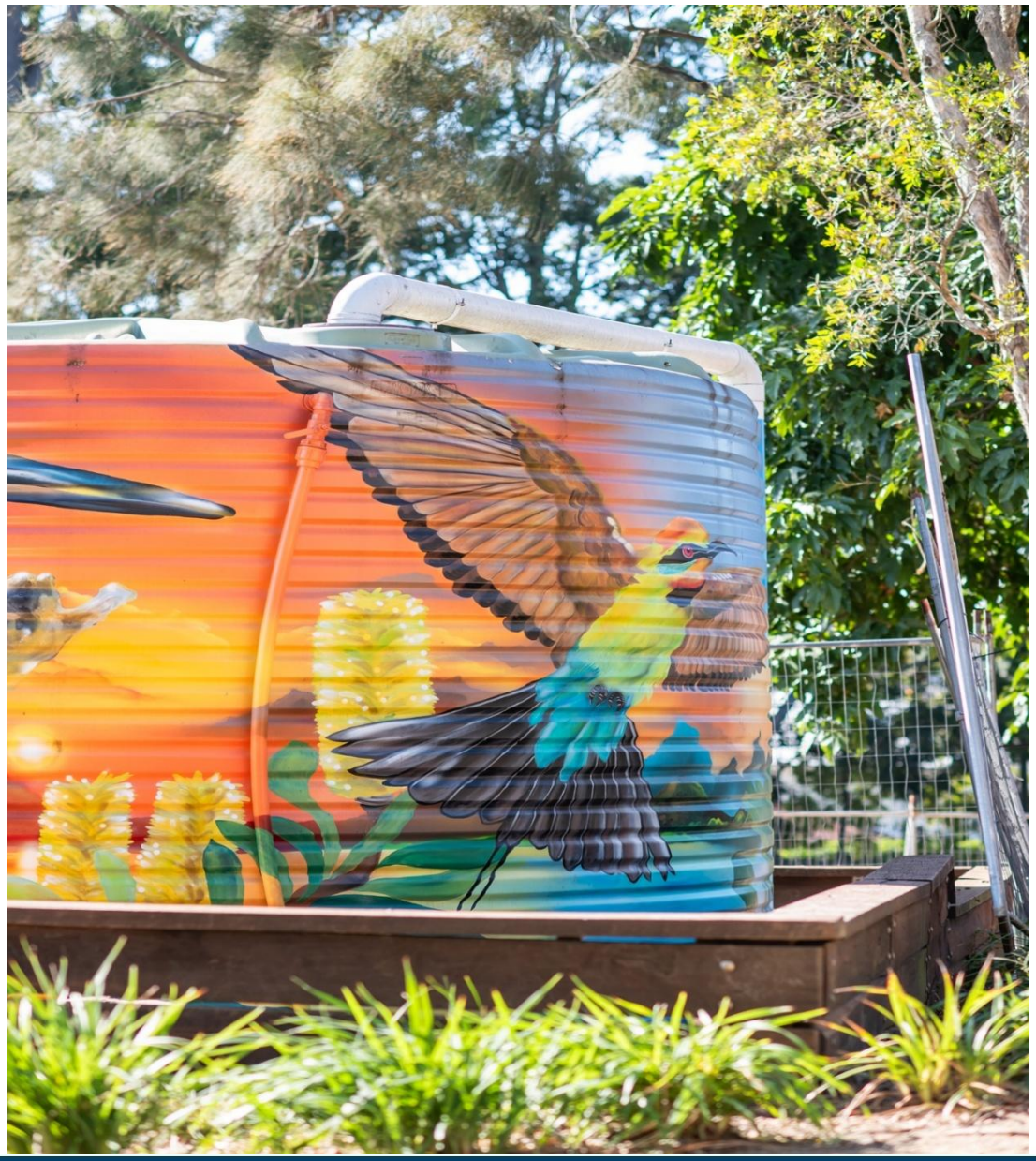
Our Lady of the Angels School
Safeguarding Plan
2026



