

St Columban's College, Caboolture Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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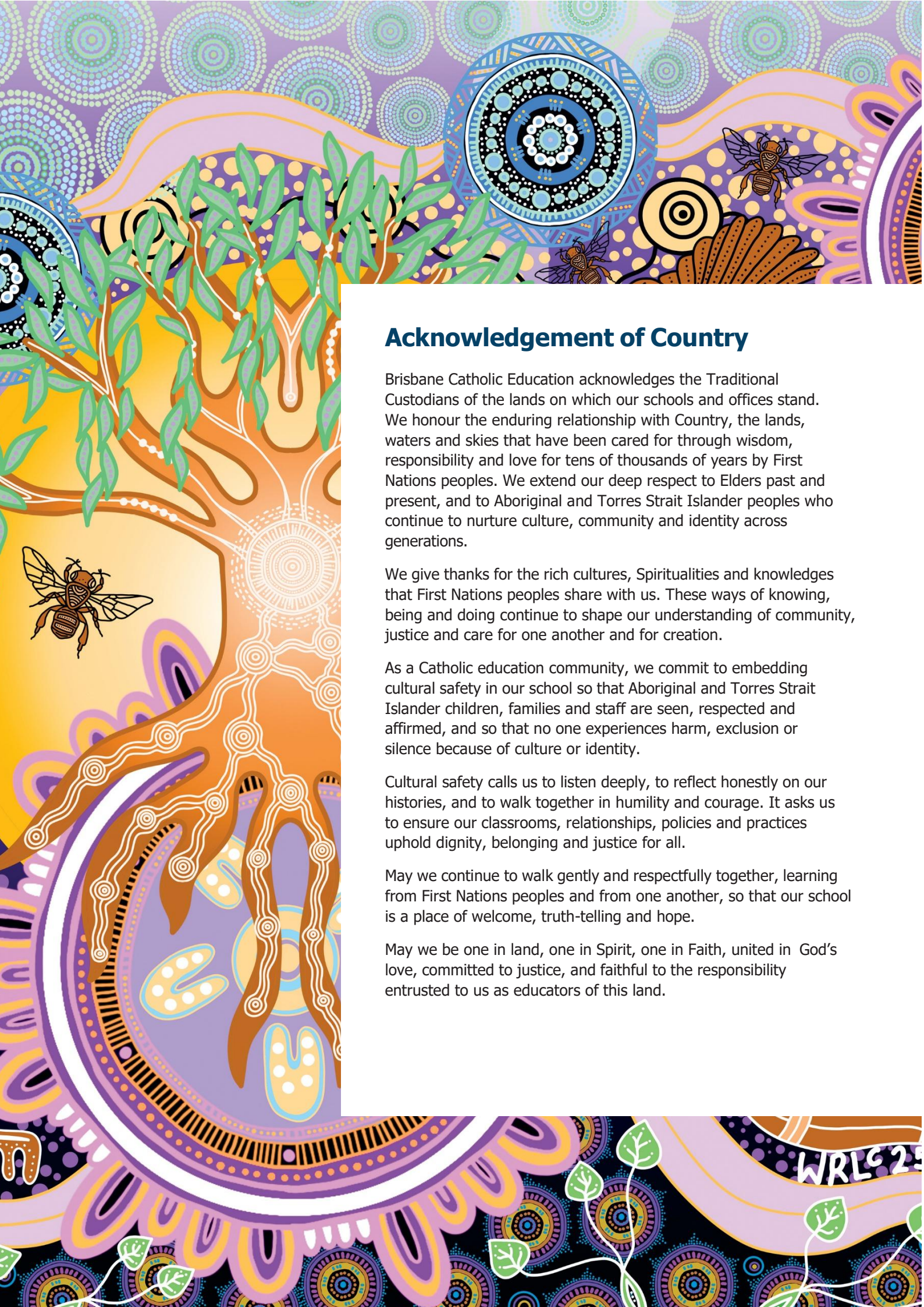
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Acknowledgement of Country

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 Columban's College, Caboolture 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 Columban'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:

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

At St Columban's, 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 St Columban's, we publicly display visual representations of culture 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 Aboriginal and Torres Strait Islander students and their families. We have a First Nations Engagement & Cultural Understanding Leader, who supports and leads initiatives across the school to build cultural understanding and safety, including facilitating the Red Earth tour and Harmony Week experiences.

