Safeguarding Plan 2026

Safeguarding Plan

St Patrick's Primary School Nanango



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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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Attributions

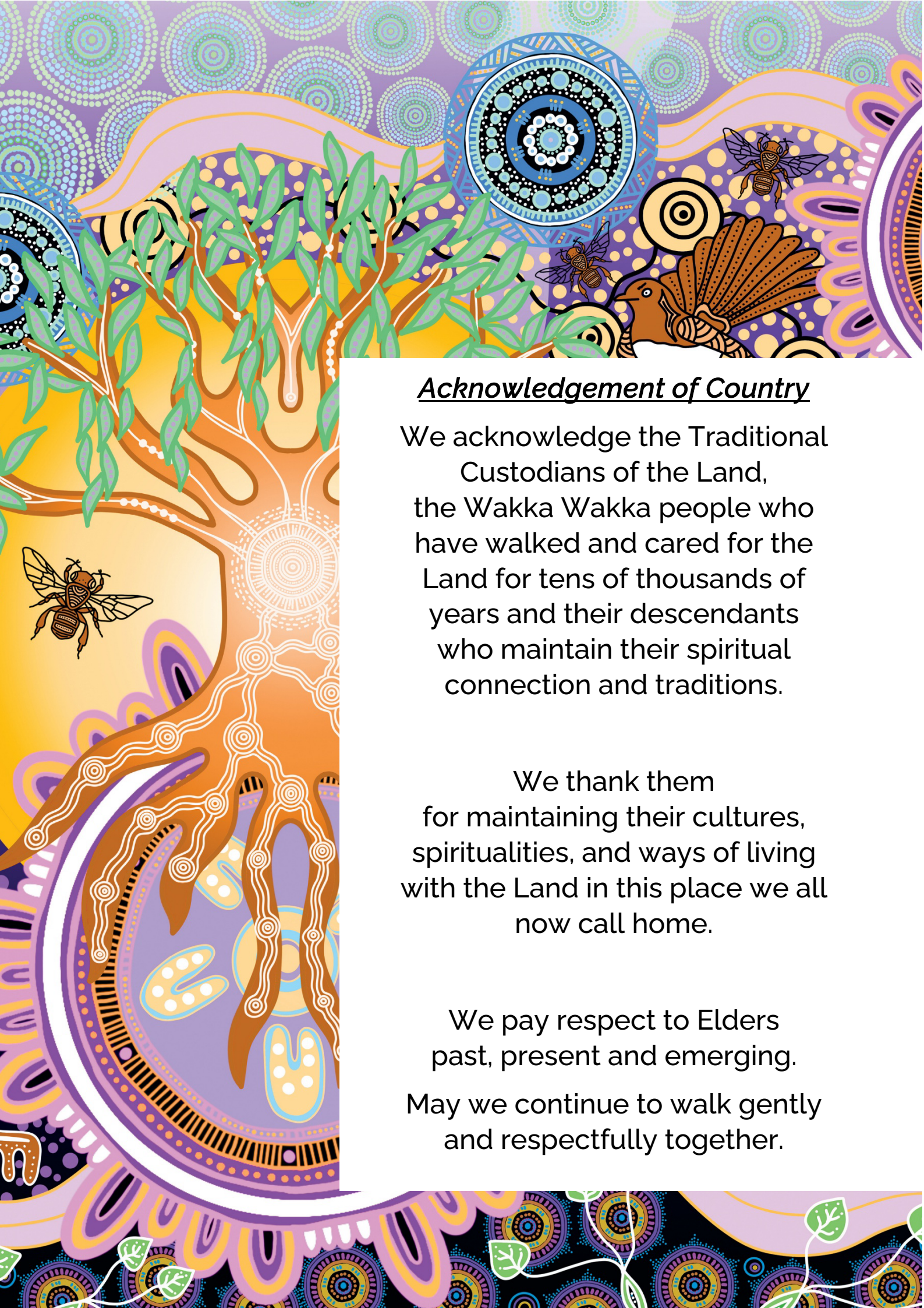
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Acknowledgement of Country

We acknowledge the Traditional Custodians of the Land, the Wakka Wakka people who have walked and cared for the Land for tens of thousands of years and their descendants who maintain their spiritual connection and traditions.

We thank them for maintaining their cultures, spiritualities, and ways of living with the Land in this place we all now call home.

