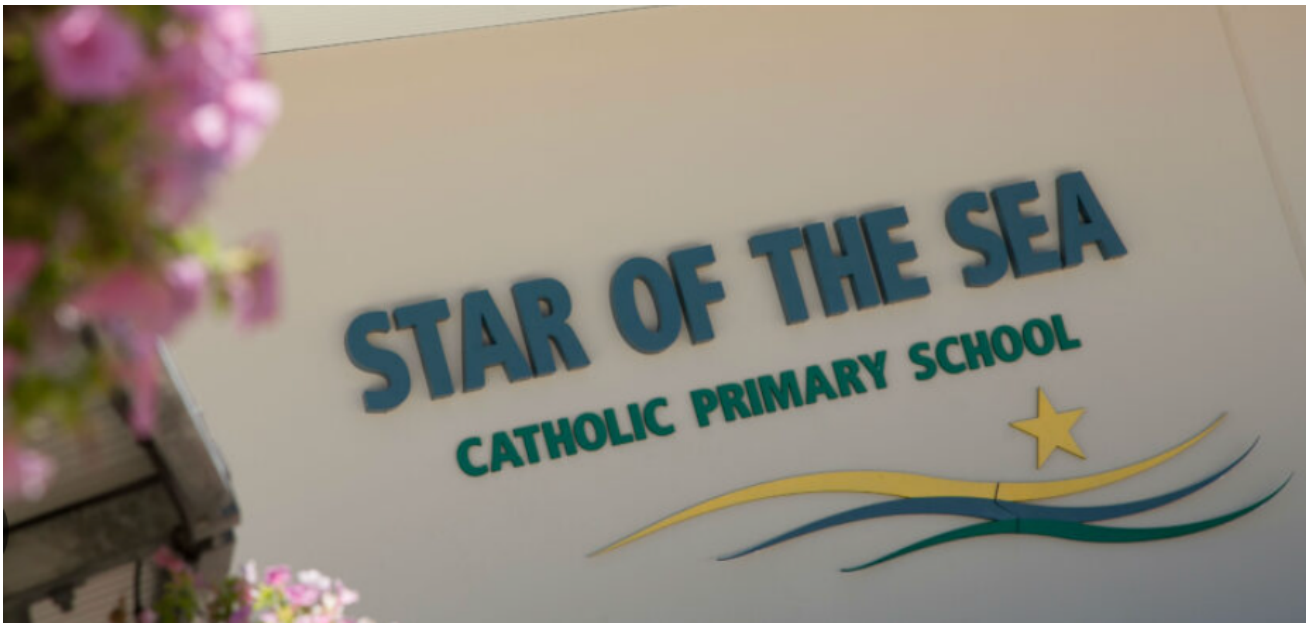
Star of the Sea Primary School

Safeguarding Plan 2026



Version: 4

Last updated: October 2026

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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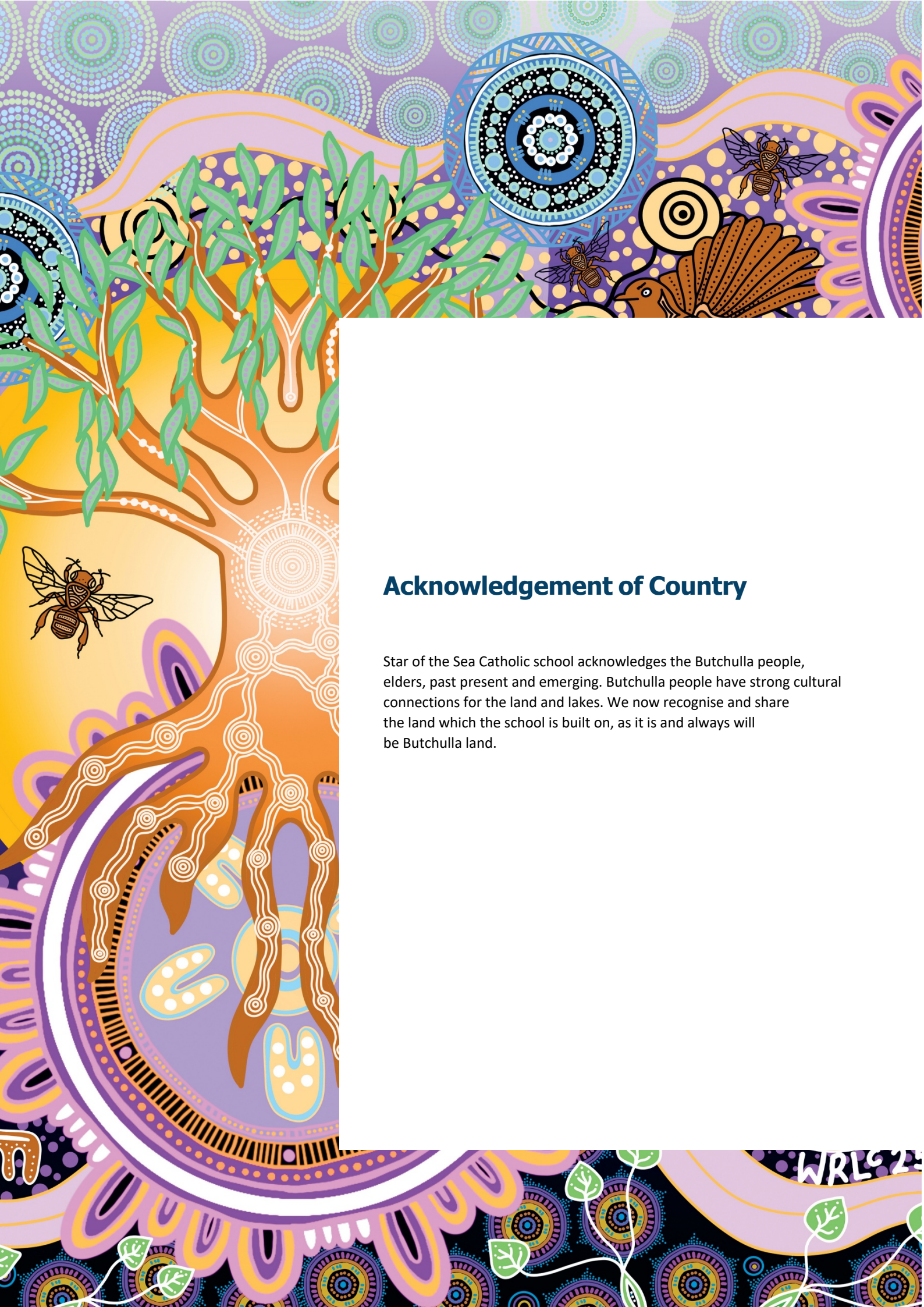
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Attributions

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Acknowledgement of Country

Star of the Sea Catholic school acknowledges the Butchulla people, elders, past present and emerging. Butchulla people have strong cultural connections for the land and lakes. We now recognise and share the land which the school is built on, as it is and always will be Butchulla 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.

Star of the Sea Catholic Primary School, Torquay, 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 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 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 Star of the Sea Catholic Primary 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 Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Star of the Sea Catholic Primary School, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. At Star of the Sea Catholic Primary School, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our School Office foyer.. This Safeguarding Commitment serves as a regular reminder that at Star of the Sea Catholic Primary school, the safety and wellbeing of our students are paramount.

At Star of the Sea Catholic Primary School, we deliberately allocate time during our leadership and staff meeting schedules to focusing on student safety and wellbeing. We also have regular Wellbeing Committee Meetings each term. This ensures we put the safety (including cultural safety) and wellbeing at the front of our minds and centre of every decision we make, from curriculum planning to staff recruitment.

We communicate to our parents, through our newsletter aspects of the BCE Code of Conduct such as respectful communication or safe boundaries. This helps families understand what they can expect from staff and what staff expect in return.

