

St Augustine's College Safeguarding Plan 2026



St Augustine's College
AUGUSTINE HEIGHTS

Be together in heart and mind



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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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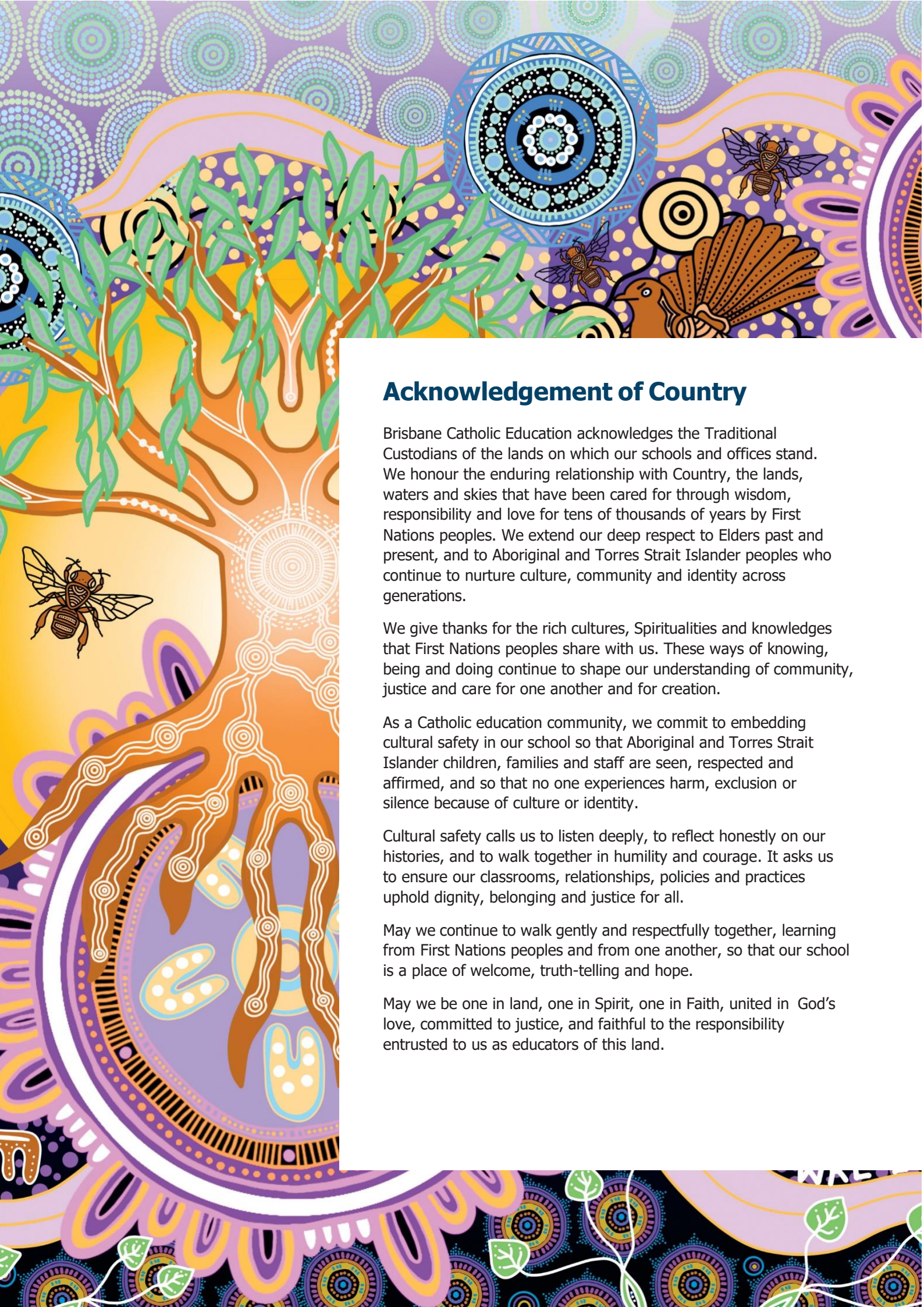
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Acknowledgement of Country

