp; Exploited Children (1999)</td>
<td>United States of America</td>
<td>Guidelines for programs to reduce child victimization: A resource for communities when choosing a program to teach personal safety to children</td>
<td>Commissioned by United States non-profit organisation the National Center for Missing &amp; Exploited Children, to review research on child sexual abuse prevention programs and translate this into criteria for effective programs to reduce child victimisation. Research conducted by Ruth Luna M.A., and Professor David Finkelhor PhD from the Crimes Against Children Research Center at the University of New Hampshire. Approved by United States Congress. Comprises 12 skill points, 7 awareness points and 13 presentation points.</td>
<td>Guideline (presentation) 2, 3, 4 &amp; 5, Guideline (awareness) 4</td>
</tr>
<tr>
<td>United Nations Educational, Scientific and Cultural Organization (2009)</td>
<td>France</td>
<td>International guidelines on sexuality education: An evidence informed approach to effective sex, relationships and HIV/STI education</td>
<td>Developed by working groups within the UN in collaboration with researchers and a wide range of stakeholders, to assist education, health and other relevant authorities to develop and implement school-based sexuality education programs</td>
<td>Characteristics of effective programs 3, 4, 5, 9, 10, 11, 12 &amp; 15</td>
</tr>
<tr>
<td>First author (year)</td>
<td>Country</td>
<td>Title</td>
<td>Synopsis</td>
<td>Document sections most applicable</td>
</tr>
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</tr>
<tr>
<td>Nation et al. (2003)</td>
<td>United States of America</td>
<td><em>What works in prevention: Principles of effective prevention programs</em></td>
<td>Peer-reviewed journal article presenting a review of reviews, identifying principles common to effective prevention programs in four areas (substance abuse, risky sexual behaviour, school failure, and juvenile delinquency and violence). Comprises nine principles.</td>
<td>Principles 1, 2, 5, 7 &amp; 9</td>
</tr>
</tbody>
</table>
### Appendix 2, Table 3: Policy and curriculum matrix (Version 2)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Expanded guiding questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Base child/student protection policy</strong></td>
<td>• Does a child protection policy exist? Identify the policy by name and provide the universal resource locator (URL), document identification details, date of publication, date policy was last updated and total number of pages in the policy.</td>
</tr>
<tr>
<td></td>
<td>• Is there a navigable pathway to the policy from the department home page? Record the pathway from the home page to the policy, and the number of steps involved.*</td>
</tr>
<tr>
<td></td>
<td>• Does the home page search feature locate the policy using the terms ‘child protection’, ‘student protection’, or ‘child abuse’ within the first five to 10 hits?*</td>
</tr>
<tr>
<td></td>
<td>• Can the policy be downloaded as a single document?*</td>
</tr>
<tr>
<td></td>
<td>• Does the policy need to be read in conjunction with other documents? If so, identify these documents by title and record the number of pages in each document.*</td>
</tr>
<tr>
<td></td>
<td>• What specific guidance is provided for situations of sexual abuse by individuals employed by or volunteering at the institution? Identify section numbers and page numbers to pinpoint where this information is provided.*</td>
</tr>
<tr>
<td></td>
<td>• Is the teaching of child sexual abuse prevention education specified in the policy? Insert representative quotes and source (including section number and page number).</td>
</tr>
<tr>
<td></td>
<td>• What related documents are listed? Record the total number of documents listed and record the titles of the documents most relevant to child protection.</td>
</tr>
<tr>
<td><strong>2. Specific policy on child sexual abuse prevention education</strong></td>
<td>• Is there a specific policy on child sexual abuse prevention education? Identify the policy by name and provide the URL, document identification details, date of publication, date policy was last updated and total number of pages in the policy.</td>
</tr>
<tr>
<td></td>
<td>• Is child sexual abuse prevention education optional or compulsory? Describe the approach.*</td>
</tr>
<tr>
<td></td>
