St Joachim's Holland Park

Safeguarding Plan 2026



Version: V4

Last updated: 6th November 2026

Brisbane Catholic Education

teaching · challenging · transforming

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

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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 Joachim's Holland Park, 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 St Joachim's to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Joachim's, a strong and visible child safe culture is embedded across all aspects of school life, reflecting the school's commitment to zero tolerance of harm and to ensuring every child feels safe, valued and heard. This is explicitly communicated to families through multiple touchpoints, including the promotion of Student Protection contacts in the Term 1 Newsletter and the sharing of safeguarding information at the annual parent information session and Parent Night. Student Protection posters are prominently displayed in all classrooms and public areas, updated annually, and regularly referenced in conversations with students to ensure awareness of help-seeking pathways. These practices ensure that safeguarding expectations are transparent, accessible and consistently reinforced within the school community. A shared culture of child safety is further strengthened through ongoing staff formation and leadership accountability. The Principal delivers all mandatory safeguarding training, ensuring that staff have a clear and consistent understanding of their responsibilities, reporting obligations and appropriate responses to concerns. This promotes transparency, shared accountability and confidence in responding to student protection matters. The school's commitment to a proactive and preventative approach is also evident in the consistent implementation of safeguarding expectations across all activities, including explicit risk assessments for all school events. These assessments include consideration of student safety, supervision ratios, volunteer compliance, individual adjustments and transport arrangements, ensuring that safety is prioritised in both planning and practice. St Joachim's demonstrates a proactive and vigilant approach to risk management in everyday operations. Leadership actively implements risk mitigation processes, such as verifying that transport providers are fit for duty prior to student travel, ensuring that all aspects of the school environment support student safety and wellbeing. These consistent practices, aligned with BCE safeguarding expectations, ensure that child safety is not only communicated but visibly enacted across the school. Collectively, these actions reflect a deeply embedded child safe culture, where safeguarding is understood as a shared responsibility and is consistently prioritised in decision-making, relationships and daily practice.

[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 seriously[2]

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St Joachim's, Child Safe Standard 2 is embedded through a consistent and visible whole-school approach that ensures students are informed, confident and actively engaged in their own safety and wellbeing. Students learn about their rights, personal safety, and who they can trust through the structured delivery of the Health and Physical Education curriculum, where protective behaviours, consent, and respectful relationships are explicitly taught from Prep to Year 6. This learning is developmentally sequenced, beginning with understanding personal space, emotions and trusted adults, and progressing to applying safety strategies, analysing situations and communicating consent in increasingly complex contexts. Students are not only informed of their rights but are given regular opportunities to practise them through discussion, role-play and scenario-based learning, supporting both knowledge and application. Student voice is prioritised and actively gathered through classroom practice, wellbeing processes and ongoing interactions with staff. Teachers create supportive environments where students are encouraged to ask questions, share concerns and express their views, while staff use questioning, discussion and observation to monitor understanding and respond to student needs. Students are taught that their perspectives are valued and that they can approach a range of trusted adults across the school, including classroom teachers, support staff and leadership. Student participation influences decision-making through both formal and informal mechanisms. Opportunities for student contribution are embedded in class discussions, assemblies and whole-school initiatives and participation in awareness activities such as Child Protection Week. Staff also respond to patterns identified through behavioural data, student interactions, and wellbeing records, using student voice and experience to inform targeted support, re-teaching of expectations, and adjustments to practice. This ensures that student feedback is not only heard but actively shapes the school's approach to safety and wellbeing. Cultural safety underpins this work through the school's commitment to a trauma-informed and inclusive approach that recognises the diverse needs of all students. Whole-school Tier 1 practices, including consistent adjustments to learning environments and relational support, ensure that all students can access learning about safety in ways that are appropriate and inclusive. There is a growing focus on strengthening culturally responsive practices, including deeper engagement with First Nations perspectives and ensuring that all students experience a strong sense of belonging and safety within the school community.

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing[3]