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 Augustine's College, Augustine Heights, 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 Augustine's College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Augustine's College, we are committed to prioritising student safety and wellbeing. Our College aims to provide a safe environment for all students, where they can learn and grow. Our central values of *unitas, caritas and veritas* encourage all to respect others, include all and valuing human dignity. We value cultural safety for all students, including Aboriginal and Torres Strait Islander peoples, and an environment free from discrimination and harm. At St Augustine's College, we demonstrate our commitment to Aboriginal and Torres Strait Islander students and cultures through the visual representations of the flags, the acknowledgement of country garden on entry to the College and the rainbow serpent mural on the Bloxidge Centre.

The Archdiocese of Brisbane Safeguarding Commitment guides our practice and is displayed in our College reception and meeting spaces. We prioritise student safety and wellbeing, with this as a standing agenda item for our Pastoral and Student Support Teams. Additionally, our Student Protection Contacts meet each term to improve practice and ensure processes are consistent.

Our Reconciliation Action Plan (RAP) has a team of contributors from across the College. It has been shared with all staff and our First Nations Advocate ensures the College makes progress on key items. First Nations students attend our Deadly Crew program which provides connection and knowledge sharing about culture.

Our Whole College, Primary and Middle and Senior Years Assemblies include sharing of our Student Protection Contacts and the SPC posters are in every classroom, meeting room and office across the College. This highlights our commitment to student safety and wellbeing, and commitment to a culture that encourages open communication and sharing of concerns. Our Pastoral program includes topics such as consent, respectful relationships and psychological safety to ensure students understand healthy boundaries and can advocate for themselves and others when concerns arise. Our Lunch Programs and Chill Out spaces provide safe spaces with access to safe adults for students across the College.

St Augustine's College is responsive to survey data. We use the voice of our students through our leaders in each precinct to understand student needs. We connect with our parents and carers through the Parent Advisory Group Learning and Wellbeing subcommittee to ensure student safety and wellbeing remains a priority in our work with all stakeholders.

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:

In alignment with the College implementation plan and BCE priorities, students develop their understanding of rights, safety and trusted relationships through a clearly sequenced P-12 curriculum. This curriculum explicitly teaches protective behaviours, consent, help-seeking and respectful relationships, supported by structured HPE units, the Pastoral Program and targeted external inputs such as Queensland Police sessions. These messages are reinforced through visible behaviour matrices (e.g. *Recognise, React, Report*), regular reminders of trusted adults, and access to key support staff including teachers, guidance counsellors and the Responsible Thinking Classroom (RTC) processes.

The College intentionally gathers and responds to student voice through structured and developmentally appropriate opportunities, including classroom discussion, role-play, reflection tasks, scenario-based learning, RTC conferencing and student reflection statements. These approaches enable students to share their perspectives in supported environments and actively contribute to decision-making processes. Student voice informs behaviour support strategies, restorative conversations and adjustment planning, ensuring that students are involved in determining appropriate responses and next steps.

Cultural safety has been identified as a priority area for ongoing development. While targeted supports are in place, including EALD staffing, Inclusive Education leadership and differentiated teaching practices, data indicates disproportionate representation of some student groups in wellbeing and behaviour data, particularly students on the NCCD register, male students and students in out-of-home care. Additionally, parent perception data highlights concerns regarding inclusivity and reports of racial or ethnic tension above the BCE average. In response, the College is prioritising the strengthening of culturally responsive practices, increasing consistency in inclusive strategies, and ensuring that the voices of diverse student groups are deliberately sought, heard and acted upon.