Version: V3

Last updated: 29 October 2026

Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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Attributions

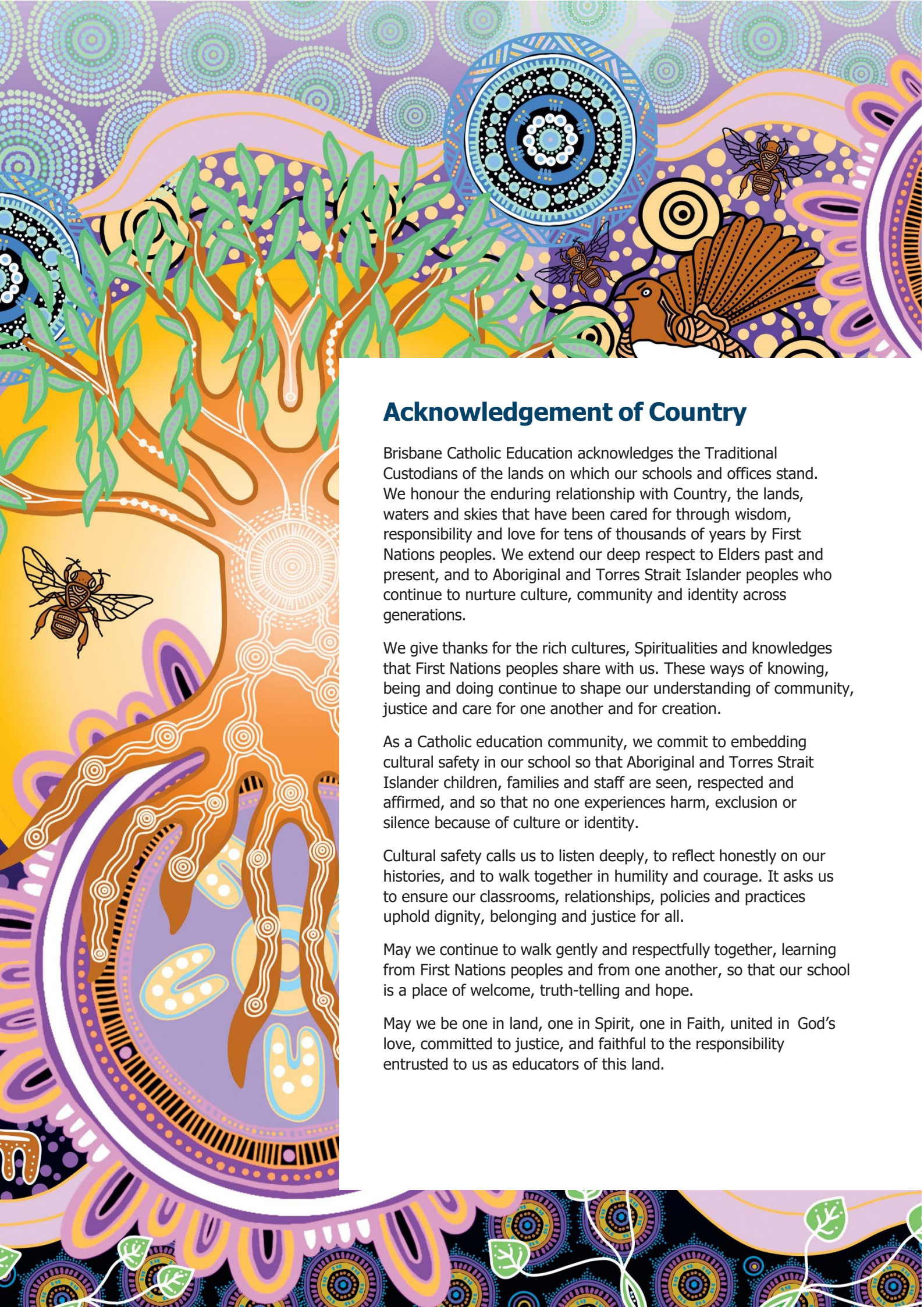
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Acknowledgement of Country

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.



