

St Joseph's College Coomera 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 cultural 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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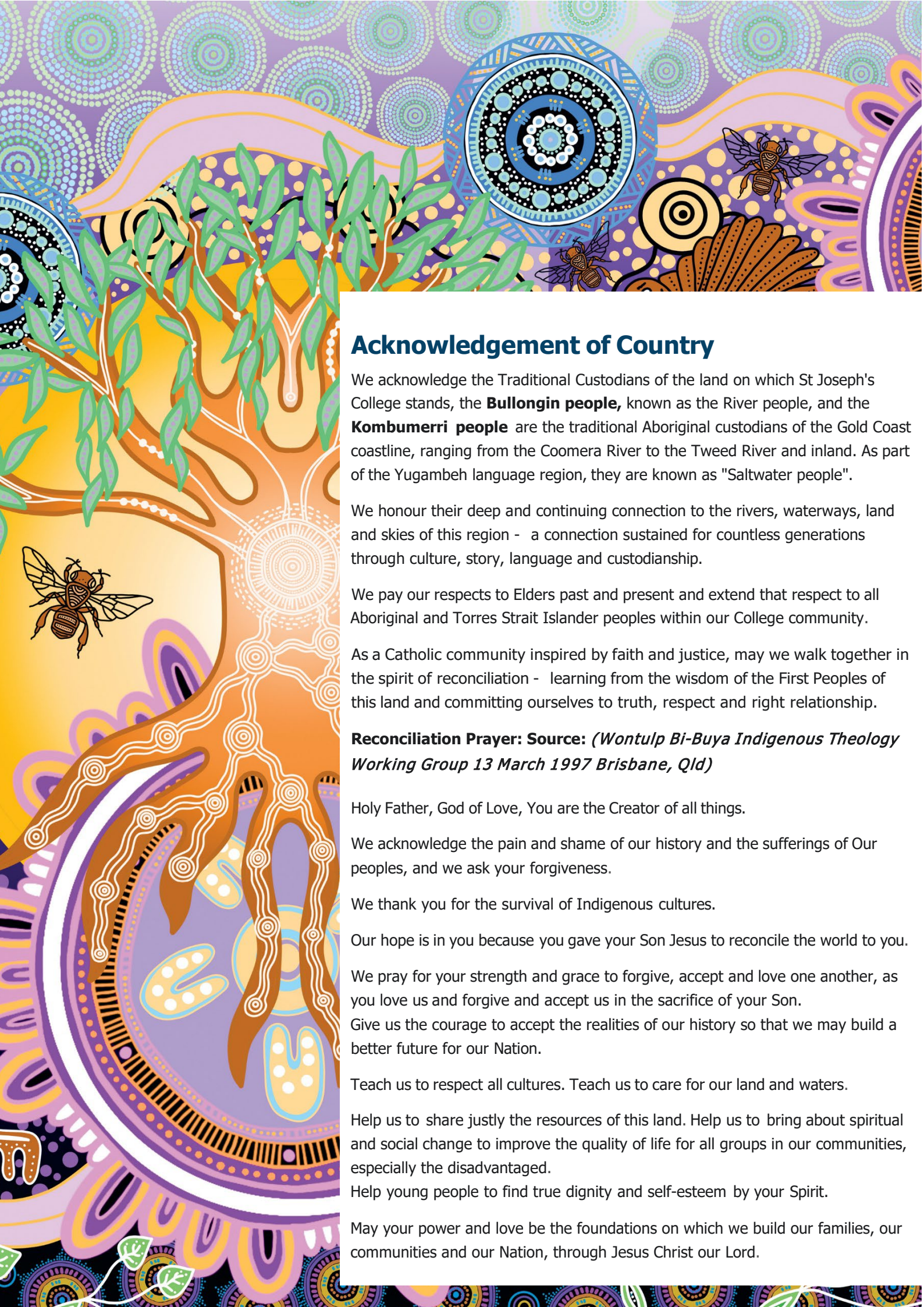
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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Acknowledgement of Country

We acknowledge the Traditional Custodians of the land on which St Joseph's College stands, the **Bullongin people**, known as the River people, and the **Kombumerri people** are the traditional Aboriginal custodians of the Gold Coast coastline, ranging from the Coomera River to the Tweed River and inland. As part of the Yugambeh language region, they are known as "Saltwater people".