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

St Joachim's communicates safeguarding expectations to families through a purposeful approach that combines formal communication, high visibility practices and relational engagement. Key safeguarding information is shared through parent information evenings and school newsletters, ensuring that families clearly understand expectations, roles, and reporting pathways. Student Protection contacts are explicitly promoted in newsletters and at parent events, and safeguarding expectations are reinforced through visible practices such as posters displayed throughout the school. Informal communication is equally prioritised, with daily engagement at the school gate and open access to leadership, fostering trust and approachability. These consistent and transparent strategies ensure families are both informed and confident in accessing support. Families and communities actively participate in safety and wellbeing initiatives through both structured and authentic engagement opportunities. Broader community events, such as assemblies, liturgies, P&F activities, and school celebrations, create ongoing opportunities for families to engage with and observe child safe practices in action. Volunteers are required to complete BCE safeguarding training and are briefed on their responsibilities prior to participation, reinforcing a shared commitment to child safety across the community. This visible modelling of supervision, risk management and safe interactions strengthens parent understanding and supports a culture of collective responsibility for student wellbeing. The school maintains strong engagement with P&F and community partners through active involvement in school events, governance structures and consultation opportunities. Families contribute to the life of the school through participation in the School Board, P&F initiatives and community events, ensuring they remain informed and involved in school operations. This engagement is further strengthened through open communication channels and regular opportunities for interaction with staff and leadership, ensuring that partnerships are relational, responsive and aligned to the school's child safe culture. Feedback from families is gathered through both formal and informal mechanisms and is actively used to inform practice. Parent survey data indicate that families feel welcomed, heard and confident in raising concerns, with strong evidence that communication approaches are effective. There is an opportunity for improvement in engagement with diverse cultural groups to deepen understanding of cultural safety and provide more targeted resources to support families' understanding of safeguarding practices.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice[4]

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

St Joachim's demonstrates a strong and inclusive approach, with a clear commitment to equity and diversity reflected across both universal and targeted supports. This is evident through a structured and collaborative approach, where students requiring support are identified, monitored and assisted through regular Student Support Team processes. Leadership, the Student Protection Contact Team and key staff work collectively to review data, determine appropriate supports and track progress over time. This is complemented by access to a Guidance Counsellor and strong engagement with families, ensuring that support is both responsive and coordinated. Students are explicitly taught who they can speak to and how to seek help, with consistent messaging across classrooms, assemblies and the broader school environment reinforcing these pathways. Students learn how to access support and share their voice in ways that are developmentally appropriate and inclusive of diverse needs, evidenced by the inclusion of students in their Personalised Support Plan meetings from Year 4 to 6. Teaching and reinforcement ensure that students understand not only who they can go to, but also what will happen when they raise a concern, building confidence and trust in the process. This is supported by a relational school culture where leadership and staff are accessible, and where students are encouraged to speak up and seek assistance when needed. The frequency with which students access support provides evidence that these processes are understood and trusted. Cultural safety is recognised as an area for ongoing development. The school demonstrates a clear commitment to embedding culturally safe practices, aligned with broader safeguarding principles that prioritise dignity, belonging and respect for all students. However, there is an identified need to deepen culturally responsive approaches, particularly in strengthening engagement with First Nations perspectives. Planned actions include working more closely with First Nations Education Advisors to ensure that safeguarding practices are responsive to cultural context and more inclusive of the diverse experiences of students and families. Evidence suggests that the school's current approach is effective, with strong anecdotal indicators that students feel confident accessing support and trust staff to respond appropriately. To further strengthen this, the school has identified the need to triangulate anecdotal evidence with additional student voice data, ensuring that the experiences of students who face the greatest barriers are consistently heard and inform future practice. This ongoing focus on data-informed decision-making, inclusive practice and targeted intervention reflects a commitment to continuous improvement and ensures that equity and diversity remain central to safeguarding at St Joachim's.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice[5]

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

At St Joachim's, child safety and wellbeing are embedded across recruitment, selection, screening, induction, supervision and ongoing professional practice. St Joachim's recruitment processes follow BCE guidelines, including interviews and reference checking, to assess each candidate's suitability, professional judgement, conduct and capacity to work safely with children. Any safeguarding concerns identified during recruitment are appropriately considered and escalated. The school ensures that staff, volunteers and other adults working with students hold appropriate and current registration, Blue Card, exemptions or meet screening requirements relevant to their role. These requirements are supported through appropriate supervision, monitoring, training and record keeping, recognising that screening is one component of an ongoing safeguarding approach. Induction and onboarding establish clear expectations regarding student protection, reporting obligations, record keeping, information sharing, professional boundaries and appropriate conduct. These responsibilities are reinforced through BCE Student Protection professional learning, the BCE Code of Conduct, school safeguarding procedures and ongoing leadership oversight. St Joachim's continues to focus on cultural safety and trauma-informed practice. A continued focus is ensuring that cultural safety, trauma-informed practice and First Nations perspectives are more explicitly embedded within induction, ongoing professional learning and safeguarding practices. Ongoing supervision and staff-management processes reinforce child safety, wellbeing, professional conduct and appropriate boundaries. Staff and volunteers are encouraged to raise concerns early, and concerns regarding conduct, professional boundaries or suitability are addressed promptly through appropriate school and BCE processes. St Joachim's ongoing improvement focus is to ensure these practices are consistently implemented, monitored and documented across staff, relief staff, volunteers and relevant third parties, with particular attention to safeguarding responsibilities, professional boundaries, cultural safety and trauma-informed practice.

