

St Joseph's Murgon

Safeguarding Plan

2026



Version: V1

Last updated: August 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

Attributions

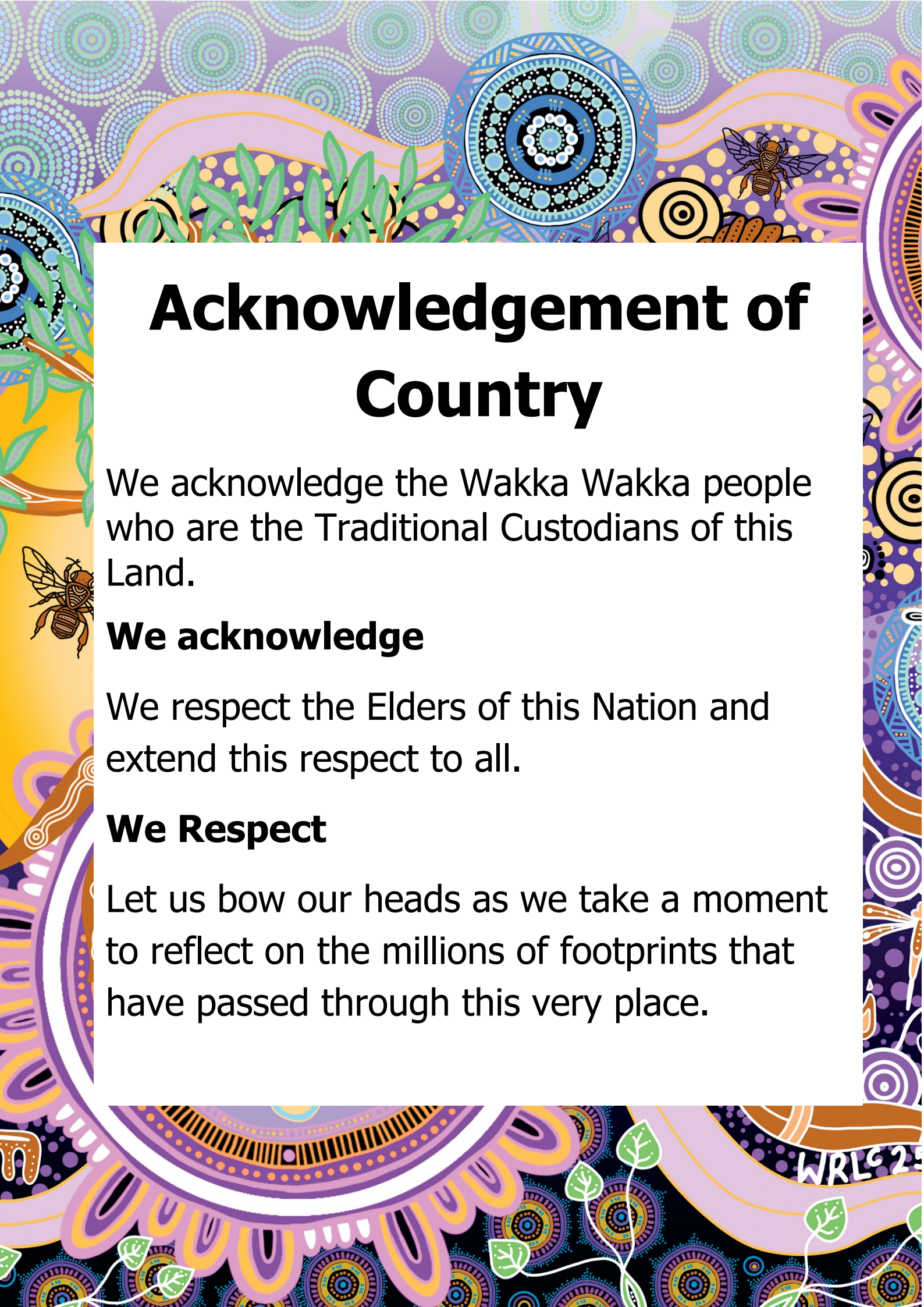
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: (c) Brisbane Catholic Education, St Joseph's, 2025

Page 4: (c) Brisbane Catholic Education, St Joseph's, 2025

© 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

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.



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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

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)

1.2 A child safe culture is championed and modelled at all levels of the organisation, from the top down to the bottom up.

As St Joseph's Principal, I champion student safety and wellbeing by visiting every classroom and spend time daily in the playground with students. I use this time to remind our students that they can speak to me or any staff member they feel comfortable with anytime they have a worry. I have an open-door policy and students are welcome to, and regularly do, visit my office, or another member of leadership's office, to share their concerns, needs and stories.

A member of St Joseph's Leadership Team or a Student Protection Contact (SPC) is on duty daily. This visible presence of key staff members alongside regularly reminding our students ensures our students know that St Joseph's staff member are there.

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.

We know that for St Joseph's to be truly a child safe environment every member of staff holds responsibility from our groundskeeper keeping our physical environment safe, our tuckshop volunteers making sure our students have access to healthy food, our front office staff being the warmest welcoming face in the morning.

At St Joseph's, school leadership actively builds culturally safe relationships with Aboriginal and Torres Strait Islander families and community members by engaging in regular two-way communication, participating in yarning opportunities, and incorporating cultural reflection into prayer, staff meetings and professional learning. These practices model the importance of respect, listening and cultural humility across the whole school community.

1.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels

Each year we share key documents such as the Child and Youth Risk Management Strategy and the Student Behaviour Support Plan. Community members are invited to suggest improvements, ensuring our strategies reflect the lived experiences and expectations of parents, students, and staff. This process helps guarantee that governance decisions are consistent with our safeguarding priorities.