We pay respect to Elders past, present and emerging.

May we continue to walk gently and respectfully together.

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 Patrick's Nanango is committed 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 Patrick's Primary School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

In 2026, St Patrick's Primary School has made trauma awareness a priority as part of our Annual Improvement Plan. Staff have engaged in two professional learning opportunities with our Guidance Counsellors to strengthen their knowledge and understanding of trauma-aware practice and to support the development of safe, predictable and supportive learning environments for all students. This ongoing focus supports staff to recognise the impact of trauma on learning, behaviour and wellbeing, and to respond in ways that are informed, compassionate and consistent with our safeguarding commitment.

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:

Standard 1.1 – The entity has a public commitment to children's safety and wellbeing.

At St Patrick's, we are committed to prioritising the safety and wellbeing of every student. Our Safeguarding Plan is publicly available on the St Patrick's website and reflects our commitment to ensuring our school is a child safe organisation that promotes the safety, wellbeing and dignity of every student.

Our Safeguarding Plan also demonstrates how we uphold this commitment at St Patrick's within the context of the Queensland Child Safe Standards.

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our school foyer. This safeguarding Commitment serves as a regular reminder that at St Patrick's, the safety and wellbeing of our students are paramount.

Our school is working towards establishing new models of family and community engagement, recognising the important role families and the wider community play in supporting a safe, inclusive and welcoming school environment.

Standard 1.4 – A code of conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.

At St Patrick's, all staff and volunteers are expected to uphold clear standards of behaviour that promote the safety, wellbeing and dignity of every student. These expectations are supported by Brisbane Catholic Education policies, procedures and codes of conduct, which guide respectful, professional and child safe interactions across our school community.

We reinforce these responsibilities through induction, ongoing professional learning, staff communication and daily practice. By ensuring staff and volunteers understand their responsibilities, St Patrick's strengthens a shared culture of safeguarding where children are respected, listened to and protected from harm.

Posters displayed around our school and information shared in our newsletters include photos of our Student Protection Contacts, as well as information about the importance of recognising, reacting and reporting concerns. These visible and regular reminders help ensure students, families, staff and volunteers know who to speak to and understand the importance of responding to concerns in a timely and appropriate way.

Our newsletters also provide families with access to important safeguarding information, including the Brisbane Catholic Education Code of Conduct, student protection processes, complaints processes, Child and Youth Risk Management Strategies and our School Safeguarding Plan. Together, these documents help families understand what they can expect from staff, as well as what staff can expect in return, supporting clear, respectful and accountable relationships across our school community.

When planning new initiatives, such as establishing school social media accounts, adjusting playground supervision zones or running student mentoring opportunities, we consider whether each initiative aligns with the Brisbane Catholic Education Code of Conduct. This helps keep safeguarding and ethical standards central to our planning and decision-making, ensuring that new practices continue to promote the safety, wellbeing and dignity of every student.

Standard 1.5 – Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision making authority.

Standard 1.6 – Risk management strategies focus on preventing, identifying and mitigating risks to children.

At St Patricks Nanango, we:

- Complete a risk assessment before every school event, excursion and incursion
- Consider student safety and wellbeing factors such as supervision ratios, privacy, transport arrangements, and consent for photos or recordings
- Regularly review playground and classroom layouts to support visibility and supervision
- Host a Term 1 **Student Protection and Safeguarding workshop** for parents and carers, where safety and wellbeing processes are explained and families can ask questions

[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:

2.1 Children have access to resources and tools that enable them to understand all of their rights, including to safety, information and participation.

St Patrick's students learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels.

At St Patrick's, we use the safeguarding storybooks and animations in our classrooms.

- Teachers unpack the content in the resources with students by leading a short and age-appropriate discussion using curious questions and appreciative inquiry to facilitate learning.
- In Term 1, our classroom teachers as well as our leadership team used the resources to lead discussions with Prep – Yr 6 students around identifying unsafe behaviours, trusted adults, and what to do if they feel worried or uncomfortable.

St Patrick's school signage, playground design and common areas visually reinforce student safety and belonging. Our posters that are up around the school explain student rights, expected behaviours and where to get help using child-friendly language and images.

