

# St Joseph's School, Corinda Safeguarding Plan 2026



Version: V1

Last updated: 5 June 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, Corinda

28 Clewley Street Corinda

Jaggera and Turrubul Country

33796937

[www.stjoseph.qld.edu.au](http://www.stjoseph.qld.edu.au)

## Attributions

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

**Cover:** © Brisbane Catholic Education, St Joseph's School, 2025

**Page 4:** © Brisbane Catholic Education, St Joseph's School, 2026

© 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

St Joseph's School community acknowledges the Jagerra and Turrbal peoples, who have walked and cared for this Country where life has been sustained for many thousands of years. We pay our respects to Elders past, present and emerging.

We recognise that St Joseph's School is built upon Land that has always been a place of learning, teaching and spiritual connection to Jagerra and Turrbal people.

We promise to cherish and protect this Land, and its surroundings.

As we move towards as a reconciled Australia, let us remember we are one in land, in spirit and in community...

# 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, Corinda 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 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 culture<sup>1</sup>



## 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:

Every assembly commences with a reminder of safety for students at St Joseph's by displaying a slide identifying who children can speak to if they feel unsafe, concerned or have a complaint. This slide is referred to throughout the term as a prompt in reminding students about our focus on safety and wellbeing at St Joseph's School.

Student needs is an agenda item on every Leadership team meeting. Focussing on improvement and action in relation to supporting students is reflected in discussions, ways of working and changes made across the school.

In Term 1, the GC facilitates the student protection parent and carers information session. This is made available electronically for all parents to access on the Parent Portal and focusses on safety and wellbeing processes. Contact details for the GC are made available and invite parents to send questions if they need further information.

Before every school event, excursion, incursion, we complete a risk assessment which specifically includes consideration about students' safety and wellbeing relevant to the activity such as supervision ratios, student privacy, transport arrangements and consent for photos or recordings.

<sup>1</sup> 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 seriously<sup>2</sup>



## 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:

At St Joseph's School, Corinda, children are proactively informed about their rights to safety, respect, inclusion, and being heard. This is achieved through age-appropriate classroom conversations, wellbeing programs, and regular reminders from trusted adults. Information about personal safety, respectful relationships, and help-seeking is presented in accessible and developmentally suitable ways to ensure all students understand who they can talk to, how to raise a concern, and what they can expect when they do so.

Student participation is embedded throughout school life, with children given multiple opportunities to contribute ideas and feedback regarding their learning, wellbeing, and school environment. At St Joseph's we involve our students in planning tools such as personalised learning plans, and behaviour support processes where appropriate. When we meet with students about these plans, Support Teachers 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.

Students are explicitly taught who the Student Protection Contacts (SPCs) are at St Joseph's and child-safe reporting pathways in age-appropriate ways. This is done by using the safety posters in every classroom and via weekly visual reminders at assembly (images on screens) when students arrive in the hall. St Joseph's ensures that students know who they can talk to, how to ask for help, and what happens when a concern is shared.

The school ensures that children are taken seriously whenever they speak up. Staff are expected to listen attentively, respond respectfully and promptly, and follow up on any concerns or disclosures. Students are encouraged on a regular basis to identify trusted adults and are reassured that asking for help is a sign of strength. Child-centred safeguarding practices emphasize active listening, appropriate action, and communication with families or referrals where necessary. Importantly, student feedback is used to continually strengthen school practices, ensuring that children's voices contribute to ongoing improvements in safety and wellbeing across the school.

<sup>2</sup> 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 wellbeing<sup>3</sup>



## 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:

At St Joseph's, 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, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway. When working with Aboriginal and Torres Strait Islander families we recognise that decisions may involve extended family members or trusted community representatives.

At St Joseph's we are committed to making our school space safe and inclusive. Feedback from Aboriginal and Torres Strait Islander students, families and community members is sought and used to inform continuous improvement, including through the school's Reconciliation Action Plan and broader safeguarding work, and through working closely with the local First Nations community (Benarrawa) to strengthen local processes.

At St Joseph's, safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes, through a variety of accessible methods (e.g. social media, flyers, newsletter, community meetings). The School Board and Parent Advisory Group provide 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. Our school maintains partnerships with local organisations 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.

At St Joseph's leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals, face-to-face conversations and the school website. Families are encouraged to ask questions, and leadership is visible and accessible. Regular communication about: photographing their own students, not adding photographs to social media without parental permission and signage indicating student only toilets is provided.

St Joseph's School, Corinda regularly communicates safeguarding policies and expectations to families through multiple channels and invites their input on child safety initiatives. The School Board and Parent Advisory Group (PAG) provide valuable feedback to support these initiatives.

<sup>3</sup> 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)

The school encourages parents and caregivers to participate in workshops, forums, and events, supporting a collaborative approach to wellbeing. Community organizations also contribute to cultural inclusion and support for diverse families. St Joseph's documents questions raised by families about student safety and wellbeing, follows up with clear timeframes and shares changes that are made or identifies why it can't demonstrating visible action.

The Parent Advisory Group plays an active role in discussions and initiatives related to student safety, while local agencies and groups provide additional resources and expertise. The School Board reviews and contributes to making changes to procedures impacting safety and wellbeing. Family and community feedback is collected via surveys, conversations, and forums, and staff use this input to inform improvements and ensure transparency.