Our Lady of the Angels, Wavell Heights, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

> 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.

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 Our Lady of the Angels to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Our Lady of the Angels Catholic Primary School demonstrates strong leadership and governance to ensure child safety is embedded in all aspects of school life. The principal leadership team actively promote a culture of safeguarding where the protection of children is everyone's responsibility. Child safety is prioritized in decision making and daily practice. Leadership Commitment:

- The principal and leadership team communicates that child safety and safeguarding are important at OLA
- Leadership models professional conduct, respectful relationships and appropriate boundaries
- Safeguarding is part of our professional conduct

Governance and accountability:

- The principal holds overall accountability for safeguarding and student protection
- Clearly identified Student Protection Contacts are appointed and made known to staff, parents and students at assemblies
- School governance aligns with BCE policies and the Archdioceses of Brisbane Safeguarding framework

Child Safe culture:

- Staff are encouraged to raise concerns without fear of negative consequences
- Leadership reinforces that protecting children is all staff's responsibility
- Child safety expectations apply to all adults, including staff, volunteers and contractors

Compliance and capability:

- Leadership ensures compliance with BCE student protection process and legislative obligations.
- Staff complete required safeguarding and student protection training, including induction processes
- Leadership seeks advice from BCE safeguarding and Student Protection Teams when required

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

Students at Our Lady of the Angels Catholic Primary School learn about their rights, safety and trusted adults through a consistent whole-school approach integrating curriculum, explicit teaching and daily practice. Protective behaviours and consent education are embedded across all year levels, and supported by external providers including Elephant Ed and The Resilience Project, helping students develop age-appropriate safety and help-seeking skills. Key messages are reinforced through assemblies, classroom discussions and visible resources, enabling students to recognise and respond to unsafe situations.

Student voice is gathered through surveys, Tell Them From Me data, classroom dialogue and leadership structures, and is triangulated with wellbeing and safeguarding data to inform responsive action. This has led to improvements such as enhanced play spaces and increased student-led opportunities. Staff are supported through professional learning, while the Guidance Counsellor provides targeted support for vulnerable students.

Evidence shows strong outcomes, with students feeling informed, heard and encouraged to participate. Ongoing priorities include:

- strengthening early delivery of protective behaviours,
- increasing student participation in decision-making
- further embedding culturally responsive, inclusive and trauma-informed practices that support all learners, including those from diverse backgrounds and communities.

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

Standard 3: Family and community

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

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

Our Lady of the Angels Catholic Primary School communicates safeguarding expectations to families through a clear, consistent and multi-layered approach that ensures information is accessible and embedded across the community. Families are informed through newsletters, the website, parent sessions and class presentations, with key information about Student Protection Contacts, procedures and programs such as Elephant Ed shared explicitly. Visible messaging, information evenings and social media posts further support families to understand and reinforce child safety and wellbeing at home.

Families and the wider community participate in initiatives through information sessions, school events, classroom involvement and the Parents and Friends Advisory Group. Ongoing communication and partnerships with providers such as Elephant Ed, The Daniel Morcombe Foundation and The Resilience Project support a collaborative, proactive safety culture.

Feedback from stakeholders is gathered through surveys, Tell Them From Me data and informal consultation, and is considered alongside staff and student perspectives to guide decision-making. Evidence shows strong engagement, with families reporting a high awareness of the school's approach, while opportunities remain to increase meaningful participation of family's in decision-making.

Planned improvements focus on:

- enhancing communication to further promote child safety and well-being
- expanding engagement opportunities
- strengthening partnerships to support a culturally responsive, inclusive approach to safeguarding.

