

St. Ita's Catholic Primary School Safeguarding Plan 2026



ST ITA'S
CATHOLIC PRIMARY SCHOOL
DUTTON PARK



Version: 1

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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.

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Attributions

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Page 4: "Opening School Mass", St. Ita's Catholic Primary School, Dutton Park, 2026

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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. Ita's Catholic Primary School, Dutton Park, 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. Ita's 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 St Ita's Catholic Primary School, a strong culture of safeguarding is intentionally embedded and made visible across the school environment. Our commitment to the safety and wellbeing of children and young people is clearly demonstrated through the prominent display of the Archdiocese of Brisbane Safeguarding Commitment in the school foyer. This visible statement reinforces to staff, students, families and visitors that safeguarding is a shared responsibility and that the protection and wellbeing of children is paramount in all aspects of school life.

Cultural safety is recognised at St Ita's as an essential component of child safety. The school actively promotes culturally safe environments for Aboriginal and Torres Strait Islander children and families through the public display of Aboriginal and Torres Strait Islander flags, Indigenous artwork and Acknowledgment of Country signage throughout the school. These visible practices affirm respect for First Nations peoples and support a welcoming, inclusive environment where students and families feel valued, respected and safe. This approach aligns with the Universal Principle, recognising that an organisation that is culturally safe is also child safe.

Leadership at St Ita's plays a central role in promoting and sustaining a child-centred safeguarding culture. Student safety and wellbeing are deliberately prioritised within leadership structures, with safeguarding and wellbeing forming a standing focus of weekly Leadership Team meetings. This ensures that considerations of student safety, including cultural safety, are placed at the forefront of decision-making related to curriculum planning, staffing, resourcing and broader school operations.

Safeguarding is further embedded into everyday school practice through regular Student Support Meetings, where student wellbeing, inclusion and support needs are discussed collaboratively by relevant staff. These meetings enable early identification of concerns, coordinated planning and ongoing monitoring of student support, ensuring responses are proactive, child-centred and aligned with Brisbane Catholic Education safeguarding expectations.

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 St Ita's learn about their rights, personal safety, protective behaviours and help-seeking through the Health and Physical Education curriculum from Prep to Year 6, supported by a whole-school approach that includes assemblies, Peer Support, Day for Daniel activities, classroom discussions, role-play, visible signage and access to trusted adults. These opportunities help students understand who they can talk to if they have concerns and build confidence in seeking support when needed.

Student voice is encouraged through class discussions, wellbeing programs, peer support activities, assemblies and ongoing conversations with staff. Students are provided with child-friendly opportunities to ask questions, share concerns and contribute their ideas about safety and wellbeing. Information gathered through student participation, observations, behaviour data and wellbeing initiatives helps inform school decision-making, targeted supports and continuous improvement of wellbeing practices.

Cultural safety is reflected in the school's commitment to inclusion, belonging and equitable access to support. The school responds to the needs of diverse learners, including First Nations students, EAL/D students and students with disability, through differentiated practices, inclusive resources and targeted support. Ongoing reflection has also identified the need to further strengthen culturally safe and trauma-informed practices and more explicitly embed Aboriginal and Torres Strait Islander perspectives across safeguarding initiatives.

Evidence of practice includes the delivery of protective behaviours education across all year levels, student wellbeing programs, visible safety messaging, access to support services and the use of student voice and wellbeing data to monitor student experiences. Planned improvements include more consistent reinforcement of key safety messages throughout the year, increased opportunities for student participation, strengthened support for students requiring additional assistance, improved monitoring of student understanding, and greater visibility of help-seeking tools and resources to ensure every student can confidently exercise their rights to safety, information and participation.

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:

St Ita's communicates its commitment to child safety and wellbeing through a range of accessible channels, including enrolment processes, parent information sessions, newsletters, BCE Connect, the school website, assemblies and regular communication from school leaders and staff. Families are provided with information about safeguarding processes, support contacts and pathways for raising concerns, helping to build trust, transparency and a shared understanding of the school's expectations regarding student safety and wellbeing.

