

HOLY SPIRIT SCHOOL: NEWFARM

Safeguarding Plan

2026



Holy Spirit School
NEW FARM



Holy Spirit School
NEW FARM

Our spirit shines.

**Our students
thrive.**

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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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Attributions

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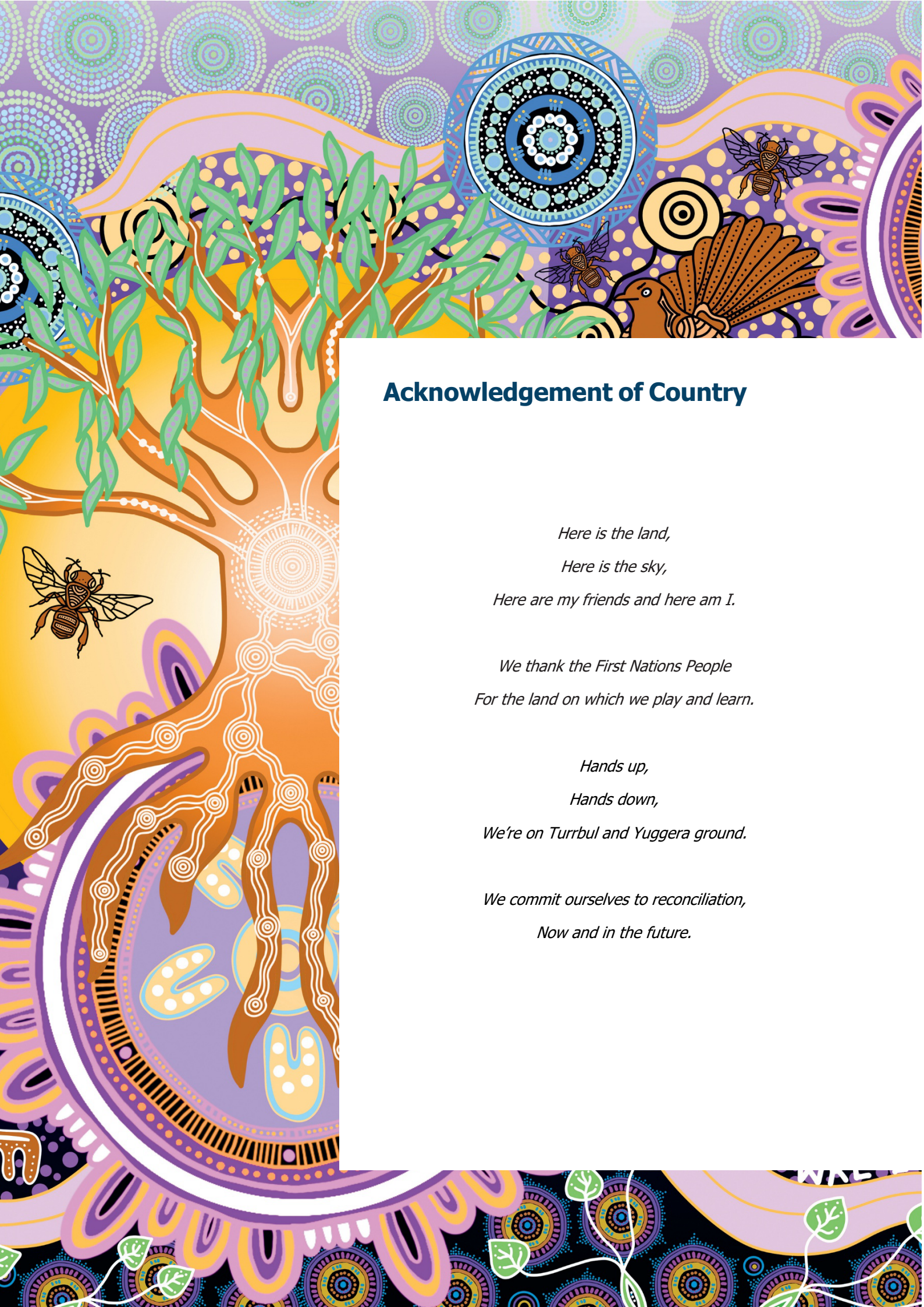
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Brisbane Catholic Education, Holy Spirit School, 2026

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Acknowledgement of Country

*Here is the land,
Here is the sky,
Here are my friends and here am I.*

*We thank the First Nations People
For the land on which we play and learn.*

*Hands up,
Hands down,
We're on Turrbul and Yuggera ground.*

*We commit ourselves to reconciliation,
Now and in the future.*

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.



