

St Matthew's Catholic Primary School 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.

Contact for enquiries

St Matthew's Catholic Primary School

172-180 Bryants Rd, Cornubia, QLD, 4130

Yugambah Country

(07) 3209 6155

<https://www.stmatthews.qld.edu.au>

Attributions

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Cover: St Matthew's Wall of Belonging
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Page 4: St Matthew's Catholic Primary School owned image (2021)

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Acknowledgement of Country

Look up, look down, look all around
From the North to the South, from the East to the West
The land on which we stand is Yugambeh land

We remember your care of the earth
We honour your histories
We will keep your stories in our hearts
And share them

Wahlu'angah	(Be you)
Yuwahn'angah	(Be kind)
Gulli'angah	(Be here)

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 Matthew's Catholic Primary School, Cornubia 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 Matthew's to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle



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

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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Matthew's Catholic Primary School, child safety, safeguarding and wellbeing are deeply embedded within the school's leadership, governance and everyday lived culture. School leadership demonstrates a strong and visible commitment to safeguarding through clear policies, shared expectations and consistent practices that prioritise the dignity, safety and voice of every child.

The Leadership Team ensures that child safety is a collective responsibility, sustained through alignment with our Brisbane Catholic Education Codes of conduct and responsibilities and accountabilities of all members of our school community. These frameworks clearly articulate acceptable and unacceptable behaviours and guide all staff, volunteers and contractors in maintaining professional, respectful and safe interactions with students. Governance processes include regular internal and external reviews of safeguarding practices, ensuring continuous improvement and accountability in child protection measures.

Child safety is embedded into the culture of the school through robust induction and ongoing formation of staff and volunteers. All new staff participate in structured induction processes that explicitly address student protection, wellbeing expectations and reporting responsibilities, supporting a shared understanding of safeguarding obligations from the outset. All volunteers participate and complete the Brisbane Catholic Education Volunteers Training before being invited to serve our community in a variety of ways. Ongoing professional learning further strengthens staff capacity to identify risks, respond appropriately to concerns and uphold a culture of vigilance and care.

First Nations community members contribute to school progressing our Reconciliation Action Plan. First Nations representatives from across our local community and BCE system are invited to provide staff Professional Learning in relevant areas including curriculum delivery and cultural safety. We have been strengthened previously by partnerships with First Nations community members in the bringing to life of culturally reflective artwork, celebrations and iconography.

Importantly, St Matthew's fosters an environment where students and families are encouraged to speak up and be heard. Our school culture promotes transparent communication and responsive complaint-handling processes, ensuring concerns are managed sensitively, respectfully and in a timely manner. Through strong leadership, clear governance and an embedded culture of care, St Matthew's Catholic Primary School ensures child safety and wellbeing remain central to all aspects of school life.

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:

At St Matthew's our commitment to Student Voice is embedded through a strong commitment to ensuring children are informed, heard and respected.

Our focus on sustaining a learning community that is student centred and responsive, highlights that safeguarding is a shared responsibility and is developed in an ongoing way in consultation with students and families, ensuring student voice is valued in shaping a safe environment. To best ensure that we are responding to the voices of our students, the Leadership Team of St Matthew's highly values feedback we receive from the annual Tell Them From Me system-wide survey. With the Student Support Team, we analyse responses from the student survey, particularly data and trends across cohorts reflecting: Sense of Belonging, Positive Relationships, Positive Behaviour at School, Sense of Purpose and Life Satisfaction.

In 2026, St Matthew's established a formal student voice group called the Student Representative Council (SRC), comprised of four Year 6 student leaders and both school captains. Guided by our Assistant Principal (Religious Education) and Year 6 classroom teachers, our Student Leaders encourage the participation of all students by visiting classes from Prep – Year 6 each term to evoke responses relating to each child's experience of learning, building social skills with peers, partnerships with staff and areas for further development in ensuring that all students feel safe, valued and heard at school. Energised by the pursuit of Molum Sabe to enhance Culturally Responsive Schools and Workplaces, Pathways for Learning and Life and Identity and Wellbeing, we have renewed focus on building the presence and action-oriented goals of our Reconciliation Action Plan (RAP) in collaboration with our First Nations Students, their families and our whole staff. In 2026 we have appointed a teacher to work in partnership with First Nations students, families, our staff and key external sources of learning. As a responsive, future focussed learning community, we continue to refine Professional Learning for staff on recognising and responding to signs of harm, reviewing classroom and playground practices that enable children to express concerns safely, and embedding consistent processes such as check-ins, restorative conversations, student surveys and class meetings to support children's participation in decision-making. Following a successful implementation in 2026, we will continue to spotlight key learnings from the Friendology Program and Child Safety messages, through classroom learning sequences, community communication and impactful visual displays in high traffic areas so that our students grow deeply familiar with the characteristics of healthy, life giving relationships as they continue to develop their identity, voice and support network.

