

Guardian Angels' School, Wynnum Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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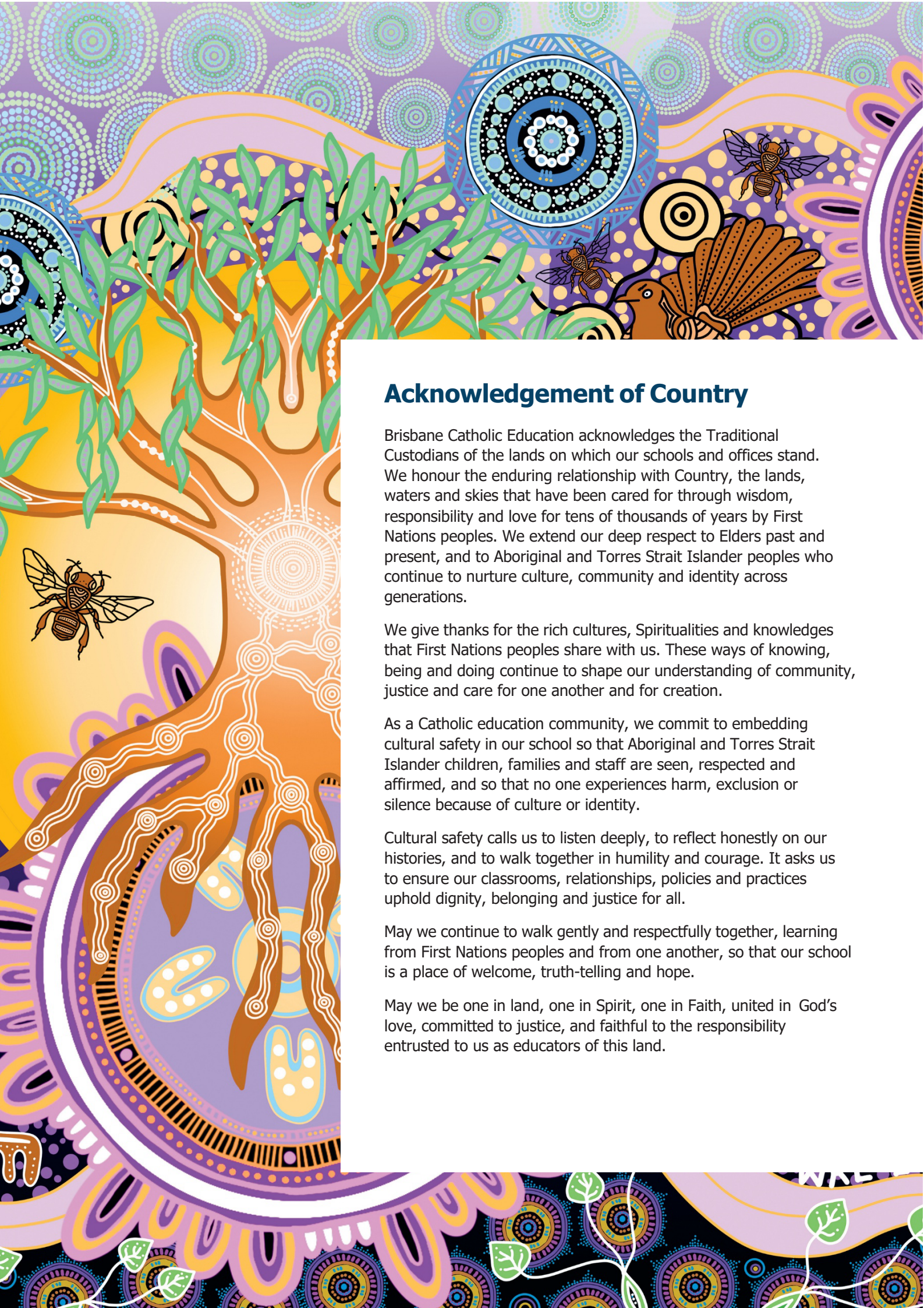
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Acknowledgement of Country

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.



