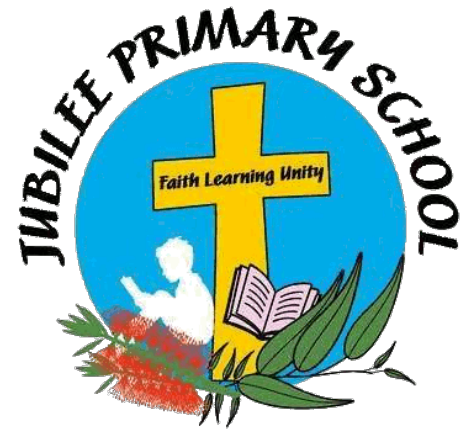


Jubilee Safeguarding Plan 2026



Version: Version 1

Last updated: 25 June 2026

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

Jubilee Primary School

34 Manra Way

Pacific Pines 4211

Koombumerri Country,

PO Box 486, Helensvale, QLD, 4212, Australia

5502 8566

www.jubileeprimary.qld.edu.au

Attributions

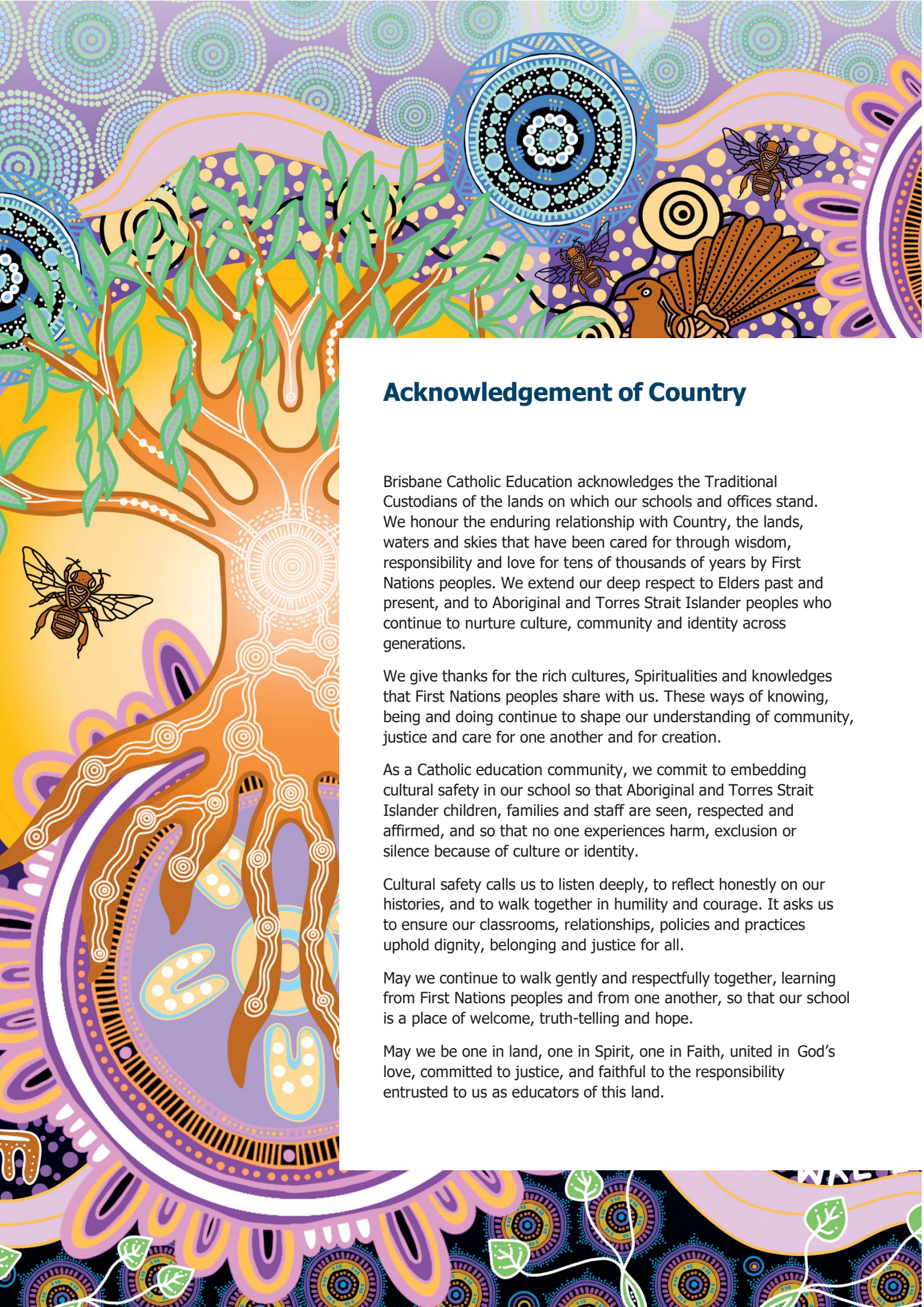
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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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.



Jubilee Primary School, Pacific Pines, 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 Jubilee 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 Jubilee we pride ourselves on a strong culture which places our students at the centre of all we do. We work collaboratively toward the development of the whole child, ensuring that opportunities are provided for all students to be the best that they can be. What is fundamental to this approach is the establishment and ongoing provision of a safe environment where student wellbeing sets a strong platform from which students can thrive.