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

St Joachim's Catholic Primary School is committed to creating a culture where children, families, staff and volunteers feel supported and empowered to raise concerns. Information about how to raise a concern or complaint is communicated regularly through school newsletters, parent communications and direct engagement with families. Students, families, staff and volunteers are encouraged to raise concerns as early as possible and are provided with clear information regarding the available pathways for feedback, complaints and safeguarding concerns. Wherever possible, concerns are addressed by the staff member who initially receives them. Where a matter cannot be resolved at the first level, it is escalated to the Principal for further investigation, management and resolution. St Joachim's adopts a child-focused and trauma-informed approach to responding to complaints and concerns. Students are encouraged and supported to raise concerns in ways that feel safe and comfortable for them. This may include speaking with their classroom teacher, learning support teacher, guidance counsellor, member of the leadership team or another trusted adult with whom they have a positive relationship. Students are informed of complaint and reporting processes in age-appropriate ways and are provided with support throughout the process. Where appropriate, a trusted staff member is identified to provide ongoing support and communication, ensuring students feel heard, respected and safe while minimising the risk of further distress. St Joachim's is committed to ensuring complaint and feedback processes are accessible, culturally safe and responsive to the diverse needs of families and students. Where required, consultation and support are sought from BCE specialist personnel, including the Education Advisor – Aboriginal and Torres Strait Islander Engagement, to ensure culturally responsive practices and communication. The school prioritises respectful dialogue and collaborative problem-solving, including offering opportunities for face-to-face discussions wherever appropriate. The goal is to resolve concerns fairly, efficiently and transparently while maintaining a strong focus on the best interests of the child. The school implements the Queensland Reportable Conduct Scheme (RCS) in accordance with legislative requirements and Brisbane Catholic Education procedures. All staff participate in mandatory safeguarding training and professional learning that includes their obligations under the Reportable Conduct Scheme, recognising reportable conduct, responding appropriately to concerns, and understanding reporting and escalation requirements, ensuring all reportable conduct matters are managed, investigated and reported within required legislative timeframes.

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training[7]

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

At St Joachim's, employees, volunteers and relevant third parties are supported to understand and meet their safeguarding responsibilities through induction, BCE Student Protection professional learning, the Code of Conduct and local safeguarding procedures such as staff induction and supervision. Training reinforces responsibilities relating to child safety and wellbeing, mandatory reporting, record keeping, information sharing, professional boundaries and appropriate conduct. Safeguarding practice is reinforced throughout the year through ongoing professional learning, leadership oversight, supervision and clear processes for raising and responding to concerns, recognising that safeguarding is an ongoing responsibility rather than a one-off training requirement. The school monitors required safeguarding training and screening to support employees and volunteers to maintain appropriate and current requirements for their roles. This includes oversight of Blue Card, registration and exemption requirements, together with appropriate approval, supervision, monitoring and record-keeping for volunteers. Concerns relating to conduct, professional boundaries or suitability are addressed promptly through the school through the use of BCE processes. Cultural capability is an identified area for continued strengthening. St Joachim's is working to embed cultural safety and trauma-informed practice more explicitly within induction and ongoing professional learning, with particular attention to the experiences of Aboriginal and Torres Strait Islander children and families and engagement with BCE First Nations Education support. Evidence of practice includes BCE Student Protection professional learning, induction and onboarding processes, screening and registration records, the Code of Conduct, volunteer management processes and ongoing leadership oversight. A key planned improvement is to strengthen the consistent documentation and monitoring of safeguarding training across employees, relief staff, volunteers and relevant third parties, while more explicitly embedding cultural safety, trauma-informed practice and First Nations perspectives into induction and ongoing professional learning.

[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 harmed[8]