St Columban's has nine (9) Student Protection Contacts (SPC), which is a significantly higher number than required. There is a visible presence of key staff members who regularly remind our students and staff through assembly presentations, email, staff training sessions of how they can access a SPC. This ensures our students and staff know that how to access a SPC if they have any safety and wellbeing concerns.

Brisbane Catholic Education has a Code of Conduct for employees, which outlines the behaviour standards of every staff member. As part of our annual compliance review, the leadership team checks evidence that the Code has been embedded, for example, induction attendance and staff training. This ensures it's not just a document, but part of our school culture.

Before every school event, excursion, incursion, we complete a risk assessment which specifically includes considerations about students' safety and wellbeing relevant to the activity such as supervision ratios, student privacy, transport arrangements, and engagement with third party providers.

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:

Teaching staff at St Columban's College have attended the BCE workshop on Consent and Respectful Relationships Education (CRRE) and the second workshop on CRRE curriculum planning, supporting the team to deliver high-quality, developmentally sequenced CRRE in a safe and supportive space. Our Year 7 and 8 students participate in the 'Resilience Project' to build skills in healthy relationships, wellbeing and positive behaviours. This program is embedded within our curriculum and supports social and emotional resilience skills such as empathy, communication, conflict resolution and emotional regulation. These lessons support students to recognise healthy friendships, respond to peer conflict appropriately, and seek help when needed. Our Year 9 students participate in The Rite Journey program, to support personal and spiritual growth and development to help grow confidence, resilience and communication skills. Our staff have participated in professional learning in relation to these programs to ensure that they are skilled to deliver the curriculum authentically.

At St Columban's, school leadership recognise from a First Nations perspective that conversations about safety, bodies, respect and boundaries must be approached carefully, culturally and relationally. The school understands that Aboriginal and Torres Strait Islander ways of teaching young people about safety are often gendered, guided by Elders, and grounded in trust, story and cultural authority, so we have established a relationship with UniSC for our First Nations students to participate in Women's and Men's Groups. Students are regularly reminded who they can talk to, with support available through the Guidance Counsellors, and the First Nations and Cultural Understanding Leader. The College supports a number of activities to promote deeper understanding of First Nations knowledges and perspectives, through participation in the Red Earth immersions, NAIDOC week celebrations, Harmony Week and National Sorry Day.

Risk assessments are a key part of keeping students safe at St Columban's. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs. Volunteers and Third Parties go through a process on induction and onboarding to ensure that they understand the importance of child safety and safeguarding.

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:

At St Columban's, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. At St Columban's, we engage families and students in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.

St Columban's has a Parent Engagement Committee (PEC) that meets regularly to discuss school operations, feedback and to share successes and areas of future growth and improvement. In this way, parent voice is included in the operations and governance of the school. This Committee also plays a role in providing feedback to the St Columban's Leadership Team as well input into decisions relating to activities within the St Columban's community (e.g. building projects, financial support for student projects and activities, professional speakers and presentations etc).

Parent and carer boards and committees provide structured opportunities for families to contribute to school direction and decision-making, with relationship-based efforts to engage families who may feel less confident participating in formal governance structures. • The school maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement. We have partnerships with many local businesses who support our students with opportunities connected to work experience, and school-based apprenticeships and traineeships. Our 'Explore Your Future' Careers Expo is held each year and is one of the largest community career events in Moreton City. This provides students and families with connections to local employment agencies, training providers and tertiary institutions to support student pathways and future learning and employment.

Parents and families are welcomed to St Columban's regularly for a range of events, including our TAS sporting program on Saturdays through Terms 1, 2 and 3, as well as Welcome breakfasts, Information evenings and Parent-Teacher-Student interviews and other important milestone celebrations. St Columban's also hosts the Living Waters' Parish weekly mass on a Friday morning in our College Chapel, and all members of the community are welcome to attend.

