



Guardian Angels'
Catholic Primary School
Ashmore

Strive for Success

GUARDIAN ANGELS'

Catholic Primary School

Safeguarding Plan

2026



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Our Safeguarding Commitment

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

Accessibility



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

Contact for enquiries

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Attributions

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

Cover: School Mural – Artist Peter Burnett worked with students at GA to create.

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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



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

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

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle



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

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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Guardian Angels' Catholic Primary School, we are committed to prioritising every student's safety and wellbeing. Student safety and wellbeing are not treated as add-ons; they are visible, intentional and embedded in the way we lead, make decisions and act each day. This commitment includes ensuring Aboriginal and Torres Strait Islander children, families and communities feel welcome, safe, valued, included and respected. Visible examples of this commitment include the public display of the Aboriginal and Torres Strait Islander flags, vision and mission artwork, and Acknowledgement of Country signage throughout the school. These representations reinforce that cultural safety is an essential part of student wellbeing and serve as daily reminders that First Nations students and families belong here and are respected here.

The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in the school foyer and gathering spaces as a visible declaration that the safety and wellbeing of students guide every aspect of school life. Leadership teams deliberately allocate time during weekly meetings to focus on student safety and wellbeing, while also incorporating cultural learning and reflection opportunities to ensure cultural safety remains front of mind. This consistent prioritisation ensures that safety — including cultural safety — is considered in every decision, from curriculum planning to staffing and resource allocation. Leadership and members of the SPC team maintain a visible presence around the school, regularly connecting with students and parents to build positive relationships and support student wellbeing.

Communication with families is strengthened through practical examples such as the school newsletter's "Codes in Practice" column, which highlights aspects of the BCE Code of Conduct including respectful communication and maintaining safe professional boundaries. This helps families understand what they can expect from staff and what staff expect in return, strengthening transparency and shared responsibility. The School Collaborative Team monitors progress on the school's Reconciliation Action Plan each term, with community members invited to contribute updates and feedback to ensure accountability and meaningful action. The school is also committed to strengthening partnerships with local Aboriginal and Torres Strait Islander Elders and community members, with the development of the school's Reconciliation Action Plan identified as a goal for 2026. This commitment has already been demonstrated through professional learning delivered by Traditional Custodians.

At Guardian Angels', leadership sets the tone by ensuring safety is visible, cultural respect is deliberate and student wellbeing is actively championed, monitored and strengthened every day through clear actions, visible practices and ongoing community engagement.

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:

Students at Guardian Angels Catholic Primary School are explicitly taught about their rights, personal safety, respectful relationships and help-seeking behaviours through age-appropriate learning experiences across the Health and Physical Education curriculum and whole-school wellbeing practices. At the beginning of each year, students participate in relationship and wellbeing units that reinforce respectful relationships, body autonomy, trusted adults and how to seek help. Students are also introduced to Student Protection Contacts through assemblies and classroom discussions so they know who they can talk to if they feel unsafe or worried.

A strong culture of safety and belonging is reinforced through visible wellbeing posters, trusted adult relationships and consistent messaging across the school. Safety and wellbeing messages are regularly shared through newsletters, assemblies, Wellbeing Week activities and key events such as Day for Daniel, helping students and families engage in ongoing conversations about safety, inclusion and respectful relationships.

Student voice is encouraged through initiatives such as GA Café, student leadership opportunities, wellbeing surveys and classroom discussions. Students regularly share feedback about learning, wellbeing and school experiences, and staff respond by making adjustments and continuing conversations with students, so they feel heard and valued.

Guardian Angels also recognises the importance of friendships and connection in supporting student wellbeing. Buddy benches, lunchtime clubs, structured play opportunities and connection-building activities during specialist lessons help students build friendships, strengthen communication skills and feel included within the school community. The importance of friendships and peer connections is recognised at Guardian Angels, with staff thoughtfully considering friendship groups, social dynamics and student wellbeing when creating class groupings for the following year to support belonging, inclusion and positive relationships.

Staff create child-friendly opportunities for students to ask questions, express concerns and seek support through wellbeing check-ins, restorative conversations and strong everyday relationships. Students consistently identify classroom teachers, wellbeing staff, diversity teachers and leadership staff as trusted adults they feel comfortable approaching for help.

