

Safeguarding Plan 2026



St Patrick's Primary School
Nanango



Version: V1

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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.

Contact for enquiries

St Patrick's Primary School

16 Alfred Street, Nanango, Q, 4615

Wakka Wakka Country

PO Box 36, Nanango, Q, 4615

07 4163 1555

pnanango@bne.catholic.edu.au

Attributions

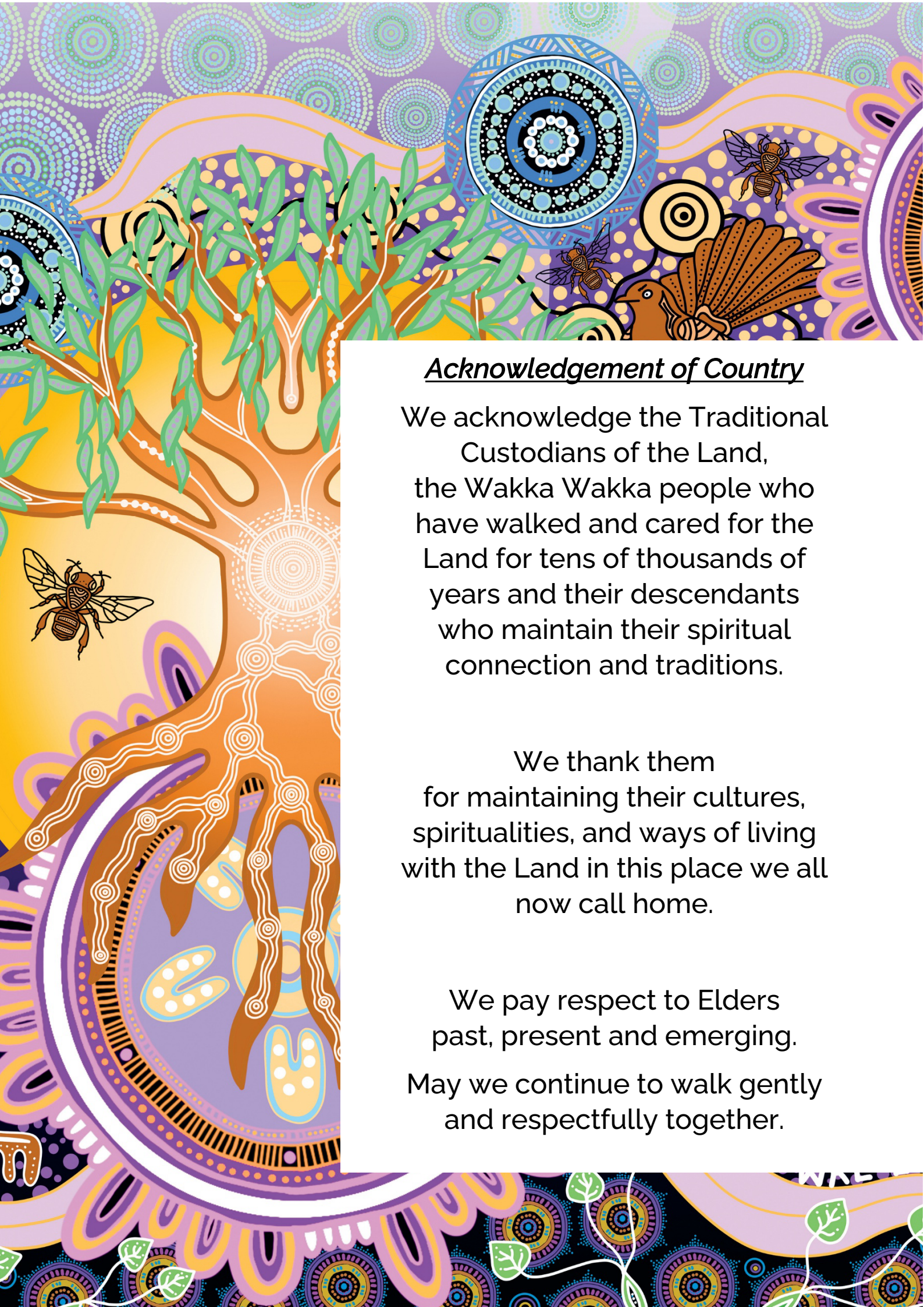
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Acknowledgement of Country

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

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

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St 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](#).

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 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:

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 Patrick's 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 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:

In line with our implementation plan, at the end of Term 2 we will explain:

- How students learn about rights, safety and who to trust
- How the school gathers and responds to student voice
- How student participation influences decision-making
- How cultural safety shapes our approach
- Evidence of practice and planned improvement

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:

In line with our implementation plan, at the end of Term 2 we will explain:

- How our school communicates safeguarding expectations to families
- How families and communities participate in safety and wellbeing initiatives
- How the school engages P&F and community partners
- How feedback is gathered and acted on
- Evidence of practice and planned improvements

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:

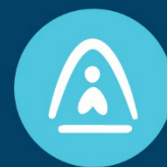
In line with our implementation plan, at the end of At the end of Term 2 we will explain:

- How the school promotes equity, inclusion and respect for diversity
- How supports and adjustments are provided for diverse learners
- How cultural safety and anti-discrimination practices are embedded
- How students access safeguarding information suitable for them
- Evidence of practice and planned improvements

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

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

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

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

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

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

What Standard 9 looks like at our school:

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 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:

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

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 10.4 – Leaders 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)