<td>• If compulsory, how do schools report on compliance? Describe the reporting mechanisms.*</td>
</tr>
<tr>
<td></td>
<td>• Does the policy specify evidence-based approaches? If so, describe.*</td>
</tr>
<tr>
<td></td>
<td>• Does the policy address the potential for child sexual abuse to occur in child-related institutions (such as schools) by individuals employed by or otherwise engaged by the institutions and by other children within the institution? If so, describe.*</td>
</tr>
<tr>
<td><strong>3. Location in the curriculum</strong></td>
<td>• Is child sexual abuse prevention education named in the primary school curriculum?</td>
</tr>
<tr>
<td></td>
<td>• Where is child sexual abuse prevention education located in the primary school curriculum (that is, which parts of the school curriculum relate to child sexual abuse prevention education)? Indicate if this is explicit or implicit. Nominate learning areas/subjects, strands and learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• What recommendations are made for specific programs or for the timing, frequency or intensity of sexual abuse prevention education?*</td>
</tr>
<tr>
<td></td>
<td>• What recommendations are made for personnel in the teaching of child sexual abuse prevention education (for example, who will teach it and why? What qualifications or expertise are required?)*</td>
</tr>
<tr>
<td><strong>4. Inclusion, relevance and cultural sensitivity</strong></td>
<td>• What strategies are recommended for schools and/or teachers in differentiating the teaching of child sexual abuse prevention education for different groups of children (for example, for children of different ages, genders, cultural backgrounds and ability levels – including the tailoring of recommendations for children in out-of-home care, Australian Indigenous children, children of refugee and asylum-seeking backgrounds, same-sex attracted and gender-questioning children, and children with disabilities)?*</td>
</tr>
<tr>
<td>Criteria</td>
<td>Expanded guiding questions</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 5. Curriculum support | - What curriculum support is offered to schools and/or teachers in the teaching of child sexual abuse prevention education? List agencies, personnel, materials and resources.  
- Which specific internal/external agencies are involved? How?*  
- Which specific programs or materials are suggested for use? Why?*  
- Are contractual or other arrangements in place between school systems and other agencies (for example, preferred providers) for the delivery of child sexual abuse prevention education and/or the provision of materials and resources? If so, describe.*  
- Do materials and resources acknowledge the potential for institutional child sexual abuse to occur and provide support for teaching about this?* |
| 6. Pedagogical support | - What training support is offered to school staff in the teaching of child sexual abuse prevention education? List training agencies, resources, formats, duration and frequency.*  
- Which specific internal/external agencies are involved? How?*  
- Which specific programs or materials are suggested for use? Why?*  
- Are contractual or other arrangements in place between school systems and other agencies (for example, preferred providers) for the delivery of staff training and/or the provision of materials and resources? If so, describe.* |
- Has the child sexual abuse prevention education/curriculum been evaluated? If so, who conducted the evaluation? When? What approach was used? What data were collected and from whom?*  
- Were evaluation findings implemented?* |
| 8. Parental involvement* | - Are parents involved in school-based child sexual abuse prevention education? If so, how?  
| 9. Information for parents and communities | - What information is publicly provided to parents and/or communities about child sexual abuse prevention education delivered at school? Describe.  
- What information is provided to parents about institutional responses to child sexual abuse, and its prevention?* |
| 10. Partnerships with community services and agencies | - What links are evident with relevant community services or agencies for referrals arising from the teaching of child sexual abuse prevention education? List and describe the nature of these partnerships (for example, formal/informal) especially in relation to support services.* |

