

Star of the Sea School Cleveland

Safeguarding Plan 2026



Version: 1

Last updated: 26 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

Star of the Sea Catholic Primary School

53 Passage Street

Cleveland

Quandamooka Country,

07 3286 2377

[School Website link](#)

Attributions

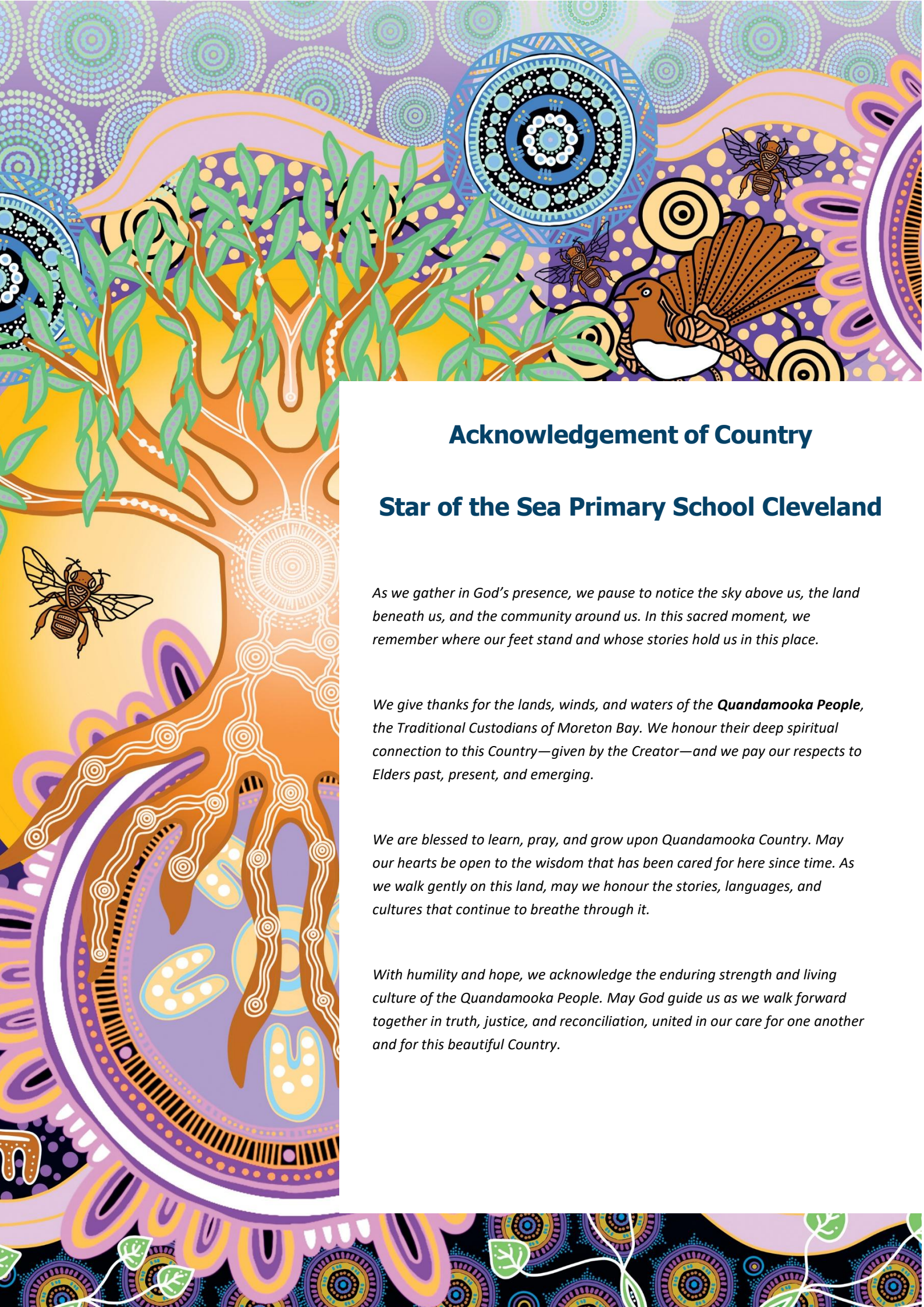
Cover: The concept of the **school logo** came from an aboriginal design plate made by Kathy Jauncey. This is the story behind our logo: "The design is based on both my Catholic upbringing and being an indigenous woman. I believe everyone has a spiritual core (*whether they know it or not*) and this is represented by the spiritual figure in the middle of the design. The three circles (yellow dot surrounded by the white ones) represent the Trinity (Catholic) but also sea, earth, and air (Indigenous). The wavy lines between the four symbols represent the interconnectedness of things both spiritual and environmental, with the waviness adding the emphasis of the importance of water to our Stradbroke Island culture. The dotted line across the design delineates the land from the air. The spiritual being is firmly 'rooted' in the land, being strengthened by it – trying to show that our connectedness to nature builds and supports our spiritual being".

