

Safeguarding Plan 2026



Version: V1

Last updated: 18 June 2026

Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

Accessibility



Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

Contact for enquiries

St Vincent's Primary School

22 Fairway Drive, Clear Island Waters
P.O. Box 6574
Gold Coast Mail Centre
Bundall 9726

probina@bne.catholic.edu.au

(07) 5572 1746

(07) 5572 1688

<https://www.stvincentsps.qld.edu.au/>

Attributions

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

Cover: Indigenous children holding cultural instruments. Brisbane Catholic Education, St Vincent's Primary, 2026.

Page 4: Photo of school entrance, Brisbane Catholic Education, St Vincent's Primary, 2026

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Acknowledgement of Country

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

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

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

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

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

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

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



St Vincent's Primary School, Clear Island Waters, 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 Vincent's Primary School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

The 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:

At **St Vincent's Primary School, Clear Island Waters**, we are committed to prioritising every student's safety and wellbeing. This includes intentionally ensuring that Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected within our school community. Our student demographic data confirms the presence of Aboriginal and Torres Strait Islander students within our community, reinforcing our responsibility to provide culturally safe and responsive environments that promote belonging and wellbeing for all students.

At St Vincent's, our commitment to cultural safety and inclusion is made visible through the public display of Aboriginal and Torres Strait Islander flags, student artwork, and Acknowledgment of Country signage across shared spaces. These visible actions signal to students, families and visitors that respect for First Nations peoples is embedded in our school culture and aligned with our safeguarding responsibilities.

The **Archdiocese of Brisbane Safeguarding Commitment** is prominently displayed in our school foyer, shared spaces and the principal's office. This commitment acts as a continual reminder to staff, students and families that the safety and wellbeing of children and young people is paramount at St Vincent's, and that safeguarding is a shared responsibility across the entire community.

Student safety and wellbeing are deliberately prioritised within our leadership practices. Time is allocated during weekly leadership meetings to focus explicitly on student wellbeing, safeguarding responsibilities and emerging risks. These discussions are informed by data, reflection and professional dialogue, ensuring that decisions related to curriculum, staffing and school operations are made with student safety, wellbeing and cultural safety at the centre.

Our safeguarding culture is further supported through regular communication with families. School communications, including newsletters, reference expectations aligned with the **Brisbane Catholic Education Code of Conduct**, reinforcing respectful communication, professional boundaries and shared responsibility for student safety. This transparency supports trust and helps families clearly understand the standards that guide staff behaviour and decision-making.

St Vincent's uses safeguarding and wellbeing data, including staff culture and student voice measures, to monitor progress and identify areas for growth. Our Safeguarding Dashboard indicates strong staff agreement that student safety is a priority and that safeguarding is everyone's responsibility, while also highlighting opportunities to continue strengthening psychological safety and staff confidence to raise concerns. This data-informed approach ensures that safeguarding actions move beyond intention to meaningful and accountable practice.

Through these visible commitments, deliberate leadership practices and ongoing reflection, St Vincent's Primary School continues to build a culture where all students feel safe, respected and supported to belong and thrive.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

As part of our implementation plan, at the end of Term 2 we reflect on how St Vincent's Primary School brings Brisbane Catholic Education's commitment to Child Safe Standard 2 to life within our community — ensuring that children and young people are informed, empowered and actively involved in decisions that affect them.

At St Vincent's, students are explicitly taught about their rights, personal safety and trusted relationships through a combination of safeguarding lessons, wellbeing programs and everyday classroom practice. BCE safeguarding storybooks and animations support age-appropriate understanding, while our Consent and Respectful Relationships Education enables students to recognise safe and unsafe situations, identify trusted adults, and develop respectful, healthy relationships. These important messages are consistently reinforced by staff, creating a culture where students feel confident to speak up and seek support when needed.

Student voice is a valued and visible part of school life. We gather feedback formally through the *Tell Them From Me* survey and informally through classroom discussions, pastoral care check-ins, and student leadership forums. Students are encouraged to share their ideas, concerns and experiences, and staff respond in a timely and respectful manner. This consistent practice ensures students feel heard, safe and confident that their voice matters.