We honour their deep and continuing connection to the rivers, waterways, land and skies of this region - a connection sustained for countless generations through culture, story, language and custodianship.

We pay our respects to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples within our College community.

As a Catholic community inspired by faith and justice, may we walk together in the spirit of reconciliation - learning from the wisdom of the First Peoples of this land and committing ourselves to truth, respect and right relationship.

Reconciliation Prayer: Source: (*Wontulp Bi-Buya Indigenous Theology Working Group 13 March 1997 Brisbane, Qld*)

Holy Father, God of Love, You are the Creator of all things.

We acknowledge the pain and shame of our history and the sufferings of Our peoples, and we ask your forgiveness.

We thank you for the survival of Indigenous cultures.

Our hope is in you because you gave your Son Jesus to reconcile the world to you.

We pray for your strength and grace to forgive, accept and love one another, as you love us and forgive and accept us in the sacrifice of your Son.

Give us the courage to accept the realities of our history so that we may build a better future for our Nation.

Teach us to respect all cultures. Teach us to care for our land and waters.

Help us to share justly the resources of this land. Help us to bring about spiritual and social change to improve the quality of life for all groups in our communities, especially the disadvantaged.

Help young people to find true dignity and self-esteem by your Spirit.

May your power and love be the foundations on which we build our families, our communities and our Nation, through Jesus Christ our Lord.

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 Joseph's College, Coomera, 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 Joseph's College, Coomera 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:

- **Sets a clear safeguarding expectation from the top:** St Joseph's College Coomera states a **zero tolerance for all forms of abuse** and positions child safety and wellbeing as paramount, setting the tone for leadership, governance and culture. This is clearly outlined and supported in **Code of Conduct** expectations and documentation.
- **Makes safeguarding everyone's responsibility:** The school explicitly describes safeguarding as a **shared responsibility**, reinforcing consistent expectations for all staff and the broader school community.
- **Publishes a whole-school Safeguarding Plan:** The school documents its safeguarding commitments and actions in a **School Safeguarding Plan (2026)**, supported by Brisbane Catholic Education (BCE) policies and procedures and contextualised to the local school environment.
- **Implements the standards through a planned governance cycle:** Across 2026 the school will **review, self-assess and report** against selected Child Safe Standards **each term**, using a **phased approach** aligned to Queensland Family and Child Commission guidelines—supporting oversight and continuous improvement. This includes delivering **Student Protection professional development** for all staff each term.
- The school has a recognised **Student Protection Contacts Team** established and identified throughout the school community. This team meets to respond to student safety concerns that are reported and are supported by BCE's Student Protection resources.
- **Builds leadership capability:** The **Principal and Heads of College (Primary and Secondary)** participated in targeted professional learning on **Standards 1, 9 and 10** (10 February 2026), demonstrating leadership engagement in implementation.
- **Embeds improvement cycles:** the school conducts frequent **review processes** through its regular **phase-based Multi-disciplinary Team** and **Student Support Team** structures to identify improvements.
- **Embeds reflective improvement after concerns:** Following any child safety or wellbeing complaint, the school conducts a **review and debrief process** through its regular **phase-based Multi-disciplinary Team** structures to identify improvements.
- **Maintains regular leadership monitoring of vulnerable students:** In primary phases, **Student Support Team meetings occur fortnightly** to review students at risk/vulnerable students and associated support plans.
- **Maintains regular pastoral monitoring of vulnerable students:** In secondary phases, **Pastoral Leaders meet fortnightly** to review students at risk/vulnerable students and associated support plans.
- **Supports a culture of inclusion and accessibility:** The plan includes an **accessibility statement** and pathways for interpreters, supporting equitable access to safeguarding information.
- There is a clear **complaints management process** in place to support the management of the student safety concerns. This process is communicated with staff, students and the community.
- Clear **risk management processes** are embedded into the planning and execution of school activities and events that sit as part of a **variation to school routine** process.

