



Safeguarding Plan 2026

St Andrew's School, FERNY GROVE



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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.

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Attributions

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Acknowledgement of Country

St Andrew's School acknowledges the Traditional Custodians of the land on which our school stands – the Turrbal and Yuggera people.

We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

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 Andrew's Catholic School, Ferny Grove, 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 Andrew'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:

St Andrew's Catholic School demonstrates a commitment to student safety, wellbeing, cultural safety and child-centred practice. Child safety and wellbeing is embedded in our school's organisational leadership, governance, and culture.

At the commencement of each new school year, student protection and safety information is shared, ensuring parents have the opportunity to ask questions about processes, policies, and practices. Information is shared to parents through various communication avenues – Parent Information evenings, newsletters, PFG meetings, emails, BCE connect push notifications, and at weekly assemblies. Our fortnightly newsletter and alternate Community Update contain relevant information which brings awareness to safety and wellbeing events, initiatives, reminders of policy, procedure or practice at regular, scheduled times and on an as needs basis.

Teachers build a culture of safety through conversations with students about staying safe and where to seek help. The safety activity of identifying 5 safe people is completed each term. Information is shared to students at assemblies, via safety posters and practices, through curriculum practices (both Health curriculum and Daniel Morcombe Safety curriculum) and by bringing awareness to Student Protection Week through various activities and initiatives.

Before every school event or excursion/incursion, comprehensive risk assessments are developed which specifically includes considerations about student safety and wellbeing relevant to the activity being undertaken. This often includes supervision ratios, student privacy, medication requirements, transport arrangements, and consent for photos or recordings.

New staff receive a comprehensive induction process to ensure they are aware of all relevant policies and procedures, including mandatory compliance courses.

Student Protection Contact, Workplace Health and Safety, and Leadership Team meetings are held regularly to proactively support the awareness and promotion of, as well as the operational aspects of compliance, safeguarding and student protection.

Supervision of students is prioritised with multiple staff supervising in each play area and eating area. Extra shadow supervisions are proactively put in place for any additional needs as required, and in accordance with the development of any student pastoral support plans.

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:

St Andrew's Catholic School demonstrates a commitment to ensuring children are informed about their rights, and participate in decisions affecting them and are taken seriously.

Students learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels. Safeguarding content and lesson ideas from the BCE approved Daniel Morcombe Child Safety curriculum are used in our classrooms. Teachers unpack the content with students by leading age-appropriate discussions using curious questions and appreciative inquiry to facilitate learning. In addition, we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities such as 'Body Clues' and 'Safety Hands'. Each term, teachers use the resources to lead discussions with students around identifying unsafe behaviours, trusted adults, and what to do if they feel worried or uncomfortable. These discussions generate robust discussion and give students the chance to ask questions in a safe supported space.

Playground design and common areas visually reinforce student safety and belonging. Our posters displayed in the school explain student rights, expected behaviours and where to get help using child-friendly language and images. A recent upgrade to toilet facilities were designed with safeguarding as a primary design driver. Students were consulted about its design, to ensure students could see themselves in the space and feel a sense of ownership and connection (and therefore safety) when they enter the space.

Whole school student led social justice events, such as the annual Justice Walk, promote student safety and wellbeing, with funds raised going to selected charities that support mental health or disability.

Students are involved in planning tools such as personalised learning plans, EASPs or behaviour support processes where appropriate. When staff meet with students about these plans, Support Teachers, GC and Leadership Team members will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal-setting and reflect on their own progress. At a whole-school level, student input is considered in behaviour management frameworks, pastoral care programs such as Friendology and Secret Agent Society, and wellbeing priorities.

Whole school events all commence with an Acknowledgement of Country presented by students. These acknowledgements invite all children to describe what feeling welcome, safe, listened to and respected looks like for them, especially our students who identify as indigenous in our community.

A buddy bench exists in the Early Years Playground which provides a practical opportunity for students to connect with one another to help students feel included and supported.

Structured and supported play opportunities as well as lunchtime clubs exist for students in supervised, safe environments. This models for students how to create connections with peers in the context of an activity, or smaller, supported space.

Staff on supervision duties are proactive, visible and tuned in to peer dynamics, intervening early in conflict, modelling respectful interactions and supporting inclusive play.

Staff build relationships with students and notice changes in behaviour, mood or participation. When a child raises a concern, adults listen first, thank the child, explain next steps in simple, age-appropriate language, offer choice and check back in to ensure the child understands and feels supported.

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:

St Andrew's Catholic School demonstrates a commitment to ensuring families and communities are informed and involved in promoting child safety and wellbeing.

Members of the school Leadership team greet students and families every morning during supervision at the drop off zone, our covered gathering space and at the school bus stop.