- St Patrick's are in the early stages of establishing a student voice group called *'St Pat's Student Voice Committee'*. This group is facilitated by our Guidance Counsellor who encourages the participation of other students by offering this group as a space to raise ideas, concerns and solutions, including those that relate to student safety and wellbeing.
- Students are explicitly taught who the Student Protection Contacts (SPCs) are at St Patrick's and child-safe reporting pathways in age-appropriate ways. This is done using the safeguarding storybook series as a conversation prompt, as well as during class discussions assemblies and classroom visits by the Guidance Counsellor, which happen fortnightly. At St Pat's we ensure our students know who they can talk to, how to ask for help, and what happens when a concern is shared.

2.2 The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated.

At St Patrick's our Guidance Counseller focuses on specific classes per term to teach and support social and emotional resilience skills such as empathy, communication, conflict resolution and emotional regulation. These lessons support students to recognise healthy friendships, respond to peer conflict appropriately, and seek help when needed.

At St Patrick's, we offer lunchtime clubs and structured play/activity opportunities. Our lunchtime activities have included boardgames in the library, chess, dance, soccer and touch football. These activities are supervised and supported by staff who can encourage and model for students how to create these connections with peers in the context of an activity.

Staff on playground duty at St Patrick's are proactive, visible, and tuned into peer dynamics. They intervene early in conflicts, model respectful interactions, and support inclusive play. Playground supervision is understood as a safeguarding responsibility, not just risk management.

2.3 Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way

During National Child Protection Week, St Patrick's participates in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation. In addition to this we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities.
At St Patrick's we make intentional adjustments for students living with disability or who have additional learning needs to ensure concepts are accessible and understood. This may include modified language, visual supports, smaller group delivery or collaboration with specialists. This extends to protective behaviour, consent, safety and rights education.

2.4 Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children to express their views, participate in decision making and raise their concerns.

Risk assessments are a key part of keeping students safe at St Patrick's. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs.

At St Patrick's, adults build relationships and notice changes in behaviour, mood or participation, checking in gently using calm, non-judgemental language. For Aboriginal and Torres Strait Islander children, staff recognise safety is built through relationship, consistency and listening, and support children to communicate in their own way. Volunteers are explicitly supported to understand safeguarding is their responsibility and how to respond to distress or disclosures without probing or dismissing concerns. From a First Nations perspective, the school recognises that distress may be expressed indirectly and reinforces children's right to be safe and heard through visible, student-friendly resources and consistent messages (including that racism, bullying and cultural disrespect are not okay). When a child raises a concern, adults listen first, thank the child, explain next steps in simple, age-appropriate language, offer choice about who is involved (where appropriate) and check back in to ensure the child understands and feels supported

[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:

3.1 Families have ample opportunity to participate in decisions affecting their child within their family or community.

At St Patrick's, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway.

At St Patrick's, we engage families and students in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.

3.2 The organisation engages and openly communicates with families and communities about its approach to child safety. This includes co-designing what safety and wellbeing mean in each cultural context.

St Patrick's creates regular, informal opportunities for connection with families through our community events such as our Welcome Breakfast, Mother's Father's and Grandparent's Day breakfasts and liturgies, assemblies and Classroom Learning Afternoons. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.

Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like: photographing students, clear signage designating adult toilets and student toilets, staff supervision in the bathroom area at events so adults and children use separate bathrooms.

In practice, cultural safety at St Patrick's is visible in everyday school routines and spaces: families can see their cultures and languages respectfully represented; staff use warm, plain language and offer yarningstyle conversations; cultural protocols are followed (e.g. Acknowledgement of Country and inviting guidance from local community); racism is treated as a student safety and wellbeing issue with clear, trusted pathways to raise concerns; and families are told what will happen next and who will be involved, so they feel welcomed, affirmed and confident to engage.

3.3 Families and communities have access to relevant information, resources and tools to understand child safety approaches and strategies

At St Patrick's, safeguarding information is shared with families at enrolment, revisited at the start of each year, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one. This information is spoken about and is also clearly documented in our St Patrick's Parent Handbook that is given to families every year. There is a link in the newsletter, or parents can collect a hardcopy from the school office.

Parent and carer information sessions are offered across the year at St Patrick's (typically once per term) on topics such as online safety, mental health and supporting children's wellbeing. Where families cannot attend, key information is shared in follow-up communications or recordings of sessions are distributed via email.