Our School Leadership Team monitors progress on our Reconciliation Action Plan each term. We also have regular sessions with our First Nations students and external support services such as Deadly Choices.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Star of the Sea we focus on ensuring that children are informed about their rights, can participate in decisions that affect them, and are taken seriously within the school community. This is reflected in a strong commitment to making student voice visible and meaningful. Students are explicitly taught about safety, consent and protective behaviours through curriculum programs and ongoing wellbeing initiatives, ensuring that messaging about rights and safety is developmentally appropriate and consistently reinforced. The school also communicates aspects of safeguarding expectations with families, supporting a shared understanding of respectful behaviour and safe relationships.

Students are provided with structured and informal opportunities to express their views and contribute to school life. This includes classroom discussions, student leadership opportunities and feedback processes that allow student perspectives to inform decision-making where appropriate.

Importantly, student voice is not only gathered but acted upon. Staff are expected to respond to student concerns in a child-focused and trauma-informed manner, with clear pathways for students to raise issues with trusted adults. These concerns are then monitored and addressed through established wellbeing and student protection processes. This ensures that students experience their views as valued and taken seriously, consistent with the intent of the standard

Standard 2 at Star of the Sea is embedded through curriculum, relationships and school structures that promote safety, agency and inclusion.

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

Standard 3: Family and community

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

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At Star of the Sea, this is reflected in a clear understanding that safeguarding is a shared responsibility, where meaningful relationships and open communication with families are essential to ensuring every child is safe, supported and known.

