

St Francis College Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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Attributions

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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 Francis College, Crestmead, 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 Francis College 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 Francis College, we are committed to prioritising students' safety and wellbeing. Our college aims to provide a safe environment for all students to learn and grow. This is achieved through:

- **Safeguarding embedded in pastoral governance:**
Student safety and wellbeing are standing priorities in weekly P–6 and 7–12 Pastoral Meetings. These meetings document concerns, plan actions and review follow-up, ensuring coordinated, wrap-around support for students and families rather than isolated responses
- **Leadership visibility and modelling:**
School leaders regularly reinforce safeguarding expectations through P–12 staff briefings, leadership meetings and one-to-one conversations with teachers, explicitly modelling that child safety is everyone's responsibility and embedded in daily practice—not just policy.
- **Strong staff culture and confidence to speak up:**
Safeguarding culture data shows increasing staff confidence to raise concerns, challenge unacceptable behaviour and trust leadership follow-through. Leaders use this data to affirm positive practice and address emerging risks.
- **Intentional inclusion of student voice:**
Student leaders (Year 6, Year 9 and Year 12) are engaged in age-appropriate discussions about safety and wellbeing, and student survey data (P–12 and 7–12) is reviewed by leadership to identify trends in safety, belonging and engagement.
- **Relational and child-centred approach:**
Safeguarding at St Francis College is underpinned by strong relationships with students and families, with leaders prioritising early identification, respectful communication and consistent follow-through when concerns are raised.

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:

- **Students Learn About Rights, Safety and Who to Trust**
At St Francis College, students are explicitly supported to understand their rights, safety and trusted adults through pastoral structures and daily interactions. A relational, child-centred approach ensures that students experience consistent messaging about safety and wellbeing across classrooms, pastoral care and leadership engagement. Pastoral Leaders, teachers and school leaders reinforce these messages, ensuring students know who they can speak to and how to seek support.
- **Student Voice is Actively Gathered and Valued**
Student voice is intentionally embedded through formal and informal processes. Student Leaders (Years 6, 9 and 12) and student-led committees participate in discussions about safety, wellbeing and school improvement. Student survey data (including whole-school and secondary surveys and the Tell Them from Me) is reviewed by leadership to identify trends in belonging, engagement and safety. This aligns with the College's broader commitment to consultation with students and families in safeguarding practices.
- **Student Participation Influences Decision-Making**
Student feedback directly informs school practices, particularly in areas of wellbeing, engagement and community connection. Leaders analyse student voice data alongside behavioural and wellbeing data to guide priorities, pastoral responses and whole-school initiatives such as Expectation of the Week and personal development programs. Student leaders and committees also contribute to the design and implementation of school initiatives and events, strengthening ownership and agency.
- **Cultural Safety Shapes Student Voice**
Student voice processes are inclusive of the College's culturally diverse community. Practices reflect a commitment to ensuring all students feel safe, respected and confident to contribute, consistent with the College's safeguarding commitment to dignity, belonging and inclusion.
- **Evidence of Practice and Planned Improvements**
Evidence of practice includes: Student leadership structures and student-led committees, Regular student surveys and data analysis to inform decisions, Pastoral processes that prioritise student voice and wellbeing, Ongoing consultation with students and families in safeguarding practices.

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:

- Families are welcomed into the life of the school:**
 Families are invited to participate in school life focused both wellbeing, student growth and achievement and getting to know the staff through Meet the Teacher and Open Classroom events, Learning Conversations, and awards assemblies (both learning, school engagement, and co-curricular). Further, community focused events are designed to encourage engagement with the school through sporting events/carnivals (P-12), cultural events such as Harmony Day, Movie Night, and community focused events. These opportunities invite families to engage in the learning and life of the college. They create ongoing opportunities for connection, communication and shared responsibility for student wellbeing.
- Safe, inclusive community events:**
 Community and sporting events are intentionally planned to promote safety, dignity, and involvement for all students. These practices include clear supervision, designated family viewing areas and designated toilet facilities for students and adults. These practices (especially the toilet practices) are consistent at all community events including our athletics carnival, cross country and school social events such as Movie Night and Open Day events.
- Family voice shapes how events are designed:**
 Parent and carer feedback directly informs how school practices evolve. Examples of this include changing of 7-12 Student-Parent-Teacher Learning Conversations commencing at 2pm in response to and to support P-12 families, multiple parent engagement options for Year 10 SET Plan information sessions and interviews (stemming from parent surveys), and adjustments to the timing of Meet the Teacher events to better suit family availability and engagement in the event.
- Supporting families through wellbeing initiatives:**
 Breakfast Club operates before school to support students and families who may require access to food before the school day. Students can also access food during the day through the Learning Partnerships space, ensuring basic needs are met in a respectful and supportive way. Families in our community are also supported through our Community Hub who run English Language programs, Play Group, and fitness and movement programs.
- Student voice strengthening family and community connection:**
 Student Leaders (Year 6, 9 and 12) and Student-led committees (Years 7-12) actively promote wellbeing, inclusion and connection, contributing to the design and running of initiatives and events that strengthen relationships within the school, with families and with the wider community. Events and areas of interest are the focus to promote the student and family experience including opportunities to further engage with families at school events.

