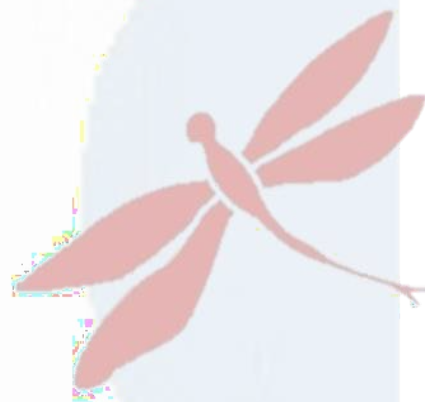
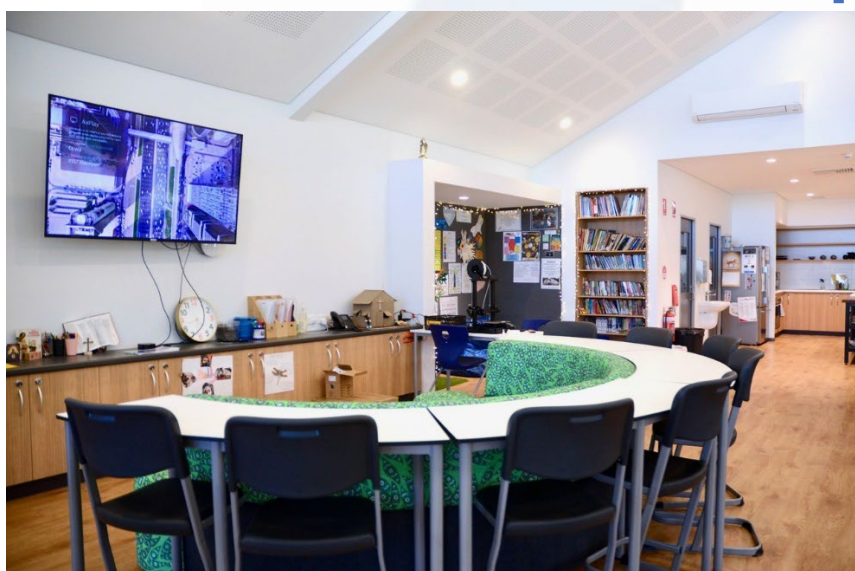




# St Martin de Porres School Annual Report 2024



## 1. Contextual Information

St Martin de Porres School opened on the 20<sup>th</sup> of July 2020 in Broome, Western Australia at 154 Frederick Street. It is a Catholic co-educational secondary CARE (Curriculum and Re-engagement in Education) School which provides an inclusive, safe, and supportive learning environment for students who find mainstream school situations difficult. The focus is on nurturing the wellbeing, strengths, and gifts of every young person it serves by providing pastoral care as well as practical, relevant, and motivational learning activities. The school community moved to its present location at 8 De Pledge Way, Cable Beach, in 2024.

**Our vision** – Inspired by the teachings of Jesus and the life of St Martin de Porres, our young people will be seen, heard, and valued in an inclusive, safe, and supportive learning environment where they will grow socially, emotionally, spiritually, intellectually, and physically.

**Our mission** – To empower young people to become confident, empathetic, creative individuals, engaged in lifelong learning, and active members of the community.

**Our values** - The four pillars of Faith, Learning, Kinship and Justice underpin the school values and reflect the inspirational model of St Martin de Porres.

**Pillars** – Faith, Learning, Kinship & Justice

**Values** – Integrity & Perseverance, Engagement & Growth, Compassion & Connection, Generosity & Service

All team members are inspired by the teachings of Jesus and the life of St Martin de Porres and his messages of unconditional love, faith, compassion, and perseverance. St Martin de Porres was a faith-filled healer of biracial heritage who rose above racism to be a model of compassion, perseverance, and unconditional love. His life is a strong inspirational model for young people and the team.

## 2. Teacher Standards and Qualifications

Teachers highest Qualification	No. of people holding Qualification
Bachelor of Education	3
Master of Education	1

## 3. Workforce Composition

	Aboriginal Staff	Female	Male	Total
Teaching	0	3	1	4
Non – Teaching	0	2	0	2
Total	0	5	1	6

*\* Part time staff included.*

## 4. Student attendance:

Cohort	Percentage attendance
Year 7	-
Year 8	60%
Year 9	45%
Year 10	54%
Year 11	77%
Year 12	2%
<b>Whole-school rate</b>	54%

The pastoral care process ensures contact and appropriate follow-up with parents/carers regarding school absences by both administration and a member of the pastoral care team. Attendance is recorded twice a day in SEQTA. Young people absences must be explained through a notification from parents/carers. A text

message is sent to parents/carers of absent young people who have not notified the school of the absence by mid-morning each day. A daily update is sent by the Administration Officer on Teams to all team members regarding absences for the day. All attendance and absences can be viewed on SEQTA.

