



Safeguarding Plan 2026



St John's College

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

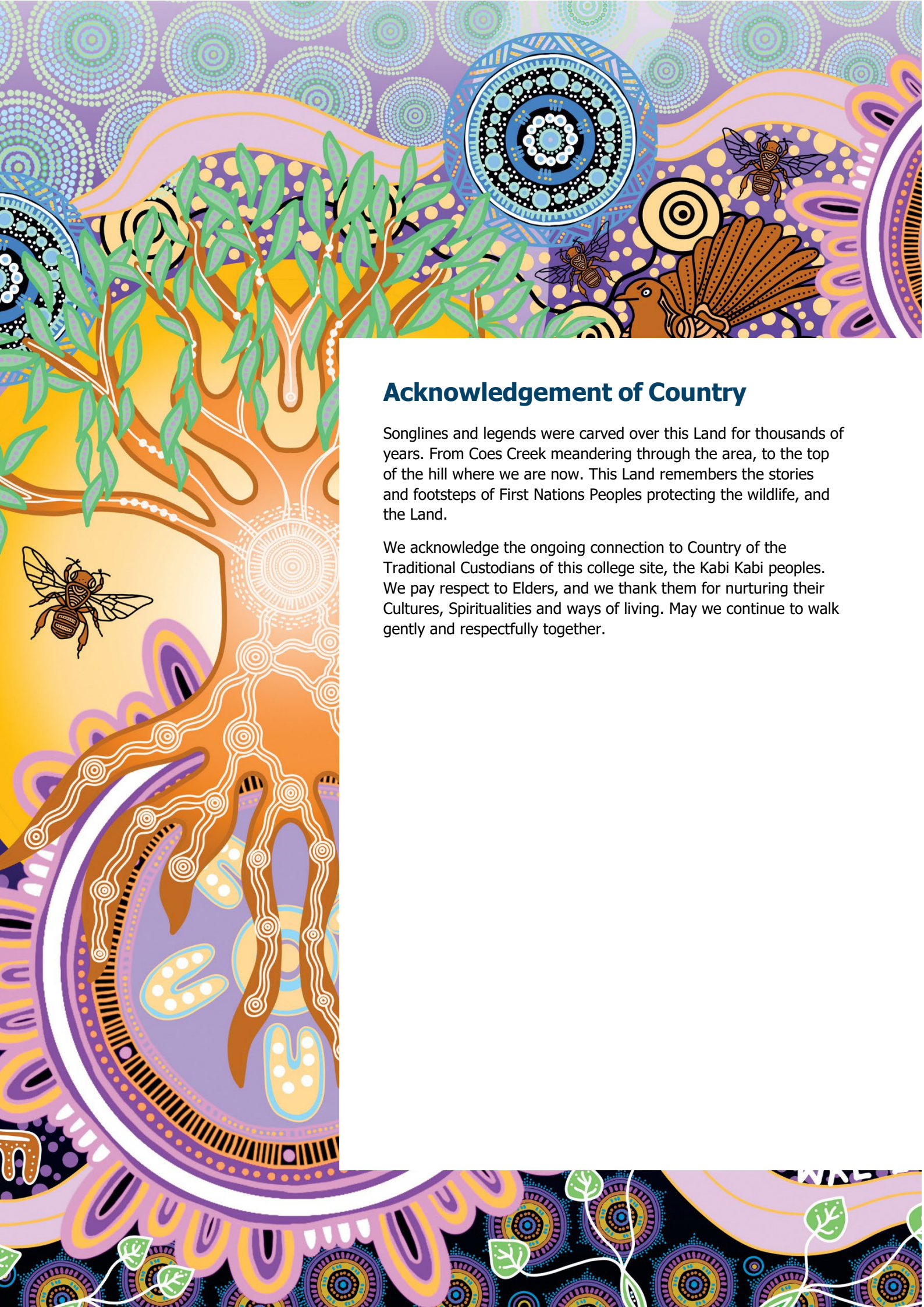
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: School Drone Photo

Page 4: School Logo

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Acknowledgement of Country

Songlines and legends were carved over this Land for thousands of years. From Coes Creek meandering through the area, to the top of the hill where we are now. This Land remembers the stories and footsteps of First Nations Peoples protecting the wildlife, and the Land.

