St Teresa's Catholic College

Safeguarding Plan 2026



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Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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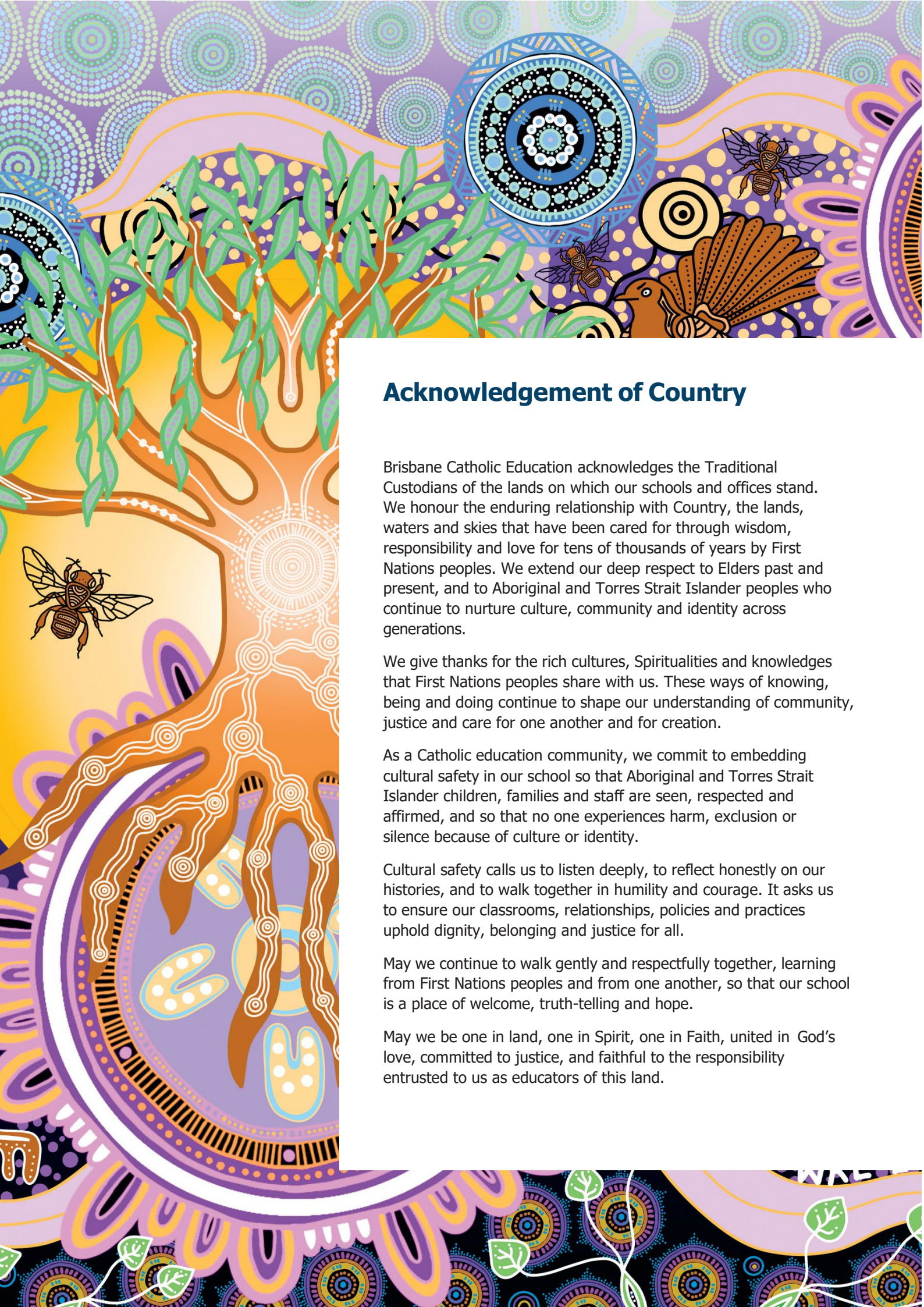
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Acknowledgement of Country

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.



St Teresa's Catholic College, Noosaville, 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.

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Teresa's Catholic College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

This School Safeguarding Plan is publicly available on the College's website. It reflects our commitment to ensuring our school is a child safe organisation which prioritises the safety and wellbeing of every student. The College's Safeguarding Plan also demonstrates how we do this within the context of the Queensland Child Safe Standards.

The College Principal and Leadership Team champion student safety and wellbeing by consistently modelling behaviour consistent with the child safe standards.

At St Teresa's Catholic College, Child Safety and Wellbeing are a priority for staff induction and ongoing staff practice. The College ensure ongoing accessibility of this information for all staff in the "Staff Handbook".