Student participation meaningfully informs decision-making across the school. Insights from surveys, forums and everyday interactions guide improvements to playground spaces, wellbeing supports, learning environments and school processes. Students are recognised as active contributors to our school community, and their perspectives are considered when reviewing practices, planning new initiatives and strengthening our safeguarding approaches.

Cultural safety is central to our work at St Vincent's. We are committed to creating an inclusive environment where all students, including Aboriginal and Torres Strait Islander students, feel respected, valued and safe. This is supported through culturally responsive practices, engagement with Brisbane Catholic Education resources, and alignment with the work of the Archdiocesan Aboriginal and Torres Strait Islander Education Team. Respect for identity, culture and background is embedded across our relationships, curriculum and community life.

Evidence of our practice includes student survey data, wellbeing records, safeguarding lesson implementation and student leadership initiatives. These sources inform ongoing monitoring and continuous improvement. As we move forward, we will continue to strengthen opportunities for student voice, ensure consistent delivery of safeguarding education, and further embed culturally responsive practices so that every child at St Vincent's feels safe, heard and supported to thrive.

² Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

In line with our implementation plan, at the end of Term 2 we reflect on how St Vincent's Primary School brings Brisbane Catholic Education's commitment to Child Safe Standard 3 to life — recognising that student safety, wellbeing and learning are strengthened when families and schools work in genuine partnership.

At St Vincent's, safeguarding expectations are clearly and consistently communicated to families through multiple, accessible channels. This begins at enrolment and is reinforced through the St Vincent's Parent Handbook, newsletters, the school website, parent information sessions and regular communication from staff. Families are provided with clear guidance on student safety processes, Student Protection Contacts and how to raise concerns, ensuring transparency and shared understanding across the community.

Families experience the school as welcoming, responsive and relational, with strong feedback indicating high levels of trust, clarity of communication and confidence in staff approachability. A significant proportion of families report feeling welcome at the school and recognise the consistent communication provided. These strengths reflect a well-established culture of care and provide a strong foundation for partnership in safeguarding.

Families and the wider community are active participants in promoting student safety and wellbeing. Opportunities for engagement are provided through parent information sessions, community events, and ongoing communication about wellbeing initiatives such as online safety and mental health. The school also intentionally uses high-engagement events—including carnivals, celebrations and community gatherings—to share safeguarding messages in ways that are accessible and meaningful for families.

The Parents & Friends (P&F) group and the FACE (Family and Community Engagement) model provide formal structures for family voice and participation. These forums enable families to contribute to school decision-making, support community-building initiatives and provide feedback on school priorities, including student wellbeing and safety. While participation is positive, both staff and family data indicate an opportunity to further strengthen authentic engagement and deepen family involvement in decision-making processes.

Feedback is gathered systematically and informally through multiple sources, including the *Tell Them From Me* Parent Survey, community engagement opportunities and direct conversations with families. This data shows strong performance in areas such as communication, relationships and school climate; however, it also highlights areas for improvement, particularly in relation to inclusion, diversity representation and the level of family involvement in decision-making. Staff perspectives align with this, indicating strong relational practice but a need to strengthen how partnership is enacted in practice.

At St Vincent's, this feedback is actively used to inform improvement. Current actions focus on making safeguarding and cultural safety practices more explicit and visible, strengthening communication using consistent language, and intentionally seeking family voice to ensure alignment between school intentions and community experience. There is also a continued focus on enhancing culturally responsive practices and ensuring that safeguarding processes are understood by all members of the community.

Evidence of our practice includes parent survey data, communication records, participation in FACE and P&F structures, and engagement in school events and initiatives. This evidence confirms a strong relational culture and high levels of trust, while also identifying opportunities to deepen authentic partnership with families and communities.

Moving forward, St Vincent's will continue to strengthen family engagement by broadening opportunities for participation, increasing visibility of safeguarding and cultural safety practices, and moving from consultation towards genuine co-design with families. This will ensure that all families feel informed, valued and confident in our shared commitment to student safety and wellbeing.

³ Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

In line with our implementation plan, at the end of Term 2 we reflect on how St Vincent's Primary School brings Brisbane Catholic Education's commitment to Child Safe Standard 4 to life — ensuring that every student experiences an inclusive, equitable and culturally safe environment where their individual needs are understood and supported.