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

Page 4: Our Marian icon was designed in 2021 as a symbol of our Marian Charism. After consultation with staff, families and the parish community, we linked this icon with our school logo. The Northern Star is a symbol of our guiding light to follow Jesus. The aqua dots link in with our School Logo and the First Nations Quandamooka people. Mary holding baby Jesus in her arms signifies the love that Mary has for us. 'Christ Lighting Our Way' is our School Motto. The red circle encompasses all of our values here at the Star of the Sea Catholic Primary School.

© The State of Queensland ([Queensland Family and Child Commission](#)) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the [Creative Commons Attribution \(CC BY\) 4.0](#) International licence.





Acknowledgement of Country

Star of the Sea Primary School Cleveland

As we gather in God's presence, we pause to notice the sky above us, the land beneath us, and the community around us. In this sacred moment, we remember where our feet stand and whose stories hold us in this place.

*We give thanks for the lands, winds, and waters of the **Quandamooka People**, the Traditional Custodians of Moreton Bay. We honour their deep spiritual connection to this Country—given by the Creator—and we pay our respects to Elders past, present, and emerging.*

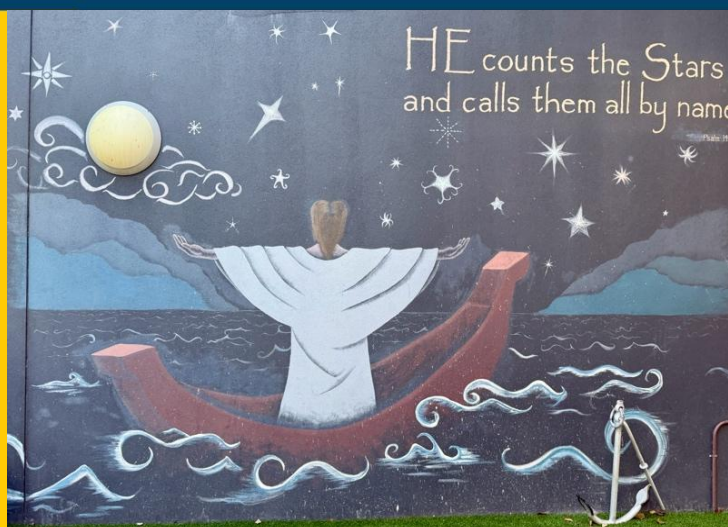
We are blessed to learn, pray, and grow upon Quandamooka Country. May our hearts be open to the wisdom that has been cared for here since time. As we walk gently on this land, may we honour the stories, languages, and cultures that continue to breathe through it.

With humility and hope, we acknowledge the enduring strength and living culture of the Quandamooka People. May God guide us as we walk forward together in truth, justice, and reconciliation, united in our care for one another and for this beautiful Country.

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.



Star of the Sea Primary School 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.

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Star of the Sea Primary School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and 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 **Star of the Sea Catholic Primary School, Cleveland**, the safety and wellbeing of every child is our highest priority. We are committed to providing a warm, respectful and inclusive learning environment where all students feel safe, valued and supported. This commitment is reflected through the following practices:

- **Strong leadership for child safety**

Child safety and student wellbeing are central to our leadership discussions and decision-making processes. When planning school programs, initiatives and policies, the wellbeing of our students is always a key consideration.