*Indicates change from original
Appendix 3: List of the 32 school systems examined in the audit of primary school–based sexual abuse prevention policy and curriculum
Appendix 3, Table 1: List of the 32 school systems examined in the audit of primary school–based sexual abuse prevention policy and curriculum

<table>
<thead>
<tr>
<th><strong>State and territory departments of education</strong></th>
<th><a href="#">Website</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Territory Department of Education</td>
<td><a href="http://www.education.nt.gov.au">www.education.nt.gov.au</a></td>
</tr>
<tr>
<td>Tasmanian Department of Education</td>
<td><a href="http://www.education.tas.gov.au">www.education.tas.gov.au</a></td>
</tr>
<tr>
<td>Western Australian Department of Education</td>
<td><a href="http://www.education.wa.edu.au">www.education.wa.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>New South Wales diocesan schools</strong></th>
<th><a href="#">Website</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Schools Office Armidale</td>
<td><a href="http://www.arm.catholic.edu.au">www.arm.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Office Bathurst</td>
<td><a href="http://www.bth.catholic.edu.au">www.bth.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Schools Office – Diocese of Broken Bay</td>
<td><a href="http://www.csodbb.catholic.edu.au">www.csodbb.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Schools Office – Diocese of Lismore</td>
<td><a href="http://www.lism.catholic.edu.au">www.lism.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Schools Office – Diocese of Maitland-Newcastle</td>
<td><a href="http://www.mn.catholic.edu.au">www.mn.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Office – Diocese of Parramatta</td>
<td><a href="http://www.parra.catholic.edu.au">www.parra.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Office Sydney</td>
<td><a href="http://www.ceosyd.catholic.edu.au">www.ceosyd.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Diocese of Wilcannia-Forbes</td>
<td><a href="http://www.wf.catholic.edu.au">www.wf.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Office – Diocese of Wollongong</td>
<td><a href="http://www.dow.catholic.edu.au">www.dow.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Queensland diocesan schools</strong></th>
<th><a href="#">Website</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Education Archdiocese of Brisbane</td>
<td><a href="http://www.bne.catholic.edu.au">www.bne.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Diocese of Cairns</td>
<td><a href="http://www.cns.catholic.edu.au">www.cns.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Diocese of Rockhampton</td>
<td><a href="http://www.rok.catholic.edu.au">www.rok.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Catholic Education Office – Diocese of</strong></td>
<td><strong><a href="http://www.twb.catholic.edu.au">www.twb.catholic.edu.au</a></strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Toowoomba</td>
<td></td>
</tr>
<tr>
<td>Catholic Education Office – Diocese of Townsville</td>
<td><a href="http://www.tsv.catholic.edu.au">www.tsv.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victorian diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Education Office Ballarat</td>
<td><a href="http://www.ceoballarat.catholic.edu.au">www.ceoballarat.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Melbourne</td>
<td><a href="http://www.ceomelb.catholic.edu.au">www.ceomelb.catholic.edu.au</a></td>
</tr>
<tr>
<td>Catholic Education Office – Diocese of Sale</td>
<td>www2.ceosale.catholic.edu.au</td>
</tr>
<tr>
<td>Catholic Education Sandhurst</td>
<td><a href="http://www.ceosand.catholic.edu.au">www.ceosand.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Australian Capital Territory diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Archdiocese of Canberra and Goulburn Catholic Education Office</td>
<td><a href="http://www.ceocg.catholic.edu.au/Pages/Welcome.aspx">www.ceocg.catholic.edu.au/Pages/Welcome.aspx</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Northern Territory diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Education Office – Diocese of Darwin</td>
<td><a href="http://www.ceont.catholic.edu.au">www.ceont.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>South Australia diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Education South Australia, which encompasses schools in the Catholic Archdiocese of Adelaide, and the Diocese of Port Pirie</td>
<td><a href="http://www.cesa.catholic.edu.au">www.cesa.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasmanian diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasmanian Catholic Education Office</td>
<td><a href="http://www.catholic.tas.edu.au">www.catholic.tas.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Western Australian diocesan schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Education Office of Western Australia, which encompasses schools in the Catholic dioceses of Broome, Bunbury and Geraldton, and the Catholic Archdiocese of Perth</td>
<td><a href="http://internet.ceo.wa.edu.au">http://internet.ceo.wa.edu.au</a></td>
</tr>
</tbody>
</table>
Appendix 4: Summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)
Table
Criterion 1: Base child/student protection policy