Current practices include frequent communication, policy review with families, and collaboration with PAG and community partners. At St Joseph's we use scheduled events such as the Welcome Dance, Parent nights, sports carnivals, and community events to promote the school's child safety and wellbeing approach. This is done by leadership team members and class teachers at the beginning or during events.

# Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice<sup>4</sup>



## 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 Joseph's prioritises emotional regulation, safety and connection, focusing on predictable routines, trusted relationships and consistent adult responses. We commit 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. Adjustments are noted in student's Individual Support Plan which is regularly reviewed by everyone involved: the student (in an age-appropriate way), parents, external agencies if consent is provided and school staff. This allows for each child's needs to be effectively met and reinforces our commitment to a strong, individualised, trauma-informed approach.

St Joseph's engages translating and interpreting services especially when supporting linguistic and culturally diverse families to discuss complex processes such as behaviour support planning, safety planning and reporting learning progress related to the curriculum.

Staff at St Joseph's have participated and will continue to participate in ongoing professional learning focussed on trauma aware education. In 2025, the school guidance counsellor presented a trauma-informed education session for all teaching staff.

As a staff group we complete the required Student Protection Refresher Training Modules each term and use the activities to discuss as a team how we will embed the learnings from each module. At the commencement of 2026, all staff attended training in the MTSS Learning and Wellbeing Systems to respond to behaviour support, and wellbeing responses.

At St Joseph's students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens in classroom discussions, assemblies, use of visual resources and informal conversations.

At St Joseph's, the School Student Behaviour Support Plan is aligned to Multi-tiered Systems of Support and 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.

<sup>4</sup> 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 practice<sup>5</sup>



## 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:

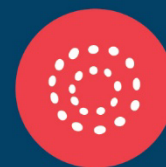
In line with our implementation plan, at the end of Term 4 we will explain:

- 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

<sup>5</sup> 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 focused<sup>6</sup>



## 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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

<sup>6</sup> 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 training<sup>7</sup>



## 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

<sup>7</sup> 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 harmed<sup>8</sup>



## 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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

<sup>8</sup> 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 improved<sup>9</sup>



## 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:

All staff recognise their role in supporting the safety and wellbeing of students and proactively seek support for students or implement practices to respond. Weekly Student Support Meetings provide opportunities to review current practice and make changes to better meet the needs of students. The GC or STIE share ideas for best practice at staff meetings and model responses to support students within learning spaces.

With the implementation of the Child Safe Standards in Queensland in 2026, St Joseph'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, families and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions be documented in our 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 Joseph's prioritises the safety and wellbeing of students.

At St Joseph's we need to work with our First Nations students and families to understand how they feel safe in our community and what we can do better to make our school space culturally safe.

Cultural training could be stronger in our school. We would like to connect with the local Benarrawa Group to understand how we can bring culture more into school so we can have a strong connection to our local country and feel this in our space.

<sup>9</sup> 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 children<sup>10</sup>



## 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:

St Joseph's currently has some school-based procedures including – Homework statement, and uniform guidelines. With the introduction of the child safe standards, it is timely to review these statements to ensure they align.

St Joseph's teachers are beginning to use the BCE Safeguarding Storybook series to communicate 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 regular communication is provided via the school newsletter. All teaching teams share the link to volunteer student protection training and this is provided whenever parents are required for events.

Teachers have highlighted the importance of briefing volunteers before excursions and activities and are ensuring that time is planned to prepare volunteers highlighting expectations during the event.

<sup>10</sup> 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)

At St Joseph's School, Corinda, we are committed to ensuring children know they have the right to be safe, respected, included and heard. Students are explicitly taught that their voice matters through age-appropriate classroom conversations, wellbeing programs, behaviour support processes and regular reminders from trusted adults. Information about personal safety, respectful relationships, help-seeking and speaking up is shared in ways that are developmentally appropriate and accessible, so that children understand who they can talk to, how to raise a concern and what will happen when they do. This reflects the expectation in Standard 2 that children are informed about their rights and supported to participate in ways that are meaningful to them.

Student participation is embedded in the life of the school. Children are provided with regular opportunities to contribute their ideas, preferences and feedback about their learning, wellbeing, school environment and community life. This occurs through student leadership opportunities, classroom discussions, pastoral care conversations, surveys, informal check-ins and opportunities for reflection and feedback. Where decisions affect students directly, staff seek student perspectives and consider these when planning responses, supports and improvements. We recognise that participation may look different for different children, and we tailor our approaches according to age, developmental stage, communication needs and cultural context so that every child has the opportunity to contribute.

At St Joseph's, children are taken seriously when they speak up. Staff are expected to listen attentively, respond calmly and respectfully, and act promptly on concerns, disclosures or signs that a child may feel unsafe. Students are encouraged to identify trusted adults at school and are reassured that asking for help is a strength. Our child-centred safeguarding practices emphasise active listening, follow-up and appropriate action, including communication with families and referral through school and system processes where required. We also use student feedback to strengthen school practices over time, ensuring that children's perspectives contribute to ongoing improvement in safety and wellbeing across the school.