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

Standard 4: Equity and diversity

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

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

Our Lady of the Angels Catholic Primary School promotes equity, inclusion and respect for diversity through student-centred practices embedded across policy, curriculum and daily life. The school responds to diverse student needs, including those with disability, from Culturally and Linguistically Diverse (CALD) backgrounds and Aboriginal and Torres Strait Islander communities, ensuring a safe and supportive environment for all. Adjustments are provided through coordinated processes involving teachers, the Student Support Team and families, supported by personalised planning and culturally responsive, trauma-informed practices.

Staff build capability through training and inclusive resources, while volunteers complete mandatory safeguarding training, ensuring a shared commitment to safety. Students access developmentally appropriate safeguarding information through explicit teaching, visual messaging and consistent reinforcement. These practices are further supported by wellbeing structures and the Guidance Counsellor to meet individual needs.

Evidence highlights strong inclusive practice and support systems, with ongoing monitoring of student data and student support processes. Planned improvements include:

- strengthening consistency of adjustments,
- enhancing staff capability
- further embedding inclusive, culturally responsive practices to support a safe, respectful and equitable environment for all students.

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

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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 focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Our Lady of the Angels' Primary School, we foster a culture where students, families, staff, volunteers and community members feel safe, respected and supported to raise concerns about safety and wellbeing. We recognise that listening and responding effectively to concerns is an essential part of creating a child safe environment. Students are encouraged to speak with trusted adults, Student Protection Contacts, teachers and school leaders whenever they have concerns about their own safety or the safety of others. Safeguarding information and reporting pathways are communicated regularly and are accessible to students, families and staff.

The school implements BCE policies and procedures to ensure complaints, disclosures and concerns are managed promptly, respectfully and in a child-focused manner. When concerns are raised, the safety and wellbeing of the child remain the primary consideration. Responses are guided by BCE Student Protection Processes and are informed by principles of procedural fairness, confidentiality, cultural safety and trauma-informed practice.

Staff receive ongoing training in student protection, safeguarding responsibilities and reporting obligations so they can confidently identify, respond to and report concerns. All staff understand their responsibility to take concerns seriously, document information appropriately and escalate matters through the correct BCE processes. Student Protection Contacts provide additional leadership, guidance and support to staff while working closely with BCE Student Protection personnel where required.

At Our Lady of the Angels', concerns and complaints are viewed as opportunities to improve student safety and wellbeing. School leaders actively monitor incidents, complaints and safeguarding data to identify emerging risks, strengthen preventative practices and ensure continuous improvement. Families are supported throughout complaint and concern processes through open communication, transparency and timely follow-up.

The school is committed to implementing the Reportable Conduct Scheme and BCE reporting requirements. Processes are in place to ensure allegations involving employees, volunteers or other personnel are managed appropriately, escalated when required and reported within legislative and BCE timeframes. Through these processes, Our Lady of the Angels' strives to ensure every student feels heard, respected, protected and supported.

- Student Protection Contacts are clearly identified and accessible to students, staff and families.
- Students are provided with multiple avenues to raise concerns or seek support.
- BCE Student Protection Processes and reporting procedures are implemented consistently across the school.
- Mandatory Student Protection Training completed and refreshed by staff as required.
- Safeguarding and complaint reporting pathways communicated through induction, newsletters, meetings and school information channels.
- Leadership team monitors safeguarding concerns, complaints and trends to inform continual improvement.
- Child-focused, trauma-informed and culturally safe responses underpin investigations and support processes.
- Reportable Conduct Scheme requirements and BCE escalation procedures are implemented where required.

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

Standard 7: Knowledge and skills

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

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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 harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Our Lady of the Angels' School, we are committed to providing physical and online environments that promote student safety, wellbeing and inclusion. We recognise that child safety is influenced by the environments in which students learn, play, interact and engage with technology. Through proactive risk management, supervision, facility design and digital safety practices, we seek to minimise opportunities for harm and create spaces where all students feel safe, supported and connected.

