

St Joseph's School, Childers

Safeguarding Plan

2026



Version: 1

Last updated: 15 Sept, 2026

Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

Accessibility



Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

Contact for enquiries

St Joseph's School, Childers

38-44 Churchill Street, Childers

Butchulla and Kabi Kabi/Gubbi Gubbi Country,

PO Box 99, Childers

07 4126 1866

<https://www.stjosephschilders.qld.edu.au/>

Attributions

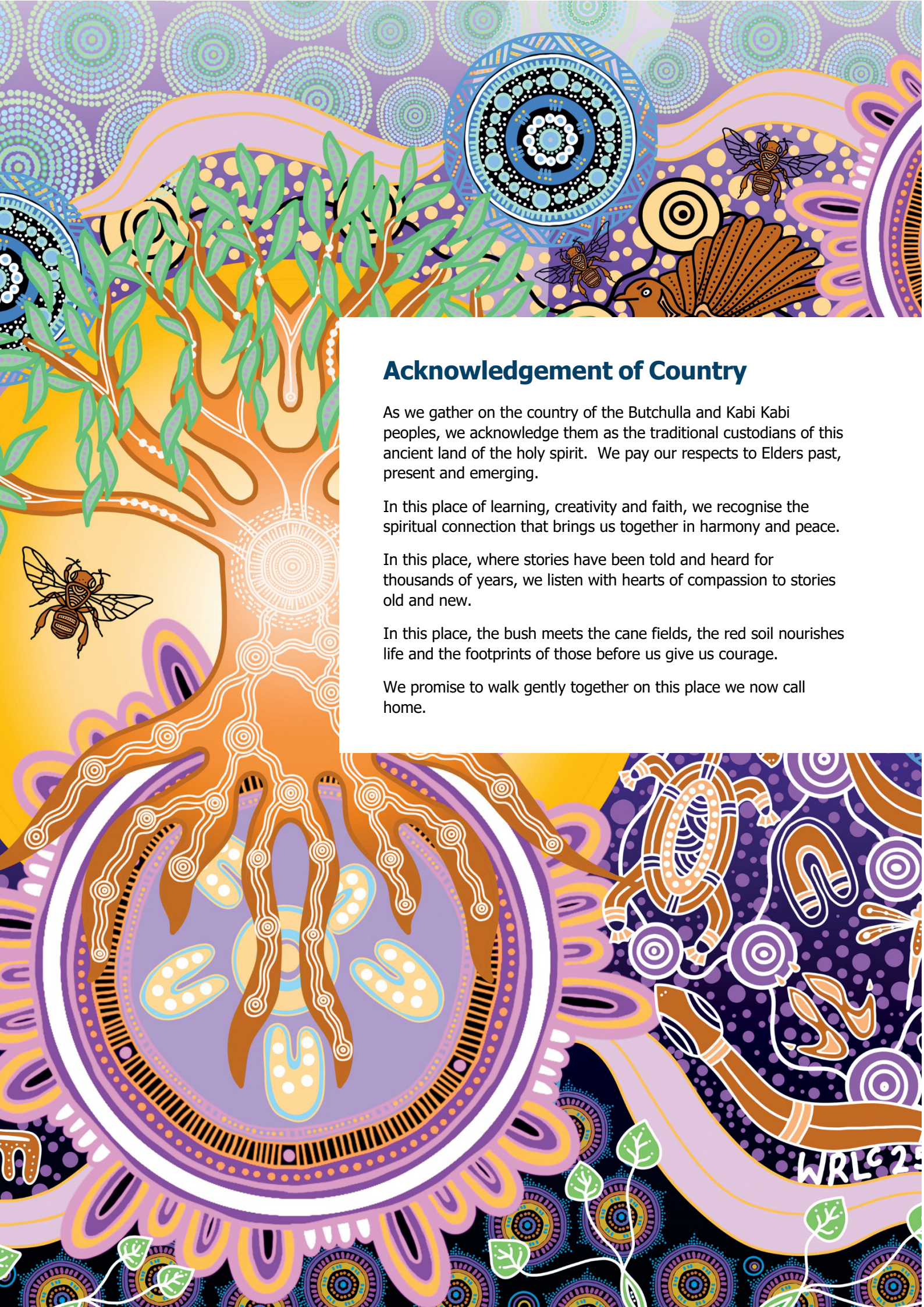
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: St Joseph's School, Michael Hennessy, 2023.