Brisbane Catholic Education has a Code of Conduct for employees which outlines the behaviour standards of every staff member.

The College has an appointed First Nations Liaison Officer who is an integral part of our school and Student Support Team. This staff member provides guidance on cultural protocols, supports decisions that affect Aboriginal and Torres Strait Islander students, and meets with students to share their joys and worries in a safe space.

At St Teresa's Catholic College structures deliberately position the House Group Leader to prevent, identify and mitigate risks to children. This includes the vertical House structure (ensuring ongoing connection and students being known) and a designated daily House Group time allocation.

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

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously[2]

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St Teresa's Catholic College we involve our students in planning tools such as personalised learning plans, EASPs or behaviour support processes where appropriate. When we meet with students about these plans, Support Teachers will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal-setting and reflect on their own progress.

Each year the College utilises the "Tell Them From Me" student, staff and parent/caregiver voice results to better understand the experience and wellbeing of our students. The College Leadership Team and the Student Support Team reflect on the data trends and developed strategies to maximise learning and engagement informed by this data. Providing feedback to students ensures that they see the link between their voice and school change at St Teresa's.

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

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing[3]

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Teresa's Catholic College when behavioural incidents are escalating and a student's needs may be linked to ADHD, trauma or other wellbeing factors, the school responds through consistent, school-wide approaches. The school relationship-based support is led by the College Leadership Team or Student Support Team. Representatives of these teams meet regularly with the family, to listen to the child's story and family context and to review supports over time. Where appropriate, students are supported to attend parts of meetings and adults clearly explain what is happening, why decisions are being made and what supports are being put in place, ensuring the student is not talked about without being considered. Together with families, staff adjust routines, expectations and learning environments, recognising that behaviour is communication, not defiance. The focus shifts from "what's wrong" to "what does this child need right now to feel safe and regulated at school".
At St Teresa's, we engage families and students in risk management procedures.

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

Feedback from families experiencing behaviour support, discipline or safeguarding processes informs changes to school procedures, including how meetings are run, how language is used, and how timeframes are managed. The school actively seeks input from families whose voices are often missing, including those impacted by racism, disability, trauma or system fatigue.

The school maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.

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

Standard 4: Equity and diversity

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

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

St Teresa's Catholic College prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Where beneficial, meetings included extended family and cultural supports identified by the family, strengthening trust and shared responsibility.

All staff within the College undertake regular Student Protection Refresher Training modules (termly), including contextualised information.

Within the College, students have multiple means of connecting with staff who are well placed to support them. This includes scheduling an appointment with the Guidance Counsellor in person, through the Student Reception or via email. Multiple methods of communication were actioned across the College in response to student feedback.

During the regular Student Support meetings standing agenda items include: First Nations, new enrolments, students with disabilities, and students at risk.

When a concern is raised, the College First Nations Support Teacher and Guidance Counsellor work alongside the student, and families are included early and respectfully with clear, relational and ongoing communication; as a result, Aboriginal and Torres Strait Islander students report they know who to go to, understand how to report racism or concerns, feel believed and supported, and can see processes are designed with them in mind.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice[5]

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

At St Teresa's Catholic College, safeguarding is embedded throughout recruitment, induction and ongoing staff practice. BCE position description templates, the College profile and recruitment materials emphasise the safety and wellbeing of students and staff. Interviews reinforce that creating and maintaining safe environments for children and young people is a responsibility of every employee. Appointments are subject to relevant screening, referee, registration and qualification checks.

All new staff complete BCE onboarding and College induction, including the School Safeguarding Plan, responding to disclosures of abuse or harm, student protection reporting pathways, record-keeping and information-sharing requirements, and key safeguarding contacts. Staff are familiarised with Student Protection Contacts and relevant support resources. These expectations are reinforced through professional learning, staff meetings and termly Student Protection refresher training.
Staff recognise that racism, discrimination, exclusion, disconnection from culture and intergenerational trauma can affect a student's safety and belonging. The College's First Nations Liaison teacher supports students, families and staff to strengthen cultural safety, connection and belonging.

School leaders monitor safeguarding practice through classroom walkthroughs, playground supervision, student support meetings and follow-up discussions. Staff are encouraged to seek guidance from Student Protection Contacts and access appropriate resources and wellbeing supports when managing complex safeguarding matters.

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

Standard 6: Complaints management

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

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Teresa's Catholic College, the safety, dignity and wellbeing of every child are at the centre of how complaints and concerns are received, managed and resolved. The BCE Complaints Policy and Student, Parent and Guardian Complaints Management Procedure provides a clear framework for complaint pathways, responsibilities, escalation processes and reporting obligations. Within this framework, St Teresa's ensures that complaints are addressed fairly, respectfully and with a strong focus on child safety and wellbeing.