Guardian Angels' School, Wynnum, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

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

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

- At Guardian Angels' Primary School, Wynnum, leadership demonstrates a clear and public commitment to child safety and wellbeing. Safeguarding is embedded in leadership decision-making, governance structures and daily practice, ensuring it is lived rather than compliance-driven.
- Leadership prioritises cultural safety as an essential element of wellbeing. Aboriginal and Torres Strait Islander flags, artwork and Acknowledgement of Country signage are displayed across the school, reflecting our commitment to creating culturally safe environments where First Nations children, families and community members feel respected and valued.
- The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in shared and leadership spaces, including the school foyer and leadership hub, reinforcing shared responsibility and the non-negotiable nature of student safety and wellbeing.
- School leaders actively champion and model a child-centred, trauma-informed and culturally responsive culture. Safeguarding considerations are embedded in the work of the School Leadership Team, Student Protection Contact Team and School Board, ensuring decisions across curriculum, staffing, supervision, learning environments and partnerships consistently prioritise student safety and wellbeing.
- Clear expectations for behaviour and professional conduct are promoted through consistent reference to the BCE Code of Conduct and related safeguarding policies. These expectations are intentionally shared with staff and families and reinforced through leadership communication, professional learning and school governance processes.
- Our Parent Partnership initiatives, including Open Classroom experiences and the Learning Expo, are guided by policies that articulate expectations for respectful engagement, professional boundaries and shared responsibility for student wellbeing. These initiatives provide practical opportunities to enact the Code of Conduct and strengthen safe, collaborative partnerships with families.

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 Guardian Angels, children and young people are supported to speak up about what they need to feel safe and well. Their views are actively sought, respectfully heard, responded to, and used to improve decision-making, teaching and learning, and safeguarding practices.
- Student voice is supported through teaching and learning aligned to the Australian Curriculum, particularly the *Personal and Social Capability* (self-awareness, self-management, social awareness and social management) and learning within *Health and Physical Education* that develops skills for safe and respectful relationships, wellbeing and safety. During learning activities, students engage in age-appropriate, explicitly taught lessons that support personal safety, respect for self and others, help-seeking, online safety, rights and protective behaviours.
- At Guardian Angels, student voice is sought in planning tools such as personalised support plans and behaviour support processes where appropriate.
- At a whole school level, student input is considered in various areas. Our 'Live the GA Way' framework is visibly displayed around the grounds and is explicitly taught in all year levels to ensure students understand the importance of learning, respectful relationships and safety. Other pastoral care programs such as the Year 5/6 leadership program and buddy initiatives prioritise student voice and wellbeing.
- Students are explicitly taught who they can talk to at school if they are worried (e.g., classroom teacher, AP, APRE, PLL, Support Teachers, Guidance Counsellor, and the Principal), and are reminded of this regularly through classroom conversations, assemblies and use of age-appropriate resources.
- Students are able to raise concerns through various means (spoken, written, supported conversations, and parent/carer-supported reporting), recognising that some children communicate differently or need extra support.
- Culturally safe spaces and respectful relationships are supported so Aboriginal and Torres Strait Islander students and students from diverse backgrounds feel safe to share their views and experiences. Where appropriate, we explain to students what will happen next after they raise an issue and provide feedback about actions taken (within privacy and confidentiality).
- Our learning and pastoral care practices intentionally build student voice (e.g., class meetings, check-ins, goal setting, feedback opportunities) so speaking up is normalised, not only used when something goes wrong. Students see staff respond in a calm, respectful and child-centred way, acknowledge what has been shared, avoid making promises they cannot keep, and follow school and system processes to ensure concerns are acted on appropriately.

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 Guardian Angels, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised support plans, behaviour support planning, re-entry meetings, and safety or wellbeing planning where required. Meetings are scheduled flexibly to accommodate needs of families.
- Guardian Angels has a Pastoral School Board to ensure parent voice guides policies, decisions and operations. that frames how parent voice will be included in our school. The Parent and Friend Group also have input into decisions relating to activities within the Guardian Angels community.
- Open communication with families about student safety and wellbeing is prioritised through newsletters, social media, assemblies, Celebrations of learning, school website and parent meetings.
- Guardian Angels maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.
- The GA Leadership team has a strong visible presence in the community before, during and after school to ensure the safety and wellbeing of children is paramount.