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 Joseph's College Coomera, student voice, safety and belonging are central to Catholic education in the Josephite tradition. We believe every student is known, valued and able to contribute meaningfully to College life. Through our three pillars — holistic education, learning and wellbeing; sport and development; and culture and the arts — we seek to form students who are confident, compassionate and capable of using their voice for themselves and others. Across curriculum and planned cohort learning, students engage in age-appropriate teaching about consent, respectful relationships, protective behaviours, personal safety and help-seeking. These are part of a broader College culture where students are encouraged to ask questions, share perspectives and understand that speaking up is accepted and expected.

This commitment is made practical through the Student Representative Council, with a representative from each PC class from Prep to Year 12. The SRC gives students across the P-12 journey a structured way to contribute ideas, raise concerns and help shape a safe, inclusive and responsive community. It aligns with our student leadership model, including formal leadership positions in Years 6, 9 and 12, helping students grow in responsibility, service and agency. Leadership is not limited to a badge or title; it is lived through everyday opportunities to listen, represent, serve and act for the good of others.

Our three pillars also shape how students experience voice and belonging beyond the classroom. Through holistic education, learning and wellbeing, students build self-understanding, respectful relationships and help-seeking confidence. Through sport and development, they practise teamwork, resilience, discipline and fair play. Through culture and the arts, they express identity, creativity, story and connection. Together, these pillars create a College environment where student voice is not an additional program, but a lived expression of who we are.

From a First Nations perspective, we recognise that identity, culture, friendship and belonging are central to safety and wellbeing for Aboriginal and Torres Strait Islander students. The College has a Reconciliation Action Plan working committee, engages with local First Nations representatives, and meets regularly with First Nations students and families to listen, build relationships and ensure student and family voice informs planning, support and decision-making. Students are also involved in personalised learning plans and behaviour support processes where appropriate, with staff explaining the purpose of these plans and inviting reflection on goals, progress and support. Across the College, student input informs behaviour management, pastoral care and wellbeing priorities, ensuring safeguarding is connected to learning, wellbeing, development, culture, participation and belonging.

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 Joseph's College Coomera, family partnership is central to our commitment to holistic education, learning and wellbeing. We recognise that each child is known within a wider network of relationships, and that families are essential partners in decisions affecting student safety, learning, development and belonging. Families are actively invited into planning and decision-making processes, including personalised learning plans, behaviour support planning, re-entry meetings, and safety or wellbeing planning where required. Meetings are approached flexibly, with families asked how they would prefer to engage so participation is accessible, respectful and responsive. This reflects our belief that safeguarding is strongest when school, family and community work together with openness, trust and shared responsibility.

The College's Student Support Teams play a key role in this approach. These teams bring together relevant staff to consider student needs through a whole-child lens, drawing on learning, wellbeing, pastoral, cultural and family context. Where appropriate, they support coordinated planning, monitor interventions, guide family communication and ensure students are not viewed only through a single incident, behaviour or learning need. This strengthens consistency of response and helps families experience the College as a partner that listens, notices, follows through and works collaboratively to support each student's growth.

When working with Aboriginal and Torres Strait Islander families, St Joseph's College Coomera recognises that identity, culture, kinship and community are central to student wellbeing and safety. We do not assume a single model of family involvement; instead, staff ask families who they would like included and make space for extended family members, trusted community representatives or cultural supports where appropriate. The College's Reconciliation Action Plan working committee provides an important structure for listening, learning and reviewing College practices through cultural and lived-experience lenses. This is strengthened through engagement with local First Nations representatives and regular connection with First Nations students and families.

Safeguarding-related decisions and changes are communicated clearly with families, including the reasons for decisions and available supports. The College uses accessible communication methods so families can understand, question and contribute. Parent and carer voice is sought through relationship-based engagement, consultation and feedback on matters affecting students and the wider community. In this way, family partnership at St Joseph's College Coomera is not an additional process, but part of our holistic approach to education: forming young people through learning, wellbeing, culture, community and belonging.