We acknowledge the ongoing connection to Country of the Traditional Custodians of this college site, the Kabi Kabi peoples. We pay respect to Elders, and we thank them for nurturing their Cultures, Spiritualities and ways of living. 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 John's College, Nambour, 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 John's College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle



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

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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Student wellbeing is embedded in leadership and staff structures - At St John's College, student wellbeing and safeguarding are standing agenda items. Student wellbeing is discussed at every Monday staff briefing, with leadership members identifying and addressing emerging areas of concern. In addition, weekly leadership meetings include an "Around the Grounds" focus, ensuring proactive oversight of student wellbeing and safeguarding across the College.

Safeguarding is actively supported through preventative education - In alignment with BCE's commitment to a safeguarding culture, St John's College prioritises preventative education. In Term 1, the College hosts an Internet Safeguarding Day for both parents and students, strengthening shared responsibility for online safety and reinforcing safe behaviours within and beyond the school environment.

Risk management processes prioritise student safety and wellbeing - Consistent with BCE's risk management expectations, a comprehensive risk assessment is completed prior to every excursion. These assessments explicitly address student safety and wellbeing, including supervision ratios, student privacy considerations, transport arrangements, and media consent, ensuring safeguarding responsibilities are clearly identified and managed.

Inclusive leadership structures support diverse student needs -As part of the College's Inclusion Policy, St John's College has a designated Inclusion Program Leader, providing clear leadership accountability for inclusive practices. This role supports culturally safe, equitable, and responsive approaches to student wellbeing, particularly for students requiring additional learning, wellbeing, or cultural support.

Commitment to cultural safety and inclusion beyond the College community -Reflecting BCE's commitment to cultural safety for Aboriginal and Torres Strait Islander peoples, St John's College hosts an annual Cultural Inclusion Day for ATSI students from other BCE schools. This initiative promotes belonging, cultural identity, and wellbeing, and demonstrates the College's active leadership in inclusion and safeguarding across the wider BCE community.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St John's College Nambour, we are committed to ensuring that every student understands their rights, feels safe, knows who they can trust, and has meaningful opportunities to participate in shaping their school experience. Through our curriculum, pastoral care structures and wellbeing programs, students learn about personal safety, respectful relationships, consent, protective behaviours and help-seeking strategies in age-appropriate ways. These messages are reinforced through assemblies, wellbeing check-ins, student leadership opportunities, Child Protection Week, R U OK? Day activities, visible signage, and targeted responses to emerging issues such as online safety. Students are provided with a range of trusted avenues to seek support, including teachers, pastoral leaders, Guidance Counsellors, student leadership teams and external services such as Kids Helpline. Information about these supports is communicated through classrooms, assemblies, digital platforms and pastoral structures to ensure students know how and when to access help.

Student voice is a valued and integral part of College life. Students are encouraged to express their views, ask questions and raise concerns through classroom discussions, wellbeing check-ins, reflective activities, student leadership groups, pastoral care programs and informal conversations with staff. Multiple pathways, including one-on-one conversations and anonymous feedback opportunities, help ensure all students can participate in ways that are safe, accessible and appropriate to their individual needs.

Student participation influences decision-making across the College through consultation processes, student leadership structures, wellbeing initiatives and ongoing feedback mechanisms. Student perspectives help inform the development of programs, activities and responses to emerging wellbeing and safety issues, ensuring that decisions reflect the lived experiences and needs of our young people.