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 seriously²



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

2.1 Children have access to resources and tools that enable them to understand all of their rights, including to safety, information and participation.

- St Joseph's students learn about their rights to safety and responsibilities through the HPE curriculum, Religious Education Curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels. These are further enhanced by targeted teaching by the school Guidance Counsellor during weekly lessons in each year level.
- St Joseph's school signage, playground design and common areas visually reinforce student safety and belonging. Our posters that are up around the school explain expected behaviours and where to get help using child-friendly language and images.
- In 2026, St Joseph's established a formal student voice group. This group includes students from Years 3 to 6 and encourages the participation of other students by offering this group as a space to raise ideas, concerns and solutions, including those that relate to student safety and wellbeing.
- At St Joseph's we involve our students in planning tools such as personalised learning plans, EASPs or behaviour support processes where appropriate. When we meet with students about these plans, teachers and the school leadership team will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal-setting, agreed safety expectations and reflect on their own progress. At a whole-school level, student input is considered in behaviour management frameworks and wellbeing priorities.

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)

- Students are explicitly taught about who the Student Protection Contacts (SPCs) are at St Joseph's and child-safe reporting pathways in age-appropriate ways. This is done using the safeguarding storybook series as a conversation prompt, as well as during class discussions assemblies and classroom visits by the Guidance Counsellor, which happen regularly. This is also reinforced on school assemblies, a display in the school library, the school newsletter and social media. Schools ensure students know who they can talk to, how to ask for help, and what happens when a concern is shared.
- In 2024 and 2025, St Joseph's used our Tell Them From Me results to better understand the experience and wellbeing of our students. St Joseph's leadership team reflected on the data and together developed strategies to improve across the school. We plan to do this process again in 2026, learning from and improving on the process in previous years.
- All St Joseph's students are considered leaders and rather than have specific school leaders, our entire Year 6 class are considered student leaders and receive badges acknowledging their role. These students lead our school assemblies and take on responsibilities around the school for caring for our school environment and younger students.

2.2 The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated.

- At St Joseph's the building of social and emotional resilience skills such as empathy, communication, conflict resolution and emotional regulation is embedded within our curriculum that builds. These lessons support students to recognise healthy friendships, respond to peer conflict appropriately, and seek help when needed. When targeted supports are required in Tier 2 or 3, additional support staff within the school further support with small group and one on one teaching of these skills.
- At St Joseph's we offer lunchtime clubs and structured play/activity opportunities to support those who may feel isolated, have trouble connecting with peers or looking to make new friends. We change the play and activity options regularly based on feedback from students. They are supervised and supported by staff who are able to encourage and model for students how to create these connections with peers in the context of an activity.
- Staff on playground duty at St Joseph's are proactive, visible and tuned into peer dynamics. They intervene early in conflicts, model respectful interactions, and support inclusive play. Playground supervision is understood as a safeguarding responsibility, not just risk management.

2.3 Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

- During National Child Protection Week, St Joseph's participates in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation. In addition to this we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities such as 'Body Clues' and 'Safety Hands' with our younger grades. Additional information about online safety is also communicated with students and families through our school newsletter and social media. Regular student protection contact reminders are also given at assembly and shared with families through the school newsletter and social media.
- At St Joseph's, school leadership recognise from a First Nations perspective that conversations about safety, bodies, respect and boundaries must be approached carefully, culturally and relationally. The school understands that Aboriginal and Torres Strait Islander ways of teaching young people about safety are often gendered, guided by Elders, and grounded in trust, story and cultural authority. Classroom discussions around these topics are communicated early with families to ensure they are appropriate and inclusive. Using yarning and storytelling, students engage in age-appropriate discussions about safety, consent, boundaries and help-seeking, scaffolded to developmental stage and emotional readiness. Where needed, staff reinforce that feeling unsafe is not the child's fault, acknowledge racism, shame and fear as barriers to speaking up, and teach in clear language that students have the right to be safe, ask questions and seek help at school and in their wider community. Students are regularly reminded who they can talk to, with support available through the Guidance Counsellor, SPCs, Cultural Liaison Officer and relevant specialists.

2.4 Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children to express their views, participate in decision making and raise their concerns.

- The Primary Learning Leader at St Joseph's has attended the BCE workshop on Consent and Respectful Relationships Education (CRRE) and will shortly attend the second workshop on CRRE curriculum planning, supporting the team to deliver high-quality, developmentally sequenced CRRE in a safe and supportive space.
- At St Joseph's the guidance counsellor delivers small group sessions (yearly and as needed) to induct volunteers and set expectations, including volunteer processes, safeguarding responsibilities and reporting pathways, as well as the school's commitment to cultural safety, what culturally safe conversations look like in practice, how to recognise signs of harm (including racism and cultural harm), and how power, history and trust affect whether First Nations children feel safe to speak. Volunteers then complete online training and submit evidence of completion. At the end of the year St Joseph's also hosts a thank-you volunteer morning tea to recognise volunteers and continue building relationships with this important group of people who help keep students safe.
- Risk assessments are a key part of keeping students safe at St Joseph's. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs.

- At St Joseph's, adults build relationships and notice changes in behaviour, mood or participation, checking in gently using calm, non-judgemental language. For Aboriginal and Torres Strait Islander children, staff recognise safety is built through relationship, consistency and listening, and support children to communicate in their own way (e.g., quiet conversation, non-direct communication techniques, drawing, story or yarning). Volunteers are explicitly supported to understand safeguarding is their responsibility and how to respond to distress or disclosures without probing or dismissing concerns. From a First Nations perspective, the school recognises that distress may be expressed indirectly and reinforces children's right to be safe and heard through visible, student-friendly resources and consistent messages (including that racism, bullying and cultural disrespect are not okay). When a child raises a concern, adults listen first, thank the child, explain next steps in simple, age-appropriate language, offer choice about who is involved (where appropriate) and check back in to ensure the child understands and feels supported.