Table 1. Criterion 1: Base child protection policies for the Australian Curriculum, Assessment and Reporting Authority (ACARA), including policy name, identifier, dates and universal resource locator (URL)

<table>
<thead>
<tr>
<th>Child protection policies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>N/A</td>
</tr>
<tr>
<td>Identifier</td>
<td>N/A</td>
</tr>
<tr>
<td>URL</td>
<td>N/A</td>
</tr>
<tr>
<td>Published</td>
<td>N/A</td>
</tr>
<tr>
<td>Last updated</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 2. Criterion 1: Base child/student protection policy – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th>Criterion 1: Base child/student protection policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base child protection policy</td>
</tr>
<tr>
<td>Pathway to policy from home page</td>
</tr>
<tr>
<td>Search function locates policy</td>
</tr>
<tr>
<td>Policy download available</td>
</tr>
<tr>
<td>Other documents required for implementation (number of essential documents specified)</td>
</tr>
<tr>
<td>Number of related policies and documents listed in the policy</td>
</tr>
<tr>
<td>Guidance in relation to institutional abuse</td>
</tr>
<tr>
<td>Directive for teaching child sexual abuse prevention</td>
</tr>
</tbody>
</table>
## Table

Criterion 2: Specific policy on child sexual abuse prevention education

Table 3. Criterion 2: Specific child sexual abuse prevention education policy – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th>Criterion 2: Specific policy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific policy on child sexual abuse prevention education</td>
<td>No</td>
</tr>
<tr>
<td>Policy specifies evidence-based approaches</td>
<td>N/A</td>
</tr>
<tr>
<td>Policy contains information specific to child sexual abuse within institutions</td>
<td>N/A</td>
</tr>
<tr>
<td>Child sexual abuse prevention education compulsory</td>
<td>N/A</td>
</tr>
<tr>
<td>Mechanism for reporting on compliance</td>
<td>N/A</td>
</tr>
<tr>
<td>Term used for child sexual abuse prevention education</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Table
Criterion 3: Location in the curriculum

Table 4. Criterion 3: Curriculum location – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA), including curriculum name, dates and uniform resource locator (URL)

<table>
<thead>
<tr>
<th>Curriculum type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School curriculum</td>
<td>The Australian Curriculum: Health and Physical Education (F–10)</td>
</tr>
<tr>
<td>Published</td>
<td>Version 6.0, Tuesday, 18 February 2014; Australian Curriculum, Assessment and Reporting Authority</td>
</tr>
<tr>
<td>Specific curriculum</td>
<td>N/A</td>
</tr>
<tr>
<td>Published</td>
<td>N/A</td>
</tr>
<tr>
<td>Other curriculum (internal)</td>
<td>N/A</td>
</tr>
<tr>
<td>URL</td>
<td>N/A</td>
</tr>
<tr>
<td>Published</td>
<td>N/A</td>
</tr>
<tr>
<td>Other curriculum (external)</td>
<td>N/A</td>
</tr>
<tr>
<td>URL</td>
<td>N/A</td>
</tr>
<tr>
<td>Published</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Table 4: Inclusion, relevance and cultural sensitivity

Table 5. Criterion 4: Inclusion, relevance and cultural sensitivity – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th>Differentiation is evident in the curriculum for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of different ages</td>
<td>Inferred</td>
</tr>
<tr>
<td>Gender differences</td>
<td>Most likely considered to be state/territory responsibility</td>
</tr>
<tr>
<td>Children from culturally and linguistically diverse backgrounds including refugee and asylum-seeking backgrounds</td>
<td>Minimal – general</td>
</tr>
<tr>
<td>Australian Indigenous children</td>
<td>Minimal – general</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>Minimal – general</td>
</tr>
<tr>
<td></td>
<td>Most likely considered to be state/territory responsibility</td>
</tr>
<tr>
<td>Children in out-of-home care</td>
<td>Most likely considered to be state/territory responsibility</td>
</tr>
<tr>
<td>Same-sex-attracted and gender-questioning children</td>
<td>Minimal – general</td>
</tr>
<tr>
<td>Programs presented in languages other than English?</td>
<td>No</td>
</tr>
</tbody>
</table>
Table
Criterion 5: Curriculum support