Evidence of current practice includes explicit and developmentally sequenced teaching programs, visible and accessible support structures, student reflection and feedback processes, and consistent staff modelling of respectful relationships. Identified next steps include strengthening whole-school consistency in implementation, improving communication of student voice and wellbeing responses with families, more deliberately embedding digital safety and online consent across year levels, and building staff capability to effectively support diverse learners.

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 Augustine's College demonstrates a structured and reflective approach to engaging families and the wider community in safeguarding, underpinned by clear communication, participation opportunities and evidence-informed practice.

Safeguarding expectations are communicated through multiple consistent channels. Key policies and resources, including the Student Behaviour Support Plan, Student Protection contacts and safeguarding plans, are accessible via the Parent Handbook and Parent Portal, with reminders provided through the college newsletter each term. Additional materials such as the Parent/Carer Toolkit and attendance procedures further support understanding. Effectiveness is partially evidenced through student reporting patterns, indicating awareness of safety processes.

Families participate in safety and wellbeing initiatives through formal and informal structures. The Parent Advisory Group (PAG) contributes to identifying priorities, such as cyber safety, leading to targeted initiatives including a parent information evening with a guest speaker. Broader engagement occurs through events such as parent-teacher interviews, liturgies, and community gatherings, which provide opportunities to embed safeguarding messaging. Consultation with stakeholder groups, including leadership, pastoral and inclusion teams, RAP Working Group and student leader, supports inclusive engagement

Community partnerships are strengthened through RAP initiatives, First Nations engagement and cultural events such as Global Fest, promoting inclusion and connection with diverse families. External agencies and guest speakers also support safeguarding education for students and families.

Feedback is gathered through TTFM parent data, staff surveys and consultation forums. Analysis identifies a discrepancy between staff perceptions and family experience, particularly in cultural safety and inclusion.

Evidence of practice includes strong policy access, regular communication, responsive programming and consultation structures. Planned improvements focus on strengthening student and family voice, increasing visibility of inclusion and cultural safety practices, and expanding opportunities for families to contribute to policy and practice design.

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 Augustine's College demonstrates a clear commitment to promoting equity, inclusion and respect for diversity through both policy enactment and whole-school practices. This is evident in targeted cultural initiatives such as the Reconciliation Action Plan, First Nations engagement, and community events including Global Fest, which celebrate cultural identity and build understanding across the school community. Staff are supported to understand diverse student circumstances through professional learning in trauma-informed practice and emerging cultural safety training, ensuring that inclusion is both intentional and visible in daily interactions.

Supports and adjustments for diverse learners are embedded through differentiated teaching, targeted pastoral responses, and inclusive education structures. Data-informed practices identify cohorts requiring additional support, including students on the NCCD register, students in out-of-home care, EALD learners and male students overrepresented in behaviour data. These students are provided with tailored interventions, pastoral care, and access to specialised staff such as Inclusive Education leaders and Guidance Counsellors.

Cultural safety and anti-discrimination practices are developing, with clear recognition of the need for more deliberate and visible responses to racism and improved communication with families. We recognise the ongoing need for alignment between intent and experience, and clear communication with all stakeholders about the prevention of racism in our College.

Students access safeguarding information through multiple accessible channels, including regular assembly messaging, visible classroom displays, pastoral structures, and curriculum-based teaching of protective behaviours and consent. Students are explicitly taught who to approach for support and how to seek help in age-appropriate and culturally responsive ways.

Evidence indicates strong foundational practice, particularly in staff capability, curriculum provision and student support pathways. Planned improvements include strengthening cultural safety training, enhancing visibility of inclusive practices, increasing student voice to evaluate effectiveness, and addressing communication gaps with families to ensure consistent understanding and impact across the community.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Augustine's College, student protection and wellbeing are supported through ongoing, systematic review and continuous improvement practices embedded across the school year.

Throughout the term, the College conducts informal student protection meetings where at-risk and vulnerable students are identified, monitored and supported. During these meetings, action plans are reviewed, refined and updated to ensure responses remain timely, effective and responsive to student needs. These meetings are led by the Principal, Heads of College and Student Protection Contacts and provide an opportunity to reflect on current supports, evaluate their impact, and adjust strategies where required.