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

3.1 Families have ample opportunity to participate in decisions affecting their child within their family or community.

- 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 meet the family where they are at.
- When working with Aboriginal and Torres Strait Islander families, St Joseph's recognises that decisions may involve extended family members or trusted community representatives. Staff ask families who they would like involved and make space for those voices, rather than assuming a nuclear family model.
- At St Joseph's, we engage families and students in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.
- At St Joseph's, when behavioural incidents are escalating and a student's needs may be linked to ADHD, trauma or other wellbeing factors, the school responds through a consistent, school-wide approach. The school relationship-based support, led by the student support team (Principal, APRE, STIE, Guidance Counsellor, classroom teacher and Community and Cultural Engagement Officer). The team meets regularly with the family, including extended family members nominated by the family (e.g. grandmother and Aunty), to listen to the child's story and family context and to review supports over time. Where appropriate, students are supported to attend parts of meetings and adults clearly explain what is happening, why decisions are being made and what supports are being put in place, ensuring the student is not talked about without being considered. Together with families, staff adjust routines, expectations and learning environments, recognising that behaviour is communication, not defiance. The focus shifts from "what's wrong" to "what does this child need right now to feel safe and regulated at school".

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)

3.2 The organisation engages and openly communicates with families and communities about its approach to child safety. This includes co-designing what safety and wellbeing mean in each cultural context.

- St Joseph's creates regular, informal opportunities for connection with families through community events such as BBQs, welcome evenings, community mornings and classroom open nights. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.
- Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like:
 - photographing students (other than your own),
 - clear signage designating adult toilets and student toilets,
 - staff supervision in the bathroom area at events so adults and children use separate bathrooms.
- St Joseph's communicates its student safety approach with parents and carers in ways that are clear, relational and culturally responsive. When the school is making decisions about safeguarding or wellbeing (e.g., supervision, reporting pathways, behaviour support or online safety), staff explain what is happening and why using accessible language, and check families' understanding. Rather than prescribing a single response, the school discusses options with families and invites questions. Family preferences guide how supports are designed, communicated and reviewed over time (including how and when the school keeps in contact). Cultural identity, relationships and belonging are recognised as protective factors, so engagement is strengths-based and makes space for families to involve trusted kin or community supports where they choose.
- In practice, cultural safety at St Joseph's is visible in everyday school routines and spaces: families can see their cultures and languages respectfully represented; staff use warm, plain language and offer yarning style conversations; cultural protocols are followed (e.g. Acknowledgement of Country and inviting guidance from local community); racism is treated as a student safety and wellbeing issue with clear, trusted pathways to raise concerns; and families are told what will happen next and who will be involved, so they feel welcomed, affirmed and confident to engage. The school partners closely with families, recognising kinship care and cultural identity as central to planning, and works in a family-led, culturally responsive way to support children's transitions and wellbeing.
- St Joseph's documents questions and feedback raised by families about student safety and wellbeing, follows up with clear timeframes and named contacts, and shares back what has changed (or why it can't), so engagement builds trust and leads to visible action.

Standard 3: Family and community

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



3.3 Families and communities have access to relevant information, resources and tools to understand child safety approaches and strategies.

- At St Joseph's, safeguarding information is shared with families at enrolment, revisited at the start of each year, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one.
- Parent and carer information sessions are offered across the year at St Joseph's and additional safety, and wellbeing information is communicated through the school newsletter and social media platforms as this is where we have our highest student engagement.
- Student safety, behaviour support, complaints processes and available services are explained in Plain English (often verbally as well as in writing) and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages.
- The school uses culturally relevant resources to explain student safety in Plain English, supported by visuals and strengths-based language. Resources (e.g., child/family-friendly posters) include First Nations artwork and symbols that reflect respect and belonging, clearly show who children and families can talk to if something does not feel safe, and are displayed in classrooms, the front office, wellbeing spaces and community areas. These messages reinforce that raising concerns will not disadvantage a child, and this is modelled through consistent staff actions and support.

3.4 Families and communities have a say in the design, development and review of the organisation's policies and practices.

- St Joseph's is involved in developing a Parent/Carer Engagement Model that outlines how parent voice will be included in the operations and governance of the school. The model will aim to include an engagement group made up of parents/carers, staff, community members (including Elders) that are connected with agendas around Learning, Wellbeing and Community and Leadership.
- Feedback from families experiencing behaviour support, discipline or safeguarding processes informs changes to school procedures, including how meetings are run, how language is used, and how timeframes are managed. The school actively seeks input from families whose voices are often missing, including those impacted by racism, disability, trauma or system fatigue.
- St Joseph's School includes First Nations families and community representatives on its Reconciliation Action Plan Working Group and other consultative groups across the school, to review school policies and practices through cultural and lived-experience lenses.

Standard 3: Family and community

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



3.5 Families, carers and the community are informed about and involved in the organisation's operations and governance.

- 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 maintains strong 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, families and community are informed about and involved in school operations and governance in accessible and culturally response ways, with relationship-based engagement, alongside formal consultation (e.g. yarning circles, morning teas and BBQs) where families connect with school leaders, ask questions about school decisions, policies and child safety practices, and share perspectives that may inform school direction.
- Parents and carers are invited to contribute to discussions about student wellbeing, learning, safety and school operations in ways that feel respectful, flexible and voluntary; the school is clear about why input is being sought, how it will inform decisions, and records suggestions through school improvement processes and the Safeguarding Action Register so actions are tracked and shared back over time.
- The principal and leadership team take responsibility for ensuring engagement is sustained, respectful and appropriately resourced, recognising diversity within Aboriginal and Torres Strait Islander communities and avoiding over-reliance on the same individuals; family and community involvement is embedded in everyday governance and practice, including review of child safety policies and practices through a cultural safety lens and alignment with the school's Reconciliation Action Plan.