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:

Guardian Angels' Catholic Primary School works closely with families to support each child's learning, wellbeing and safety. Families contribute to personalised learning plans, wellbeing support plans and re-entry meetings following absences. Flexible communication methods, including face-to-face meetings, online meetings and phone calls, help strengthen family engagement. For example, families may work with teachers to develop wellbeing goals or strategies that support attendance, confidence and learning success.

Families are valued as active partners in school life. Parent voice is strengthened through the Parent Angels and Class Angels networks, which support collaboration between families, staff and leadership. Feedback gathered through surveys, consultation opportunities and everyday conversations helps guide wellbeing initiatives, communication processes and family engagement practices. For example, parent feedback has helped strengthen communication processes, wellbeing supports and opportunities for family involvement across the school.

The school's Reconciliation Action Plan reflects an ongoing commitment to strengthening partnerships with First Nations families and embedding Aboriginal and Torres Strait Islander perspectives across school life. Families are encouraged to participate in cultural events, celebrations and consultation opportunities that promote cultural safety and inclusion. Aboriginal and Torres Strait Islander perspectives are also visible through school events, acknowledgements and learning experiences across the school community.

Guardian Angels' Catholic Primary School communicates safeguarding and wellbeing expectations clearly through newsletters, emails, social media, noticeboards and the parent portal. Families receive regular updates about wellbeing programs, student support processes, key contacts and pathways for raising concerns, helping maintain strong home-school partnerships and shared understanding of child safety processes.

The school also works with local organisations and community services to strengthen support for children and families. Parent information sessions and professional learning opportunities focus on areas such as digital safety, anxiety support and wellbeing strategies. Programs such as 1-2-3 Magic provide practical support that families can also use at home.

Key messages about respectful relationships, inclusion, wellbeing and cultural safety are reinforced through assemblies, open classrooms, learning celebrations and displays across the school. Events such as Harmony Day, R U OK? Day, National Reconciliation Week, Safer Internet Day and Bullying No Way Week create practical opportunities for students and families to engage in conversations about mental health, online safety and inclusion.

Family engagement is further strengthened through assemblies, sporting events, open classrooms and community activities, where families can connect with staff and celebrate student learning.

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:

Guardian Angels promotes equity, inclusion and respect for diversity by working to ensure every student feels safe, known and valued. At the beginning of each year, staff intentionally spend time building relationships, establishing calm routines and creating supportive classroom environments so students feel a strong sense of belonging and safety from the start. This is reinforced through shared wellbeing practices such as the GA WALK Wheel, Brain Trainers, Zones of Regulation and the Qualities of Angels, which help students build empathy, emotional regulation and respectful relationships in everyday school life.

The school supports students through a responsive and relational approach that combines classroom adjustments, wellbeing support and strong partnerships with families and outside agencies. Teachers use predictable routines, differentiated learning and explicit teaching of social and emotional skills, while Diversity Teachers, the Guidance Counsellor and the Wellbeing Officer provide additional support for students with complex needs or circumstances. Where needed, students may be supported through wellbeing check-ins, calm spaces, modified timetables or gradual transitions back into learning during periods of anxiety, trauma or family stress.

Cultural safety is strengthened through deliberate practices that value identity, dignity and belonging. The APRE leads twice-termly GA Mob gatherings, providing a culturally safe space for Aboriginal and Torres Strait Islander students to connect, build identity and learn through yarning. Staff learning with local First Nations Elders and trauma-informed approaches such as Calmer Classrooms helps staff respond with empathy, consistency and relational support. Feedback from Aboriginal and Torres Strait Islander students, families and the RAP working group helps inform ongoing review of culturally safe wellbeing and safeguarding practices across the school.

Students access safeguarding information in ways that are clear, age-appropriate and easy to understand. Across the school, students are explicitly taught who they can talk to if they feel unsafe or worried, with these messages reinforced through wellbeing lessons, assemblies, visual displays and everyday conversations with trusted adults. BCE Safeguarding and Daniel Morcombe resources, along with programs such as Brain Trainers and Zones of Regulation, help students build emotional regulation, respectful communication and help-seeking skills. Students regularly practise these skills through restorative conversations, role-play activities, social stories and supported playground interactions, with some students also accessing individual or small-group support around respectful relationships, personal safety and social skills.