To continue championing Student Voice, we commit to fostering a culture grounded in dignity, respect and Gospel values, where every child is encouraged to speak up and is taken seriously. Our staff advocate for active listening and responding to student concerns, ensuring that children feel safe, empowered, and confident that their perspectives matter.

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:

Safeguarding is a shared responsibility and is developed across our community through consultation with students and parents, ensuring families are active contributors to child safety planning and review processes. At St Matthew's, Standard 3 is enacted through structured, transparent and ongoing partnerships with families and the wider community, aligned to National, State and Brisbane Catholic Education (BCE) safeguarding expectations. Our school was initially established off the back of support of strong, authentic partnerships between families and staff and this has continued to be a defining characteristic of our community.

Our continuous commitment to child safety is communicated through the Parent Handbook, school website and newsletters, outlining policies including our ongoing work in responding to the implementation of the Child Safety Standards, expectations and reporting processes. Engagement events such as P&F meetings, Parent/Teacher interviews and school celebrations provide ongoing opportunities for open dialogue and shared understanding of safety and wellbeing, including responsiveness to diverse cultural contexts. Members of our P&F Executive are passionate advocates for sustaining clear, progressive communication between our families and staff and provide numerous opportunities for parents to engage in contact loops to encourage insightful feedback, celebrate achievements, provide support and highlight areas for further growth.

We continue to refine our approach to engaging families in educative, spiritual and personal growth of our learners and this can be evidenced by the strong and committed active participation of parents in our Parents and Friends Association. Mindful of this strong community partnership, we have identified a unique opportunity to establish a structured process to seek family and community voice in the review and refinement of school safeguarding policies, practices and communication approaches, including consultation through termly P&F meetings. To provide new approaches for deepening learning across our community, we have identified an opportunity for the Leadership Team to work collaboratively with Student Protection Contacts to provide short video vignettes that identify key Child Safety and Safeguarding messages to share with our students and parents. The vignettes will be produced and distributed over the semester and will provide all members of our community with education along with strategies and actions we employ to keep children in our community safe.

The Leadership Team of St Matthew's places high importance on feedback we receive from the annual Tell Them From Me: Partners in Learning survey. We regularly analyse and reflect on responses from the parent survey, particularly data and trends that represent: Parents Feel Welcome, Parents Feel Informed, Safety at School and Cultural Inclusion.

Through these practices, St Matthew's fosters a culture of trust, inclusion and shared responsibility. We continue to engage our staff, students and families in learning and school responses to ensure that all stakeholders in our community are empowered partners in promoting and sustaining child safety and wellbeing.

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 Matthew's, Child Safe Standard 4 is embedded through a purpose-filled and ongoing commitment to equity, inclusion and the dignity of every child. Grounded in our Catholic identity and Josephite tradition and aligned to the Vision and Mission of Brisbane Catholic Education, we are guided by our conviction that every child has the right to feel safe, respected and celebrated within a culturally responsive and inclusive environment.

Cultural safety is expected as a core responsibility of every member at St Matthew's. The Principal and Leadership Team make a clear commitment that all staff are responsible for creating culturally safe, trauma-informed environments for all students, particularly Aboriginal and Torres Strait Islander students. New employees are explicitly supported to understand our trauma aware and culturally responsive approaches, so practice is consistent and embedded across the school, not dependent on individual staff members. St Matthew's is committed to embedding Aboriginal and Torres Strait Islander perspectives within teaching, learning and school life. This includes acknowledging and respecting the Traditional Custodians, integrating cultural perspectives into curriculum and fostering a culturally safe environment where First Nations students and families feel valued and respected. Our First Nations Student Support Teacher has mapped out and presented authentic opportunities for teachers to integrate the Aboriginal and Torres Strait Islander Histories and Culture Cross Curricular Priority across units of learning and partners with teachers to bring these opportunities to fruition. This commitment strengthens understanding of identity, belonging and safety for all members of the school community.