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 Joseph's College Coomera, student safety, behaviour, learning and wellbeing are shaped by our Josephite mission: to know every child, walk with them in dignity and hope, and create the conditions for every student to flourish. Holistic education is more than a program or response; it is the way we understand each student as a whole person, held within relationships, culture, family, faith, strengths, story and need. Before responding to concerns, staff consider the individual circumstances of the student and, where required, adjust routines, expectations and supports temporarily or over time. These adjustments are documented through personalised learning plans, behaviour support plans, safety plans or wellbeing plans, and reviewed with the student in an age-appropriate way, their family and relevant supports.

The College's Student Support Teams are central to this mission. They bring together relevant staff to consider each student through a whole-child lens, drawing on learning, wellbeing, pastoral, cultural and family context. Their role is to support coordinated planning, monitor interventions, guide communication and ensure responses are not shaped only by a single incident, behaviour or learning need. This shared discernment reflects the Josephite belief that no child should be overlooked, and strengthens consistent, inclusive and trauma-informed support across the College. When planning activities, learning experiences or behaviour and wellbeing responses, staff consider how each student may experience the environment, expectations and relationships involved. This includes recognising that some students may face additional barriers to feeling safe, included and heard. Cultural safety and inclusion are embedded in support planning, curriculum, complaints and reporting processes, professional learning and activity risk assessment. In this way, safeguarding is not a separate compliance exercise, but part of the everyday Josephite work of welcome, presence and accompaniment, creating a College where students can learn, belong and flourish.

From a First Nations perspective, St Joseph's College Coomera values Aboriginal and Torres Strait Islander ways of knowing, being and doing as vital to safety, identity, belonging and flourishing. The College works with its local First Nations Liaison Officer, First Nations students and families, local community representatives, the Reconciliation Action Plan working committee and relevant Brisbane Catholic Education teams to strengthen culturally safe practice. Feedback from Aboriginal and Torres Strait Islander students, families and community members is actively sought and used to inform continuous improvement through the RAP and broader safeguarding work.

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:

Standard 6 is supported through clear complaints pathways, staged student-support processes, restorative behaviour support, critical incident management and child-safe reporting expectations. Key documents include the BCE Student, Parent and Guardian Complaints Management Fact Sheet, BCE Complaints Management Student, Parent and Guardian Procedure, SJC Safeguarding Plan, SJC Policy List, Student Behaviour Support Plan, School Critical Incident Management procedure and Request for Support Process.

Students, parents and guardians can raise concerns through a staged BCE process: teacher or relevant employee, senior school employee, Principal, then review pathway if required. Locally, teachers use the Request for Support Process by trialling strategies, consulting the Assistant Head of Campus, and escalating concerns where needed.

Concerns are triaged through behavioural, cognitive and social-emotional engagement lenses. The Assistant Head of Campus, Leader of Learning and Engagement, Learning Enhancement and Inclusion Teacher, Guidance Counsellor and relevant leaders work together to interpret concerns, identify patterns, coordinate interventions and determine whether learning, wellbeing, behaviour, safeguarding or family-support responses are required.

Complaints are acknowledged, recorded, responded to, securely stored and reviewed through BCE processes and the School Complaints Register. Student support matters are actioned in Engage; behaviour sanctions are recorded through Engage and the Suspension Register; student protection concerns are recorded through BCE systems, including Records of Concern and Staff Inappropriate Behaviour processes where relevant. Critical incidents are managed through the School Incident Management Team, with evidence logs, timelines and post-incident reviews.

BCE resources, including the Reportable Conduct Awareness Session for Schools, Student Protection Processes and Guidelines, Code of Conduct, Safeguarding and Student Protection page, and Term 3 Child Safe Standards Implementation Guide, support staff to notice and report concerns rather than investigate them. Evidence includes complaints records, Engage records, multidisciplinary team consultation notes, support requests, Records of Concern, suspension records, critical incident documentation, communication records and post-incident reviews.