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected
in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

4.1 The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support, and responds to those who need extra support.

- St Joseph's prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Our whole school approach to managing behaviour is aligned with Positive Behaviour 4 Learning and includes a consistent approach to managing unproductive behaviours. This is communicated with families and students at the time of enrolment and reinforced if meetings around student emotional regulation or behavioural responses are needed. These meetings may include extended family and cultural supports identified by the family, strengthening trust and shared responsibility.
- St Joseph's staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach. These modifications are noted in the student's individual support plan (if applicable), which is reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each child's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.
- St Joseph's staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. This includes planning with the family and student themselves. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.

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)

4.2 Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children.

- At St Joseph's, cultural safety is understood as a core responsibility, not a specialist role or optional initiative. The principal and leadership team make a clear commitment that all staff are responsible for creating culturally safe, trauma-informed environments for all students, particularly Aboriginal and Torres Strait Islander students. New employees are explicitly supported to understand our trauma aware and culturally responsive approaches, so practice is consistent, not dependent on individual staff members.
- The school's annual Professional Learning Plan includes dedicated, timetabled cultural safety and trauma informed practice training for all staff to deliver learning across the year. Professional learning includes a focus on intergenerational trauma, colonial impacts, disability and racism, and uses case studies and reflective practice relevant to classroom, playground and pastoral contexts. Employees at St Joseph's participate in Cultural Awareness training, trauma-informed and wellbeing practices, often through the BCE cultural team, recognising that staff wellbeing and understanding directly impact student safety and wellbeing.
- As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module.

4.3 Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

- At St Joseph's, 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. We have the children's book Maddison Williams- 'Bub, You Can Tell Me' as a resource for our primary aged First Nations students.
-
- At St Joseph's, we have created an engaging version of our Student Protection poster that includes a summary of each SPC as a Superhero. We have also included photos and prompts as to how students might report, for example, with a friend or with an adult. These have also been shared on social media and in our school newsletter
- School leaders regularly join students for play and eating times in the school grounds. This helps build connections and makes the leadership team approachable, so students know they can turn to them if they feel unsafe and helps break down barriers of authority within the school environment.
- Complaints and concerns raised by or about students are handled transparently, with adults explaining processes in child friendly language, checking for understanding and revisiting explanations as needed; families are included so children are not left feeling blamed or confused.
- At St Joseph's, school leaders recognise that for Aboriginal and Torres Strait Islander children, feeling safe to raise concerns depends on relationships, clarity and visible signals of cultural safety, not just formal processes. Aboriginal and Torres Strait Islander students identify trusted adults (e.g., Indigenous Liaison Officer, classroom teachers, Support Teacher and Guidance Officer) who check in through informal conversations and yarning style interactions

4.4 The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home, and LGBTIQ+ children.

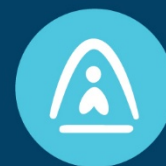
- St Joseph's recognises that some students experience additional barriers to feeling safe, included and heard, and they take deliberate steps to respond to this in our operations and everyday practice. This includes recognising that children may experience overlapping identities and layered experiences and responding in ways that are supportive culturally safe, inclusive and trauma-informed, tailored to the student and their individual context. 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 school leadership team regularly review student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour. This includes reflecting on incident and process learnings and identifying strategies to reduce the likelihood of recurrence and minimise the impact of harm. For example, when the team identified an increase in incidents of student sexual behaviour within a particular year level, the school responded by delivering targeted education sessions that reinforced curriculum learning and clearly restated expected student behaviour.
- At St Joseph's, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments, clarify roles, and monitor progress for students with diverse needs or experiences.
- Cultural celebrations, language, and identity affirming practices are embedded in everyday school life, not treated as add-ons. We seek to make belonging visible and actively engage in awareness days to celebrate diversity, using these as opportunities for staff and students to engage in meaningful conversations to support inclusion.
- St Joseph's has a number of students who live in out-of-home care or reside away from home either independently or supported by kin and other informal and formal living arrangements. A team of key staff around the student meet regularly, and, with the student at the centre, the team reviews what is happening for the student at that point in time and plans to address any needs as well as celebrate strengths and wins.

4.5 Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and perspectives about child safety.

- At St Joseph's, safeguarding practices are viewed through a cultural safety lens, asking whether Aboriginal and Torres Strait Islander children feel safe to be themselves at school, and whether policies and responses reflect respect for kinship, community and connection to Country.
- School practices acknowledge the importance of family, Elders and community in decision making, reflected in how meetings are structured, who is invited to participate, and how safety and wellbeing are discussed.
- Feedback from Aboriginal and Torres Strait Islander students, families and community members is actively 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 community and the BCEO Aboriginal and Torres Strait Islander Education team to strengthen local processes.

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

6.1 An accessible, child focused complaint handling policy exists, which clearly outlines the roles and responsibilities of individuals at each level of the organisation and their approach to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and their obligation to act and report.