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.

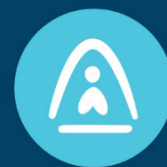
What Standard 4 looks like at our school:

- At Guardian Angels', staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning or wellbeing. When needed, routines, expectations, and supports are changed, either temporarily or long-term, to match student need. These modifications are noted in their Personalised Support Plan (if applicable), which is routinely reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each student's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.
- Staff collaborate to develop rigorous risk assessments for activities to ensure the individual needs of students are appropriately considered.
- Staff recognise that some students experience additional barriers to feeling safe, included and heard, and take deliberate steps to respond to this. This includes recognising that students come from a range of backgrounds and staff respond in ways that are culturally safe, inclusive, and trauma-informed, tailored to the student and their individual context. Cultural safety and inclusion are embedded into behaviour support and wellbeing responses, curriculum, complaints and reporting processes and professional learning.
- At Guardian Angels' we are committed to making our school safe and inclusive and an Annual Improvement Goal this year is linked to inclusion and wellbeing. Staff work closely with BCEO safeguarding team as well as BCEO Aboriginal and Torres Strait Islander Education team to strengthen local processes.
- Students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to one-off lessons. We use the Safeguarding School Resources, which are a suite of child-friendly and accessible resources designed to explain BCE specific safeguarding policies, processes, and key concepts to students.
- Inclusive practices such as Multi-Tiered Support Systems and the 2nd Steps SEL program are embedded practices at Guardian Angels'
- We understand and value different knowledge systems and perspectives about student safety (including Aboriginal and Torres Strait Islander ways of knowing, being and doing) when we treat First Nations students, their families, staff and the community as authoritative sources of insight.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

- At Guardian Angels, complaints processes are accessible, child-focused and understood by students, families, staff and volunteers. Through safeguarding lessons, protective behaviours, child rights education and regular wellbeing conversations, students learn who they can approach if they feel unsafe, worried or uncomfortable, including trusted adults, Student Protection Contacts and school leaders. Families are provided with information about complaints and reporting pathways through school communication channels, enrolment processes and safeguarding resources, while volunteers receive safeguarding information through induction processes.
- Guardian Angels responds to concerns in a child-focused, trauma-informed manner that prioritises student safety, wellbeing and voice. Students are supported to share information at their own pace, minimise repeated disclosure and access trusted adults and wellbeing supports throughout the process.
- School leaders, Student Protection Contacts and relevant staff manage concerns in accordance with BCE safeguarding, complaints management and student protection processes. Concerns are recorded, reviewed and escalated where required, with reporting obligations met and families kept informed as appropriate. Complaints and safeguarding registers, student voice, family feedback and safeguarding data are reviewed regularly by the leadership team to identify trends and strengthen practice.
- Guardian Angels implements the Reportable Conduct Scheme through established reporting and escalation processes, ongoing staff training and collaboration with BCE safeguarding teams and external authorities where required. Staff understand their obligation to act, report and seek advice promptly when concerns arise, and school leaders ensure reportable conduct matters are managed in accordance with BCE requirements and legislative obligations.
- Guardian Angels will continue to strengthen the evaluation of complaints management processes through analysis of complaints data, student voice and family feedback. Priority improvement areas include refining the use of evidence to evaluate safeguarding effectiveness, identifying emerging trends and communicating improvements arising from concerns, complaints and feedback.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