At St Patrick's we use our already scheduled events such as our school Open Days, discos, sports carnivals, to actively promote the school's child safety and wellbeing approach. This is done through the event opening addresses, through informal conversations on the day between staff and parents/carers, as well as the sharing and promoting of resources and key contacts (for example – School SPCs).

3.4 Families and communities have a say in the design, development and review of the organisation's policies and practices.

In 2026, St Patrick's Primary School established a parent committee, similar in purpose to a Parents and Friends body, using the Catholic School Parents Queensland framework as a guide. The committee provides a formal and welcoming structure for parents and carers to have a voice in the life of the school and to work in partnership with the Principal and staff for the benefit of students and the wider school community. Through termly meetings, parents and carers are invited to contribute ideas, provide feedback and support decisions and initiatives connected to learning, wellbeing, community engagement and school improvement. Meetings follow an agreed format so that discussions are purposeful, transparent and focused on strengthening the partnership between families and St Patrick's.

3.5 Families, carers and the community are informed about and involved in the organisation's operations and governance

At St Patrick's, our safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes, through a variety of accessible methods such as social media (Facebook) and flyers positioned around the school, as well as our fortnightly newsletter and the Parent Committee Meeting.

The principal and leadership team at St Patrick's take responsibility for ensuring engagement is sustained, respectful and appropriately resourced, recognising diversity within Aboriginal and Torres Strait Islander communities and avoiding over-reliance on the same individuals; family and community involvement is embedded in everyday governance and practice, including review of child safety policies and practices through a cultural safety lens and alignment with our St Patrick's Reconciliation Action Plan.

St Patrick's 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.

[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:

4.1 The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support, and responds to those who need extra support.

St Patrick's prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Meetings include extended family and cultural supports identified by the family, strengthening trust and shared responsibility.

The St Patrick's 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 what the student is experiencing instead of applying a uniform approach. These modifications are noted in the student's individual 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 child's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.

Our staff at St Patrick's (including the Principal, Risk and Compliance Officer, WHSO) collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.

4.2 Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children.

At St Patrick's cultural safety is understood as a core responsibility, not a specialist role or optional initiative. The Principal and Leadership Team make a clear commitment that all staff are responsible for creating culturally safe, trauma-informed environments for all students, particularly Aboriginal and Torres Strait Islander students. New employees are explicitly supported to understand our trauma aware and culturally responsive approaches, so practice is consistent, not dependent on individual staff members.

In 2026, St Patrick's Primary School has made trauma awareness a priority as part of our Annual Improvement Plan. Staff have engaged in two professional learning opportunities with our Guidance Counsellor to strengthen their knowledge and understanding of trauma-aware practice and to support the development of safe, predictable and supportive learning environments for all students. This ongoing focus supports staff to recognise the impact of trauma on learning, behaviour and wellbeing, and to respond in ways that are informed, compassionate and consistent with our safeguarding commitment.

Following professional learning, staff work in teams to reflect on how school MTSS Learning and Wellbeing systems, such as behaviour support, wellbeing responses, First Nations content in the curriculum and communication with families, can better support culturally safe and trauma-informed practice. Adjustments are made where needed. Staff are also supported to seek guidance when unsure, with cultural safety questions welcomed and normalised within team meetings and supervision.

As a staff group at St Patrick's, we complete the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team on how we will embed the learnings from that term's module.

[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 4: Equity and diversity (cont'd)

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



4.3 Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

At St Patrick's, 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 induction or 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.

At St Patrick's, parents and carers have access to Guidance Counsellor referral forms should they wish to request regular wellbeing check-ins or support for their child. These forms provide a clear and accessible pathway for families to seek additional support and ensure students can access ongoing guidance when needed.

The St Patrick's leadership team is highly visible throughout the school, particularly during playground supervision and at school events. Our Principal regularly reminds students that they can approach her or any trusted staff member if they are feeling unsafe, worried, or need support. Students are encouraged to seek help and are confident in approaching school leaders. This culture of help-seeking is reinforced consistently by staff, students, and families across the school community.

The Leadership Team and Guidance Counsellor at St Patrick's meet fortnightly to discuss student wellbeing, concerns, emerging risks, and any reports of harm. When concerns are identified, School Leaders and the Guidance Counsellor work closely alongside the student and their family to provide support and develop appropriate responses. Through this collaborative approach, students know who they can talk to, understand how to raise concerns, and feel supported throughout the process.