Page 4: St Joseph's School, Michael Hennessy, 2023.

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the [Creative Commons Attribution \(CC BY\) 4.0 International](#) licence.





Acknowledgement of Country

As we gather on the country of the Butchulla and Kabi Kabi peoples, we acknowledge them as the traditional custodians of this ancient land of the holy spirit. We pay our respects to Elders past, present and emerging.

In this place of learning, creativity and faith, we recognise the spiritual connection that brings us together in harmony and peace.

In this place, where stories have been told and heard for thousands of years, we listen with hearts of compassion to stories old and new.

In this place, the bush meets the cane fields, the red soil nourishes life and the footprints of those before us give us courage.

We promise to walk gently together on this place we now call home.

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



St Joseph's School, Childers is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Joseph's School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

The Child Safe Standards



Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.



Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice.



Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.



Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.



Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



Standard 10: Policies and procedures

Policies and procedures document how the entity is safe for children.



Universal Principle

Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.



While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable. The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:



Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.



Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.



Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.



Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

What Standard 1 looks like at our school:

At St Joseph's School, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. At St Joseph's School, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our School Office foyer. This Safeguarding Commitment serves as a regular reminder that at St Joseph's School, the safety and wellbeing of our students are paramount.

St Joseph's School embeds child safety and wellbeing in a visible way across daily practice, curriculum, and school culture. The Resilience Project is implemented from Prep to Year 6 through weekly lessons, supporting students' emotional literacy and resilience, while our PB4L reward system regularly recognises positive and safe behaviours.

Feel Safe Posters are displayed in every learning space, clearly identifying our three Student Protection Contacts and are actively used to support student discussions about help-seeking and feeling safe. We promote awareness through regular celebration and education days such as Day for Daniel, Child Protection Week, Harmony Week and NAIDOC Week.

A Student Wellbeing Officer supports students two days per week through structured lunchtime activities, targeted small-group work on social skills and emotional regulation, and leadership development with Year 6 students around conflict resolution. This is further complemented by our Student Wellbeing Ministry Group, which runs student-led wellbeing activities throughout the week.

Comprehensive risk assessments are completed for all excursions, incursions, sporting events and camps, and personalised learning plans are developed, reviewed and communicated each semester for identified students to ensure consistency and shared responsibility for wellbeing. Our Student Protection Team meet regularly to discuss Student Protection matters and to ensure procedures are being followed.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

What Standard 2 looks like at our school:

In line with our implementation plan, at the end of Term 2 we will explain:

At St Joseph's School, Childers, our curriculum embeds students' rights to safety, information and participation through age-appropriate teaching of consent, respectful relationships and protective behaviours within planned Australian Curriculum units. These are delivered through interactive lessons that encourage discussion, questions and help-seeking, supporting students to understand personal safety and respect for themselves and others.

Key messages are reinforced through whole-school initiatives such as National Child Protection Week, including Australia's Biggest Child Safety Lesson, Day for Daniel activities, and Bullying. No Way Week. These experiences are supported by resources from organisations such as the Daniel Morcombe Foundation, Kids Helpline and Do It For Dolly, and are also revisited in response to incidents to strengthen understanding across cohorts.

Students are further supported through structured opportunities that promote wellbeing, connection and participation. Year 6 students lead ministry groups, including Student Wellbeing, creating student-led activities such as Mindful Mondays. Additional supports include a buddy bench, lunchtime activities and targeted small groups led by the Student Wellbeing Officer, as well as a Prep-Year 6 buddy program that fosters relationships and a sense of belonging.

Our review of current practice has identified some gaps in the continuity of curriculum delivery across year levels, as well as a need to strengthen the consistent implementation of the CRRE strategy. Moving forward, we will strengthen staff understanding and application of CRRE and work with the CRRE team to ensure a more consistent and sequenced approach to teaching consent and protective behaviours. We will also continue to strengthen how key messages are reinforced across the school to ensure a clear, consistent and developmentally appropriate approach for all students.

² Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer and more supportive for students.

What Standard 3 looks like at our school:

In line with our implementation plan, at the end of Term 2 we will explain:

St Joseph's School actively engages families and the wider community in student safety and wellbeing, reflecting a strong culture of care and relational trust. Parent feedback indicates that the school is experienced as welcoming and supportive, with families confident in staff approachability and the school's willingness to respond promptly to concerns. This demonstrates a strong foundation for partnership and shared responsibility for safeguarding.