Families and community members participate in promoting safety and wellbeing through their involvement in school events, celebrations, assemblies and community activities. These opportunities strengthen relationships between home and school and provide natural forums to reinforce key wellbeing and safeguarding messages. The school recognises that strong partnerships with families contribute to a supportive and inclusive environment where children feel safe, valued and connected.

The school actively engages with the Parents and Friends Association and a range of community partners through community events, celebrations and ongoing communication. High-engagement activities such as assemblies, trivia nights, bush dances and fetes provide opportunities to share wellbeing priorities, strengthen connections and promote a collective responsibility for child safety. These partnerships help ensure that families and the broader community remain informed and involved in supporting positive outcomes for students.

Feedback is gathered through family engagement, community interactions, survey data and ongoing conversations with staff and families. Reflection on this feedback shows strong alignment between leadership and staff views of child safety and wellbeing, while highlighting the need to make safeguarding and cultural safety practices more visible and clearly communicated to families. Evidence of practice includes regular communication, strong relational trust, responsive support structures and community engagement opportunities. Planned improvements include increasing opportunities for family voice, strengthening family participation in decision-making, using more consistent language about safeguarding and cultural safety, and further embedding these messages across all school communications and community events.

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:

St Ita's is committed to creating a safe, inclusive environment where all students are supported to participate, belong and succeed. The school uses data, collaborative planning and targeted support to identify students who may be more vulnerable and respond to their individual needs. Reflection on student experience data has highlighted the importance of continuing to strengthen support for students with disability and ensuring school systems effectively meet the needs of diverse learners.

Students are taught how to seek help, identify trusted adults and access support through explicit teaching, visual resources, wellbeing programs and individualised support where required. These approaches help students understand their rights and how to access assistance in ways that are appropriate to their age and level of understanding. The school continues to review how support pathways are communicated to ensure they are accessible for all students.

Cultural safety is an important part of the school's approach to wellbeing and inclusion. Through increasing awareness of First Nations cultures, inclusive practices and a focus on belonging, the school aims to ensure all students feel respected and valued. Ongoing reflection has identified opportunities to further embed Aboriginal and Torres Strait Islander perspectives and strengthen staff understanding of culturally safe and trauma-informed practices.

Evidence of practice includes differentiated support, wellbeing initiatives, collaborative data analysis and targeted interventions for students requiring additional assistance. Planned improvements include further staff professional learning, strengthening culturally responsive practices, increasing student and family voice, and improving access to information and support pathways so all students can experience a strong sense of safety, inclusion and belonging.

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:

Students are taught about their rights, how to raise concerns and who they can talk to if something worries them. Concerns can be raised with classroom teachers, Student Protection Contacts, school leaders or other trusted adults. Families can raise concerns through established school communication and complaints processes. The school continues to promote these pathways through safeguarding resources and ongoing communication to ensure processes are understood and accessible.

St Ita's responds to concerns in a timely, respectful and thorough manner, with student safety and wellbeing at the centre of decision-making. Student Protection Contacts and school leaders work to ensure students feel heard, supported and protected from further distress during a complaints process. The school recognises the importance of trauma-informed practice and has identified further professional learning and shared language around trauma-informed approaches as an area for continued development.

Complaints and concerns are documented and managed through Brisbane Catholic Education policies and procedures. Staff are trained in their obligations to act, record and report concerns, including when matters must be escalated to external authorities. Complaints are taken seriously and responded to promptly and thoroughly, with reporting pathways in place whether or not legislation requires formal reporting. Trends are monitored through the school's complaints and safeguarding review processes to inform ongoing improvement.

The school follows Brisbane Catholic Education's child safeguarding, complaints management and reporting procedures, which include reporting concerns to relevant authorities and cooperating with investigations where required. Staff receive ongoing training in safeguarding responsibilities, reporting obligations and responding to concerns involving children. These processes support compliance with the Reportable Conduct Scheme and other child protection requirements.

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:

St Ita's promotes safe physical environments through active supervision, strategic staff deployment and ongoing monitoring of student wellbeing and injury data. Staff receive regular reminders regarding supervision expectations, wear high-visibility vests while on duty and are strategically allocated to key play areas. Additional supervision has been provided in higher-use areas, including Jubilee and the Lawn, to support student safety during break times. Students with additional vulnerabilities are supported through personalised plans, calm spaces, supervised activities and clear communication between staff.