Throughout the year, student safety messages are regularly reinforced and reviewed during precinct and whole-College assemblies and our pastoral program. Once per term, Pastoral Leaders and the College Leadership Team explicitly advocate for child's safety, revisit how students can seek help, identify trusted adults and access Student Protection Contacts. This ensures safety messaging remains visible, current and relevant.

Safeguarding practices are prioritised through the College's variation to routine processes, which are reviewed regularly to ensure effectiveness. These processes support the monitoring of key safeguarding indicators, including Blue Card compliance for visitors, volunteer training requirements and risk assessments, while also promoting student safety and wellbeing.

To support positive student behaviour, St Augustine's College implements the Responsible Thinking Process, which is regularly reviewed to ensure it remains effective and restorative. This process provides structured opportunities for reflection and growth, while the Responsible Thinking Classroom offers a quiet, supervised space for students who require time to self-regulate or reset.

Targeted supports for specific student groups are reviewed and evaluated throughout the year. For Aboriginal and Torres Strait Islander students, the First Nations Advocate facilitates Deadly Crew meetings, creating a culturally safe space that fosters connection, belonging and trust. Activities and approaches are reviewed to ensure they remain meaningful and supportive. Similarly, Defence students are supported through regular check-ins and cohort meetings led by the Defence School Mentor. These supports are reviewed to ensure they address both academic and social-emotional needs, particularly during periods

At a whole-school level, St Augustine's College maintains a strong focus on continual review of policies, procedures and practices, including the Student Behaviour Policy and Uniform Policy. Matters arising are discussed at Leadership Team meetings, where the emphasis is on learning, refinement and improvement. The College is currently developing a Racism Policy as part of this ongoing review cycle.

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 Augustine's College, safeguarding policies and procedures clearly document how the College ensures the safety and wellbeing of all students. Safeguarding practices are governed by Brisbane Catholic Education's Safeguarding Framework and the BCE Safeguarding Policy, ensuring alignment with the National Catholic Safeguarding Standards and relevant Queensland legislation.

The College has clear, documented policies and procedures outlining expectations and responsibilities related to student safety and wellbeing. These are communicated through the Staff Handbook, Parent Handbook and College Website, ensuring shared understanding across the community. Parents can access policies via the Parent Portal, with updates communicated through push notifications, email and the College newsletter. All policies are written in clear, accessible language and published on the College Website to support transparency and ease of access for students, families, volunteers and third parties.

The College Safeguarding Commitment and Student Protection Contacts are prominently displayed across the school and are regularly referenced in assemblies and daily practice. All staff are required to remain compliant with safeguarding expectations and participate in regular professional learning, including face-to-face student protection training three times each year. Students and staff are regularly reminded of Student Protection Contacts through assemblies, signage across the College and a dedicated Student Protection section on the College Website.

College policies are regularly reviewed as part of a commitment to continuous improvement. Recent and current policy development includes the Student Attendance and Roll Marking Procedure, Student Behaviour Support Policy, Student Uniform Grooming and Presentation Policy, updates to the Electronic Device Policy, and the development of a new Anti-Racism Policy. Third parties and volunteers are required to meet screening and training requirements and comply with College procedures to ensure student safety.

Student safety and wellbeing are central to all planning and decision-making. Risk assessments are completed for any variation to normal routines, including excursions, camps, special events and changes to supervision or learning environments. These are reviewed by multiple members of the leadership team to ensure thorough consideration of risk prior to implementation.

School leadership is responsible for ensuring safeguarding policies and procedures are clearly communicated, well understood and consistently applied, fostering a strong safeguarding culture across the College. As part of ongoing improvement, the College recognises the need to further strengthen policy review processes, including clearly identifying review dates to ensure systematic and timely evaluation.

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)