Clear and accessible processes are in place to support communication with families. Information about who to contact and what happens when a concern is raised is explicitly shared at key points throughout the year, including the Welcome Back BBQ, and is consistently available on the school website. This is further reinforced through biannual emails to parents and carers outlining student safety processes aligned with both school and Brisbane Catholic Education expectations.

Opportunities for family and community involvement are embedded through consultative structures such as the School Board, which provides advice on policies and procedures, including those related to safeguarding. The school also seeks to strengthen partnerships through wellbeing initiatives, such as the recent grant to enhance parent engagement with The Resilience Project, supporting families to actively contribute to student wellbeing at home.

Staff reflections show a strong, shared commitment to safeguarding practices, with consistent implementation across the school. However, feedback indicates that while these practices are well established, they are not always clearly articulated or fully understood by families, particularly in relation to safeguarding language and cultural safety.

The school will strengthen communication by making safeguarding and cultural safety more explicit, consistent and parent-friendly across all platforms. A greater emphasis will be placed on gathering and responding to family and student voice to improve understanding and visibility of safeguarding practices.

³ Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

Every student deserves to flourish and has the right to learn in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identity or ability, to access and fully participate in their learning. We embed equity at the heart of our culture through the Student Diversity and Inclusion Policy, the Student Wellbeing Policy and the Queensland Catholic Education Council's Inclusive Practice in Catholic Schools. We expect school practices to reflect each child's circumstances and needs, and to prioritise culturally safe, trauma informed approaches in planning, communication and engagement. The Engage Student Support System and the Multi Tiered System of Supports (MTSS) help schools provide a student centred, comprehensive continuum of support. These systems enable collaborative, targeted and personalised assistance for diverse learners. We also provide children with opportunities to learn about different cultures, people and communities through the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority and the Australian Curriculum.

What Standard 4 looks like at our school:

In line with our implementation plan, at the end of Term 2 we will explain:

At St Joseph's School, we take a proactive and structured approach to identifying and supporting students who may be at risk of harm. Students are identified through staff observations, data monitoring and communication with families, with concerns regularly discussed at weekly Student Support Team meetings to ensure early and coordinated intervention. Support is guided by our Student Protection Contacts (SPCs), who work closely with staff to ensure appropriate responses. Where required, the school engages external agencies such as IMPACT, Headspace and Phoenix House, and consults with Brisbane Catholic Education Student Protection personnel to ensure best practice and system alignment.

Although there are small numbers of students in Out of Home Care, we recognise their increased vulnerability and respond with additional care, consistency and clear communication. Support plans are implemented, relevant information is shared appropriately, and external agencies are engaged to strengthen outcomes for these students.

Students are explicitly taught how to seek help and report concerns through age-appropriate messaging in whole-school assemblies and key events such as Child Protection Week and Day for Daniel. These opportunities highlight trusted adults, explain reporting processes and reassure students about what will happen when they seek support.

We acknowledge an opportunity to further strengthen this work by embedding child safety messaging more consistently across all assemblies. Staff continue to engage in professional learning in trauma-aware practice, strengthening a consistent approach that focuses on understanding what may be underlying a child's behaviour. This is reflected in flexible adjustments to routines, expectations and supports to meet individual student needs.

While staff demonstrate a strong understanding of culturally safe and trauma-informed practice, we are committed to strengthening volunteer induction processes to ensure all volunteers are equipped with this same understanding and can confidently support a safe and inclusive school environment.

⁴ Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

⁵ Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

What Standard 6 looks like at our school:

At St Joseph's School, students, families, staff and volunteers are encouraged to raise concerns in a safe, respectful and accessible way. Students are supported to seek help from trusted adults, including their classroom teacher, the Guidance Counsellor, Student Protection Contacts and members of the leadership team. Families can raise concerns through school staff, leadership or Brisbane Catholic Education, and information about complaint processes is available through school communication channels and the school website. Through ongoing communication, staff seek to reinforce that all concerns related to student safety and wellbeing should be raised promptly so that appropriate support and action can occur.