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 Joachim's Catholic Primary School, we take a holistic approach to student safety and wellbeing, recognising that children's physical, social, emotional, spiritual and cultural wellbeing are interconnected and must be supported across all aspects of school life. We intentionally consider student safety in classroom learning, break times, liturgy, co-curricular activities, excursions, student support spaces and online environments, ensuring that students feel safe, included, respected and connected wherever they engage in school life. Students who require additional support are assisted through Personalised Support Plans (PSP) developed collaboratively with families, staff and relevant health professionals. Staff establish safe, predictable and welcoming learning environments through positive relationships and daily practices that foster connection and belonging. Students are greeted by name, supported through consistent routines and provided with opportunities to access trusted adults and calm spaces when required. Learning environments reflect the diversity of our community and celebrate the unique identities, backgrounds and cultures of all students. St Joachim's actively promotes student wellbeing, inclusion and belonging through a range of events and learning experiences throughout the year. The school is committed to embedding the Universal Principle through culturally safe practices for Aboriginal and Torres Strait Islander students and families. Aboriginal and Torres Strait Islander perspectives, histories and cultures are authentically represented through curriculum experiences, prayer and liturgy, visual displays and acknowledgements. Guided by Brisbane Catholic Education's Molum Sabe Aboriginal and Torres Strait Islander Education Strategy, St Joachim's seeks to strengthen cultural safety, belonging, engagement and success for First Nations students. St Joachim's maintains a clear commitment to ensuring a safe online environment. Students are explicitly taught safe and responsible online behaviours through the curriculum and supported to understand digital citizenship, privacy, respectful communication and strategies for seeking help when concerns arise. Staff use approved digital platforms in accordance with Brisbane Catholic Education policies and the BCE Code of Conduct, actively addressing concerns promptly. Risk management processes are embedded across all school operations. Excursions, camps, co-curricular activities, facilities and external service providers are subject to appropriate risk assessment processes, supervision arrangements and safeguarding requirements to ensure student safety remains the highest priority. There is also additional risk mitigation in risk assessments for students who might require an additional level of adjustment during excursions/incursions. Child safety expectations are clearly communicated to staff, volunteers and third-party providers, supporting a consistent and proactive approach to safeguarding.

[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 improved[9]

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:

St Joachim's demonstrates a strong and systematic approach to continuous improvement in safeguarding, grounded in regular review, data analysis and transparent communication. The school annually reviews and updates the Student Behaviour Support Plan to ensure it remains responsive to emerging student safety and wellbeing needs, with the Principal sharing updates with staff to promote collective responsibility and consistency in implementation. A structured and proactive approach to monitoring student safety is evident through the weekly meetings of the Student Protection Contact Team, where concerns are discussed and responded to in a timely and coordinated manner. This is further strengthened through regular analysis of Engage behaviour data at leadership and staff meetings, supporting the identification of trends, early intervention and improved responses to incidents. The school embeds a culture of reflection and responsiveness by actively using feedback, complaints and incident data to inform improvements. Complaints are viewed as valuable feedback and are managed in line with BCE guidelines, with concerns, safety incidents and trends analysed each term through collaborative structures such as WHS meetings. This ensures that safeguarding practices remain dynamic, evidence-informed and responsive to the needs of students and the broader community. Transparency and accountability are further supported through the sharing of School Improvement Reviews and NSSAB outcomes with staff, students and families, reinforcing a collective commitment to improvement. Policies and procedures are regularly shared with staff during professional development to ensure a clear understanding and consistent implementation, while key safeguarding information is communicated to families through newsletters and reinforced with students through assemblies and classroom discussions. This ensures that all members of the school community are informed, engaged and aware of their responsibilities in maintaining a child-safe environment. Collectively, these practices demonstrate a well-established cycle of review, feedback and improvement, ensuring that safeguarding at St Joachim's remains proactive, responsive and continuously strengthened.

[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 children[10]

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:

St Joachim's demonstrates a strong commitment to implementing clear, accessible and well-communicated safeguarding policies and procedures that support safe environments for students. The school maintains a comprehensive Mobile Phone Policy, ratified by the School Board, which outlines expectations for student use of personal devices, including safe storage and risk minimisation, and is readily accessible to families through the school newsletter and website. Significant BCE policies and procedures are proactively communicated to families through Parent Information Evenings and dedicated safeguarding sessions, ensuring that parents clearly understand expectations, reporting processes and their role in supporting a child safe culture. A strong emphasis is placed on building staff and community understanding of safeguarding through structured formation and consistent communication. The Principal leads parent information sessions focused on Student Protection and facilitates termly staff meetings on child safe standards, ensuring practice remains aligned, compliant and consistently enacted across the school. Staff, volunteers and the wider community are guided by clearly articulated codes of conduct and behaviour expectations, supporting safe, respectful and appropriate interactions with students. This shared understanding reinforces accountability and promotes a whole-school approach to safeguarding. St Joachim's ensures robust systems for volunteer engagement and compliance, with all volunteers required to complete BCE Volunteer Training prior to participation. Training registers are maintained and regularly updated, and volunteers are personally briefed by a member of the leadership team on their safeguarding responsibilities before commencing any activity. This ensures that all adults working with students understand expectations, boundaries and reporting obligations, strengthening the school's safeguarding culture. Collectively, these practices demonstrate that St Joachim's has established clear, consistent and well-embedded systems that support the effective implementation of safeguarding policies and procedures, ensuring student safety remains central to all aspects of school operations.

[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)


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