Cultural safety underpins our approach to student wellbeing and safeguarding. We are committed to creating inclusive environments where all students feel respected, valued and able to contribute. Staff actively adapt practices and communication strategies to meet the diverse cultural, developmental and learning needs of students, while pastoral programs, peer mentoring, buddy systems and inclusive activities foster belonging, connection and positive relationships. Restorative practices further support students to develop respectful and healthy relationships with others. Evidence of practice includes the delivery of consent and respectful relationships education, regular wellbeing check-ins, student leadership and representative structures, pastoral care programs, access to counselling services, safeguarding resources, and whole-school awareness initiatives. Planned improvements include strengthening the continuity of safety and wellbeing learning across all year levels through a clearly mapped whole-school scope and sequence, increasing staff capability and confidence in delivering safeguarding education, enhancing the visibility and accessibility of support services, and reviewing resources to ensure they are culturally responsive and reflective of the diversity of the College community

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St John's College Nambour, safeguarding and student wellbeing are strengthened through strong partnerships between students, families, staff and the wider community. The College is widely regarded by families as supportive, approachable and committed to the safety and wellbeing of every student. Staff and school leaders demonstrate a strong and consistent commitment to safeguarding, inclusive practice and positive relationships, with student safety embedded in the daily life of the College.

The College communicates safeguarding expectations and wellbeing information through enrolment processes, parent handbooks, newsletters, the College website, information sessions and direct communication from staff and leadership. Families are regularly informed about support services, reporting pathways and wellbeing initiatives, and are provided with resources relating to topics such as online safety, mental health and respectful relationships. Where required, communication is adapted to meet the needs of families from diverse cultural and linguistic backgrounds.

Families and community members actively participate in student safety and wellbeing initiatives through parent information evenings, parent-teacher meetings, liturgies, sporting events, community celebrations and College information sessions. These opportunities support shared understanding of student wellbeing priorities and strengthen relationships between home and school.

The College engages with the Parents and Friends Association, parish and community organisations, wellbeing professionals and external support agencies to enhance student wellbeing and promote a culture of safety, inclusion and belonging. These partnerships provide valuable opportunities to strengthen support networks for students and families and ensure community perspectives contribute to College decision-making.

Feedback is gathered through parent surveys, conversations, community engagement opportunities and participation in College events. This feedback helps the College evaluate the effectiveness of communication, identify areas for improvement and respond to emerging needs. Current feedback indicates strong confidence in the College's commitment to student wellbeing, while also highlighting opportunities to improve the visibility and understanding of safeguarding processes and cultural safety practices.

Evidence of practice includes regular communication with families, responsive support for student wellbeing concerns, strong family engagement across College events, parent education opportunities and collaboration with community partners. Planned improvements include making safeguarding and cultural safety practices more visible and accessible, using clearer and more consistent communication, increasing opportunities for family voice and consultation, strengthening partnerships with diverse community groups, and embedding key wellbeing and safeguarding messages more intentionally across community events and communications.

Through these actions, St John's College Nambour will continue to strengthen shared responsibility for student safety and wellbeing and build a deeper understanding of safeguarding across the entire College community.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At St John's College Nambour, we are committed to fostering a safe, inclusive and respectful learning environment where every student is valued, supported and able to participate fully in school life. Our approach is grounded in equity, recognising that students have diverse backgrounds, experiences and needs, and that some students may require additional support or adjustments to access learning, wellbeing and safety on an equitable basis.

The College provides a range of supports for diverse learners through differentiated teaching practices, wellbeing planning, pastoral care structures, Guidance Counsellor support, Multi-Tiered Systems of Support (MTSS), and individualised adjustments developed in partnership with students, families and support teams. Staff work proactively to identify students who may be vulnerable or require additional assistance, using wellbeing and engagement data, professional judgement, family partnerships and ongoing monitoring to ensure support is responsive and timely. Cultural safety and anti-discrimination practices are embedded through trauma-informed, relational and strengths-based approaches that respect the dignity, identity and experiences of all students. Staff engage in ongoing professional learning to strengthen culturally responsive practices and to ensure decisions are informed by empathy, inclusion and an understanding of individual circumstances. The College values diverse perspectives and recognises the importance of culture, identity and community in student wellbeing, including a commitment to respectful engagement with Aboriginal and Torres Strait Islander peoples and perspectives.