- At Guardian Angels, student safety, wellbeing, belonging and inclusion are prioritised across all physical environments. Structured duty rosters, clear supervision expectations and regular reviews of playgrounds, pathways and shared spaces support safety, inclusion and wellbeing. Risk assessments and supervision arrangements are adapted for excursions, camps, sporting events and other higher-risk activities.
- Guardian Angels explicitly teaches online safety through the Health Curriculum, LIVE the GA Way and the Second Step Program. Students learn to recognise and respond to cyberbullying, inappropriate contact, unsafe content and other online risks, while developing help-seeking skills and understanding reporting pathways. This learning is reinforced through classroom learning, family communication and whole-school initiatives including Bullying No Way Week and Safe Technology Day.
- Staff model safe, respectful and professional use of technology through approved platforms and communication channels. Employees maintain appropriate professional boundaries, reinforce respectful online interactions and respond to unsafe digital behaviour. Staff responsibilities are supported through induction, ongoing professional learning and BCE safeguarding, privacy and technology requirements.
- Guardian Angels uses risk assessment processes to identify, assess and manage physical and online risks. Risk assessments are undertaken for learning activities, excursions, camps, events and changes to learning environments. School policies, procedures and risk assessment processes, including the Online Learning Environment (OLI) Program, expected use of technology requirements and approved digital platforms, support safe learning environments for all students. Student wellbeing data, incident reports, staff observations and family feedback inform ongoing review and improvement of safeguarding practices.
- Evidence of practice includes structured duty rosters, regular reviews of physical spaces, risk assessments for school activities, explicit online safety education, whole-school awareness initiatives, staff induction and professional learning, and ongoing monitoring of wellbeing, behavioural and incident data. Priority improvement areas include strengthening cultural safety, enhancing online safety education, improving volunteer induction processes and continuing to use feedback and data to inform safeguarding 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 Guardian Angels' Primary School, Wynnum, continuous improvement in safeguarding is embedded in our leadership and governance practices. We regularly review the effectiveness of our child safety and wellbeing practices to ensure they remain responsive, relevant and aligned with BCE expectations.
- Leadership engages in deliberate 'policy in practice' reflection, reviewing how safeguarding policies and procedures operate in everyday contexts such as supervision arrangements, visitor sign-in processes, transition times and learning environments. Feedback from staff and students is used to identify areas for improvement and inform timely action.
- Data and evidence inform ongoing improvement. Leadership reviews a range of information sources, including student wellbeing data, Tell Them From Me results, safeguarding dashboards and staff feedback, to identify trends, strengths and areas requiring further attention.
- When complaints, concerns or incidents identify gaps in practice, these are reviewed through a learning-focused approach. Leadership considers contributing factors and determines actions to strengthen systems and prevent recurrence, with learnings informing future practice and decision-making.
- Student voice is intentionally embedded in continuous improvement. Safeguarding messages and expectations are reinforced through assemblies, classroom learning and school forums, supporting students to understand how to seek help, identify trusted adults and engage in safe and respectful relationships.
- Cultural safety is considered within improvement processes. Leadership intentionally considers the experiences and perspectives of Aboriginal and Torres Strait Islander students and families when reviewing practice, ensuring evaluation and improvement efforts support belonging, safety and relational trust.

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 Guardian Angels' Primary School, Wynnum, safeguarding policies and procedures clearly document how our school is safe for children. We implement and adhere to Brisbane Catholic Education (BCE) safeguarding policies, ensuring alignment with the Queensland Child Safe Standards and the Universal Principle.
- School leadership ensures that safeguarding policies and procedures are accessible, current and clearly communicated to staff, volunteers and families. Key policies are referenced through induction processes, staff meetings and school communications to support shared understanding and consistent implementation.
- Leaders actively champion and model compliance with safeguarding policies and procedures. Expectations related to professional conduct, boundaries and respectful relationships are reinforced through leadership communication, professional learning and daily practice.
- Our Code of Conduct and related safeguarding policies guide behaviour and decision-making across the school. These documents inform staff practice and underpin safe engagement with students and families, including during Parent Partnership initiatives such as Open Classrooms and the Learning Expo.
- Policies and procedures are reviewed regularly as part of our continuous improvement cycle. Leadership uses feedback, data and reflection to ensure policies remain responsive to emerging needs and reflect best practice in child safety, wellbeing and cultural safety.
- Cultural safety is considered within our policies and procedures. Leadership ensures that safeguarding documentation and practices reflect respect for Aboriginal and Torres Strait Islander peoples, and support inclusive, culturally safe environments where all children and families experience belonging and dignity.

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)