St Patrick's has clear complaints and concerns processes that are explained to students in age-appropriate and child-friendly language. Each term, the Principal visits classrooms to discuss how students can raise a concern, who they can speak to, and what will happen if they need help. These discussions ensure students understand their rights, know how to report worries or concerns, and feel confident that their voice will be heard and acted upon.

4.4 The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home, and LGBTIQ+ children.

St Patrick's recognises that some students experience additional barriers to feeling safe, included and heard, and we take deliberate steps to respond to this in our operations and everyday practice. This includes recognising that children may experience overlapping identities and layered experiences and responding in ways that are supportive 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, so staff build confidence in supporting complex and intersecting needs. At St Patrick's, our school leadership team regularly review student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour. This includes reflecting on incident and process learnings and identifying strategies to reduce the likelihood of recurrence and minimise the impact of harm. At St Patrick's, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments, clarify roles, and monitor progress for students with diverse needs or experiences.

4.5 Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and perspectives about child safety

At St Patrick's, safeguarding practices are viewed through a cultural safety lens, asking whether Aboriginal and Torres Strait Islander children feel safe to be themselves at school, and whether policies and responses reflect respect for kinship, community and connection to Country.

[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:

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 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:

6.3 Where appropriate, ensure there are First nations- led complaints handlings and reporting mechanisms

St Patrick's has processes in place to ensure complaints and concerns raised by First Nations families are responded to in a culturally safe, respectful and supportive way. When a complaint is received, we are able to seek guidance and support from the BCE First Nations Liaison Adviser, who can assist the school in working alongside families so they feel seen, heard and understood throughout the complaint process.

Our school also values the ongoing relationship we have with local First Nations community members, including Elder Uncle Eric and Aunty Shirley Law, who are connected with our school and support us through school events and cultural engagement. These relationships help strengthen the connection between our school and Country and support us to continue building trust, respect and cultural understanding within our community.
Through the support of BCE and our local First Nations connections, St Patrick's is guided to respond to complaints in a way that listens carefully, honours family voice, and ensures First Nations families are supported through a process that is respectful, inclusive and culturally responsive.

6.4. Ensure investigations into complaints do not retraumatise children.

At St Patrick's, we can reduce the risk of retraumatising children during complaint investigations by making sure the process is child-centred, calm, respectful and trauma-aware. This means we do not ask children to repeat their story unnecessarily and we carefully consider who is the safest and most appropriate person to speak with the child.

[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 6: Complaints management (cont'd)

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

Where possible, children are supported by a trusted adult, and conversations occur in a safe, private and familiar space. Staff use age-appropriate, gentle and non-leading questions, and allow children time to respond without pressure. We also consider the child's individual needs, including any known trauma history, disability, communication needs, cultural background or family context.
At St Patrick's, staff are guided by BCE processes and student protection procedures, and leadership may seek support from BCE Student Protection, Guidance Counsellors, First Nations Liaison support, or other relevant professionals when needed. The aim is to gather the information required to respond appropriately while protecting the child's dignity, emotional safety and wellbeing.
A strength for St Patrick's is that staff know our students well and can identify the adults, settings and approaches that may help a child feel safer when raising or responding to a concern. An area for ongoing improvement is continuing to build staff confidence in trauma-aware conversations so that all complaint processes are consistent, sensitive and do not cause further distress for children.

6.5. Effective complaint handling processes are understood by children, families, staff and volunteers and are culturally safe.

At St Patrick's, we support this standard by making sure our complaint handling process is clear, accessible and regularly communicated to all members of the school community. Children, families, staff and volunteers know who they can speak to, how they can raise a concern, and what will happen next.
For children, we support this through age-appropriate language, classroom reminders, visual posters, student voice opportunities, and trusted adults being visible and approachable. Students know that they can speak to their teacher, school leadership, a school officer, the Guidance Counsellor or another trusted adult if they are worried about something.
For families, complaint processes are shared through enrolment information, the school newsletter, the school website, parent communication, and conversations with leadership when concerns arise. Families are reassured that their concerns will be listened to respectfully and followed up in line with BCE processes.
For staff and volunteers, expectations are made clear through induction, staff briefings, safeguarding training, staff handbook information and ongoing reminders about reporting and responding to concerns. This helps ensure that adults across the school understand their responsibilities and respond consistently.
To ensure the process is culturally safe, St Patrick's seeks guidance from BCE, including the First Nations Liaison Adviser where appropriate, and continues to build strong relationships with local First Nations community members such as Uncle Eric and Aunty Shirley Law. These relationships help the school respond in ways that respect culture, family voice and connection to Country.
A strength for St Patrick's is that we are a small school community, which allows leaders and staff to know families well and respond personally when concerns are raised. An area for improvement is continuing to make the complaint process more visible and child-friendly, so that children, families, staff and volunteers clearly understand how to raise concerns and feel confident that they will be listened to, supported and treated with respect.