At St Vincent's, equity, inclusion and respect for diversity are underpinned by a strong relational culture and a commitment to ensuring all students feel welcomed, valued and able to participate fully in school life. Data from staff and parent perspectives reflects high levels of trust, connection and positive relationships; however, it also highlights the need to further strengthen how inclusion is visibly embedded in curriculum, teaching and everyday practice.

Support for diverse learners is provided through a student-centred and responsive approach. While St Vincent's has a lower proportion of identified equity cohorts compared to BCE averages, targeted strategies are in place to support students with disability, EAL/D learners and First Nations students through differentiated teaching, inclusive classroom practices and ongoing monitoring of student needs. Attention is given to middle and upper year levels, where higher concentrations of students requiring additional support have been identified, ensuring that adjustments and intervention are responsive and purposeful.

The school adopts a proactive and layered approach to identifying and supporting students who may be at risk of harm. This includes analysis of wellbeing, behaviour and safeguarding data, professional judgement from staff, and collaboration with families and external supports. This reflects the use of systems consistent with BCE expectations, ensuring support is personalised, coordinated and responsive to each child's circumstances.

Cultural safety and trauma-informed practice are developing strengths within the school. Staff demonstrate an understanding of the importance of creating safe environments where students feel respected and included and respond to student needs through relationship-based and supportive approaches. This includes adjusting communication, providing predictable and supportive learning environments, and working sensitively with families. While this foundation is strong, self-assessment findings indicate a need to build greater consistency and confidence across all staff in applying culturally responsive and trauma-informed practices in everyday decision-making.

Students at St Vincent's are supported to access safeguarding information in ways that are appropriate and accessible. This includes explicit teaching of protective behaviours, consent and respectful relationships through the Health and Physical Education curriculum, complemented by whole-school initiatives and external provider programs. Additional supports such as visible signage, Student Protection Contacts, assemblies and targeted wellbeing sessions reinforce key safety messages and help-seeking pathways. Differentiated strategies, including the use of visual supports, repetition and age-appropriate resources, ensure that all students are able to understand and engage with safeguarding information.

Evidence of practice at St Vincent's includes safeguarding dashboard data, wellbeing records, differentiated teaching practices and feedback from students, staff and families. This evidence highlights a strong culture of care and inclusion, while also identifying opportunities to strengthen inclusive practices, particularly in relation to diversity representation, staff capability and ensuring all students see themselves reflected in the curriculum.

Planned improvements focus on strengthening inclusive practice across the school by increasing the visibility of diversity within teaching and learning, building staff capability in culturally responsive and trauma-informed approaches, and ensuring consistent access to safeguarding information for all students. There is also a continued focus on improving support for identified cohorts and embedding inclusive practices more intentionally across all year levels and contexts.

Through these actions, St Vincent's will continue to ensure that equity, inclusion and cultural safety are not only embedded in policy, but clearly visible and consistently experienced by every student.

⁴ Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Vincent's Primary School, every child has the right to feel safe, heard, respected and supported. We are committed to creating a culture where students, families, staff and volunteers know how to raise concerns and can be confident that concerns will be responded to promptly, respectfully and in a way that places the wellbeing of the child at the centre of all decision-making.

Students are supported to identify trusted adults and seek help when they feel unsafe, worried or concerned. Through safeguarding education, wellbeing programs, everyday relationships and regular reminders, students are encouraged to speak up and know that their voices will be taken seriously. Staff actively listen to students and respond in ways that are age-appropriate, supportive and focused on reducing further distress.

Families, staff, volunteers and visitors have multiple pathways to raise concerns, including through teachers, members of the Leadership Team, Student Protection Contacts and other designated support personnel. Information about safeguarding responsibilities, complaint processes and reporting pathways is communicated through induction processes, newsletters, parent information, volunteer communications and the school website.

At St Vincent's, concerns are responded to in a timely, respectful and proportionate manner. School leaders work collaboratively with families, staff and support personnel to gather information, assess risk, implement appropriate supports and monitor outcomes. Complaints and concerns are documented and reviewed to ensure accountability and continuous improvement. Student wellbeing remains the central focus throughout the process.