The school maintains safe, well-supervised learning and play environments through regular risk assessments, supervision processes, maintenance programs and site safety reviews. Student safety considerations are integrated into excursion planning, sporting events, camps, co-curricular activities and the day-to-day operation of the school. School leaders regularly review physical environments to identify and address potential risks and ensure compliance with BCE health, safety and wellbeing requirements. Our Lady of the Angels' School promotes a positive digital culture by explicitly teaching students how to use technology safely, responsibly and respectfully. Online safety education is embedded within the curriculum and supports students to understand cyber safety, respectful online behaviour, digital citizenship, privacy and responsible use of technology. Students are encouraged to seek help from trusted adults if they experience concerns in online environments.

Digital systems and devices used within the school are supported by BCE security measures, content filtering, monitoring processes and acceptable use requirements. Staff actively supervise student technology use and reinforce expectations for safe online conduct. Online safety considerations are incorporated into student wellbeing programs, behaviour support processes and family education opportunities throughout the year.

- Regular risk assessments conducted for the school grounds, learning spaces, play areas, excursions, camps and school events.
- Active supervision practices implemented across classrooms, playgrounds and school activities.
- Student safety and wellbeing considerations embedded within the school risk register and safeguarding processes.
- Online safety education delivered through curriculum programs and student wellbeing initiatives.
- BCE content filtering, network protections and acceptable use requirements support safe technology use.
- Staff model and reinforce safe, respectful and responsible online behaviour.
- Students are provided with age-appropriate opportunities to discuss online safety, cyberbullying and digital wellbeing.
- Facilities, learning spaces and school procedures are regularly reviewed to ensure they remain safe, accessible and inclusive for all students.
- Student voice and wellbeing data inform improvements to both physical and online environments.
- Parent information night regarding Cyber Safety.

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

Standard 9: Continuous improvement

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

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

Our Lady of the Angels is committed to continuously improving safeguarding practices so that children and young people feel protected, valued and heard. We use monitoring, self-assessment, safeguarding information and feedback to identify improvements and strengthen child-centred practice.

Monitoring and review: The school monitors and reviews safeguarding practices to ensure they remain effective, current and aligned with Brisbane Catholic Education policies and legislative requirements.

Self- assessment and assurance: The school undertakes BCE-directed self-assessment against the Child Safe Standards to identify strengths and gaps and provide assurance of effective practice.

Responding to safeguarding information: The school reflects on safeguarding and student protection information to inform improvements to supervision, processes or communication, seeking BCE advice where required.

Use of Feedback: Feedback from students, staff and families is considered to inform improvements to child safety, wellbeing and supervision practices.

Capability and Learning: Staff participate in ongoing safeguarding and student protection professional learning to maintain capability and respond to emerging risks.

Improvement Planning: The school uses findings from monitoring, self-assessment, safeguarding information and feedback to identify and prioritise safeguarding improvement actions. Actions are incorporated into school planning, with responsibilities and timeframes identified and progress reviewed to support ongoing improvement.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At OLA we adhere to the following policy implementation:

Policy framework:

- The school maintains a clear, accessible set of safeguarding and student protection policies aligned with Brisbane Catholic Education requirements

Documented Procedures:

- Procedures clearly describe how the school prevents harm, responds to concerns and meets mandatory reporting and safeguarding obligations

Accessibility and communication:

- Safeguarding policies and procedures are communicated to staff, families and the community and are accessible through school and BCE platform

Consistency with practice:

- Safeguarding policies and procedures are implemented consistently and reflected in day-to-day school practice and decision-making

Staff understanding:

- Staff are supported through induction and ongoing professional learning to understand and apply safeguarding policies and procedures.

Review and currency:

- Safeguarding policies and procedures are regularly reviewed and updated to ensure alignment with BCE guidance, legislation and emerging risks.

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


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