

# Keeping Safe: Child Protection Curriculum (KS:CPC)

## Site Implementation Rubric (SIR)

This is an example of a planning tool that can be used to ensure a whole site approach to the KS:CPC is implemented.

The KS:CPC Site Implementation Rubric enables sites to reflect on their current level of implementation against evidence and performance indicators in planning, staff, students, and community.

**Evidence Indicators** - support a deeper understanding of practices and enable evidence to be gathered and evaluated to support decisions for future planning. Processes may include gathering data and evidence through discussions with staff, parents/governing council and students to seek feedback, or by using the criteria as checklists or 'likert scales'.

**Performance Indicators** - provide a continuum of performance against the evidence indicators to show development from undeveloped to embedded in each area. This can be used as a 'hot dot' exercise with staff to identify the level they believe most represents the site's current position. Using these results and evidence data, the site's current implementation level can be determined which will support future plans for improvement.

### EVIDENCE INDICATORS

		UNDEVELOPED	DEVELOPING	FUNCTIONING	STRATEGIC	EMBEDDED
		1	2	3	4	5
PLANNING	Resources	No efforts to access KS:CPC resources.	KS:CPC resources have been accessed by some staff.	KS:CPC resources have been accessed and shared amongst some staff.	Most staff access and share KS:CPC resources, ideas and strategies.	All staff access KS:CPC resources, plan together and share ideas and strategies.
	Site planning	No reference to KS:CPC in any site plan.	KS:CPC is mentioned in site planning.	A site plan describes the implementation of KS:CPC across year levels.	A site plan has documented evidence of KS:CPC implementation and links with curriculum and wellbeing programs.	KS:CPC is embedded in a site plan with evaluation and progress targets in place. KS:CPC is promoted to the wider community eg. site website, newsletter, etc.
	Discourse	No evidence of KS:CPC planning in staff meetings, etc.	Some staff/faculties/learning area teams discuss the KS:CPC.	Discussion about the KS:CPC is regular and expected to underpin teaching and learning in the site.	KS:CPC is recognised as critical in all discussions and notes/minutes indicate this importance.	Frequent wider discussion and thought are evident with other sites, agencies, etc.
STAFF	Training	No coherent understanding of the KS:CPC and most staff are not trained.	Some understanding of child protection issues primarily through KS:CPC training, with little or no promotion of further work. Some staff are trained.	A sound level of understanding with some staff seeking further information on student wellbeing (eg. SMART program, counselling courses). All relevant staff are trained.	A good level of understanding with a strong interest from staff seeking further information and/or professional development on student wellbeing (eg. SMART program, counselling courses).	Ongoing efforts to enhance KS:CPC and child protection knowledge/capacity through targeted professional development for all staff working directly or indirectly with children and young people.
	Support	No key person/s to assume responsibilities for KS:CPC.	Many staff are uncomfortable with aspects of KS:CPC.	Staff buddying with teaching of KS:CPC, showing support structures in place.	All staff supported with teaching of KS:CPC.	All staff confident and able to deliver KS:CPC without support or discomfort.
	Programs	No reference to KS:CPC in teaching programs - either explicitly or implicitly.	Lack of referencing to KS:CPC in programming or teaching. Some teachers are working with KS:CPC targeted or implicit in programs.	Programs include the key concepts of the KS:CPC.	The KS:CPC is taught at all year levels to every student using developmentally appropriate language in a range of learning areas. Reporting to parents/carers includes references to the KS:CPC.	Language in all site policies/procedures/plans are conversant with the KS:CPC and in common use. Extension of concepts permeates all teaching and learning programs with examples of language & concepts very evident.

