St Joseph's Primary School – Kangaroo Point

Safeguarding Plan 2026



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Brisbane Catholic Education
teaching · challenging · transforming

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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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. 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 Joseph's Primary School, Kangaroo Point, 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 most appropriate people work with children, responding quickly to concerns, and always looking for ways to improve safety.

> 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.

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 Primary 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 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[1]

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Joseph's Primary School, Kangaroo Point, we are committed to prioritising every student's safety and wellbeing, this includes all Aboriginal and Torres Strait Islander students as well as students of all multicultural backgrounds in our school. We do this to ensure that all children, families and community members are welcomed, respected and included.

The Archdiocese of Brisbane Safeguarding Commitment displayed in our school foyer, gathering space and in the Principal's office. This Safeguarding Commitment serves as a regular reminder that at St Joseph's, the safety and wellbeing of our students are paramount.

Our school Student Support Team meet weekly to discuss the needs of the whole child with a key focus on social emotional, learning and safety needs of different children at different times throughout the year. Supporting families and their safety and wellbeing is also a focus area for this group.

One of the three professional collaboration committees our teaching staff nominate to be a part of each year is the Student Safety and Wellbeing Committee – members of this committee lead this work in our school and work collaboratively with the school leadership team to plan activities and events that focus on student safety and wellbeing.

The creation and subsequent launch of the St Joseph's Primary School Wellbeing Framework clearly articulates how we as a community actively prioritise student, staff and community wellbeing and safety.

Week 7 of each term is Wellbeing Week for the whole school community. During this week, the Principal speaks to the children about feeling safe at school and shares the mandatory compliance information required – ie. SPC refresher – who are they at St Joseph's, identifying 5 safe people on the hand, outline Student Complaint process, etc. The regular engagement with important safety and wellbeing strategies for children, helps the community to understand that student safety and wellbeing is paramount.

[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 seriously[2]

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 Primary School, Kangaroo Point our curriculum planning embeds students' rights to safety, information and participation through age-appropriate teaching on consent, respectful relationships and protective behaviours delivered through Australian Curriculum units and planned cohort learning.

Students engage in interactive classroom-based lessons that support understanding of personal safety, respect for self and others, and help-seeking, with opportunities to ask questions and participate in discussion. In the classroom, all teachers are active in encouraging students to speak up and share their voice, they offer different ways to do this in the classroom

We aim to create a space at school where students see sharing their voice as acceptable and the "norm" so when they need to share their voice, they can and will. When students do raise concerns about safety, we respond in a timely way and ensure children know the outcome – if we respond in this way, it lets the students know that we take their concerns seriously and to expect a response.

We focus on repairing relationships between students (ie. Restorative conversations) where possible and appropriate – reinforcing the importance of friendship and connection and normalising that disagreements do occur. We use these opportunities to teach students how to manage disagreements and what a healthy friendship looks like.

At St Joseph's Primary School, Kangaroo Point we have a student buddy program where our Prep students are assigned a Year 6 buddy. The connections made between these students encourage students who are reluctant to share their views, raise questions or ask questions of the adults in the school feel more comfortable to raise their views, questions and concerns with another student. The Year 6 buddy can then support the younger student or encourage and support them to seek help from an adult.

[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 wellbeing[3]

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 Primary School, Kangaroo Point 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. Staff ask families who they would like involved and make space for those voices, rather than assuming a nuclear family model.

St Joseph's Primary School, Kangaroo Point has a Parent/Carer Engagement Model - KP (P&F) Collective that frames how parent voice will be included in our operations and governance of the school. The model includes advisory teams that are connected to the learning, wellbeing and community and leadership functions of the school. The advisory teams are in place to ensure parent voice guides policies, decisions and operations at St Joseph's. These teams also play a role in providing feedback to the St Joseph's Leadership Team as well as input into decisions relating to activities within the St Joseph's community.

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, KP (P&F) Collective meetings).

[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 practice[4]

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:

At St Joseph's Primary School, Kangaroo Point 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 their 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 student's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach. In the same way, key St Joseph's 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.

St Joseph's recognises that some students experience additional barriers to feeling safe, included and heard, and we take deliberate steps to respond to this in our operations and everyday practice. Cultural safety and inclusion are embedded into behaviour support and wellbeing responses, curriculum, complaints and reporting processes and professional learning, so staff build confidence in supporting complex and intersecting needs.