The school promotes online safety through digital citizenship education, clear behaviour expectations and safeguarding practices that support safe technology use. Students are taught appropriate online behaviours and are supported to use technology safely while at school. Online conduct expectations are reinforced through school policies and wellbeing programs, and staff respond promptly to concerns when they arise. The review also identified the importance of continuing to strengthen communication with families about online safety beyond the school environment.

Employees play an important role in modelling safe digital behaviours. Staff are expected to use technology in ways that align with professional conduct expectations, child safeguarding requirements and the school's Code of Conduct. They model respectful online communication, supervise student technology use, reinforce safe online practices and respond appropriately to concerns. Regular safeguarding and Student Protection training supports staff to understand and fulfil these responsibilities.

Environmental risks are assessed and managed through ongoing review of injury, behaviour and wellbeing data, supervision plans, risk assessments and environmental scans. Student injury data showed most incidents were low-level injuries occurring during lunchtime soccer activities. This information has informed adjustments to supervision and playground management. The school also reviews higher-risk locations, withdrawal spaces and one-to-one support environments to ensure they balance privacy with visibility and appropriate safeguards.

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:

At St Ita's Catholic Primary School, safeguarding practices are subject to ongoing reflection and review to ensure they remain effective in practice and responsive to student needs. Each semester, leadership undertakes deliberate walkthroughs and reflective checks of school routines and environments to examine how child safety policies are operating in real-time. These reviews draw on feedback from staff and students and consider practical elements such as visitor sign-in processes, supervision in transition areas and classroom practices that support help-seeking and student voice. Findings from these reviews inform adjustments to procedures and supervision arrangements where required, supporting timely and transparent improvement.

St Ita's also reflects on the effectiveness of safeguarding messages delivered to students across the year. Student learning related to safety and wellbeing is reinforced through regular whole-school gatherings and classroom discussions, with key messages revisited to build understanding and confidence over time. Leadership monitors student engagement, responses and behaviour linked to these messages to inform future focus areas and ensure safeguarding education remains relevant and effective.

When reviewing safeguarding practices, leadership considers how school routines, learning environments and interactions support cultural safety for Aboriginal and Torres Strait Islander students. This includes reflecting on whether students feel respected, included and able to speak up, and whether school practices reflect First Nations perspectives and ways of knowing, being and doing. Insights from these reflections inform decisions about adjustments to routines, communication approaches and learning environments, ensuring improvement actions are culturally responsive.

When concerns, complaints or incidents highlight a gap in processes or practice, St Ita's adopts a learning-focused improvement approach. Leadership documents what occurred, considers contributing factors and identifies actions to strengthen practice or prevent recurrence. These learnings are discussed in leadership and student support forums, ensuring that insights gained from real situations are used to refine procedures and improve safeguarding outcomes.

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 St Ita's Catholic Primary School, safeguarding policies and procedures are clearly documented, current and aligned with Brisbane Catholic Education (BCE) system requirements, the Child Safe Standards and the Universal Principle.

Safeguarding policies and procedures are readily accessible to staff, parents, carers and the wider community. BCE safeguarding policies, student protection information, complaints processes and codes of conduct are published on the school website, with additional access provided through BCE platforms such as Spire for staff. This ensures transparency and enables the school community to understand the procedures in place to safeguard children and young people, as well as the avenues available for raising concerns or complaints related to student protection.

St Ita's ensures that safeguarding policies and procedures are clearly communicated and understood by staff through structured induction and mandatory training processes. All staff complete annual mandatory training in BCE Student Protection Processes, with additional induction, refresher and advanced training provided for designated Student Protection Contacts. Safeguarding policies and procedural updates are also reinforced through staff meetings and in-service opportunities, supporting consistent implementation and understanding across the school.

Procedures relating to safeguarding are further embedded through clearly defined processes for reporting, recording and responding to concerns. St Ita's uses BCE-approved systems and documentation to enable staff to report student protection concerns, manage disclosures and respond to complaints in line with policy requirements. Clear procedures exist for handling concerns raised by students, parents or staff, ensuring responses are timely, lawful and consistent with BCE expectations.

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)