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:

Guardian Angels regularly reviews safeguarding policies, procedures and practices through SPC meetings, leadership review cycles and ongoing data analysis processes to ensure student wellbeing remains a central priority. Student safety and wellbeing data, including TTFM results, safeguarding dashboard information, attendance patterns and staff culture data, are triangulated each term to identify trends, strengths and emerging areas of concern. The school uses key wellbeing and behaviour tracking tools to monitor student safety and support needs, drawing on behaviour records, staff observations and wellbeing systems to identify concerns early and implement appropriate supports to maintain a safe and supportive learning environment.

Where data identifies areas requiring additional attention, targeted responses are implemented, including year-level listening sessions, pastoral check-ins and adjusted supervision practices. A strong feedback loop is embedded across the school community through newsletters, assemblies, staff meetings and class communications, ensuring that community feedback is acknowledged and informs ongoing action and improvement. When complaints, concerns or incidents arise, reflective processes are undertaken to identify contributing factors, review responses and strengthen future practice. Learnings are discussed within leadership and SPC meetings to support continuous improvement in safeguarding approaches.

Student voice remains an important part of safeguarding review and evaluation processes. Classroom conversations, consultation opportunities, GA Cafes and targeted listening sessions are used to gather student perspectives and evaluate the effectiveness of safeguarding initiatives. Progress against the school's Reconciliation Action Plan is also monitored and reported on regularly, with cultural safety recognised as an important and measurable component of safeguarding improvement.

Professional learning and scenario-based discussions are used to strengthen staff confidence in engaging in respectful challenge, professional dialogue and courageous conversations, while also supporting psychological safety among adults within the school community. Safeguarding responsibilities are shared across the school, with all staff understanding their reporting obligations and participating in mandatory training and ongoing improvement conversations. Vulnerable students and students with diverse needs are identified and supported through shared student profiles, collaborative planning and ongoing communication with families to ensure appropriate adjustments and supports are in place.

Leadership models reflective practice by reviewing data trends, evaluating processes and making visible adjustments aimed at strengthening student safety and wellbeing outcomes. This work is supported through collaboration with staff, coaching structures and diversity teams. Continuous improvement at Guardian Angels is proactive, intentional and responsive, ensuring safeguarding practices continue to evolve in line with the changing needs of students, families and the broader school community.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

At Guardian Angels' Catholic Primary School, we operate under Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to ensure they align with legislative requirements, the Child Safe Standards and our universal behaviour principles. These policies provide clear guidance for safeguarding children and set expectations for staff, volunteers and leadership. At the school level, we adapt BCE policies to reflect our own structures, processes and community needs, ensuring they are practical frameworks that guide daily decision-making and interactions with students. Safeguarding policies and reporting pathways are clearly communicated to staff and volunteers through induction programs, mandatory training and regular reminders at staff meetings. Student Protection Contacts are visible and accessible, and staff understand their responsibilities regarding documentation and reporting procedures.

Key safeguarding processes are also communicated to parents and carers through enrolment meetings, information sessions, newsletters and the parent portal, helping families understand what they can expect from us and how we work together to keep children safe. For students, safeguarding messages are delivered in age-appropriate and child-friendly ways through classroom lessons, assemblies and targeted teaching. Students learn about trusted adults, help-seeking behaviours, respectful relationships and their right to feel safe, ensuring they not only feel protected but also know how to access support.

We recognise that Guardian Angels' is a diverse community and, where needed, we support families to access important information in ways that are understandable and accessible. Important procedures, including visitor sign-in processes and child safety information, are clearly displayed in the school office and on our website. All volunteers and contractors complete an induction process outlining safeguarding expectations, codes of conduct and reporting responsibilities so every adult on site understands their role in maintaining a safe environment. Leadership actively models and reinforces compliance with policies and procedures through regular review, scenario-based discussions and reflection at leadership and SPC meetings. Where incidents or concerns identify areas for improvement, processes are refined and communicated clearly. At Guardian Angels', policies and procedures are not simply compliance documents stored online; they are visible, understood and actively embedded in classrooms, playgrounds and leadership spaces, ensuring safeguarding remains consistent, clear and responsive to the needs of our students.

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)