- **A welcoming and culturally safe environment**

We value and respect every member of our school community. Aboriginal and Torres Strait Islander cultures are acknowledged and celebrated through visible symbols such as flags, displays, artwork and Acknowledgement of Country, helping to ensure First Nations students and families feel welcomed, respected and safe.

- **A visible commitment to safeguarding**

Our School Safeguarding Plan is accessible via our school website, and Student Protection Contacts are clearly displayed throughout the school. These visible reminders reinforce that child safety underpins all that we do.

- **Students know who they can speak with**

Members of our Leadership Team are regularly present in classrooms and around the school grounds. This visibility helps students feel confident knowing who they can approach if they have a concern or need support.

- **Child safety is everyone's responsibility**

All staff share responsibility for ensuring the safety and wellbeing of students. Teachers, support staff, office personnel and volunteers work together to create a safe, caring and supportive school environment.

- **Ongoing safeguarding training for staff**

All staff participate in regular training related to student protection and child safety. This ensures they are equipped to recognise concerns, respond appropriately and support students effectively.

- **Clear expectations for all adults**

Our school follows the Brisbane Catholic Education Code of Conduct, which clearly outlines expected standards of behaviour for adults to ensure student safety. Age-appropriate information and resources are also shared with students to help them understand these expectations.

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:

At **Star of the Sea Catholic Primary School, Cleveland**, we focus on ensuring that every student is empowered, heard and supported within a culture of safety and respect. We teach children about their rights, personal safety and trusted relationships; how we actively gather and respond to student voice; and how student participation meaningfully shapes decision-making across the school. Cultural safety informs our practice, and we use evidence to guide ongoing improvements.

- **Learning About Rights and Safety**
Students explicitly learn about their rights, personal safety, and trusted adults through the Health curriculum, wellbeing programs, and regular class discussions.
- **Gathering Student Voice**
Student voice is actively gathered through Parent Teacher Student Sessions, Ready to Learn Plans, wellbeing check-ins and informal conversations, ensuring students feel heard and valued.
- **Student Voice Informing Decisions**
Feedback from students is used to inform decisions about school practices, supervision, and wellbeing initiatives.
- **Supporting Safe Expression of Concerns**
Students are supported to safely express concerns, with clear, age-appropriate processes for reporting worries or seeking help.
- **Culturally Responsive and Safe Practices**
The school embeds culturally responsive practices that ensure all students, including Aboriginal and Torres Strait Islander students, feel safe, respected and able to contribute their voice.

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:

At **Star of the Sea Catholic Primary School, Cleveland**, we emphasise the importance of strong, transparent and collaborative partnerships with families and the wider community to uphold child safety and wellbeing. Our school communicates safeguarding expectations to families, including how families and community members can participate in safety and wellbeing initiatives, and how we engage with our Parent Community Group (PCG) and broader community partners.

- **Communicating Safeguarding Expectations**
Safeguarding expectations and key information are regularly communicated to families through newsletters, the school website, meetings and parent information sessions.
- **Family Participation in Wellbeing**
Families are encouraged to actively participate in school life and wellbeing initiatives, strengthening shared responsibility for student safety.
- **Engagement With Parent Community Group (PCG) and Community Partners**
The school engages closely with the PCG and local community partners to support safeguarding practices and student wellbeing.
- **Gathering and Using Family Feedback**
Feedback from families is gathered through surveys, conversations and school processes, and is used to inform improvements.
- **Partnerships Supporting a Child-Safe Environment**
Strong partnerships with parish and local community organisations support a connected and child-safe environment.

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:

At **Star of the Sea Catholic Primary School, Cleveland** we reinforce our commitment to creating an inclusive, culturally safe and equitable environment where every student feels respected, supported and informed. We promote equity, inclusion and respect for diversity; we provide supports and adjustments for diverse learners embedding cultural safety and anti-discrimination practices across our setting. We share safeguarding information in ways that are meaningful and appropriate for our students, using evidence to guide our current practices and planned improvements.