Star of the Sea creates opportunities for families to be engaged in decision-making processes related to their child's learning, wellbeing and safety. This includes ongoing communication, consultation and collaboration when planning for individual student needs or responding to wellbeing concerns. Effective practice recognises that families know their children best and that engagement must be flexible and responsive to different family contexts, rather than relying on a single approach. The school also ensures that parents and carers are informed about safeguarding expectations, policies and procedures, reinforcing shared understanding of appropriate conduct and safe environments.

Star of the Sea demonstrates its commitment to Standard 3 by maintaining clear and accessible communication channels with families and the wider community. This includes the use of newsletters, meetings and community engagement opportunities to share safeguarding information and school practices. The school also fosters partnerships with external agencies and community organisations to strengthen the support available to students and families, recognising that promoting safety and wellbeing extends beyond the school setting.

Importantly, Star of the Sea seeks to ensure that engagement is inclusive and culturally responsive. Families from diverse backgrounds, including First Nations communities, are supported to participate in ways that respect their identity, voice and preferred forms of engagement. This aligns with the expectation that safeguarding practices must be culturally safe and accessible for all members of the community.

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

Standard 4: Equity and diversity

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

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At Star of the Sea Catholic Primary School, we ensure that all people working with children are suitable, well prepared, and consistently supported to uphold safe practices. This begins with rigorous recruitment and screening processes aligned with Brisbane Catholic Education requirements. All employees, volunteers and third-party providers are appropriately vetted prior to engagement, and the school actively monitors and maintains current safeguarding checks to ensure ongoing compliance.

Beyond initial screening, the school places a strong emphasis on building the capability of all adults who work with students. Staff, volunteers and third parties are required to complete mandatory safeguarding training, with expectations that this learning is reinforced throughout the year. This includes a focus on maintaining safe supervision and appropriate conduct, ensuring that all adults clearly understand their responsibilities in creating safe and supportive environments for students.

Importantly, Standard 4 at Star of the Sea is not viewed as a compliance exercise, but as part of a broader safeguarding culture. The school actively supports staff through ongoing guidance, supervision and professional learning, ensuring that safe practices are embedded in daily interactions with students. Safeguarding expectations are regularly revisited and reinforced, helping to build a shared understanding that protecting children is a collective responsibility. This aligns with the wider expectation across the school community that safeguarding is embedded in everyday practice and decision-making.

Through these processes, Star of the Sea demonstrates a clear commitment to ensuring that all people working with children are not only suitable but also supported to act in ways that prioritise the safety, wellbeing and dignity of every student.

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

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

Child safety is embedded in recruitment and screening. Star of the Sea uses BCE recruitment templates, safeguarding-focused interview questions, referee checks and pre-employment screening. Referee checks consider applicants' conduct, professional boundaries, commitment to student safety and responses to wellbeing concerns - not only their employment history.

Blue Cards, teacher registration and other screening requirements are checked before commencement, monitored by the School Secretary and recorded in BCE's recruitment register and/or the school's Blue Card Register.

New staff receive comprehensive safeguarding induction. All new staff complete BCE onboarding and school based induction covering safeguarding responsibilities, professional conduct, reporting pathways, information sharing, recordkeeping and key school contacts.

Cultural safety is introduced through the local context and culturally safe practice expectations. Student Protection Contacts are visible and accessible so staff know where to seek advice and support.

Volunteers are screened, trained and supported before commencing. Volunteers complete BCE's mandatory training and induction, and their attendance is recorded. Volunteer Blue Cards are verified and de-linked when volunteering ends.

Clear support and reporting pathways are maintained. Staff are confident in their reporting obligations and know how to contact or escalate concerns to a Student Protection Contact. Disclosures and student-harm matters are supported by the Student Protection Contact team. Child safety, student wellbeing, professional boundaries and cultural safety are reinforced through staff meetings and regular safeguarding updates.

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

Standard 6: Complaints management

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

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Star of the Sea Catholic Primary School, we are committed to ensuring that all concerns, complaints and disclosures are responded to in a child-focused, trauma-informed, timely and respectful manner. Students and families are provided with multiple avenues to raise concerns, including through classroom teachers, school leadership, Student Protection Contacts, the Guidance Counsellor, support staff and Brisbane Catholic Education complaint pathways. Information about how to seek help or make a complaint is communicated through enrolment processes, parent communications, staff induction, safeguarding resources and age-appropriate student learning opportunities.

