# St Joseph's Murgon

# Safeguarding Plan 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**

32 Angel Av, Murgon, Q, 4605

Wakka Wakka Country,

PO Box 212

07 41681627

# Acknowledgement of Country

We acknowledge the Wakka Wakka people who are the Traditional Custodians of this Land.

**We acknowledge**

We respect the Elders of this Nation and extend this respect to all.

**We Respect**

Let us bow our heads as we take a moment to reflect on the millions of footprints that have passed through this very place.

# 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.

**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.**

St Joseph's Murgon 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 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:

**Universal Principle**

**Leadership, Monitoring and Improvement (Standards 1, 9, 10)**
Child safety is embedded in leadership and culture
Our practices are reviewed and improved
Policies and procedures document how we are a safe place for children

**Engaging with Children, Families and Communities (Standards 2, 3, 4)**
Equity is upheld and diverse needs respected in policy and practice
Children, families and communities are informed and involved

**Respond and Protect (Standards 6, 8)**
Respond to concerns is child focused
Physical and online environments support safety and wellbeing

**Right People, Right Role, Right Knowledge (Standards 5, 7)**
People working with children are suitable and supported
Our people are equipped with knowledge skills and awareness to keep children safe

# 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:

### 1.1  The entity has a public commitment to children's safety and wellbeing.

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

This School Safeguarding Plan is publicly available on St Joseph's website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at St Joseph's within the context of the Queensland Child Safe Standards

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

Our school is working towards establishing new models of family and community engagement, including the presence of Community Elders and Parent Representatives to monitors progress on our Reconciliation Action Plan each term and engage in review of our School Safeguarding Plan. Aboriginal and Torres Strait Islander staff and community members lead updates, ensuring accountability to our commitments rather than symbolic action.

[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)

**1.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.**

Our newsletter includes photos of our student protection contacts and information about the importance of ***Recognising, Reacting and Reporting,*** links to the BCE Code of Conduct, Student Protection Processes, Complaints Processes, Child and Youth Risk Management Strategies and our School Safe Guarding Plan. This helps families understand what they can expect from staff and what staff expect in return.

When planning new initiatives — such as introducing a social media account, adjusting playground supervision zones, or running student mentoring we consider Does this align with the BCE Code of Conduct? This keeps safeguarding and ethical standards central to our planning.

As part of our annual compliance review, the leadership team checks evidence that the Code has been embedded, for example, induction attendance, staff meeting records, and communication to families. This ensures it's not just a document, but part of our school culture. All staff are required to complete mandatory Code of Conduct training and school specific examples of this are shared at the beginning of each year to ensure staff understanding what this looks like in practice.

**1.5 Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision-making authority.**

Before introducing changes that impact community engagement, such as the new parent communication strategy, we consult with our Aboriginal and Torres Strait Islander families and cultural liaison staff. Their perspectives directly shape the final decision and implementation plan. We also held meetings for families to physically and virtually connect with Brisbane Catholic Education staff to review the Molum Sabe Education Strategy and our school brand and vision. These strategies inform our work and how we engage with community.

**1.6 Risk management strategies focus on preventing, identifying and mitigating risks to children.**

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

Staff complete a "Student Safety Walk" at the start of each term, walking through all learning and play spaces to identify blind spots, unsafe equipment. Identified risks are logged and addressed by the WHS committee within a set timeframe.

We review playground and classroom layouts regularly with student input to ensure visibility and supervision. In 2026 our student voice group helped design "safe zones" in the playground where students they know they can find a trusted adult if they feel uncomfortable.

In Term 1 each year we host a student protection parent and carers information sessions workshop where we explain safety and wellbeing processes and all families can ask questions.

# 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:

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

• How students learn about rights, safety and who to trust
• How the school gathers and responds to student voice
• How student participation influences decision-making
• How cultural safety shapes our approach
• Evidence of practice and planned improvement

[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:

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

• How our school communicates safeguarding expectations to families
• How families and communities participate in safety and wellbeing initiatives
• How the school engages P&F and community partners
• How feedback is gathered and acted on
• Evidence of practice and planned improvements

[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:

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

• How the school promotes equity, inclusion and respect for diversity
• How supports and adjustments are provided for diverse learners
• How cultural safety and anti-discrimination practices are embedded
• How students access safeguarding information suitable for them
• Evidence of practice and planned improvements

[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:

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

[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)

## 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

[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

## 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:

**9.1 The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices.**

At St Joseph's, we are committed to continually strengthening the way we respond to student protection matters. At the end of term, our SPC team meets to review our school processes and procedures which are based on the Student Protection Processes and Guidelines. We use real scenarios from our school to ensure our processes remain practical, current and responsive. These reviews make sure our child safety practices evolve as our school community grows and changes.

St Joseph's is currently self-assessing against the Child Safe Standards (including the Universal Principle). This involves consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement.