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:

- **Promotion of Equity, Inclusion and Respect for Diversity:**
Our College has numerous whole-school practices that celebrate diversity. Harmony Day performances, supported by staff, enable student participation and cultural expression. The College newsletter recognises national days and community diversity with national flags flown alongside the Australian flag. Religious diversity is celebrated in and beyond the classroom including using our central displays at the front of the library to celebrate cultural and religious events. The use of greetings in multiple languages and information brochures (especially for Senior Pathways) is a key element too.
- **Provision of Supports and Adjustments for Diverse Learners**
Students are supported through Personalised Support Plans (PSPs) and access to safe spaces such as Ruffino (Learning Support Building). Pastoral Leaders conduct regular check-ins to ensure wellbeing and engagement. Targeted support for EALD and CALD students includes ongoing check-ins, particularly for students new to Australia, including support with IT access. The Community Hub provides programs to strengthen English language development and family engagement.
- **Embedding Cultural Safety and Anti-Discrimination Practices**
Cultural safety is embedded through inclusive communication. Multilingual school officers are utilised where possible when working with families with developing English proficiency, ensuring respectful and accessible engagement.
- **Access to Safeguarding Information for Students**
Students access safeguarding information through visible signage across the College identifying Student Protection Officers, supporting student awareness and help-seeking. Pastoral Leaders also reinforce safeguarding standards through checking in with students through regular attendance and wellbeing conversations. VPC and classroom teachers monitor student attendance weekly to review and reach out to students who may need additional support.
- **Evidence of Practice and Planned Improvements**
Current practices demonstrate strong inclusion through cultural celebration, targeted student support, and accessible communication. Ongoing improvement focuses on strengthening staff cultural capability, enhancing student voice, and expanding community-based support programs.

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:

- **Students and Families Are Encouraged to Raise Concerns**
We actively encourage students, families and staff to raise concerns early as part of our commitment to safeguarding and student wellbeing. Students have access to a range of trusted adults, including teachers, Pastoral Leaders, Guidance Counsellors, Student Protection Contacts and school leaders. Through strong pastoral relationships and ongoing wellbeing conversations, students are supported to speak up when something does not feel right. The College promotes a culture where concerns are viewed as an important source of feedback that helps strengthen safety and wellbeing.
- **Accessible and Clear Complaint Pathways**
Families are provided with multiple pathways to raise concerns. Complaint processes and escalation pathways are communicated through the Parent Handbook, BCE complaints procedures, enrolment processes and ongoing school communications. Parents are encouraged to work directly with teachers and leaders to resolve concerns, with clear escalation processes available when required. The College also maintains a Parent Code of Conduct and Safe School Statement, supporting respectful and constructive engagement between home and school.
- **Child-Focused and Trauma-Informed Responses**
St Francis College responds to concerns through a relational and child-centred approach. Student safety and wellbeing are standing agenda items in weekly pastoral meetings ensuring that concerns are addressed through coordinated support rather than isolated responses. Staff are trained to prioritise the wellbeing and safety of students while maintaining respectful communication with families throughout the process.
- **Recording, Managing and Escalating Concerns**
We follow BCE safeguarding, complaints management and student protection procedures to ensure complaints are appropriately documented, managed and escalated. Concerns relating to student safety are recorded through established BCE processes, including Student Protection and Reportable Conduct reporting pathways where applicable. The College also reviews trends within complaints data as part of its safeguarding and continuous improvement processes, ensuring concerns are not only resolved but used to inform future practice. Since the introduction of the Queensland Reportable Conduct Scheme, St Francis College has continued to strengthen staff awareness and reporting practices.

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:

- **Safe Physical Environments**

St Francis College has established physical environments that promote student safety through intentional resourcing and supervision, clear behavioural expectations and structured access to facilities. Safe practices are embedded across the College, including designated student and visitor areas during community events, detailed supervision procedures, attendance monitoring processes, and risk management practices for camps, excursions and co-curricular activities. The College also maintains designated pathways for P–6 and 7–12 students to support safe movement across the campus and a shared culture around safety at school.