The **BCE Complaints Policy** and **Student, Parent and Guardian Complaints Management Procedure**, establishes complaint pathways, roles, responsibilities, escalation processes, and obligations to respond and report. The BCE-wide policy recognises that all members of the community have a right to make a complaint and that complaints should be managed fairly, equitably and with student safety and wellbeing as a priority. St Joseph's brings this system requirement to life in practice for students, families, staff and volunteers in the following ways:

School leaders, Student Protection Contacts (SPCs) and other relevant staff understand their responsibilities under the BCE Complaints Policy and Complaints Management Procedure, including when concerns can be resolved at the school level and when they must be escalated to BCE or another authority.

St Joseph's explains to students in age-appropriate ways who they can go to if something worries them, such as their classroom teacher, SPCs, Guidance Counsellor or another trusted adult. The school recognises that some children may be hesitant to raise concerns because of previous experiences of harm, shame, mistrust or intergenerational trauma, and therefore takes care to build trust, explain options clearly, and respond in ways that do not retraumatise or silence the child and moves at the child's pace.

Staff induction includes practical guidance about what to do if a student discloses harm, if a parent raises a concern, or if a possible breach of the Code of Conduct is observed. Induction processes at St Joseph's support staff to respond in child-focused, trauma-informed and culturally safe ways, including recognising how intergenerational trauma, fear of institutions or past experiences of not being heard may affect Aboriginal and/or Torres Strait Islander children and families. Staff are supported to understand that the way a concern is received matters: children and families should feel believed, respected and supported, not judged, rushed or overwhelmed by formal processes.

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

6.2 Policies and procedures are in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with authorities who have a responsibility to investigate.

There are core policies and procedures (and several associated policies and procedures) in place organisation-wide that directly address the reporting of complaints and concerns, including mandatory reporting requirements. Some of these include the **BCE Complaints Policy, Student, Parent and Guardian Complaints Management Procedure, Safeguarding Policy, Student Protection Policy and Student Protection Processes and Guidelines**, establish BCE's requirements for reporting, escalating and responding to complaints and concerns, including mandatory reporting obligations and circumstances where matters must be referred to external authorities. These system-wide documents outline the responsibilities of staff and leaders and shape how St Joseph's responds to and manages matters at school.

There are clear internal processes at St Joseph's for escalating concerns and seeking advice promptly when a complaint may involve harm, reportable conduct or another serious safeguarding issue. Leaders recognise that for some Aboriginal and/or Torres Strait Islander children and families, involvement of formal systems or authorities may trigger fear, mistrust or distress linked to intergenerational trauma and past harmful experiences with institutions. This means leaders take care to explain why escalation is necessary, what will happen next, and how the child and family will be supported throughout the process in ways that are respectful and relational.

Staff know that they do not investigate matters themselves beyond their role and understand when concerns must be referred to leadership, SPCs and external authorities. Staying within role boundaries helps ensure serious concerns are managed through the right process by the right people. It also reduces the risk of children being retraumatised through repeated questioning, receiving inconsistent responses from different staff, or having serious concerns handled informally.

Training reinforces that concerns must be responded to promptly and appropriately, while also considering how to maintain the student's emotional and cultural safety. This includes recognising when a child or family may feel safer with support from a trusted Aboriginal and/or Torres Strait Islander person for example BCE Community and Cultural Engagement Officers, Elder or other culturally safe support during conversations about next steps.

When a complaint requires external reporting or oversight, the school keeps accurate records, follows reporting pathways, and communicates with families in a way that is respectful, clear and appropriate. The school takes care that where possible external reporting is navigated in communication with families.

6.3 Where appropriate, ensure there are First Nations-led complaints handling and reporting mechanisms (e.g., involving First Nations Liaison Officers and trusted community Elders in the process).

Where appropriate, the school provides opportunities for families to talk through concerns in a more relational and culturally responsive way, rather than relying only on formal written processes. This includes face-to-face conversations in a space that is neutral and selected by the student and/or family. The school understands that formal, procedural or heavily written approaches may feel inaccessible, impersonal or unsafe for some families, particularly where there has been past harm, exclusion or institutional mistrust. Families are offered options about how concerns are raised and discussed to minimise shame and prioritise relationships.

The school works with local community contacts and BCE First Nations supports to help ensure complaint processes feel safe, respectful and connected to the child's context. St Joseph's acknowledges the right for First Nations families and all families from a culturally diverse background to have a support person in the room from the initial discussion, if they wish. This is offered from the outset, not as an afterthought, and is guided by the student and/or family's preferences about who helps them feel safe, understood and respected. This recognises that cultural safety is shaped by relationships, trust and community connection.

The school also recognises that complaints processes need to protect relationships wherever possible. While some matters require formal investigation or escalation, the school seeks to maintain dignity, transparency and communication with the child and family throughout the process. Families are kept informed about what action has been taken, what will happen next, and how the school will check back to ensure the student feels safe. Follow-up is not treated as optional; it is part of restoring trust.

St Joseph's ensures that Aboriginal and/or Torres Strait Islander students and their families are not placed in the position of having to educate others, prove that harm occurred, or carry the emotional burden of making the school culturally safe. Where learning or repair is needed, responsibility sits with the school and the adults involved. The school may seek cultural advice, review staff practice, provide targeted professional learning, revisit expectations with students, or strengthen supervision and reporting pathways.

6.4 Ensure investigations into complaints do not retraumatise children.

At St Joseph's, processes for information gathering ensure that students are not asked to repeat distressing information to multiple people unnecessarily; one trusted staff member coordinates information sharing where possible. This helps reduce re-traumatisation, particularly for Aboriginal and/or Torres Strait Islander students whose experiences may be shaped by personal, family or intergenerational trauma, and historical experience. At the beginning of the process, the school asks the student's family or carer how they would prefer to be communicated with. This may include face-to-face meetings, phone calls, short emails, text messages, communication through a nominated support person, or scheduled check-ins at agreed times. The school records and follows these preferences wherever possible, recognising that culturally safe communication is not only about what is said, but how, when and by whom communication occurs.