We are committed to ensuring that complaint processes are culturally safe and inclusive. Aboriginal and Torres Strait Islander students and families are supported through respectful engagement, culturally responsive communication and access to advice and support where appropriate. We recognise that cultural safety is determined by those who experience it and continue to strengthen our practices in partnership with First Nations families and communities.

Our approach reflects a learning culture. Complaints, concerns and safeguarding incidents are used as opportunities to strengthen systems, identify emerging risks and improve practice. Leadership teams regularly review safeguarding data, complaints information and student voice feedback to inform future actions and ensure that our responses remain child-centred, trauma-informed and focused on continuous improvement.

At St Vincent's Primary School, safeguarding is everyone's responsibility. We work together to ensure that every child feels safe to speak up, confident that they will be listened to, and assured that adults will act in their best interests.

⁶ Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Vincent's Primary School, student safety and wellbeing are intentionally considered across the whole school day, including arrival and departure times, classroom learning, prayer and liturgy, break times, transitions, sport, camps, excursions, pastoral care, intervention programs, support spaces and online learning environments. We recognise that students learn best when they feel safe, connected, respected and supported, and we are committed to creating environments that promote each student's physical, social, emotional, spiritual and cultural wellbeing.

Staff know their students well and respond proactively to individual needs through relationship-based practices, predictable routines, student support plans, designated safe adults and targeted wellbeing supports. Students who may require additional support, including those with disability, wellbeing concerns, trauma backgrounds or other vulnerabilities, are supported through personalised adjustments, planned check-ins and coordinated support processes. The Sunshine Space and other supervised support areas provide additional opportunities for students to access safe and supportive environments throughout the school day.

At St Vincent's, risk management forms part of everyday operational decision-making. Risk assessments are undertaken for school activities, excursions, camps, sporting events and the use of school facilities, with consideration given to supervision, visibility, access, student wellbeing, cultural safety, medical needs, behavioural supports and individual student requirements. Risk management processes also consider environments where students may be less visible, including transition spaces, toilets, learning support areas, one-to-one spaces, before and after school settings, and digital learning environments. The effectiveness of controls is monitored through safeguarding data, behaviour records, student wellbeing information, incident reports and leadership review. Findings are used to strengthen safeguarding practices and inform ongoing improvement.

Active supervision is an essential safeguarding practice at St Vincent's. Duty rosters, staff induction processes, supervision schedules and regular staff briefings establish clear expectations regarding active supervision. Staff are expected to remain visible, mobile and engaged with students, particularly during higher-risk times such as before school, break times, transitions, wet-weather routines and large community events. Additional supervision is provided in identified higher-risk areas, and supervision arrangements are reviewed regularly in response to emerging student needs and environmental factors.

The school takes a proactive approach to identifying and reviewing high-risk locations. Areas such as toilets, behind buildings, playground spaces with limited visibility, learning support rooms, withdrawal spaces, storerooms, car parks, drop-off and pick-up zones, and online environments are regularly considered within safeguarding discussions and risk management processes. Student voice, wellbeing information and incident data assist the school in identifying potential risks and strengthening supervision and environmental controls where required.

Cultural safety is an important element of how students experience both physical and online environments at St Vincent's. The school seeks to create spaces where Aboriginal and Torres Strait Islander students, families and staff feel welcomed, respected, valued and included. Cultural safety is supported through visible symbols of inclusion, the incorporation of First Nations perspectives, consultation with families and community members, and ongoing reflection on how policies, practices, language and relationships contribute to belonging and wellbeing. Feedback from students, families and community members assists the school in strengthening culturally responsive and inclusive environments.

Online safety is promoted through the use of approved digital platforms, Brisbane Catholic Education policies and procedures, acceptable use expectations, cyber safety education and ongoing communication with families. Students are explicitly taught safe and responsible technology use and encouraged to seek help if they experience concerns online. Staff model safe digital behaviours and respond appropriately to issues such as cyberbullying, exclusion, inappropriate communication, unsafe sharing of content or behaviours that may impact a student's dignity, safety or sense of belonging. The school recognises that online incidents can have a significant impact on student wellbeing at school and continues to strengthen student education, parent partnerships and help-seeking practices in response to emerging risks.