**9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.**

Our St Joseph's Student Protection Contact (SPC) Team meets regularly. This ensures our SPC's are staying up to date with any student worries and ensures our students have the right supports in place when they need them. Our team is able to look at matters wholistically, identify trends in student behaviour and work proactively to keep every student safe and well.

When a complaint or concern highlights a gap in our processes, we complete a review that tracks what happened, the underlying contributing factors and what changes will be implemented. These matters are then discussed in leadership meetings with a focus on learnings and what can be done differently in 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

**9.3 The organisation reports on the findings of relevant reviews to staff and volunteers, the community, families and children.**

In the last term of 2025, the Principal included information in the school community newsletter about how the school had progressed with their Annual Improvement Plan Goals – this included a strong focus on student engagement and attendance at school – and the school's plans moving forward for 2026.

Every term during whole-school assembly, Mr McCarthy or a member of the leadership team leads short safety messages during school news about student protection contacts and ways students can seek help if they are worried, respectful and safe peer interactions, online safety, understanding trusted adults, learning from mistakes and reminding students that adults have rules to follow to keep children safe. This includes photos as visual cues for students as to what this might look like.

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 (including the Universal Principle), through consultation with a diverse range of 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 students.

**9.4 Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators.**

St Joseph's uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. For Aboriginal and Torres Strait Islander students, we work alongside our cultural liaison staff and family members to ensure evaluation methods reflect culturally informed measures of safety, belonging and relational trust.

We track progress against our Reconciliation Action Plan actions related to child safety and wellbeing, using indicators developed with Aboriginal and Torres Strait Islander families. These indicators help us understand whether cultural safety is felt, not just planned.

**9.5 Implementation and accountability policies embed shared responsibility and accountability.**

At St Joseph's, every staff member—from teachers to grounds staff—has a clearly defined safeguarding responsibility outlined in their role description. These responsibilities are reviewed annually to ensure all adults understand their role in maintaining a child safe environment.

We reinforce our collective responsibility through regular scenarios and case studies at staff meetings. These discussions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making St Joseph's a safe space where students can speak up and raises issues if they need.

## 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:

**10.1 Policies and procedures embed all Child Safe Standards and the Universal Principle**

At St Joseph's, we use BCE policies and procedures which 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.

Our onboarding process for new staff at St Joseph's includes a briefing on the location, content and application of safeguarding policies and procedures and we talk through how our school is a child-safe environment (i.e. how we meet the child safe standards day to day.)

**10.2 Policies and procedures are well-documented, accessible, and easy to understand.**

To help families understand key student safety processes - such as reporting concerns or expectations for safe parent volunteering - we provide online links that are shared each week in our newsletter so they are easily accessible. Volunteers also engage in face-to-face training with a member of the student protection team. We also share photo visuals that are shared with students in the newsletter each semester to ensure families can follow up with their children at home.

[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)

**10.3 Best practice models and stakeholder consultation informs the development of policies and procedures. This includes First Nations led practice models and consultation with local Aboriginal and Torres Strait Islander peoples, organisations and communities.**

When updating procedures and processes at our school, St Joseph's, we consult with staff, parents and students to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

St Joseph's has a strong connection with the Local Aboriginal and Torres Strait Islander Elders and community members. St Joseph's engages local Aboriginal and Torres Strait Islander families and cultural liaison staff, around cultural safety, ensuring that our processes and procedures are inclusive of First Nations perspectives, and uphold cultural safety as a priority.

**10.4 Leaders champion and model compliance with policies and procedures.**

At St Joseph's, our Principal regularly reinforces key safeguarding procedures during staff meetings and models them in everyday practice - such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.

When leaders conduct classroom visits or playground walkthroughs, they intentionally highlight safe practice - checking visibility in classrooms, ensuring supervision zones are staffed and modelling calm, respectful interactions with students.

St Joseph's uses 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.

**10.5 Staff and volunteers understand and implement policies and procedures.**

All staff at St Joseph's complete an annual safeguarding refresher that includes scenario based learning, ensuring they understand how to apply policies in real world situations. This supports consistent implementation across the school.

All people who volunteer at St Joseph's receive a brief orientation before beginning their role, which reinforces the information they get in their mandatory training includes clear guidance on appropriate interactions, supervision expectations, and what to do if they are worried about a student. This helps ensure volunteers uphold the same standards as paid staff.

Teachers incorporate reminders of key safeguarding practices into classrooms routines - for example, ensuring students know who the SPCs are at St Joseph's by pointing out their photos on the SPC posters that are in each classroom, reviewing safe movement procedures, and modelling respectful communication. Teachers and the Guidance Counsellor teach wellbeing lessons weekly which include elements of safeguarding, and refer to significant safeguarding events, such as Day for Daniel. Teachers at St Joseph's ensure that, at least once per term, they facilitate a dedicated safeguarding lesson with their class using the BCE Safeguarding Storybook series.