- **Promoting Online Safety**

Online safety is supported through BCE ICT policies, responsible use procedures, student device programs and ongoing digital citizenship education. Students receive guidance regarding safe and appropriate technology use through Technology bootcamps, Personal Development programs, pastoral care structures and targeted support for students who require additional assistance. EALD students new to Australia also receive support with technology access and digital systems as they transition into the school and continue to be supported by teachers and specialist staff.

- **Managing Physical and Online Risks**

Physical and online risks are routinely identified, monitored and reviewed through leadership processes, pastoral meetings, Student Protection procedures and safeguarding self-assessment activities. The College maintains procedures for high-risk areas including ICT and digital platforms, student attendance, camps, excursions, medication administration and volunteer engagement. These processes support the proactive identification and management of risks before harm occurs. Where additional supports are required for individual students, these are worked through on an individual basis with the supports to ensure student safety.

- **Employees Model Safe Digital Behaviours**

Employees are expected to model safe, respectful and professional digital behaviour consistent with BCE safeguarding expectations and Codes of Conduct. Staff professional learning reinforces responsibilities regarding student safety, appropriate use of technology and the management of online concerns. Staff have same or similar devices to support modelling and guiding students in their choices and actions.

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:

- **Safeguarding is routinely reviewed, not assumed:**

St Francis College systematically (annually and as changes occur) reviews its safeguarding practices through scheduled self-assessment processes, leadership reflection and analysis of school-based and system-level data, ensuring safeguarding remains active and responsive rather than static through leadership and Student Protection Team activities focused on P-6 and 7-12 as well as P-12.

- **Use of multiple data sources to inform improvement:**

Leadership reviews a range of data, including safeguarding culture data, Tell Them From Me survey data, student wellbeing surveys and behaviour trends from internal systems, to understand how effectively safeguarding practices are working across P-12 and to review of trends within data from complaints register. Analysis of school data (aligned to our MTSS frameworks including: attendance behaviour trends (year levels, behaviour types, behaviour locations and time of behaviours) and implementation of actions to support through Expectation of the Week (EoW), Personal Development Programs, seminars and guest speakers.

- **Student wellbeing and safety outcomes analysed:**

Student data relating to belonging, safety and engagement is reviewed across year levels and cohorts. Identified trends, improvements and areas of concern guide pastoral priorities and targeted actions. These trends are used to inform activities and Expectation of the Week (EoW) across P-12, Personal Development Programs, seminars and guest speakers.

- **Ongoing staff learning and consistency:**

Child safety and safeguarding remain regular topics in staff forums, reinforcing shared responsibility, clarifying expectations and supporting staff to fulfil their role confidently and consistently. Professional learning to report on findings and develop implantation strategies to embed shared responsibility and accountability supported by variety of perspectives towards wellbeing policies, procedures and practices.

- **Commitment to learning alongside community:**

Recognising ongoing challenges such as differing understandings of bullying and safety, the College commits to continued education of staff, students and families to strengthen shared understanding and appropriate responses. Communication with staff, students and families at least twice per year on our safeguarding processes.

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:

- **Policies embedded in everyday practice:**
Safeguarding policies are not standalone documents but are enacted through daily school operations, including supervision routines, behaviour support processes, pastoral care structures, camp and excursion planning, and learning and teaching programs.
- **Strong procedural safeguards for risk areas:**
Procedures are in place for high-risk contexts including volunteer engagement, medication administration, camps and excursions, ICT and digital platforms, one-to-one device programs, and student attendance, ensuring consistent and safe practice across P-12.
- **Clear expectations for staff, students and families:**
The College has clearly articulated procedures and expectations, including Parent Codes of Conduct, student behaviour supports, mobile phone and electronic device procedures, and pick-up and drop-off processes, supporting shared understanding and responsibility for safety.
- **Alignment with BCE systems and compliance requirements:**
School-based policies are supported by BCE-wide safeguarding, Code of Conduct, recruitment and due-diligence frameworks, ensuring consistent expectations, screening and accountability for employees, volunteers and third parties.
- **Accessibility and shared understanding:**
Safeguarding policies and procedures are communicated clearly to staff through induction, briefings and professional learning; to students through age-appropriate explanations and routines; and to families through enrolment, orientation and regular communication.
- **Regular review and continuous improvement:**
Policies and procedures are reviewed regularly through leadership meetings, data analysis, safeguarding self-assessment processes and consultation with staff, students and families, ensuring documents remain current, understood and effective.
- **Leadership oversight and modelling:**
School leaders actively champion compliance with safeguarding policies, model expected practices, and ensure concerns, incidents and risks are responded to in a child-focused manner.

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)