When engaging external providers, specialist services, volunteers or third-party facilities, St Vincent's ensures child safety expectations, supervision arrangements, responsibilities and risk management requirements are clearly understood before students participate. Staff retain responsibility for student supervision and take steps to ensure safeguarding expectations are maintained in all learning and wellbeing contexts.

At St Vincent's Primary School, physical and online environments are intentionally designed, supervised and reviewed to ensure every student feels safe, respected, included and supported to flourish. Safeguarding is embedded in daily practice, informed by student voice and guided by our commitment to continuous improvement, cultural safety and the dignity of every child.

⁸ Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At **St Vincent's Primary School**, we actively monitor how our child safety policies operate in practice by regularly reviewing supervision arrangements, visitor management processes and student feedback mechanisms. Staff reflections and student voice data are used to understand how safety procedures are experienced day-to-day, particularly in shared and transition spaces. This ongoing review enables us to identify emerging risks and respond promptly with targeted improvements that strengthen student safety and wellbeing.

As part of this reflective approach, St Vincent's maintains a deliberate focus on **cultural safety**. Feedback from students and families, including Aboriginal and Torres Strait Islander students, informs our understanding of belonging, inclusion and relational trust within the school. Student voice data indicates that most students report feeling accepted for who they are, while also highlighting the importance of continued attention to groups who may experience a reduced sense of belonging at different year levels.

Student learning about safety and wellbeing is reinforced through regular whole-school and classroom-based messaging. These messages focus on help-seeking, respectful relationships, safe peer interactions, understanding trusted adults, and the shared responsibility of adults and students in maintaining safe school environments. This approach is reflected in student and parent data indicating generally positive perceptions of safety at school, while also informing areas for further improvement.

When concerns or complaints identify gaps in processes, St Vincent's adopts a learning-focused response. Incidents are reviewed to understand contributing factors, identify system improvements and strengthen future practice. Learnings are discussed within leadership forums to ensure accountability, shared understanding and continuous improvement, reinforcing a culture where safeguarding is viewed as everyone's responsibility rather than an individual issue.

The effectiveness of child safety initiatives at St Vincent's is evaluated using a combination of staff safeguarding culture data, student voice measures and parent feedback. The Safeguarding Dashboard indicates strong staff commitment to student protection responsibilities, high adherence to safeguarding policies, and a shared priority placed on student safety and wellbeing.

At the same time, the data supports ongoing work to strengthen psychological safety and confidence to raise concerns, ensuring that safeguarding practices continue to mature and remain responsive to the needs of all students.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At **St Vincent's Primary School**, we implement **Brisbane Catholic Education (BCE) policies and procedures** that are regularly reviewed and updated to ensure they meet the requirements of the **Child Safe Standards** and the **Universal Principle** and provide clear guidance for safeguarding children and young people. These policies support a shared understanding that student safety and wellbeing are everyone's responsibility, a commitment reflected in strong staff agreement across safeguarding culture measures.

St Vincent's is a welcoming school community, and key safeguarding policies and procedures are made accessible to staff, families and visitors. Frequently referenced documents are available in visible locations within the school office and are also accessible via the school website. This accessibility supports transparency and ensures that expectations, processes and responsibilities related to child safety are clearly understood by the whole community.

To support students' understanding of safeguarding in an age-appropriate way, St Vincent's draws on BCE safeguarding resources, including child-friendly materials designed to communicate key messages about safety, help-seeking and wellbeing. These resources reinforce to students that their safety is a priority and support staff to model and facilitate open, respectful conversations about safeguarding and wellbeing across year levels.

Safeguarding processes and expectations are also communicated to families through parent information sessions and ongoing school communications, including newsletters. This regular communication strengthens partnerships with families and aligns with staff practices that involve parents and students in decisions impacting student safety and wellbeing, as reflected in safeguarding culture data.

Together, these practices ensure that policies at St Vincent's are not only compliant, but understood, accessible and actively embedded in daily school life, supporting a culture of shared responsibility and continuous improvement in safeguarding.

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)