Students, families, staff and volunteers are encouraged to raise concerns in ways that feel safe, accessible and supportive. Recognising that formal written processes may not always be the most effective approach, the College provides opportunities for concerns to be discussed through face-to-face conversations and culturally responsive engagement that prioritises trust, relationships and understanding. Staff are trained to respond using calm, developmentally appropriate language, ensuring children can share information at their own pace without unnecessary repetition or distress.

Where complaints require external reporting or oversight, the College follows all required reporting pathways, maintains accurate records and communicates with families in a respectful and transparent manner. Complaints are recorded in the College Complaints Register and reviewed regularly by the College Leadership Team to ensure responses are timely, proportionate and focused on the best interests of children. These reviews also help identify emerging patterns, informing improvements to practices, procedures and school-wide safeguarding measures. Through this commitment, St Teresa's fosters a culture where every child feels heard, valued and protected.

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training[7]

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

At St Teresa's Catholic College, safeguarding training is systematically scheduled throughout the year, ensuring staff complete mandatory training, refresher learning and role-specific professional development. Annual Mandatory Student Protection Training develops staff understanding of grooming behaviours, including early warning signs and relationship-based behaviours that may increase risk to children. Training emphasises early identification and response rather than waiting until significant harm has occurred.

Student Protection Contacts (SPCs) undertake additional induction, refresher and advanced training to strengthen their capacity to identify, report and respond to grooming and other child safety concerns, while supporting colleagues to do the same. The multidisciplinary SPC team meets regularly to consider emerging risks, patterns of concern and appropriate responses, supported by BCE specialist advice, professional learning and reflective practice.

Across Student Protection training, staff develop the knowledge and confidence to respond appropriately to concerns. Training reinforces first-person reporter obligations, mandatory reporting requirements and the distinction between observing, recording, reporting and investigating. Staff understand their responsibility to listen supportively, document concerns appropriately and escalate matters through established reporting pathways.

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Teresa's Catholic College, the safety and wellbeing of every child is a shared responsibility that informs the design, use and supervision of our physical and online environments. We recognise that safeguarding extends across all aspects of school life, including classroom learning, break times, prayer and liturgy, pastoral care programs, co-curricular activities, transport, student support spaces and digital environments. Within our Marist and Teresian community, we intentionally foster environments where students feel safe, respected, included and valued.

The College supports the diverse needs of students through individualised planning and collaborative support processes that promote belonging, engagement, wellbeing and learning. Staff use positive daily routines, strong relationships and consistent practices to create calm, predictable and inclusive environments. This includes providing access to trusted adults, wellbeing supports and learning spaces that reflect and celebrate the diversity of our community.

St Teresa's maintains a proactive approach to online safety. Practices at the College in relation to online safety are informed by and align to Brisbane Catholic Education policies and advice. Before implementing new technologies, applications or digital learning platforms, careful consideration is given to student privacy, supervision, age-appropriateness, data security and opportunities for safe participation. Staff model responsible digital citizenship, maintain professional boundaries and respond promptly to behaviours that may compromise student safety or wellbeing, including cyberbullying, racism and discriminatory conduct.
The College also undertakes comprehensive risk assessments for excursions, camps, major events, visitors and external providers. Emergency management, lockdown and evacuation procedures are regularly reviewed and practised to ensure preparedness. Through intentional planning of facilities, learning spaces and school activities, St Teresa's actively identifies and minimises risks while promoting the safety, dignity, inclusion and wellbeing of every student.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved[9]

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

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

The College Student Behaviour Support Team reviews the trends of student behaviour data and safety concerns, to determine patterns and trends. This process it utilised to inform both proactive initiatives and responses.

The College publishes an annual report that is accessible through the College public website. The College Student Support Team routinely utilises student data (learning, behavioural and engagement) to monitor student progress and provide further support.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children[10]

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Teresa's Catholic College, ways of working are underpinned by Brisbane Catholic Education policies and procedures.

When updating procedures and processes at St Teresa's Catholic College, consultation is undertaken with staff, parents, students and our School Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

The College Student Protection Team meet weekly to confer on current student protection matters and ensure student safety remains a top priority, actions are clearly documented and that this team is responding to student protection matters in line with the Student Protection Processes and Guidelines.

All College staff complete an annual safeguarding refresher that includes scenario-based learning, ensuring they understand how to apply policies in real world situations. This supports consistent implementation across the school.

[10] Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)


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