Holy Spirit School, New Farm, 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 Holy Spirit 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:

Holy Spirit School places the safety and wellbeing of every student at the forefront of all practice and decision-making. Grounded in the Mercy Values of belonging, compassion, respect, faith, and service, and guided by the teachings of Catherine McAuley, the school fosters an inclusive environment where all students feel known, valued, and safe.

Student safety and wellbeing are actively led by the Principal and Leadership Team through consistent, proactive, and responsive structures and processes. Visible leadership and structured supervision, including staff duty allocations, enable ongoing monitoring of wellbeing, reinforce a child-safe culture, and ensure accessibility for students requiring support.

As an agency of the Archdiocese of Brisbane, Holy Spirit maintains zero tolerance for all forms of abuse and adopts a proactive, preventative safeguarding approach. Brisbane Catholic Education (BCE) Safeguarding Procedures are adhered to by all employees, volunteers, contractors, and third parties. Student protection processes are embedded and accessible through clear Student Protection Contact signage, ongoing staff and student training, and explicit safety education, ensuring a strong culture of awareness and reporting.

Student safety and wellbeing underpin all school operations and decision-making. Governance structures—including Leadership Team and Student Support Team meetings, adherence to BCE policies, the School Board, and the PFG Advisory Group—ensure accountability and continuous monitoring. Data-informed practices, including analysis of ENGAGE behavioural data and other evidence sources, guide targeted and responsive actions. A culturally safe and inclusive environment is enacted through whole-school and classroom practices, including the First 20 Days of Learning Mercy Units, Catherine McAuley Student Mentor Awards, and visible affirmations of identity and belonging such as Mercy Values signage, Aboriginal and Torres Strait Islander flags and artwork, Acknowledgement of Country, and community events including Multicultural Day.

Holy Spirit prioritises student, staff, and parent wellbeing, with community voice informing the co-design of the Annual Plan and three-year Strategic Direction. Parent partnerships are strengthened through targeted engagement opportunities and information sessions focused on wellbeing and child safety. The ongoing development of the Holy Spirit Wellbeing Framework (2026) further strengthens a cohesive, inclusive, and student-informed approach, embedding student agency and sustaining a positive, child-centred culture of safety and wellbeing.

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:

Holy Spirit School demonstrates a strong, embedded culture ensuring children's participation and empowerment are central to all practices. Intentional, developmentally appropriate planning and teaching of the Australian Curriculum across units and cohort learning explicitly teaches respectful relationships and protective behaviours.

Holy Spirit fosters a culture of safety and inclusion, grounded in its Mercy Values of inclusivity, diversity, compassion, and belonging. Within this environment, all students—regardless of race, gender, religious affiliation, or ability—are recognised as capable and valued participants in promoting and sustaining their own safety and wellbeing.

Curriculum delivery is supported through a comprehensive, whole-school approach that integrates wellbeing programs, protective behaviours education, and consistent child-safe messaging. This includes initiatives such as The Resilience Project, Friendology, Bravehearts, the Daniel Morcombe Curriculum, Bully No Way, Kids Helpline programs, cyber safety and Screen Sanity training, and BCE Student Protection training. Additional supports include guidance counsellor-led individual, small group, and whole-class sessions; the First 20 Days program aligned to Mercy Values; Holy Spirit's SHINE Behaviour Matrix and Restorative Practices; and a whole-school Buddy Program to promote connection and belonging.