## 5. NAPLAN Information:

Four students completed NAPLAN in 2024. Due to low numbers completing the assessment, this data is not shared publicly.

## 6. Parent, Student and Teacher satisfaction:

**Parent Satisfaction** – The team at SMdP work hard to develop relationships with families, as partners in their children's education. Feedback from parents has been very positive, with parents being very appreciative of the school's support in encouraging their children to attend, and the outreach service we provide.

**Student Satisfaction** – Students regularly express positive regard for the school in supporting them through their educational journey through daily feedback during daily debrief. Students report their wellbeing and feelings of pleasantness using the RULER scale. Successes are celebrated weekly and students report feeling positive when they are acknowledged on their achievements.

**Teacher Satisfaction** – Teacher feedback has been positive with professional learning on deepening understanding and practical strategies related to mental health and social and emotional development.

**Exit Surveys** - Before leaving St Martin de Porres, young people complete an exit survey. The insights gathered are carefully reviewed to inform and improve our practices, with a strong emphasis on wellbeing. The feedback consistently supports the school's philosophy and approach, with students expressing appreciation for the flexible structure, inclusive atmosphere, and the welcoming, calm, and supportive environment fostered by staff.

## 7. Senior Secondary Outcomes

Two Year 12 students finished schooling at St Martin de Porres School in 2024.

## 8. Post School destinations:

University degree or Bridging Course	TAFE/Senior College Course	Employment	Total
-	-	1	1

## 9. School Income (2024)

St Martin de Porres School (Broome)		
Detailed Income Statement		
For period ending 31/12/2024		
		Actual
0330	Interest Received	3,704
0370	Miscellaneous Income	5,197
	<b>TOTAL OTHER RECURRENT INCOME</b>	<b>8,901</b>
0600	State Government Per Capita Grant	63,604
0610	State Government SWD Funding	7,532
0650	State Government Grants paid via CEWA-Other	18,909
	<b>TOTAL STATE GOVERNMENT GRANTS</b>	<b>90,045</b>
0700	AGRF - Base	167,413
0710	AGRF - CECWA System Initiatives	1,266,701
0720	AGRF - ATSI Loading	25,734
0730	AGRF - Location Loading	98,506
0740	AGRF - Students with Disability Loading	53,014
0750	AGRF - SES Loading	21,320
0760	AGRF - Size Loading	225,736
	<b>TOTAL AUSTRALIAN GOVERNMENT GRANTS</b>	<b>1,858,424</b>
0791	AG Grants paid via CEWA-Other	6,664
0795	AG Grants paid directly to school-Other	1,455
	<b>TOTAL AUSTRALIAN GOVERNMENT OTHER GRANTS</b>	<b>8,119</b>
	<b>Total Recurrent Income</b>	<b>1,965,489</b>
	<b>Total Recurrent and Capital Income</b>	<b>1,965,489</b>



## 10. Catholic School Improvement Plan

We continue to make progress on the improvement goals below.

### CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>For all to understand the concept of the inherent dignity of the human person and embed this in the culture of the school and beyond to ensure the pastoral care of all at SMdPS.</p> <p><i>This may be an ongoing goal given the transience of our young people &amp; for most, this is their first experience of a Catholic school.</i></p>	<ul style="list-style-type: none"> <li>RE lessons teaching the concept to our young people</li> <li>Positive affirmations &amp; reminders of innate worth</li> <li>Embedding social and emotional program into the school culture – with a focus on character strengths</li> <li>Regular and embedded reflection of what is going on in the lives of our young people when they are in need</li> <li>Link PERMAH wellbeing framework with Catholic teachings</li> <li>Link this concept as the foundational aspect of our pastoral care/wellbeing model – conceptualise &amp; embed into PLC</li> </ul>	<ul style="list-style-type: none"> <li>Teach this concept of innate dignity and revisit at least once each term</li> <li>Ongoing</li> <li>Term 1</li> <li>Regular, ongoing and when required</li> <li>Start Term1 – Ongoing throughout the year</li> <li>PCT to meet every week</li> </ul>	<ul style="list-style-type: none"> <li>Religious Education resources</li> <li>Celebrations, birthday cake, cards, merit certificates etc</li> <li>Learnings from Professional Certificate in Leading Wellbeing &amp;</li> <li>Opportunities (ie. Martin de Porres Feast Day activities) + Christian service learning</li> <li>Links between PERMAH &amp; Dignity of the Human person captured and displayed in school</li> <li>Previous learnings from last year study (Leading Pastoral</li> </ul>	<ul style="list-style-type: none"> <li>Changes in attitude, beliefs &amp; self-belief of young people</li> <li>Young people feel a sense of pride and treat each other with respect</li> <li>Team trained, engaged in PL and embedding practices into school culture</li> <li>Team members are able to articulate how this concept relates to what we do and how we do things at our school (+Unconditional positive regard)</li> <li>Young people are always treated with</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Whole team</li> <li>Pastoral team</li> <li>Whole team</li> <li>Feedback from young people - Principal/Youth worker</li> <li>Principal to drive and create documents/conceptual framework &amp; upload to website</li> <li>Pastoral Care Team Youth worker &amp; Principal</li> </ul>

	learnings, induction and school documents (link wellbeing, pastoral care with our Catholic identity) <ul style="list-style-type: none"> <li>Develop a Pastoral Care Team</li> </ul>		Care in a Catholic School)	dignity regardless of behaviour	

## EDUCATION

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
To improve young people's emotional literacy by recognising and managing their emotions and how they impact on others.	<ul style="list-style-type: none"> <li>Continue to use Energy &amp; Pleasantness level check-ins</li> <li>Integrate PERMAH Framework into induction (Me) booklet for young people</li> <li>Build knowledge of Character Strengths – spot strengths in young people and adults</li> <li>Create an adult survey of young people's character strengths</li> <li>Build vocabulary – fine grain definitions</li> </ul>	<ul style="list-style-type: none"> <li>Each Friday meeting dedicate 10 minutes to analysing young people's reflections and plan for next week</li> <li>At the end of each term reflect on induction booklet and Social &amp; Emotional program to embed new learning</li> <li>Term 2 –</li> </ul>	<ul style="list-style-type: none"> <li>RULER Check-in/out laminated sheets</li> <li>Me Booklet (Induction booklet) – adapt from last year</li> <li>Create placemats for everyone with their character strengths on them</li> <li>Survey (forms) adults about YP character strengths</li> <li>RULER resources – Mood Meter</li> <li>Resources to assist YP wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Young people able to share their energy and pleasantness levels</li> <li>articulate their feelings</li> <li>Increase in young people's emotional vocabulary</li> <li>Induction booklet engagement/ feedback from young people</li> <li>YP engaged in Social and emotional program embedded in timetable</li> <li>YP able to manage</li> </ul>	<ul style="list-style-type: none"> <li>PC teacher, Youth worker &amp; Principal</li> <li>Principal</li> <li>Principal</li> <li>PC teacher &amp; Team</li> <li>Principal &amp; Admin</li> </ul>

	<ul style="list-style-type: none"> <li>of similar emotions</li> <li>Spend grant money allocated for wellbeing</li> </ul>	<p>Adults to complete VIA survey and model use/spotting character strengths</p> <ul style="list-style-type: none"> <li>Term 3</li> <li>June 30 2024</li> </ul>		<p>emotions better</p> <ul style="list-style-type: none"> <li>Resources are used and assist with YP wellbeing</li> </ul>	
With a new teaching team, cultivate a high-functioning, trauma-informed school team that effectively utilises wellbeing strategies, ensuring the emotional and psychological wellbeing of both staff and students, and fostering a nurturing, safe, and nonjudgmental educational environment	<ul style="list-style-type: none"> <li>Co-create a team culture overview (values, priorities, norms, rituals, psychological safety, decision-making)</li> <li>Co-create team charter (behaviour)</li> <li>Share Learning &amp; Teaching at SMdPS Handbook (trauma-informed, culturally responsive pedagogy etc.)</li> <li>Create Wellbeing Handbook for adult team</li> <li>Spend grant money allocated for wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 Induction</li> <li>Term 1 Day 1/2</li> <li>Term 1 Induction</li> <li>Term 1 – ready for inducting new team members</li> <li>By June 30 2024</li> </ul>	<ul style="list-style-type: none"> <li>Design Culture template</li> <li>Use last years as an example</li> <li>Use updated handbook</li> <li>Resources gathered from studies last year (Professional Cert-UNDA)</li> <li>Books and resources bought to support adult understanding of wellbeing and appropriate strategies/intervention s</li> </ul>	<ul style="list-style-type: none"> <li>Team manages work together well &amp; understand our mission</li> <li>Team demonstrate unconditional regard for all YP</li> <li>Team puts into practice knowledge learnt about wellbeing, PERMAH, character strengths</li> <li>Resources used and accessed by team members</li> </ul>	<ul style="list-style-type: none"> <li>Principal to share</li> <li>Whole Team</li> <li>Principal</li> <li>Principal</li> <li>Principal &amp; Admin</li> </ul>