Our school uses Brisbane Catholic Education complaints, student protection and behaviour procedures to guide the management of concerns and complaints. Leadership and Student Protection Contacts understand their responsibilities for documenting, monitoring and escalating matters, including referral to Brisbane Catholic Education and external authorities when required. Where concerns involve students, staff seek to respond in child-focused and trauma-informed ways by using trusted adults, avoiding unnecessary retelling of information, using calm and age-appropriate language, and ensuring students feel supported throughout the process. Complaint trends are reviewed by leadership to identify recurring themes, strengthen preventative practices and inform future safeguarding actions.

St Joseph's supports the implementation of the Queensland Reportable Conduct Scheme through adherence to Brisbane Catholic Education policies, reporting obligations and escalation procedures. Staff receive safeguarding training, induction and ongoing reminders regarding their responsibilities to report concerns, disclosures and possible breaches of the Code of Conduct. Evidence of practice includes active leadership oversight of complaints, maintenance and review of a complaints register, trusted reporting pathways for students and families, and regular analysis of complaint data.

⁶ Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

⁷ Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

What Standard 8 looks like at our school:

At St Joseph's School, physical environments are intentionally designed and supervised to promote student safety, wellbeing and participation. Active supervision expectations are communicated through duty rosters, staff briefings and agreed practices, with staff visible, actively moving through duty areas and positioned near higher-use spaces. Leadership and the WHSO regularly review incident data, environmental risks and student feedback to identify higher-risk locations, including playgrounds, toilets, stairwells, gates and one-to-one support areas. Risk assessments, supervision adjustments and environmental reviews help ensure students are safe while maintaining opportunities for learning, play and independence.

Online safety is promoted through approved digital platforms, filtering and privacy settings, the Student Acceptable Use Agreement and ongoing teaching about safe online behaviour. Staff model safe and appropriate digital conduct and respond to behaviours that impact student safety and wellbeing, including cyberbullying, exclusion, inappropriate online contact and unsafe sharing of content. The school also ensures external providers, contractors and visitors follow safeguarding expectations through screening, induction processes, supervision arrangements and clear reporting pathways. These practices support a culture where both online and physical environments are safe, respectful and accountable.

Evidence of practice includes active supervision procedures, regular review of incident and behaviour data, monitoring of one-to-one and withdrawal spaces, consideration of student vulnerabilities when planning support, and ongoing assessment of environmental risks. Leadership regularly reviews safeguarding data to identify trends and implement targeted responses, particularly in high-use playground areas and during unstructured play.

⁸ Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1), s 18 (2) | St Joseph's School, Childers | Safeguarding Plan 2026

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

What Standard 9 looks like at our school:

At St Joseph's School, our safeguarding processes are consistently enacted, monitored, and reviewed through multiple, connected practices.

Student Protection Contacts meet whenever a State Authority Report is raised or when student wellbeing information is received, ensuring timely responses and enabling SPCs to remain well informed about identified students and emerging concerns. These concerns are discussed with Student Protection contacts within the school and with Brisbane Catholic Education Student Protection Advisors.

In line with the implementation of the Queensland Child Safe Standards in 2026, St Joseph's is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing, including self-assessment against all ten standards, consultation with students, families and staff, and analysis of safeguarding data.

Feedback from TTFM and The Resilience Project surveys provides further insight into how safe students feel and the effectiveness of our child safety initiatives.

In addition, termly staff meetings focused on Student Protection reinforce our collective responsibility, strengthen staff understanding, and support a culture where safeguarding is shared, proactive, and embedded across the school.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

At St Joseph's, Child Safety awareness is reflected in our clear, consistent communication and ongoing training that ensures everyone in our community understands their role in keeping children safe.

We regularly communicate safeguarding messages to students through whole-school assemblies each term and during key focus days and weeks, helping students understand that their safety and wellbeing are a priority and encouraging open, age-appropriate conversations about safeguarding and wellbeing.

Parents are supported through clear explanations of key safeguarding processes at parent information nights and through regular updates in the school newsletter.

All new staff are inducted with a thorough briefing on our safeguarding policies, procedures and day-to-day practices that demonstrate how St Joseph's is a child-safe environment. To ensure consistency, all staff complete an annual safeguarding refresher that includes scenario-based learning to support the practical application of policies in real-life situations.

Volunteers are also held to the same high standards, completing mandatory student protection training and a school-based orientation that reinforces appropriate interactions, supervision expectations and the steps to take if they have concerns about a student.

¹⁰ Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