<b>STUDENTS (Age appropriate)</b>	<b>Knowledge</b>	No knowledge of any topics, concepts, or strategies of the KS:CPC.	Able to talk about some topics and concepts of the KS:CPC (eg. have at some time developed a network, can utilise some problem-solving actions).	Able to talk about some Focus Areas, topics and concepts within the KS:CPC (eg: have developed a network, can utilise problem-solving actions, can identify abuse and its forms, can describe how to seek help).	Have a good knowledge of Focus Areas, topics and all significant concepts within the KS:CPC. Networks are reviewed regularly and all involved are familiar with actions and responsibilities.  Can identify local agencies and contacts to obtain support.	Students are well-rehearsed in all concepts and strategies within the KS:CPC. They are confident with protection techniques, problem-solving and help-seeking strategies. They understand in an age appropriate way: <ul style="list-style-type: none"> <li>• to recognise abuse and tell a trusted adult about it</li> <li>• what is appropriate and inappropriate touching</li> <li>• ways of keeping themselves safe.</li> </ul>
	<b>Work output</b>	No explicit evidence of KS:CPC work.	Some indication of KS:CPC concepts displayed in activities/work.	Activity/work shows appropriate references to KS:CPC concepts.	Students have developed initiatives that endorse, promote and/or recognise KS:CPC.	All students have a documented network and contact details of support agencies.
	<b>Action</b>	Unable to articulate or put into action any topics, concepts or strategies of the KS:CPC.	Some evidence of appropriate strategies used for personal safety.	More consistent evidence of appropriate strategies used to address relationship issues through behaviour, discussions, etc.	Consistent evidence of appropriate language and strategies used to address relationship, bullying and abuse issues. Evidence of proactive activities by students at the site, to reduce and address issues.	Language of safety and safety strategies are used by students. Students actively work in a variety of forums (eg. SRC, committees, action teams, community links, to improve and promote safety and wellbeing.
<b>COMMUNITY</b>	<b>Parents/Carers</b>	No knowledge or awareness of the KS:CPC.	Some understanding of the KS:CPC, able to recall parent/carer meetings and/or information that has been sent home.	Have attended various parent/carer meetings/information sessions, read information sent home and can describe the purpose of the KS:CPC.	Have a strong understanding of the KS:CPC from information sessions, newsletter and/or site website articles and discussions with the teacher.  An overview of the KS:CPC concepts is provided.	Understand that KS:CPC is an embedded part of the site's curriculum and the concepts covered each term or semester.  Opportunities for feedback/input are provided including a regular agenda item at Governing Council meetings.
	<b>Local community</b>	No knowledge or awareness of the KS:CPC.	Some understanding of site child protection initiatives through random connections with community.	Parent/carer information sessions have been promoted in the local community to encourage wider attendance.	Have built a strong relationship with the local community through promotion of child protection initiatives and site commitment.	KS:CPC is recognised as an embedded part of the site's commitment to the safety and wellbeing of all children and young people.  Visitors/community are aware of the site's commitment.

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### PERFORMANCE INDICATORS

	UNDEVELOPED	DEVELOPING	FUNCTIONING	STRATEGIC	EMBEDDED
	1	2	3	4	5
PLANNING	No planning for whole site implementation has been documented.	A whole site plan is documented and partially implemented or is about to be implemented.	A whole site plan is documented, implemented and functioning. The plan includes mapping with other programs and/or curriculum areas.	A whole site plan is documented, implemented and functioning. The plan includes provision for critical evaluation and a clear continuous improvement cycle. Plans are published.	A whole site plan is embedded across the site and includes systems for gathering and analysing data to measure student understanding and outcomes. The site plan (eg wellbeing plan) has a high profile, is implemented, displayed and promoted.
STAFF	Most staff are not trained.	Some staff are trained but have yet to specifically apply the KS:CPC in a structured way.	All relevant staff are trained and actively applying the KSCPC to their programs.	Staff reflect and model principles of KS:CPC as a part of their personal values system. Such modelling can be observed in school policies and practices.	Staff actively participate in communities of practice and/or other mechanisms of continuous improvement. Staff promote the KSCPC principles within the school community.
STUDENTS	Students are unaware of KS:CPC topics, concepts or strategies.	Some students are aware of some aspects of KS:CPC topics, concepts and strategies.	Most students know the topics, concepts and strategies of the KS:CPC.	Students can be observed applying key concepts and strategies of the KS:CPC. Students are involved in planning and continuous improvement for delivery of the KS:CPC.	Students are actively involved in demonstrating KS:CPC language and strategies through connections with the school and local community.
COMMUNITY	No awareness of the KS:CPC in the wider community.	There is some knowledge that KS:CPC exists, but what this 'means' is not understood.	There is a good understanding of the general principles of the KS:CPC.	The school has connections to a range of community support/agencies which promote the principles of KS:CPC.	The school community is recognised as a leader in promoting community-school connections incorporating child protection initiatives.