The school creates regular, informal opportunities for connection with families through community events such as BBQs, welcome evenings, community mornings and classroom open nights. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents and newsletters.

Families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning (e.g., our PB4L Behaviour Matrix review), policy review (e.g., Vision Mission and Values review) re-entry meetings following absence, and safety or wellbeing planning such as risk assessment development where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway. The Parents and Friends Advisory Group provides structured opportunities for families to contribute to school direction and decision-making, with relationship-based efforts to engage families who may feel less confident participating in formal governance structures.

Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like: photographing students (other than your own), clear signage designating adult toilets and student toilets, staff supervision in the bathroom area at events so adults and children use separate bathrooms (e.g., Disco, Athletics and Swimming Carnivals).

Student safety, behaviour support, complaints processes and available services are explained in plain English (often verbally as well as in writing) and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages. When there are incidents at school, we include parents and carers in the response and planning for their child – which includes the provision of resources and information about how we handle and respond to incidents.

We use our already scheduled events such as Open Days, Principal's Tours, Celebrations of Learning, discos, sports carnivals and parent/teacher interviews to actively promote the school's student safety and wellbeing approach. This is done through formal event opening addresses, and through informal conversations and supervisions.

The school maintains partnerships with local organisations, allied health specialists and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.

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:

St Andrew's Catholic School demonstrates a commitment to ensuring that equity is upheld and diverse needs are respected in policy and practice.

Children are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons. We use the School Safeguarding resources, which are a suite of child-friendly and accessible resources designed to explain BCE specific safeguarding policies, processes, and key concepts to students.

Leadership team members are a presence in the playground and at eating time which helps build connections and makes Leadership team approachable to students. This helps students know who they can turn to if they feel unsafe and helps break down barriers of authority within the school environment.

The school prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Support team meetings sometimes include extended family and cultural supports identified by the family as necessary, strengthening trust and shared responsibility.

Staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach. These modifications are noted in the student's individual support plan (if applicable), which is routinely reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each child's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.

Key school staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved. Recent examples include planning for students with additional or medical needs at the school Disco and Athletics carnival.

Staff complete the required Student Protection Refresher Training modules each term and then use the activities to reflect how the learnings from that term's module will be embedded.

The school Leadership Team regularly review student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour. This includes reflecting on incident and process learnings and identifying strategies to reduce the likelihood of recurrence and minimise the impact of harm. For example, when the team identifies an increase in incidents of physically aggressive behaviour within a particular year level, the school responds by delivering targeted education sessions that reinforce curriculum learning and clearly restate expected student behaviour in our PB4L Behaviour matrix.

The school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments, clarify roles, and monitor progress for students with diverse needs or experiences.

Staff have, and will continue to participate in ongoing professional learning focussed on Trauma aware education, medical needs of students, and disability. Collaboration with all stakeholders including allied health professionals contributes to our commitment to ensuring the safety and wellbeing needs of all students is met.

National days such as Harmony Day, Bullying No Way Day, National Sorry Day, and Reconciliation Week are examples of observed celebrations in the school community.

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:

St Andrew's Catholic School demonstrates a commitment to fostering a culture of safety and wellbeing where responding to complaints and concerns is child focused.

At St Andrew's Catholic School students and families are encouraged to raise worries, concerns or complaints early, and we treat this as an important part of keeping students safe and well. Students are regularly reminded of who they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, the Guidance Counsellor, Student Protection Contacts and school Leadership Team members. These messages are reinforced through classroom conversations, assemblies, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life.

Each year, as a commitment to child safety, and Child Protection Week, students frequently complete age-appropriate activities about trusted adults and help-seeking, and families receive comprehensive safeguarding updates through the school newsletter, and other communication channels as required. Staff participate in student protection refresher training each term, which includes complaint-handling processes, and the reportable conduct scheme.

Where a complaint or concern involves a student, staff always aim to respond in a child-focussed, trauma-informed and culturally safe way. We try to limit repeated retelling and questioning, use calm and age-appropriate language, consider timing and location, involve trusted adults where appropriate, and check what support the student needs before, during and after the process. This helps students feel heard, believed and supported, and reduces the risk of causing further distress.

When concerns are raised, our Leadership Team, including our Student Protection Contacts use BCE complaints, student protection and behaviour procedures to guide how matters are received, escalated, documented and responded to. Staff understand when a concern can be managed at school level and when it must be escalated to BCE or external authorities. This helps ensure serious concerns are managed through the right process, by the right people, and that students and families receive a clear and consistent response.

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:

St Andrew's Catholic School demonstrates a commitment to minimising the opportunity for children to be harmed in both physical and online environments.