The school considers timing, setting and support needs before meeting with a student, including whether they would feel safer with a known adult, support person or culturally safe staff member present. This includes recognising that some students and families may feel fear, mistrust or heightened anxiety in formal meetings or when speaking with unfamiliar authority figures. Where appropriate, the school offers culturally safe options, such as involving a trusted Aboriginal and/or Torres Strait Islander staff member, First Nations liaison officer, Elder or other support person, based on the wishes of the student and family. The school understands that cultural safety is shaped by who is present, how conversations are held and whether the student feels respected, believed and emotionally safe.

Staff use calm, non-leading, developmentally appropriate language. Staff are supported to respond in ways that are trauma-informed and culturally responsive, recognising that students affected by trauma may communicate distress in different ways and may need time, trust and relational safety before they feel able to speak. The school responds to children in a trauma-informed and culturally responsive manner, supporting them to share information at their own pace, using appropriate communication approaches, and reducing the need for unnecessary repetition of information. Professional learning supports for this work include Brisbane Catholic Education's team and local connections with EdLinQ services.

Following a complaint or disclosure, the school checks in on the student's wellbeing over time and adjusts learning, attendance or wellbeing supports if needed. The school understands that the impact of a complaint process may continue well beyond the initial disclosure or response. The school works with the child and family to identify what will help the child feel safe, settled and connected at school. The school also checks whether the child and family feel safe, heard and respected after the process has concluded.

St Joseph's also recognises that family, community, culture, language and connection to Country are protective factors for Aboriginal and Torres Strait Islander children. When identifying supports during and after an investigation, the school considers how these strengths and relationships can be maintained and strengthened rather than disrupted.

6.5 Effective complaint handling processes are understood by children, families, staff and volunteers, and are culturally safe.

St Joseph's explicitly teaches students that speaking up about feeling unsafe, uncomfortable or worried is a normal and supported part of school life. Staff check for understanding through classroom discussion, student voice activities, wellbeing check-ins and age-appropriate scenarios that help students practise who they can go to, what kinds of concerns can be raised, and what support they can expect. Additional teaching may occur during weekly wellbeing lessons with school guidance counsellor.

Volunteers, coaches and visiting providers receive simple guidance about who to report concerns to, what boundaries apply, and how the school responds to complaints involving children. The school checks this guidance is understood through induction, practical examples and observing whether concerns are raised appropriately in practice.

Families are regularly reminded - through newsletters, parent sessions and school communication channels - how to raise a concern and how the school will respond. The school aims to recognise barriers and notices whether some families are less likely to engage and how processes may need to change to support this. This includes noticing the types of questions families ask, whether some families rely on informal workarounds rather than formal pathways, and whether particular communities appear less likely to raise concerns.

Complaint processes are framed in ways that acknowledge diverse experiences of authority, trust and communication, including for Aboriginal and/or Torres Strait Islander families, families from refugee backgrounds, and families with different literacy or language needs. The school understands that a process is not truly effective unless people can engage with it in ways that feel safe, respectful and meaningful to them. For Aboriginal and/or Torres Strait Islander students and their families, this includes recognising that intergenerational trauma, institutional mistrust, shame or previous experiences of not being heard may affect whether concerns are raised at all. The school looks at feedback and patterns of engagement to understand whether processes are genuinely understood, accessible and culturally safe.

6.6 Complaints are taken seriously and responded to promptly and thoroughly.

School leaders acknowledge receipt of complaints promptly, explain next steps, and keep the complainant appropriately informed throughout the process. This includes early contact, clarifying the concern, identifying immediate support needs and providing timely updates. St Joseph's prioritises face-to-face conversations with families wherever possible, particularly where families may prefer a relational approach, where English is an additional language, or where there may be distrust or discomfort with formal written processes. This helps families understand that their concerns are being taken seriously and that the school genuinely wants to listen, respond and communicate clearly.

The school records complaints consistently in the school Complaints Register and reviews this register monthly at our leadership team meetings to ensure that responses and actions taken are proportionate, timely and focused on the safety and wellbeing of children. Thorough responses include documenting what was raised, what immediate action was taken, who was involved, whether reporting obligations applied, supports offered and what actions were taken to address both the immediate concern and any broader underlying issues. The school ensures that responses are proportionate, timely, child-focused and culturally safe and that follow up occurs. These regular reviews allow us to be across any recurring issues or patterns and ensure that, where applicable, complaint matters are not seen as isolated or individual incidents, but opportunities to identify changes that are needed at a classroom, year level, whole-school or policy level.

The school's Reconciliation Action Plan (RAP) is used as one mechanism for responding to identified patterns or gaps that become evident during the review of complaint matters. For example, if complaints or feedback indicate that Aboriginal and/or Torres Strait Islander perspectives are only visible during NAIDOC Week or Reconciliation Week, the RAP working group may prioritise actions that build more consistent curriculum integration, strengthen community partnerships, review school displays and communication practices, and increase staff cultural capability. Progress is monitored through RAP meetings, leadership reviews and feedback from students, families and community.

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

8.1 The organisation takes a holistic, strengths-based approach to safety and wellbeing, ensuring that all aspects of a child's physical, social, spiritual, emotional, and cultural – are prioritised.

St Joseph's considers safety across the full school day and in a range of school settings, including classroom learning, break times, prayer and liturgy, pastoral care, co-curricular activities, transport, student support spaces and online environments. This includes paying attention to whether students feel physically safe, included, emotionally supported and culturally respected in each setting. For students with additional wellbeing, learning, disability, behavioural, communication or participation needs, individual support planning helps staff understand the whole child and provide consistent day-to-day supports that promote safety, belonging, regulation, learning and wellbeing across different parts of school life.