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:

At St Columban's, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments, clarify roles, and monitor progress for students with diverse needs or experiences.

Our Student Support Teams meet fortnightly to reflect on how school MTSS Learning and Wellbeing systems, such as behaviour support, wellbeing responses, First Nations content in the curriculum and communication with families, can better support students and their families to engage positively in learning. Adjustments are made where needed. Staff are also supported to seek guidance when unsure, with cultural safety questions welcomed and normalised within team meetings and supervision.

At St Columban's, students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons. We use the Safeguarding School Resources, which are a suite of child-friendly and accessible resources designed to explain BCE specific safeguarding policies, processes, and key concepts to students. In each classroom, the BCE Student Protection posters (that lists the SPCs, their role, contact numbers and some basic information) are visible to students to help students understand who they speak with if they have a concern. Student Protection resources are in hard copy and available at the front office, they are also linked on our school website.

At St Columban's, students can schedule an appointment with the Guidance Counsellor via email or in person. Staff can also make direct referrals on behalf of students to the Guidance Counselling team. The Guidance Counsellors provide additional information to students through their email 'Out of Office' replies, around external supports and safety if they require out of school hours support.

As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module.

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:

At St Columban's College, a complaints process is visible, child friendly, culturally safe and relationship centred. Students and families are regularly reminded that concerns and complaints are welcome because they help the school keep every child safe, included and respected. These messages are communicated via assembly presentations, email, the College website and Parent Portal resources. Aboriginal and/or Torres Strait Islander students see posters, classroom routines and staff conversations that name their right to feel safe, connected and heard. Our College's First Nations Cultural Leader supports our First Nations students in the areas of wellbeing and pastoral care, and provides a students with access to complaints management which is culturally safe..

Families hear clear messages at enrolment, community gatherings and school communications about how to raise a concern and who can support them through the process. The school provides multiple ways to raise concerns, including speaking with a trusted teacher, contacting a member of the leadership, pastoral or guidance counselling teams, using a student wellbeing check-in, or requesting support from the First Nations Cultural Leader. Child safety information is written in plain language and staff explain each step before action is taken. Staff are able to seek guidance through Brisbane Catholic Education about cultural protocols, community relationships and appropriate support structures, while ensuring the child's voice, dignity, privacy and safety remain central. When a student raises a concern, staff listen calmly, thank the student for speaking up, record the concern accurately and follow the school's child safeguarding procedures. The student is offered choices about who supports them, and staff check what the student needs to feel safe while the concern is being responded to. The school explicitly responds to racism, discrimination, exclusion, bullying and unsafe behaviour as child safety concerns through our Student Behaviour Support processes, managed by the Wellbeing and Engagement Team. Feedback from students, families, and staff is reviewed to strengthen complaints processes.

Our College has robust methods of handling complaints and concerns through open communication and appropriate reporting processes. Staff training in relation to Student Protection and Complaints handling is consistently scheduled to ensure staff have clarity around managing such concerns.

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:

At St Columban's College, classrooms and shared spaces are designed to support both safety and belonging. Teachers create predictable, calm environments with clear routines, seating plans and access to quiet or regulated spaces when required. The principles of Science of Learning guide our focus on 'Signature Practices' to support inclusive, safe and effective classroom environments. Visual imagery around the College include authentic representations of Aboriginal and/or Torres Strait Islander histories, cultures, and local context, ensuring students see themselves and their communities reflected in meaningful ways through the curriculum. The TAS First Nations round is a highly visible community event that happens in Term 3 and includes the design of an authentic First Nations jersey and the invitation for students and staff to attend a smoking ceremony, conducted by a local Elder. Similarly, Acknowledgement of Country is an important component of all school events, as is the contribution of our First Nations student leaders. Staff integrate Aboriginal and Torres Strait Islander histories and perspectives into class activities in authentic ways, as guided by our College RAP, so that cultural inclusion is woven into daily school life.