At St Joseph's, our students 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 Safeguarding School Resources, which are a suite of child-friendly and accessible resources designed to explain BCE specific safeguarding policies, processes, and key concepts to students.

In Week 7 of each term the Principal broadcasts a school-wide student safety and wellbeing lesson (including information about the student complaints process) via TEAMS into each classroom at 2.15pm Wednesday – this lesson shares all the student safeguarding messages to the whole school at the same time.

[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 practice[5]

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 focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Joseph's Primary School, Kangaroo Point, 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 who they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, the Guidance Counsellor, Student Protection Contacts and school leadership. 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.

Once per term, the School Principal conducts a student protection and safeguarding lesson to the whole school via TEAMS in Well Being Week (ie. Week 7) in Terms 1, 2 & 4 and Child Protection Week in Term 3. During these lessons students complete age-appropriate activities about trusted adults and help-seeking, and their families receive more comprehensive safeguarding updates through the school newsletter, social media platforms and email, and staff participate in a complaint-handling refresher using real-life scenarios.

Where a complaint or concern involves a student, staff aim to respond in a child-focused, 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 training[7]

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 harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Joseph's Primary School, Kangaroo Point, student safety and wellbeing are considered across the whole school day, including arrival, classroom learning, prayer and liturgy, breaks, transitions, sport, excursions, pastoral care, co-curricular activities, support spaces and online learning. Staff know students well and use predictable routines, calm spaces, trusted adults and adjusted support for students who may have increased vulnerabilities.

At St Joseph's Primary School, Kangaroo Point, risk management forms part of regular operational decision-making. Risk assessments consider risks arising from the setting, activities and physical environment, both on and off campus, including supervision, visibility, access, student wellbeing, cultural safety and individual student needs. This includes risk assessment around processes involving third parties and other non-staff individuals who are part of the school community. The effectiveness of risk controls is monitored through incident data, behaviour records, feedback and leadership review, with findings used to inform ongoing improvements to safeguarding practice.

Active supervision is an important safeguarding practice at St Joseph's Primary School, Kangaroo Point. 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, transitions and wet-weather routines.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable Use Agreement, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online behaviour, including bullying, exclusion, racism, inappropriate contact, unsafe sharing of content or behaviour that undermines a student's dignity or sense of belonging. As online issues have had a flow-on impact into the school day, we continue to find ways to strengthen student education, parent communication and help-seeking messages.

[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 improved[9]

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:

Our St Joseph's Student Support Team (which consists of all 5 SPCs) meet every Wednesday. This ensures the team are staying up to date with any student identified concerns and ensures our students have the right supports in place when they need them. Our team can look at matters holistically identify trends in student behaviour and work proactively to keep every student safe and well.

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 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 and 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 all our students.

When our school complaints management process and school incidents review occurred (e.g. real evacuations and lock downs), we identified that the analysis process conducted by the Principal and the APRE for complaints and the Workplace Health and Safety Committee for school incidents, was helpful in identifying areas for improvement. We hope to finetune this process by introducing a form that clearly tracks what happened, the underlying contributing factors and what changes will be made for the future.

[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 children[10]

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Joseph's, BCE policies and procedures are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

St Joseph's Primary School has developed our own Student, Staff and Community Wellbeing Framework that was launched officially on 18 March 2026. This framework actively promotes, supports and prioritises the safety and wellbeing of the whole school community.

The introduction of fortnightly lessons and activities that focus on student safety and wellbeing has been a great success this year. Some examples of this for Term 1, 2026 are as follows:

Week 3	The Resilience Project (TRP) lesson time in classrooms	
Week 4	Whole School Assembly	
Week 5	P-2 Safety and Wellbeing Event	Years 3-6 TRP lesson time in classrooms
Week 6	Whole School Assembly	
Week 7 (Wellbeing Week)	Whole school Safety and Wellbeing Event	
Week 8 (18th March)	Assembly – Launch Wellbeing Framework/First Wellbeing Certificates are handed to students	
Week 9	Years 3-6 Safety and Wellbeing Event	Prep-2 TRP lesson time in classrooms

Key safeguarding processes are explained to parents at parent information nights and regular communications in the school newsletter.

[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)


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