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

St Joseph's supports a holistic, strengths-based approach to safety and wellbeing by celebrating student identity, culture, belonging and individuality through meaningful awareness days and school events. This includes, but is not limited to, Sorry Day (including the presentation of the Kenneth Watson-Cuttler reconciliation award), NAIDOC Week, National Reconciliation Week, Harmony Week, Child Protection Week, Mental Health Week, Bullying No Way National Week of Action, Child Protection Week, Caritas and Vinnies' fundraisers. These events are used to build understanding, promote respectful relationships, strengthen student voice and help all students feel safe, valued and included. Often these events are also celebrated collaboratively, with our school joining the wider community – for example, attending Under 8s and NAIDOC celebrations at Cherbourg.

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

Aboriginal and/or Torres Strait Islander perspectives, histories, cultures and local community connections are reflected in the school environment and in school life in meaningful, respectful and ongoing ways. This includes using local language, the Acknowledgement of Country, culturally responsive learning, visible symbols of respect, and engagement with families and community so culture is represented authentically. St Joseph's uses BCE's Molum Sabe Aboriginal and Torres Strait Islander Education Strategy to help guide this work and strengthen First Nations students' safety, belonging, engagement and success.

St Joseph's have created a welcoming and culturally safe environment starting from the front of the school and office where there are beautiful First Nations artworks and artefacts, the Uluru Statement and artwork created by our talented First Nations students. Throughout the school there are artworks and murals by local First Nations Artist Arthur Conlon.

8.2 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.

Supervision arrangements are adjusted for excursions, events, wet weather, drop-off and pick-up, camps, sporting activities and other higher-risk times. This may include changing staff positioning, increasing visibility in hotspots, adapting transitions, or providing extra support where a setting or activity may affect a student's safety, inclusion or cultural safety. Staff recognise that a child's experience of safety includes their experience of cultural safety. When assessing physical and online environments, staff consider whether Aboriginal and/or Torres Strait Islander students feel respected, represented, connected and free from racism, stereotypes or cultural exclusion.

St Joseph's conducts regular environmental scans of playgrounds, toilets, changerooms, bus zones, corridors and other student areas to identify safety risks. Findings are used to adjust duty rosters, staff positioning, visibility, access arrangements and transition routines where needed.

Before introducing new technologies, apps, online learning platforms or changes to student device use, St Joseph's follows a clear review process to check whether the tool or practice is safe, necessary and appropriate for the students who will use it. Staff consider student privacy, access, supervision, communication features, data collection, image and recording functions, location settings, reporting options, age-appropriateness and whether the tool supports safe participation.

St Joseph's has clear expectations for the safe use of school-owned and personal devices at school, including when devices may be used, where they are stored, how students are supervised, how photos or recordings are managed, and how staff respond to misuse, unsafe contact, bullying, racism, inappropriate content or breaches of privacy. Safety controls, such as filtering, approved platforms, restricted settings, supervision and reporting pathways, are balanced with students' rights to learn, connect, seek help and access appropriate information and participate safely in digital learning.

St Joseph's manages volunteers through a clear sign-in, induction and supervision process that helps reduce risks in physical and online environments while supporting students' participation in school life. Volunteers sign in and out at the office, wear visible identification while onsite, confirm any required Blue Card or screening requirements, and receive induction information before commencing their role. This includes expectations about professional boundaries, privacy, respectful and culturally safe interactions, supervision arrangements, use of mobile phones or personal devices, photography and recording, approved communication channels, and how to report concerns or unsafe behaviour. Staff make sure volunteers understand where they are allowed to be, which activities they are supporting, who they report to, and when they must seek help from a staff member. Volunteer roles are matched to the activity and level of risk, and staff maintain oversight so volunteers are not placed in situations that compromise student safety, privacy, dignity, access to learning or appropriate social connection.

8.3 The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices.

Some of the core policies that establish system-wide expectations for safe, respectful and professional conduct in all school environments, including online environments are BCE's **Code of Conduct, Student Protection Processes and Guidelines, Safeguarding Policy, Student Protection Policy, Information Security Policy and IT Acceptable Use Policy**. These requirements are supported by other BCE policies and procedures relating to, privacy, cybersecurity, risk management and due diligence. Together, these documents make clear that online tools, communication and digital learning must be used in ways that protect student safety, wellbeing, dignity, privacy and cultural safety. St Joseph's brings these system requirements to life in online environments in the following ways:

Teachers model safe and respectful online behaviour in everyday practice by using approved platforms, maintaining professional boundaries, moderating digital spaces, reinforcing respectful communication and responding promptly to unsafe or inappropriate online behaviour. This includes addressing conduct such as bullying, discriminatory comments or racism that may affect a student's safety wellbeing or sense of belonging.

Online safety expectations are communicated to parents and carers through newsletters, information sessions and school communication channels, including information about approved platforms, respectful online behaviour, cyberbullying, reporting pathways and how families can raise concerns. The school keeps records of these communications, along with online safety education, staff induction and responses to online incidents, to show that expectations are communicated, understood and reinforced over time.

Staff and volunteers receive induction information and regular reminders about professional boundaries, approved communication channels, social media expectations and appropriate online interactions with students. Online communication with students occurs only through approved school systems and for legitimate educational, pastoral or operational purposes, in line with the BCE Code of Conduct and relevant safeguarding policies. Staff avoid private messaging, personal accounts or informal channels that could blur professional boundaries or make interactions harder to monitor.