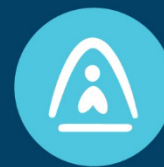
Students are supported to understand their rights, safety and available support pathways through classroom learning, pastoral programs, assemblies, wellbeing initiatives and visible safeguarding resources. Information is presented in age-appropriate and accessible ways, with communication adapted through visual supports, repetition and culturally responsive practices to meet the needs of diverse learners. Students are regularly reminded of who they can talk to and how to seek help when they have concerns about their safety or wellbeing.

Evidence of practice includes differentiated learning supports, wellbeing monitoring, student protection processes, guidance services, trauma-informed practices, culturally responsive approaches and ongoing collaboration with families and support services. Planned improvements include strengthening student voice, particularly for students with additional needs; reviewing the accessibility and cultural safety of support pathways; enhancing volunteer induction and formation in safeguarding and cultural responsiveness; deepening engagement with First Nations voices and communities; and strengthening evaluation processes to better measure the impact of supports on student wellbeing, belonging and engagement.

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:

Safeguarding practices at St John's College are strengthened through clearly articulated expectations outlined in the Staff Handbook 2026. The school's pastoral framework, grounded in Positive Behaviour for Learning (PB4L) and the Good Samaritan values, provides staff with a shared language around respectful relationships, student dignity and wellbeing. This clarity supports staff confidence in recognising safeguarding responsibilities as part of their everyday role, rather than as an isolated compliance task.

The consistent scheduling of the St John's College Student Protection Contact (SPC) Team meetings each fortnight and Health and Safety Team Meetings once a term demonstrates that safeguarding concerns are actively monitored and addressed through collaborative professional processes. These meetings provide a clear pathway for staff to raise concerns, share observations, and plan targeted supports, reinforcing staff understanding of when and how to escalate wellbeing or safety issues. The regularity of these meetings supports a culture of shared responsibility for student and staff safety and wellbeing.

The implementation of the Child Safe Standards in 2026 reflects a commitment to culturally safe practice for Aboriginal and Torres Strait Islander students. School documentation and practices acknowledge Traditional Custodians and promote inclusive, relationship-based pastoral care. Student wellbeing planning and support processes consider individual context, including cultural background and family connections, supporting First Nations students to experience safety, respect and belonging within the school community.

In 2026, St John's College engages in ongoing review and reflection of its safeguarding practices through structured self-assessment and documentation processes. Findings from this process inform supports, evaluation of policy implementation, staff accountability and culturally responsive practice, ensuring that Child Safe Standards are not only implemented but regularly reviewed and strengthened over time.

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:

St John's College, Nambour, maintains a comprehensive suite of school-based policies, procedures, and practices that support child safety and student wellbeing. These are embedded within, and aligned to, Brisbane Catholic Education (BCE) system policies, particularly the BCE Safeguarding Plan 2026, and are enacted through daily practice across the College.

At St John's College policies and procedures embed all Child Safe Standards and the Universal Principle, are clearly documented, accessible and written in ways that are easy to understand, are informed by best-practice safeguarding models and system-level consultation (including First Nations-led frameworks within BCE), are actively championed and modelled by College leadership, and are well understood and consistently implemented by staff and volunteers through induction, ongoing training and daily practice.

The policies are publicly available from the College website without login requirements however, accessibility is primarily document-based. While policies are available, users must open and interpret longer PDFs, which may be challenging for some families or students (BCE Policies).

While St John's College, Nambour demonstrates a strong commitment to reconciliation through culturally inclusive practice, student voice, and engagement with First Nations communities, the College website does not currently present a clearly identified or publicly accessible Reconciliation Action Plan. Greater visibility of a formal RAP, or a consolidated reconciliation overview, would strengthen transparency and community understanding.

Staff and volunteers at St John's College, Nambour are supported to understand and consistently implement policies and procedures through structured, school-based induction and ongoing training processes that are fully aligned with Brisbane Catholic Education policies, safeguarding expectations, and system requirements.

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)