In 2026 several student focused Wellbeing initiatives have been provided to each student across Prep – Year 6, most specifically our partnership with Gotcha4life foundation which will enable us to deliver the Mentally fit program for Primary Schools. Emerging work with the URStrong Friendology Program and our ongoing partnership with Full Spectrum, through their student mentoring program will continue to strengthen our level of support and our ability to refine safeguarding strategies for all people in our community.

Our St Matthew's 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 and sustain environments that are inclusive, safe and respectful, supporting the dignity of each child. Our Leadership Team and Student Support Team regularly reviews student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour. This includes reflecting on incident and process learnings and identifying strategies to reduce the likelihood of recurrence and minimise the impact of harm.

Through these practices, St Matthew's cultivates a culture where equity is actively upheld, diversity is respected and celebrated, and every child is known, supported and safe. We are committed to continuous improvement, ensuring policies and practices remain responsive to the needs of our diverse and vibrant learning and growing community.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

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

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

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

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

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

St Matthew's Catholic Primary School ensures that the implementation of the Child Safe Standards is supported by a culture of ongoing reflection, review and improvement. Continuous improvement is strengthened through the regular review of the school's responses to the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards.

Each semester, our school reviews key safeguarding practices through Workplace Health & Safety, Risk & Compliance Officer (RCO), and Leadership Team meetings. These reviews include but are not limited to; visitor sign-in processes, supervision arrangements in transition and duty areas, student and staff understanding of the roles and accountabilities attributed to Student Protection Contacts and processes for eliciting student voice so that the school can advocate for, gather and respond to student feedback. Through these ongoing practices, our school is equipped to identify areas for improvement and implement changes in a timely, considered and transparent way.

Professional learning plays a crucial role in welcoming continuous improvement. Ongoing staff formation in child protection responsibilities, reporting obligations and risk identification is regularly reviewed and refined to reflect current legislation and system guidance. Through intentional review cycles, evidence-based and collaborative decision making and community engagement, St Matthew's Catholic Primary School can ensure that the Child Safe Standards are not static requirements, but practices that our lived out each day continually strengthening the safety and wellbeing of all students.

Our Student Support Team meets weekly, and the Student Protection Contacts meet twice per term to review key data sets representing information that informs student learning progress, Engage behaviour entries, Pastoral notes, family communication and other student wellbeing concerns. These meetings support a holistic understanding of student wellbeing, identification of trends (ie-behaviours, ongoing or emergent patterns of absence, engagement with learning at school and home, health and wellbeing), and proactive planning to support students and their families. The Principal and Assistant Principals (AP Administration and AP Religious Education) participate in both teams to ensure clear communication and timely action.

In 2026, St Matthew's Catholic Primary School will self-assess against all ten Child Safe Standards. Findings drawn from the self-assessment process will guide our ongoing actions and be documented in the School Safeguarding Plan, which is regularly updated and published to the community to ensure transparency and accountability.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Matthew's Catholic Primary School, child safety and wellbeing are supported through clear, accessible and consistently implemented safeguarding policies and procedures. The school aligns fully with Brisbane Catholic Education (BCE) system-wide safeguarding frameworks, ensuring that all policies and procedures meet legislative requirements and the expectations of the Child Safe Standards.

While St Matthew's does not maintain separate standalone safeguarding policies, the school implements, adheres to and champions BCE policies and procedures that are specifically designed to address child safety and wellbeing. These policies provide clear guidance on expected behaviours, reporting obligations, risk management, complaints handling and responses to concerns, ensuring consistent and compliant practice across all areas of school operations.

BCE safeguarding policies and procedures are informed by best-practice child protection frameworks and are regularly reviewed and updated to remain current and effective. At the school level, St Matthew's ensures these policies are contextualised and embedded into daily practice through induction processes, ongoing professional learning and clear communication with staff and volunteers.

School leadership ensures that safeguarding policies and procedures are communicated, presented and understood by all members of our school community. St Matthew's also ensures that these policies and procedures are readily and easily accessible by the school community. Key information is communicated to families through the provision and delivery of cohort and class parent information evenings, fortnightly school Newsletters and other school communications, providing transparency and focussing on shared accountability for child safety. St Matthew's also supports inclusive practice by enabling families from culturally and linguistically diverse backgrounds to access safeguarding information in appropriate formats where required.

All staff, volunteers and visitors at St Matthew's are expected to review, understand and implement BCE safeguarding policies as part of their professional responsibilities.

Through clear procedures, regular communication and consistent implementation, St Matthew's ensures that policies and procedures effectively support a safe, child-centred environment where student wellbeing is prioritised.

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)