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:

School spaces, playgrounds, bathrooms, traffic areas, excursions, incursions and high-risk activities are managed through risk assessments, supervision plans, WHS inspections, playground inspections, emergency and critical incident procedures, and child-safe expectations for visibility, boundaries, first aid, photographs and student movement. Active supervision and BCE expected, and effective practices support consistent adult presence, scanning, movement, interaction and timely response.

Online safety is promoted through acceptable-use expectations, ICT/Mobile Phone procedures, privacy and photography controls, information security guidance, Cybernetic Shield support, student behaviour expectations for online conduct, and BCE due diligence for third-party systems and apps. These processes consider privacy, consent, data security, student access, age suitability, risk ratings and Principal responsibility before digital tools are used with students.

Employees use approved communication channels, protect student information, follow photography and device expectations, model appropriate online conduct, use BCE-approved systems and applications, and maintain professional boundaries in all digital communication. Professional learning and BCE guidance support staff to understand safe digital practice, privacy obligations and appropriate use of online platforms.

Risks are identified, analysed, controlled, monitored and reviewed through BCE risk management processes, WHS inspections, playground checks, curriculum activity risk assessments, excursion and incursion safety procedures, emergency planning, incident reporting, protective processes and post-incident review. The appointment of a Workplace Health and Safety Officer supports local oversight of hazards, inspections, corrective actions, consultation and follow-up. Concerns are escalated through school leadership, the multidisciplinary team, BCE support teams or the School Incident Management Team where needed.

Evidence includes WHS inspection records, playground inspection records, risk assessments, excursion and activity approvals, active supervision professional learning, BCE expected and effective practices professional learning, incident reports, Engage records, critical incident logs, cyber safety and app due-diligence records, WHSO actions, policy review logs, supervision arrangements and safeguarding documentation. Planned improvements include strengthening local evidence maps, reviewing playground and online safety records,

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:

St Joseph's College, Coomera demonstrates an ongoing commitment to continuous improvement in child safeguarding practice (Standard 9). Regular meetings between the Principal and Heads of College (Primary and Secondary) are used to review safeguarding and wellbeing data, identify emerging trends, and agree on actions to strengthen practice.

To build shared understanding and capability, the Principal and Heads of College (Primary and Secondary) attended Term 1 professional learning focused on Standards 1, 9 and 10 at Assisi College on Tuesday 10 February 2026.

Following any child safety or wellbeing complaint, the school undertakes a structured review and debrief process through the regular phase-based Multi-disciplinary Team approach to reflect on what occurred, evaluate the effectiveness of the response, and determine improvements to systems, processes and support.

In the Primary phases of learning, Student Support Team meetings occur fortnightly to review students at risk and vulnerable students, monitor support plans, and adjust interventions as needed.

In the Secondary phases, Pastoral Leaders (PLs) meet fortnightly to review students at risk and vulnerable students, monitor support plans, and adjust interventions as needed.

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 Joseph's College, Coomera embeds child safety and wellbeing into everyday practice by creating a culture where safeguarding is understood, visible and reinforced across the school (Standard 10). Policies are regularly reviewed and accessible to students, families, volunteers, staff and the broader community through the college website.

Our Uniform Policy supports the Standards by prioritising student safety, wellbeing and best interests. It is written in clear, accessible language and recognises the importance of cultural safety. The policy has been reviewed in 2026 and the school is implementing changes, with consultation embedded both in the original development and through ongoing implementation processes.

SJC leaders maintain active oversight of student safety and wellbeing in daily school life. The Leadership Team regularly visits classrooms and then highlights and reinforces the positive safeguarding practices observed through feedback shared at subsequent staff meetings, strengthening consistent expectations and a shared safeguarding culture.

To strengthen student voice and participation in matters impacting safety and wellbeing, SJC is establishing a Student Representative Council to ensure student feedback is gathered and informs school improvement. In 2026, SJC is also developing a Staff Wellbeing Framework as a subcommittee of the WHS Committee to support a safe, healthy and sustainable workforce as a key enabler of child safe practice. Cultural safety is being strengthened through the establishment of a Reconciliation Action Plan (RAP) Working Committee and the appointment of an Aboriginal and Torres Strait Islander Liaison Officer to lead this work and support culturally safe practice across the 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)