As part of implementing the school's Code of Conduct, staff receive guidance on Indigenous Cultural and Intellectual Property (ICIP) rights and understand that Aboriginal and/or Torres Strait Islander stories, images, artworks, language, songs, cultural practices and knowledges should not be shared, reproduced, photographed, recorded or distributed online without appropriate permission and authority. Staff model ethical online practices by appropriately acknowledging Traditional Custodians, attributing cultural knowledge to recognised sources where appropriate, and seeking advice when using First Nations content in digital learning materials, websites, social media posts or online platforms. This is particularly true for our school's work in language revitalisation for the Wakka Wakka language program at St Joseph's, which involved significant consultation with and approval from local Elders.

8.4 Risk management plans (including the Child and Youth Risk Management Strategy) consider risks posed by organisational settings, activities, and the physical environment.

At St Joseph's, risk management planning includes the everyday places and routines where students spend time, such as arrival and dismissal, playgrounds, toilets, pickup zones, transitions, assemblies, sporting activities, student support spaces, OSHC handovers and online learning environments. Staff consider supervision, access, visibility, student movement, privacy and adult-child interactions, as well as how different students may experience each setting. This helps the school identify where physical, emotional, social or cultural risks may arise and put practical supports in place that protect safety while also supporting inclusion, dignity and cultural safety, particularly for students who may need additional support or adjustments.

For excursions, major events, changes to learning spaces and activities involving visitors, guest presenters or external providers, St Joseph's completes planning that considers the nature of the activity, the environment, supervision arrangements, student access and movement, privacy, adult-child interactions and how students may experience the setting. The school reviews risks associated with visitors, guest presenters and external providers before they work with students, including their role, screening or sign-in requirements, induction, supervision, communication boundaries and any specific risks connected to the activity or group of students involved. St Joseph's also maintains and regularly reviews emergency management, lockdown and evacuation procedures so staff, students, volunteers and relevant visitors understand what to do in an emergency. These processes help the school identify and manage physical, emotional, social and cultural risks while protecting students' safety, inclusion dignity and cultural safety.

St Joseph's embeds cultural safety in risk management planning for events, excursions, camps, liturgies, NAIDOC Week activities, cultural incursions, curriculum projects and everyday school environments. Staff consider whether cultural knowledge, symbols, artwork, language, Acknowledgement of Country practices and learning resources are accurate and respectful; whether ICIP rights and appropriate consultation have been considered; and whether Aboriginal and/or Torres Strait Islander students may experience racism, stereotyping, exclusion, shame, unwanted cultural load or expectations to speak for all First Nations peoples. Student voice, family feedback, yarning opportunities, incident data and community consultation help the school understand whether environments and processes feel culturally safe. Where risks or improvement areas are identified, responses may include family and community consultation, BCE Aboriginal and Torres Strait Islander Education Team advice, staff guidance, culturally responsive communication, resource review, targeted supervision, trusted adults and culturally safe support networks

The school reviews incident reports, behaviour data, student voice, family feedback and staff observations to identify patterns and strengthen risk controls over time. This includes noticing repeated concerns in particular spaces, activities or routines, and responding to issues such as bullying, exclusion, racism or gaps in supervision or support

8.5 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children.

BCE's **Procurement Policy** and **Procurement Procedure** establish system-wide requirements for how schools engage contractors, suppliers and other third parties. These requirements recognise that safeguarding is an essential part of procurement and that all suppliers engaged by BCE must promote a culture of safety, comply with relevant safeguarding provisions, follow the **BCE Supplier Code of Conduct**, act consistently with **BCE's Safeguarding Policy**, and meet any required screening or safeguarding induction obligations. St Joseph's brings this system requirement to life in practice when engaging third parties in the following ways.

When St Joseph's engages third parties, such as camp venues, transport providers, allied health professionals, sporting coaches, contractors or external program providers, the school follows BCE procurement, third-party and safeguarding requirements to make sure child safety is considered before services are approved. This includes using approved supply arrangements or BCE contract templates where required, completing risk assessments, checking insurance and relevant licences, confirming Blue Card or other screening requirements, and obtaining evidence that providers have appropriate child safeguarding policies and procedures.

St Joseph's ensures providers understand BCE expectations for student safety, including cultural safety, respectful conduct, privacy, reporting obligations for student safety concerns, and appropriate interactions with children. Before working with students or using school facilities, third parties complete required training or induction, sign in and out, and operate within agreed and clearly documented supervision, communication and child safety arrangements. The school keeps records of these checks and monitors providers so that services delivered by third parties remain safe, appropriate and aligned with BCE safeguarding expectations.

St Joseph's consults early with local Traditional Custodians, Aboriginal and/or Torres Strait Islander community members, Elders, students and the BCE Aboriginal and Torres Strait Islander Education Team so spaces are culturally authentic, locally relevant and respectful of cultural protocols. This includes seeking guidance on Wakka Wakka language program, building names, artwork, yarning circles, reflection areas, cultural gardens, gathering spaces, signage, local language use and other ways to appropriately reflect First Nations histories, stories and connection to Country. The school recognises that culturally significant spaces are not just physical places, but environments that strengthen belonging, identity, connection and wellbeing for Aboriginal and/or Torres Strait Islander students, families and staff.

When engaging external providers to deliver cultural programs, performances, resources, learning experiences or wellbeing services, St Joseph's considers whether providers demonstrate genuine community connections, culturally responsive practices and an understanding of local cultural contexts.

Contracted services are periodically reviewed to confirm that safeguarding expectations continue to be met. Reviews may consider staff feedback, student or family concerns, incident records, provider compliance, supervision quality and whether the service remains appropriate for the school community.

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

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 holistically, 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.

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

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.