The school responds to concerns in ways that prioritise the safety, wellbeing and voice of the child. We strive to ensure children feel heard, supported and protected throughout any complaint process, while minimising the risk of further distress. All complaints, concerns and disclosures are documented, managed and escalated in accordance with Brisbane Catholic Education policies and procedures, including student protection, complaints management and safeguarding requirements. Matters are assessed and addressed promptly, with appropriate referral to Brisbane Catholic Education and external agencies where required.

Star of the Sea implements the Reportable Conduct Scheme by ensuring all allegations involving reportable conduct are immediately referred to the Principal and Brisbane Catholic Education for assessment and management in accordance with legislative requirements. Staff complete mandatory safeguarding and student protection training and understand their obligations to identify, report and respond to concerns involving children.

Evidence of practice includes safeguarding induction processes, annual staff training, identified Student Protection Contacts, the use of safeguarding resources such as the BCE Safeguarding Storybook series, documented complaint records, communication of complaint pathways to families, and ongoing review through the School Safeguarding Self-Assessment process.

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

Standard 7: Knowledge and skills

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

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

At Star of the Sea, learning about child safety and wellbeing is ongoing and connected to everyday practice. We recognise that staff and volunteers have different responsibilities and therefore require different levels of training and support. All staff are required to complete mandatory safeguarding training in accordance with BCE's Safeguarding Mandatory Training requirements, with training requirements tailored to their role.

Volunteers at Star of the Sea complete BCE's online Volunteer Training module as part of the school's volunteer induction process. The training helps volunteers understand BCE's expectations for child-safe behaviour, professional boundaries, responding to concerns, reporting pathways and their role in supporting student safety and wellbeing. Together with the Volunteer Code of Conduct and school-based induction, this training supports volunteers to understand and apply all of BCE's child safety and wellbeing policies in their interactions with students and the broader school community.

Staff are equipped to recognise indicators of harm. Existing training provides foundational knowledge about abuse, neglect and student wellbeing. Staff report strong confidence in recognising common and visible indicators of harm and identifying students who may need wellbeing support. The school also uses staff feedback to identify areas for further learning, including grooming, online abuse and the ways harm may present differently for vulnerable children.

Through partnerships with community and the BCE Aboriginal and Torres Strait Islander Education Team throughout this year, staff at Star of the Sea are strengthening their understanding that experiences of racism, discrimination, exclusion and cultural disconnection can cause harm and impact a student's safety, wellbeing and willingness to seek help.

Staff have access to truth-telling and cultural learning through Reconciliation Week, local cultural learning and cultural awareness sessions, supporting awareness of Aboriginal and Torres Strait Islander histories, experiences and perspectives.

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

Standard 8: Physical and online environments

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

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Star of the Sea Catholic Primary School, we are committed to creating physical and online environments that promote the safety and wellbeing of every student. Our school grounds, classrooms, playgrounds and shared spaces are designed and supervised to minimise risks, with staff maintaining active supervision and responding promptly to potential safety concerns. We promote online safety through age-appropriate digital citizenship education, responsible technology use, and ongoing teaching about safe and respectful online behaviours. Staff model safe digital practices in their interactions with students, families and colleagues, demonstrating appropriate and professional use of technology at all times. Both physical and online environmental risks are regularly identified, assessed and managed through supervision practices, risk assessments, incident reporting processes and safeguarding reviews. Evidence of this commitment includes our supervision procedures, digital technologies agreements, staff training, and risk management processes. As part of our continuous improvement approach, we regularly review our practices and identify opportunities to further strengthen the safety of both our physical and digital learning environments.

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

Standard 9: Continuous improvement

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

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

During weekly assemblies Year 6 students lead the school in our weekly 'STAR Rules' focus. The rules focus on one of the following each week: Stay Safe, Take Responsibility, Actively Learn, Respect Self and Others. Year 6 students also give an example of how these rules may look at school.

At Star of the Sea Catholic Primary School we also have a process of reviewing whole school policies. This review includes, where necessary, asking for student voice in ensuring they feel safe and included at school.

When a complaint or concern highlights a gap in our processes, we complete a review of what happened, the underlying contributing factors and what changes will be implemented. These matters are then discussed in leadership meetings and staff meetings.

Star of the Sea Catholic Primary School uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. For Aboriginal and Torres Strait Islander students, we work alongside the local community groups to ensure evaluation methods reflect culturally informed measures of safety, belonging and relational trust.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Star of the Sea Catholic Primary School, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

Star of the Sea Catholic Primary School uses the BCE Safeguarding Storybook series to communicate safeguarding messages and policies to our students in a child-friendly way. These resources help students understand that their safety and wellbeing are our priority, while also supporting staff to model and facilitate open, age-appropriate
conversations about safeguarding and wellbeing topics. Key safeguarding processes are explained to parents during parent information nights and regular communications via the school newsletter.

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


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