Table 6. Criterion 5: Curriculum support – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th>Question</th>
<th>ACARA Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What curriculum support is provided for teaching child sexual abuse prevention education?</td>
<td>Child sexual abuse prevention education is not specifically addressed and no information regarding support for schools and/or teachers is located in the curriculum documents.</td>
</tr>
<tr>
<td>What support materials and resources are used?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>What other agencies are involved?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Do support materials/resources acknowledge institutional abuse?</td>
<td>Not ACARA responsibility</td>
</tr>
</tbody>
</table>
Table
Criterion 6: Pedagogical support

<table>
<thead>
<tr>
<th>Criterion 6: Pedagogical support</th>
<th>ACARA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is training specified in child protection policy?</td>
<td>N/A</td>
</tr>
<tr>
<td>What training is provided?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Which internal/external agencies are involved?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Which specific programs or materials are used?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Are contractual/other arrangements in place for training provision?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Criterion 7: Assessment and evaluation</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Table 8. Criterion 7: Assessment and evaluation – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Criterion 7: Assessment and evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>Is student learning about child sexual abuse prevention assessed?</td>
<td>Possibly as part of regular monitoring of student learning</td>
</tr>
<tr>
<td>Have child sexual abuse prevention education programs/curricula been evaluated?</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Have findings from evaluations been implemented?</td>
<td>Not ACARA responsibility</td>
</tr>
</tbody>
</table>
Table
Criterion 8: Information for parents and communities

Table 9. Criterion 8: Information for parents and communities – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th>Criterion 8: Parents and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent tab/link/button on website?</strong></td>
</tr>
<tr>
<td><strong>Name of tab/link/button</strong></td>
</tr>
<tr>
<td><strong>Information provided to parents about institutional responses to child sexual abuse</strong></td>
</tr>
<tr>
<td><strong>Information provided to parents about child sexual abuse prevention education</strong></td>
</tr>
<tr>
<td><strong>Information provided to parents about their involvement in child sexual abuse prevention education</strong></td>
</tr>
<tr>
<td><strong>Parental permission required?</strong></td>
</tr>
</tbody>
</table>
### Criterion 9: Information for children and young people

**Table 10. Criterion 9: Information for children and young people – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)**

<table>
<thead>
<tr>
<th>Student tab/link/button on website?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of tab/link/button</td>
<td>N/A</td>
</tr>
<tr>
<td>Information provided to children and young people about institutional responses to child sexual abuse</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Information provided to children and young people about child sexual abuse prevention education</td>
<td>Not ACARA responsibility</td>
</tr>
</tbody>
</table>
Table
Criterion 10: Partnerships with community services and agencies

Table 11. Criterion 10: Partnerships with community services and agencies – summary of audit for the Australian Curriculum, Assessment and Reporting Authority (ACARA)

<table>
<thead>
<tr>
<th><strong>Criterion 10: Partnerships</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal partnerships with external agencies/community service for referrals arising from child sexual abuse prevention education</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Nominated destinations for referrals to agencies/services in relation to child sexual abuse broadly (including information support, reporting support, counselling support)</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Predominantly government/non-government</td>
<td>Not ACARA responsibility</td>
</tr>
<tr>
<td>Direct relevance to child sexual abuse prevention education, disclosures, counselling support?</td>
<td>Not ACARA responsibility</td>
</tr>
</tbody>
</table>