## COMMUNITY

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continue to build strong relationships with other agencies and schools – in particular Broome Senior High School, St Mary's College, Headspace and TAFE.	<ul style="list-style-type: none"> <li>• Create consistent messaging communicating to key agencies about our new location</li> <li>• Create pamphlets and handouts for BSH, SMC, Headspace and TAFE (rewrite new branding messaging)</li> <li>• Meet schools and agencies</li> <li>• Update school website</li> <li>• Create new signature for whole team – new address etc</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 – Newsletter &amp; pamphlets informing move of location &amp; team members</li> <li>• Drop off pamphlets to schools &amp; agencies</li> <li>• Afternoon teas with different agencies and give tour of the school</li> <li>• Term 1</li> </ul>	<ul style="list-style-type: none"> <li>• CEWA communications team</li> <li>• Pamphlets to be created</li> <li>• Newsletter disseminated beyond the school</li> <li>• CEWA communications Team &amp; Outreach team's IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• More appropriate young person referrals</li> <li>• No impact on number of young person referrals</li> <li>• All agencies know where we have moved</li> <li>• Open and transparent communication with other schools/organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Principal &amp; Youth Worker to liaise with other schools &amp; agencies</li> <li>• Admin – Facebook posts</li> <li>• Principal &amp; Admin Newsletter/Pamphlet</li> <li>• Admin – organise afternoon teas</li> <li>• Youth Worker – to liaise with TAFE, shire and town agencies regarding young people involvement</li> <li>• Outreach team</li> </ul>



## STEWARDSHIP

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
To increase the student population to 25 and maintain this number	<ul style="list-style-type: none"> <li>Marketing strategy               <ul style="list-style-type: none"> <li>Pamphlet drops to schools, HeadSpace, CAMHS, PATCHES, Helping Minds &amp; private medical clinics, Health centres, drop-in clinics, Anglicare etc.</li> <li>Regular Facebook posts (focus on wellbeing + academic activities in the school/curriculum)</li> </ul> </li> <li>Re-connect with student services team at BSHS and other health agencies</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – ensure all schools and agencies know our new address and location</li> <li>Weekly postings and sharing of wellbeing resources (Wellbeing Wednesdays)</li> <li>Term 1 and continue to connect</li> </ul>	<ul style="list-style-type: none"> <li>Update current pamphlet, Twitter, Website and Facebook</li> <li>Drop-offs</li> <li>Create Twitter account using Admin email</li> <li>Use local parish bulletin to promote school</li> <li>Afternoon teas</li> <li>Pamphlets &amp; Eol forms</li> </ul>	<ul style="list-style-type: none"> <li>Increase in enrolments</li> <li>Increase in people knowing about the school and new location</li> <li>Increase in social media traffic</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Youth Worker to drive</li> <li>Principal use social media – Facebook &amp; Twitter school accounts</li> </ul>
Meet minimum standards for the compliance review in the Education Pillar	<ul style="list-style-type: none"> <li>Unpack evidence required from each member of the team</li> <li>Set up Compliance Channel in Teams</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 week 3 start planning</li> <li>Term 2 week 3</li> <li>Lead teacher &amp; Principal to complete weekly tasks</li> <li>Review progress each week at Team meeting</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; Lead teacher to complete weekly tasks</li> </ul>	<ul style="list-style-type: none"> <li>All evidence uploaded by due date</li> </ul>	<ul style="list-style-type: none"> <li>Senior teacher &amp; Principal</li> <li>Admin to work on Admin related evidence</li> <li>Youth Worker to assist</li> <li>Health teacher to work on Health Curriculum</li> </ul>