6.6 Complaints are taken seriously and responded to promptly and thoroughly.

At St Patrick's, complaints are taken seriously and responded to in a timely, respectful and thorough way. When a concern or complaint is raised, school leadership listens carefully, gathers the relevant information, and follows BCE processes to ensure the matter is managed appropriately.

[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:

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 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:

8.1 The organisation takes a holistic, strengths-based approach to safety and wellbeing, ensuring that all aspects of a child's wellbeing -physical, social, spiritual, emotional and cultural – are prioritised.

At St Patrick's, we take a holistic approach to student safety and wellbeing by considering the whole child across the day — physically, socially, spiritually, emotionally and culturally.
Daily staff briefings help us share important information, prepare calmly and respond consistently to student needs. We build a sense of community through predictable routines, trusted adults, safe spaces, shout-outs and opportunities to come together, such as singing as a school community. These practices help students feel known, supported, connected and safe.

8.2 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.

At St Patrick's, staff and volunteers identify and manage risks in both online and physical environments while still supporting students' right to privacy, learning, social connection and participation.

8.3 At St Patrick's, staff and volunteers identify and respond to risks in both online and physical environments while still respecting children's privacy, learning, friendships and access to information.

Online safety is supported through approved platforms, filtering, privacy settings, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online bullying or inappropriate online behaviour, recognising that online issues can flow into the school day and impact student wellbeing and relationships.
We continue to strengthen this area through student education and parent communication. Online safety will also be a focus in our Term 4 Parent Connect information session, helping families and the school work together to support safe and respectful online behaviour.

8.4 Risk management plans consider risks posed by organisational settings, activities and physical environment.

At St Patrick's, staff and volunteers identify and manage risks in the physical school environment while still supporting students' right to privacy, learning, social connection and participation.
Risk assessments and risk management are part of our operational decision-making, including planning for daily routines, activities, excursions, events and student support needs. Risk controls are put in place where needed and are monitored through staff feedback, leadership review, Engage records and incident data.

[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:

9.1 The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices.

At St Patrick's, we are committed to continually strengthening the way we respond to student safety and protection matters. At the end of each term, our Student Protection Contact team meets to review our school processes and procedures, which are based on the Student Protection Processes and Guidelines.

We use real scenarios from our school context to ensure our processes remain practical, current and responsive. These reviews help ensure our child safety practices evolve as our school community grows and changes.

St Patrick's is currently self-assessing against the Child Safe Standards, including the Universal Principle. This involves key stakeholders reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement.

In the last term of 2025, the Principal included information in the school community newsletter about how the school had progressed with its Annual Improvement Plan goals. This included a strong focus on student engagement and attendance at school, as well as the planned actions moving forward into 2026.

Each term, during whole-school assembly, the Principal leads short safety messages about Student Protection Contacts and the ways students can seek help if they have worries or concerns. Students are encouraged to seek help and are provided with age-appropriate information about respectful and safe interactions, online safety, trusted adults, and the reminder that adults have rules to follow to help keep children safe.

With the implementation of the Child Safe Standards in Queensland in 2026, St Patrick's is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026, we will assess our practices against all 10 Standards through consultation with a diverse range of students, families and staff, as well as through a review of safeguarding data and reflection on existing strengths and areas for improvement.

Findings from this process will inform ongoing actions and will be documented in our School Safeguarding Plan, which will be regularly updated and available on our website. This ensures families and the broader community can clearly see how St Patrick's prioritises the safety and wellbeing of all students.

Standard 9.4 – Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators.

St Patrick's uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. These diverse evaluation methods allow us to gather perspectives from students, families and staff and to identify what is working well, as well as where further improvement is needed.