- **Inclusive and Respectful School Culture**
The school promotes a culture of inclusion, respect and belonging, where diversity is celebrated and all students feel safe and valued.
- **Supports for Diverse Learners**
Adjustments, differentiation and targeted supports are provided to meet the diverse learning, wellbeing and cultural needs of students.
- **Embedding Cultural Safety**
Cultural safety is embedded through inclusive practices, curriculum connections and visible recognition of Aboriginal and Torres Strait Islander cultures.
- **Anti-Discrimination Expectations**
Anti-discrimination expectations are clearly taught, modelled and reinforced across all areas of school life.
- **Accessible Safeguarding Information**
Safeguarding information is shared in ways that are accessible and appropriate for all students, including those with diverse needs.

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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

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

Standard 7: Knowledge and skills

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

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

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

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 **Star of the Sea Catholic Primary School, Cleveland**, we recognise that maintaining a child-safe environment is an ongoing process. We are committed to regularly reflecting on our practices and listening to feedback from students, families and staff to continuously strengthen how we support student safety and wellbeing. This commitment is demonstrated through the following actions:

- **Regular review of safeguarding practices**
Our Leadership Team and Student Protection Contacts meet regularly to review safeguarding procedures and how they operate in practice. This ensures our processes remain effective, practical and responsive to the changing needs of our students.
- **Valuing and listening to student voice**
Students are regularly engaged in conversations about safety and wellbeing through assemblies, classroom learning, Morning Circle routines and wellbeing check-ins. These discussions help students understand how to seek support and provide valuable insight into how safe they feel at school.
- **Partnership with families and the wider community**
We actively seek feedback from families and our school community through surveys, informal conversations and school communications. This feedback helps ensure our safeguarding practices align with community expectations and support the needs of our families.
- **Reflecting on safeguarding concerns and incidents**
When a concern or incident arises, the Leadership Team reviews the response and identifies opportunities to improve processes, communication, supervision or preventative strategies.
- **Monitoring data and identifying trends**
The Leadership Team regularly reviews data such as student wellbeing feedback, behaviour records, attendance patterns and safeguarding reports to identify trends and inform ongoing improvements.
- **Safeguarding walkthroughs**
School leaders and members of the Learning Support Team conduct periodic walkthroughs at different times of the day, including before school, during transitions and at break times, to review supervision arrangements, visibility and student safety across the school grounds.
- **Visitor sign-in and site access checks**
Visitor sign-in and access procedures are reviewed regularly to ensure all visitors are identified, recorded and appropriately supervised while on site.

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 **Star of the Sea Catholic Primary School, Cleveland**, clear and well-understood policies and procedures support our commitment to keeping children safe. We ensure these documents are regularly reviewed and readily accessible so that staff, students and families understand their roles in maintaining a child-safe environment. This commitment is demonstrated in the following ways:

- **Clear safeguarding policies and procedures**
Our school aligns with Brisbane Catholic Education safeguarding policies and procedures, which guide how we respond to student protection matters and support the safety and wellbeing of all students.
- **Accessible information for families**
Key policies and safeguarding information are available on our school website and communicated through school channels, ensuring families can easily understand how we keep children safe and how to raise a concern if required.
- **Staff and volunteers understand their responsibilities**
All staff complete mandatory safeguarding training and participate in regular refresher sessions to ensure they understand expectations, policies and correct procedures for responding to concerns. Volunteers are also provided with clear guidance regarding appropriate conduct and their responsibilities when working with students.
- **Leadership modelling safe practice**
The Leadership Team actively promotes, models and reinforces safe practices, ensuring safeguarding policies are applied consistently and understood across the school community.
- **Safeguarding included in staff induction**
All new staff undertake an induction process that clearly outlines student protection procedures and expectations for maintaining a child-safe school environment.
- **Volunteer safeguarding briefings**
Volunteers receive a short briefing prior to working within the school, outlining appropriate behaviour, supervision expectations and processes for reporting concerns.
- **Student-friendly explanations of safeguarding**
Age-appropriate information is shared with students to help them understand trusted adults, how to report worries, and the expectations adults must follow to keep them safe.

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)