Further enhancing this integrated approach, Holy Spirit's certified therapy dog, Freddy, and the Safe Space Rainbow Room provide inclusive and supportive environments where students are explicitly taught, encouraged, and supported to raise concerns. This is underpinned by a consistent focus on respect for self and others, enabling students to actively contribute to their own safety and wellbeing.

Student voice is consistently embedded across leadership and classroom practices, wellbeing surveys, daily interactions, and Holy Spirit's Student Representative Council. This enables students to understand their right to safety and to actively contribute to decisions that impact their wellbeing and sense of belonging.

Student safety is prioritised through mandatory student protection training for staff, volunteers, and contractors; student identification of five trusted "Safe People" within the school; visible and accessible leadership; wraparound supports for parents and carers; ongoing professional learning for staff; and parent workshops focused on child safety, wellbeing, and resilience.

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:

Holy Spirit School fosters strong partnerships with parents and carers, recognising their essential role in promoting student safety, wellbeing, and learning. From enrolment, families are actively engaged as partners in building an inclusive, child-centred community grounded in shared values.

At Holy Spirit, the role of parents as a child's first educators is central to fostering and sustaining strong partnerships that support the safety and wellbeing of all students. Family voice is embedded through collaborative practices, including personalised learning plans, WRAP Around Meetings, behaviour support planning, re-entry meetings, and three-way conferencing. This ensures decisions are informed by a shared understanding of each student's needs, strengths, and wellbeing.

Parents and carers are regularly informed about and involved in the school's child safety approach through multiple communication channels, including newsletters, the school website, social media, email, class updates, and parent information sessions. Key areas such as safeguarding processes, behavioural expectations, and cultural safety are clearly communicated to ensure transparency and consistency.

Opportunities for consultation and feedback are provided through surveys, the Parents and Friends (PFG) Advisory Group, the School Board, and parent workshops. Community feedback informs whole-school initiatives, including wellbeing and safeguarding programs such as The Resilience Project, Friendology, Bravehearts, the Daniel Morcombe Curriculum, and cyber safety education.

Holy Spirit actively promotes partnerships with the broader community, including local early learning centres, kindergartens, businesses, and the parish. Ongoing engagement with Parish Council and Parish Finance Council strengthens alignment and shared responsibility for student wellbeing and belonging.

The development of Holy Spirit's Wellbeing Plan (2026) provides opportunities for a Parent Wellbeing Committee to contribute expertise, strengthen partnerships, and model the importance of wellbeing initiatives for students and the broader community.

Through these structures and practices, families and communities are informed, empowered, and actively involved in supporting a safe, inclusive, and culturally responsive learning environment.

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:

Student safety and wellbeing are prioritised at Holy Spirit through an embedded, multidisciplinary approach to students identified as experiencing harm, or at risk of harm. This approach is underpinned by the intentional development of trusting relationships and regular engagement with key personnel, including the Principal, APRE, PLL, Guidance Counsellor, ST:IE and classroom teachers, to strengthen each student's sense of safety and belonging.

Monitoring and responsive action are coordinated through weekly Leadership Team and Student Support Team meetings, ensuring timely, evidence-informed responses and continuity of support. This includes prioritising staff engagement in ongoing professional learning, including Student Protection training, trauma-informed practice, Positive Partnerships programs, MTSS Tiers of Support, behaviour support strategies, and individualised professional dialogue.

Holy Spirit staff reflect a culturally diverse workforce. Professional learning builds on staff confidence and cultural competence to embed responsive practices that enhance student engagement and learning.

Key safeguarding strategies to provide a learning for environment for all members to flourish include:

- Intentional relationship-building by the Principal and APRE from enrolment
- Scheduled explicit teaching at key points across each term to reinforce student safety
- A whole-school buddy program to ensure peer connection
- Promotion of diversity through Harmony Day, Multicultural Day and NAIDOC Week, and the daily enactment of Mercy values
- Active promotion of a culturally diverse staff profile
- Clear processes enabling students to report concerns, including direct access to the Principal
- Inclusive recognition of diversity across gender, culture, religion and ability

Student voice and agency are further strengthened through embedded leadership opportunities centred on Hospitality, Compassion and Mercy Leadership, promoting peer support and inclusive school culture.