## 11. St Martin de Porres School Community Report

In 2024, the school moved to the new site at 8 De Pledge Way, Cable Beach. The classrooms from the old site at Frederick Street were transported to the new site, and a new Administration building was completed, incorporating meeting rooms, staff preparation areas, Principal's office, first aid room, kitchen and the common area. Wellbeing lessons continued as an important part of the curriculum, where young people became more aware of the language of wellbeing, being able to recognise emotions and incorporate self-soothing and management strategies into their learning, through their ready-to-learn plans. Multi age classes continued for English, Maths, HASS, science and religious education. It was important to maintain regular routines throughout the day, with daily timetables visible to young people to ensure they felt safe, with clear, consistent routines, with a structured yet flexible approach by staff, ensuring the safety and wellbeing of our young people.

We continued with the explicit social and emotional learning program using PERMAH as our framework. Regular check-ins, morning and afternoon with the young people and team, and informal debriefs with teachers regarding young people, supplemented by regular case management as a team.

The principal and youth worker greet the young people each morning and engage in ready-to-learn activities, which incorporate informal activities to set the young people up for the day. This forms the first part of checking in each morning, to ensure the young people feel welcome, included and safe before they begin learning. Relationships and trust between young people and the adult team continue to grow.

Enrolments continue to increase steadily, and extensive outreach work by the pastoral and outreach team continues to ensure the incidents of unexplained attendance fall and engagement improve.



## St Martin de Porres School Mapping of Wellbeing Initiatives, Processes & Strategies

Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
<ul style="list-style-type: none"> <li>• We believe cultural differences are a strength and asset</li> <li>• We believe that every young person can learn and focusing on their strengths supports this</li> <li>• Every member of our team is valued for the gift of who they are</li> <li>• We explore our own values &amp; strengths</li> <li>• We have opportunities to highlight these strengths in each other</li> </ul>	<ul style="list-style-type: none"> <li>• We believe in co-regulation and support our YP by remaining calm</li> <li>• We believe emotions are contagious</li> <li>• We co-created an adult charter/code of conduct (what we want to feel and how we will make it happen with each other)</li> <li>• Understanding our own triggers and strategies we use to combat default behaviours that are not our best selves</li> <li>• Reading each other and tagging someone in or out if required</li> </ul>	<ul style="list-style-type: none"> <li>• We believe that teaching is not a neutral activity</li> <li>• We reflect on and attempt to understand our own biases &amp; prejudices</li> <li>• We understand the link between wellbeing &amp; learning</li> <li>• We discuss and reflect on our shared beliefs &amp; values and how this unites us in our shared purpose</li> <li>• We understand the power of our language &amp; its impact</li> <li>• We privilege Aboriginal voices and perspectives</li> <li>• We listen emotionally &amp; cognitively to establish care &amp; trust</li> </ul>	<ul style="list-style-type: none"> <li>• We believe in the inherent dignity of the young people entrusted to our care &amp; demonstrate unconditional positive regard in all interactions &amp; actions</li> <li>• We believe in restoration instead of punishment</li> <li>• We believe the answer to any question is compassion</li> <li>• We understand the impact of positive relationships with each other and the young people on wellbeing &amp; learning</li> <li>• Our young people stated they want to feel - included, safe, cared for, relaxed &amp; appreciated (we try to make these happen on a daily basis)</li> <li>• We avoid powerplays with each other and the young people</li> <li>• Strong partnerships and clear communication with parents/carers help us to support their young person</li> </ul>	<ul style="list-style-type: none"> <li>• We believe in our shared moral purpose – we make a big difference in the lives of vulnerable young people (life-changing)</li> <li>• We believe that we are powerful role models and will articulate our coping strategies honestly with the young people</li> <li>• We use the magical power of deep reflection of our thoughts, words &amp; actions</li> <li>• We take time to reflect &amp; pause in the moment to put our best “me” forward</li> <li>• We avoid pushing young people to participate if they do not wish to engage</li> <li>• We believe time spent on transitions are crucial to help our YP transition back into school after some absence, into the next class and ultimately into learning</li> </ul>	<ul style="list-style-type: none"> <li>• We believe in the power of hope</li> <li>• For us to have credibility, we have to role model &amp; follow through on what we say we will do</li> <li>• We understand that consistency, predictability and routines help support our young people</li> <li>• Debriefing at the end of each day is important to improvement and catering for our YP</li> <li>• We thank each other &amp; make this a daily habit</li> <li>• We strongly believe in support over judgement</li> <li>• We share &amp; celebrate our efforts, and successes</li> <li>• We believe it is important to be “above the line”</li> </ul>

Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
<ul style="list-style-type: none"> <li>• Each term YP list their individual strengths</li> <li>• YP identify their top 5 VIA character strengths (annually)</li> <li>• Using VIA cards find strengths in others</li> <li>• Me booklet – list own strengths</li> <li>• Team building activities designed to provide opportunities for strengths to be displayed and strengthened</li> <li>• Choice to make and create own projects (opportunities to show strengths in painting, making &amp; creating things)</li> </ul>	<ul style="list-style-type: none"> <li>• RULER               <ul style="list-style-type: none"> <li>– Recognise, understand, label emotions, express &amp; regulate emotions</li> <li>– Pausing in the moment before responding/ expressing emotion</li> </ul> </li> <li>• Resilience Program               <ul style="list-style-type: none"> <li>– Consequences</li> <li>– Emotion labelling</li> <li>– Negative self-talk impacts</li> </ul> </li> <li>• Use of Getting Ready to Learn Plans               <ul style="list-style-type: none"> <li>– My calm looks like...</li> <li>– My triggered looks like...</li> <li>– Strategies for self-calming</li> </ul> </li> <li>• Strategies others can use to help calm me...</li> <li>• Breathing strategies taught explicitly and also reinforced incidentally</li> <li>• Opportunities to Reset (5-10 mins to use some of their calming /focusing strategies outside the classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain breaks – when do you need one?</li> <li>• Teaching YP to “Reset” (5 mins to get ready for learning)</li> <li>• Positive primers – how do you feel after that activity?</li> <li>• YP identify their top 5 values (recorded on dragonflies and displayed in the main room)</li> <li>• Mindfulness – breathing activities, using your 5 senses, being in nature, what are you grateful for, where is your happy place?</li> <li>• Teach how their values impact on how they feel &amp; who they want to be</li> <li>• Value based questions &amp; unpacking why they think that way</li> <li>• Identifying emotional triggers &amp; warning signs</li> <li>• Identifying personal energy levels &amp; feelings of pleasantness</li> <li>• Identifying strategies to increase focus</li> <li>• Use of savouring questions – what do you like more..?</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience Program               <ul style="list-style-type: none"> <li>– Communication</li> <li>– Identifying indicators of problems in relationships – work/social</li> <li>– Refusal skills</li> <li>– Understanding personal beliefs, experiences &amp; expectations</li> <li>– Understanding the difference between positive and negative friendships</li> <li>• Concepts of Diversity &amp; Inclusion</li> <li>– Difference between diversity &amp; inclusion</li> <li>– Power of language in relation to tolerance &amp; acceptance</li> <li>• Keeping Safe Curriculum</li> <li>– Right to be safe</li> <li>– Relationships</li> <li>– Protective strategies</li> <li>• Religious Education</li> <li>– Right relationships</li> <li>– Power of charity</li> <li>– Living in harmony with self, others &amp; God</li> <li>– Personal ideals</li> <li>– Acceptance &amp; belonging</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Resilience Program               <ul style="list-style-type: none"> <li>– Self-talk</li> <li>– Positive mindset</li> <li>– Teaching coping strategies</li> <li>– Case studies</li> <li>– Stress management</li> <li>– Understanding influence of peers</li> <li>– Signs of not coping</li> <li>– Persuading others to seek help</li> <li>– Decision-making processes</li> <li>• Teaching reflection skills</li> <li>• Teaching the concept of the learning pit</li> <li>• Adults sharing stories of their struggles</li> <li>• Bouncing back – what is it and what does it look like?</li> <li>• Understanding the concept of FAIL</li> <li>– First Attempt In Learning</li> <li>• Understanding the value of mistakes in learning journeys</li> <li>• Concept of self-compassion &amp; forgiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wheel of life – looking at patterns of behaviour &amp; habits</li> <li>• Identify personal barriers</li> <li>• Strategies to overcome these barriers</li> <li>• Explicitly teach SMART goals</li> <li>• Understanding &amp; developing reflective practices</li> </ul>