Staff at St Andrew's use daily routines and environments to support regulation, belonging and connection, such as greeting students by name, calm and predictable starts to the day, access to quiet or regulated spaces, trusted adults for check-ins, and classroom and shared environments that reflect diverse identities and cultures in respectful and meaningful ways.

Staff actively supervise students throughout the day to ensure safety and holistic wellbeing of students throughout the school day. Duty rosters, staff briefing reminders and agreed active supervision expectations help staff remain visible, mobile and alert during higher-risk times such as lunch breaks, before and after school, during transitions and wet weather routines. Student safety, dignity and privacy is maintained across various settings at St Andrew's, with rigorous processes in place to support the sign in, and work of external providers and volunteers. This extends to comprehensive risk management procedures, including frequent physical walk-throughs conducted around the school by the Principal and WHSO to ensure the physical environment is assessed for safety.

St Andrew's supports a holistic, strengths-based approach to safety and wellbeing by celebrating student identity, culture, belonging and individuality through meaningful awareness days and school events. This includes NAIDOC Week, National Reconciliation Week, Harmony Week, R U OK? Day, Child Protection Week. These events are used to build understanding, promote respectful relationships, strengthen student voice and help all students feel safe, valued and included.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable use Agreement, staff modelling topic expert presentations and clear expectations for respectful digital behaviour. St Andrew's has clear expectations for the safe use of school-owned and personal devices at school, including when devices may be used, where they are stored, how students are supervised, how photos or recordings are managed, and how staff respond to misuse, unsafe contact, bullying, racism, inappropriate content or breaches of privacy. If online issues have a flow on impact into the school day, we continue to strengthen student education, parent communication and help-seeking messages.

Our school considers cultural safety as part of how students experience physical and online environments. Where relevant, we seek feedback from Aboriginal and Torres Strait Islander students, families, staff and community members about whether school spaces, routines, language, symbols and relationships feel safe, respectful and inclusive.

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) s19

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:

St Andrew's Catholic School demonstrates a commitment to ensuring that the Child Safe Standards are regularly reviewed to improve their implementation.

Continuous Improvement is explicit at St Andrew's. Great care and intentional planning ensures that all staff know their role, and that safety is everyone's responsibility. Clear procedures are outlined and communicated to all staff at staff meetings, as well as via emails, and to students on assemblies, and during daily visits to classrooms.

With the implementation of the Child Safe Standards in Queensland in 2026, St Andrew's is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self assess against all ten Child Safe Standards, through consultation with students, representative families, and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions and be documented in this School Safeguarding Plan, which will be regularly updated and available on our website to ensure our families and broader community can clearly see how St Andrew's prioritises the safety and wellbeing of all students.

At St Andrew's we acknowledge Country at every major gathering, and all learning spaces have an indigenous name by which they are known, encouraging a culturally safe space for our indigenous students. This year, our school's Reconciliation Action Plan is being developed to support this work.

Relevant and regular professional learning opportunities also ensures that staff receive timely and targeted training and development that is proactive and responsive, as required.

School improvement reviews inform what areas of governance, leadership and culture need to be addressed, and celebrates our strengths in areas of commendation.

Regular and rigorous compliance health checks are conducted each term, which include mandatory safeguarding and compliance tasks.

System wide survey (Tell Them From Me) data reflects that students and parents have increasing confidence in the school's safety culture and feeling safe at school when comparing data from previous years to most recent data. This positive trajectory is in keeping with BCE wide trend data.

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:

Policies and procedures at St Andrew's School document how our school is safe for children.

St Andrew's School has a number of school-specific policies and procedures, as well as employing a range of BCE mandated policies and procedures. All current policies and procedures can be found on the school's public website and parent portal, which in 2026, will be regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle, including clear procedures for safeguarding children.

Our school's public website now has a translate function, enabling website content to be translated in to any visitors' preferred language. Despite a lower percentage of ESL students in our school community, families do also have the option to request any documentation from the school office, and it can be printed in a language of their choice.

St Andrew's use a range of resources including the Australian Curriculum and the approved Daniel Morcombe Child Safety curriculum to share safeguarding messages and policies to our students in a child-friendly way. These resources help students understand that their safety and wellbeing are our priority, while also supporting staff to model and facilitate open, age-appropriate conversations about safeguarding and wellbeing topics.

Key safeguarding processes are explained to parents during parent information nights, and through regular communications via the school newsletter, parent portal, email, or face to face meetings.

Volunteers, third party providers and relief staff are sent clear expectations and guidelines for compliance with all policy, procedure and practice, before entering our school to engage in volunteer or paid work of any kind. This includes compliance with any mandatory training and legislative requirements, such as updating the school's Blue Card register.

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)