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 Holy Spirit School, the Principal and Leadership Team maintain a strong focus on continuous review and improvement to ensure safeguarding practices are effective, consistent, and aligned with the Child Safe Standards. School procedures and responses to student protection matters are regularly evaluated through leadership oversight, data analysis, and reflective practice.

Key processes, including staff induction, the Holy Spirit Staff and Parent Handbooks, daily roll marking, and weekly compliance checks, are reviewed and updated to strengthen consistency and adherence. Safeguarding professional learning, led by the Principal and Student Protection Contacts, is responsive to emerging priorities and staff needs, incorporating scenario-based training to strengthen understanding and consistent practice across the school.

The Student Support Team, comprising the Principal, Guidance Counsellor, Support Teacher of Inclusive Education, and Primary Learning Leader, meets weekly to review safeguarding information, behavioural data, and the effectiveness of interventions. This multidisciplinary approach includes consultation with Brisbane Catholic Education Safeguarding Advisors to ensure alignment with Student Protection Processes and Guidelines.

Behaviour and wellbeing data are systematically monitored through ENGAGE and reviewed at Leadership and Student Support Team meetings. This analysis informs evidence-based decision-making and the ongoing refinement of safeguarding strategies, including targeted professional learning to strengthen reporting accuracy and consistency.

The development of the Holy Spirit Wellbeing Framework (2026) reflects a collaborative approach to continuous improvement, incorporating student, staff, and family voice. Safeguarding communication remains visible through regular updates, with ongoing review of student-facing resources, including "5 Safe People" and Student Protection Contact displays, to ensure accessibility and understanding.

Staff roles and responsibilities in safeguarding are reviewed regularly to maintain clarity and accountability. Through reflective review, strengthening cultural safety, including the development of a Reconciliation Action Plan, has been identified as a priority to further support First Nations students and families.

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:

The Principal and Leadership Team actively champion and embed a strong culture of safety through visible leadership, including regular classroom engagement, playground supervision, and respectful interactions with all members of the school community. Safeguarding is embedded in daily practice, ensuring student wellbeing and protection remain a shared priority.

School-based guidelines and agreements are aligned with the Child Safe Standards and Brisbane Catholic Education (BCE) Policies and Procedures, and are accessible to staff, students, and families. These documents clearly articulate roles and responsibilities, supporting a consistent, transparent approach to behaviour, wellbeing, and safety. Updates are communicated through multiple channels, including staff forums, newsletters, the school portal, and PFG Advisory Group meetings.

Policies and procedures are reviewed annually to ensure alignment with safeguarding requirements. Parent Information Sessions, led by the Leadership Team in Week 2 of Term 1, outline school policies, procedures, and safeguarding obligations. All school-based policies are reviewed annually to ensure ongoing alignment with BCE policy and safeguarding requirements. Key documents include Holy Spirit's Behaviour Support Plan, Holy Spirit's Attendance Policy, Holy Spirit's Technology Agreement, Holy Spirit's Parent Representative Guidelines, Holy Spirit's Parent Handbook, Visitor Sign-On System, Holy Spirit's Traffic Management Policy, and Holy Spirit's Uniform Policy. The School Board provides advisory oversight, ensuring governance and accountability.

Comprehensive safeguarding practices are in place across all levels of school operation, including BCE's Volunteer Code of Conduct, mandatory student protection training for staff, annual volunteer training, ClassCover onboarding, BCE risk assessments, and Deeds of Agreement for third-party providers. Recruitment processes align with BCE requirements to ensure suitability of all personnel.

The Student Support Team maintains documented, evidence-based responses to student protection matters, ensuring actions are timely, collaborative, and aligned with BCE Student Protection Processes and Guidelines.

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)