Risk management processes explicitly include cultural safety. Where needed, the school seeks guidance from community members to ensure decisions strengthen connection, dignity, and inclusion. The school also ensures a strong stance against racism within physical and online spaces. Clear expectations are reinforced through iconography, signage, shared language, and consistent staff responses. Any incidents of bullying, discrimination, or exclusion are addressed promptly, with a focus on restoring safety and reinforcing a culture of respect.

Ongoing feedback is central to improvement. Students, families, and community members are regularly invited to share their perspectives on how safe and inclusive the school environment feels through the Tell Them From Me survey and the Parent Engagement Committee (PEC). Outdoor spaces are equally considered. The school has developed culturally safe areas including a yarning circle, First Nations artwork and murals, and shaded gathering spaces with local flora, co-designed with local community input, where students can connect, reflect, and learn in culturally responsive ways. Staff pay attention not only to physical safety risks but also to social dynamics, inclusion, and potential experiences of exclusion or racism and respond in accordance with the actions outlined in the Student Behaviour Support Plan.

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:

St Columban's is currently self-assessing against the Child Safe Standards (including the Universal Principle). This involves consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement. Consultation has involved discussions with staff, students and the Parent Engagement Committee (PEC).

Our Guidance Counsellors and members of our Leadership Team meet twice weekly to discuss student wellbeing and safety. This ensures our SPC's are staying up to date with any student concerns and ensures our students have the right supports in place when they need them. Our team is able to look at matters holistically, identify trends in student behaviour and work proactively to keep every student safe and well. We hold year-level specific Student Support Team (SST) meetings fortnightly to ensure key staff from our Guidance, Pastoral, Learning Enhancement, Learning & Teaching and Leadership teams are across any specific year-level issues and concerns, and can develop actions to address these. Year level collaborative meetings are organised as part of our staff professional learning cycle, and this provides valuable opportunities for collaboration around student learning and wellbeing.

At the beginning of each term, the Principal includes information in the Welcome Letter about how the school had progressed with their Annual Improvement Plan Goals – this included a strong focus on student engagement and attendance at school – and the school's plans moving forward for 2026.

We track progress against our Reconciliation Action Plan (RAP) actions related to child safety and wellbeing, using indicators developed with Aboriginal and Torres Strait Islander families. These indicators help us understand whether cultural safety is felt, not just planned. Our RAP team meet regularly throughout the term to review and update the plan, and our First Nations Engagement Leader monitors and supports the learning progress of our First Nations students.

We reinforce our collective responsibility through regular child safeguarding and student protection training during our staff collaborative planning days. These training sessions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making St Columban's a safe space where students can speak up and raises issues if they need.

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:

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

All people who volunteer at St Columban's receive a brief orientation before beginning their role, which reinforces the information they get in their mandatory training and includes clear guidance on appropriate interactions, supervision expectations, and what to do if they are concerned about a student. This helps ensure volunteers uphold the same standards as paid staff.

At St Columban's, 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. At St Columban's, we have developed a school-based policy around uniforms. This policy is designed to provide inclusive uniform options and is clearly communicated to students and families regularly through the Principal's Welcome Letter at the start of each term, along with student assemblies and pastoral care class presentations. When updating procedures and processes at our school, we consult with staff, parents, students and our School Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

St Columban's Guidance Counsellors confer regularly on current student protection matters and ensure student safety remains a top priority, actions are clearly documented and that the SPC team are responding to student protection matters in line with the Student Protection Processes and Guidelines. Additional support is provided to Early Career Teachers, to help them understand their student protection responsibilities.

At St Columban's, our Leadership Team regularly reinforces key safeguarding procedures during staff meetings and staff communication, and models them in everyday practice - such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently. Our Workplace Health and Safety team comprises members from a range of different areas across the school and meet regularly to address workplace health and safety concerns across the college. Staff are encouraged to attend these meetings, and agendas and minutes are shared with all staff. We employ a full-time Risk and Compliance Officer to support the implementation of safe work practices, risk management strategies and compliance procedures across the school.

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