We track progress against our Reconciliation Action Plan actions related to child safety and wellbeing using indicators developed with Aboriginal and Torres Strait Islander families. These indicators help us understand whether cultural safety is genuinely experienced by students and families, not just planned for in our processes.

Standard 9.5 – Implementation and accountability policies embed shared responsibility and accountability.

St Patrick's response: At St Patrick's, every staff member has clearly defined safeguarding responsibilities outlined in their role description. These responsibilities are reviewed annually to ensure all adults understand their role in maintaining a child safe environment.

We reinforce our collective responsibility through regular scenarios and case studies at staff meetings. These discussions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making St Patrick's a safe place where students can speak up and raise concerns if they need to.

[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:

Standard 10.1 – Policies and procedures embed all Child Safe Standards and the Universal Principal

At St Patrick's, we use Brisbane Catholic Education policies and procedures, which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle. These policies and procedures include clear expectations and processes for safeguarding children and maintaining a child safe environment.

Our onboarding process for new staff at St Patrick's includes briefing on the location, content and application of safeguarding policies and procedures, as well as discussion about how we meet the Child Safe Standards in everyday practice. This helps ensure all staff understand the expectations, systems and shared responsibilities that support a child safe environment.

Standard 10.2 – Policies and procedures are well documented, accessible and easy to understand.

To help families understand key student safety processes, such as reporting concerns and expectations for safe parent volunteering, St Patrick's provides online access as well as face to face access to relevant policies, procedures and safeguarding information. Families are also offered opportunities to attend parent information sessions, including sessions scheduled at the same time as school discos, so that information is accessible and convenient for families.

Standard 10.3 – Best practice models and stakeholder consultation inform the development of policies and procedures, including First Nations-led practice models and consultation with local Aboriginal and Torres Strait Islander peoples, organisations and communities.

When updating procedures and processes at our school, St Patrick's consults with staff, parents and students to ensure our procedures are practical, relevant and aligned to contemporary expectations of child safety.

At St Patrick's, we use student voice, parent feedback and community consultation to support ongoing dialogue about cultural safety. We want to ensure our processes and procedures are inclusive of First Nations perspectives and uphold cultural safety as a priority across our school community.

[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)

Standard 10: Policy and procedures (cont'd)

Standard 10.4 – Leader champion and model compliance with policies and procedures.

St Patrick's response: At St Patrick's, our Principal regularly reinforces key safeguarding procedures during staff meetings and models these expectations in everyday practice. This includes signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.

When leaders conduct classroom visits or playground walkthroughs, they intentionally highlight safe practice by checking visibility in classrooms, ensuring supervision zones are staffed and modelling calm, respectful interactions with students. These actions help keep safeguarding expectations visible and embedded in daily school routines.

St Patrick's uses the Safeguarding Storybook series to communicate safeguarding messages and policies to students in a child-friendly way. These resources help students understand that their safety and wellbeing are a priority, while also supporting staff to model and facilitate open, age-appropriate conversations about safeguarding and wellbeing topics.

Standard 10.5 – Staff and volunteers understand and implement policies and procedures.

St Patrick's response: All staff at St Patrick's complete an annual safeguarding refresher that includes scenario-based learning to ensure they understand how to apply policies and procedures in real-world situations. This supports consistent implementation of safeguarding expectations across the school.

All people who volunteer at St Patrick's receive a brief orientation before beginning their role, which reinforces the information they receive in their mandatory training. This includes clear guidelines on appropriate interactions, supervision expectations and what to do if they are worried about a student. This helps ensure volunteers uphold the same safeguarding standards as paid staff.

Teachers incorporate reminders of key safeguarding practices into classroom routines. For example, students are reminded who the Student Protection Contacts are at St Patrick's by referring to their photos on the Student Protection Contact posters displayed in every classroom and around the school.

Teachers also review safe movement procedures and model respectful communication. Teachers and the Guidance Counsellor teach weekly wellbeing lessons that include elements of safeguarding and refer to significant safeguarding events such as Day for Daniel and Bullying No Way.

At least once per term, teachers at St Patrick's deliver a dedicated safeguarding lesson with their class using the Brisbane Catholic Education Safeguarding Storybook series. These lessons support students to understand safeguarding messages in an age-appropriate way and help staff implement safeguarding policies and procedures consistently in everyday practice.

[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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