As a team, we are clear that unless our students feel safe, nothing else can be effective.

Our staff are bound by a code of conduct as well as effective Student Protection Process which make clear the requirements of staff in their dealing with students. While these formalities exist for good reasons, Jubilee operates in a way which values the ideals on which these policies are created. Our data is very positive, demonstrating that our staff care about student wellbeing, know the impact they have on students and work effectively in ensuring students wellbeing and safety are our priority.

At Jubilee we have developed our own process, policies and ways of working to ensure that Safety and Wellbeing remain a focus. Compliance matters such as Student Protection processes are strictly adhered to and communicated to all stakeholders to ensure clarity. In all matters of safety, we work closely with parents to ensure that we are on the same page in terms of effective processes. In ensuring we are responsive to the needs of our students, we have developed our own program 'Be Connected' which aims to ensure strong social connections and clarity around each person's rights, responsibilities and expectations as a student at Jubilee. We place a stronger focus on the first five weeks of the school year as the establishing phase of a culture which actively demonstrates care for others. Decisions around staffing structures and recruitment reflect our commitment to wellbeing. In recent years, new roles have been enacted to facilitate for attention where it is needed and more eyes on more students more often.

Jubilee has effective policies and process addressing Student Safety and Wellbeing, but more importantly has a culture which is upheld by a staff who care about the needs of our students.

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:

Jubilee students learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels.

Students are explicitly taught about who the Student Protection Contacts (SPCs) are at Jubilee and child-safe reporting pathways in age-appropriate ways. This is done through Morning Muster routines, assemblies and in classrooms to ensure students know who they can talk to, how to ask for help, and what happens when a concern is shared.

Student voice collected in the Tell Them From Me survey is analysed each year to inform Annual Planning processes, with the commitment to continuous improvement. Student Voice is also utilised to inform modifications to school events and priorities. We feel that this process enables us to support students to see the link between their voice and school change here at Jubilee.

At Jubilee, students show strong attendance to a wide range of lunchtime clubs, to support a strong sense of belonging. These supervised clubs also support children to connect with peers or who are looking to make new friends. Staff model for students how to create these connections with peers and support them develop their Personal and Social Capabilities. These clubs and attendance are reviewed and adjusted based on student voice.

Staff on duty in the playground are proactive, visible and tuned into peer dynamics. All staff intervene early in conflicts, model respectful interactions, and support inclusive play.

We value an authentic connection with our parent community with the children at the heart of our decisions. We prioritise consultation in relation to student learning, engagement and wellbeing. Our active P&F work closely with school staff to create events and practices, shaped by feedback and aimed at maximising a sense of belonging within the Jubilee community.

We collaboratively construct planning tools such as personalised learning plans, and behaviour support processes with families and students where appropriate. When we meet with students about these plans, Support Teachers will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal-setting and reflect on their own progress.

Our educators attend professional learning each term covering a variety of contemporary topics impacting students today. A key focus for this training is strengthening child safety, cultural safety and trauma-informed practice. These sessions equip staff to create learning environments where every student feels safe, valued and capable of learning and growth.

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 Jubilee, 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.

Jubilee has an active and welcoming Parent & Friends group that contributes to how parent voice will be included in our operations and governance of the school. This team, along with consultative groups, 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.

Parent voice collected in the Tell Them From Me survey is analysed each year to inform Annual Planning processes, with the commitment to continuous improvement. Parent Voice is also utilised to inform modifications to school events and priorities.

We include First Nations community representatives on our Reconciliation Action Plan Working Group and other consultative groups across the school, to review school policies and practices through cultural and lived-experience lenses. They contribute to the design and delivery of learning, along with how to ensure Jubilee can create a welcoming and culturally safe space.

At Jubilee, safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes and decisions.

Our 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.

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 Jubilee, staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach. These adjustments are noted in their individual support plan (if applicable), which is routinely reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each student's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach. In the same way, Jubilee staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.

We recognise that some students experience additional barriers to feeling safe, included and heard, and we take deliberate steps to respond to this in our operations and everyday practice. This includes recognising that students may experience diverse experiences, and responding in ways that are supportive culturally safe, inclusive and trauma-informed, tailored to the student and their individual context.

At Jubilee, we understand and value different knowledge systems and perspectives about student safety (including Aboriginal and Torres Strait Islander ways of knowing, being and doing) when we treat First Nations students, their families, staff and the community as authoritative sources of insight, and when that valuing is visible in what we prioritise, how we listen, and how decisions are made. At Jubilee, we are committed to making our school space safe and inclusive. We are committed to seeking the voice of Aboriginal and Torres Strait Islander students, families and community members, where possible to inform continuous improvement, including through the school's Reconciliation Action Plan.

Our students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, Monday Morning Musters, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

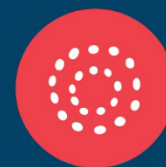
In line with our implementation plan, at the end of Term 4 we will explain:

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

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

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

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

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

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At Jubilee, we consistently look for ways to improve in all areas. In this recent five year cycle, we have significantly revised our approach to learning and teaching and to safeguarding practices.

Recently, after an analysis of student data, we developed our own program called 'Be Connected' which aims to achieve a number of purposes. Firstly, by ensuring better social connections at school, anti-social and 'bullying' type behaviours are reduced. Secondly, our program aims to ensure all students are aware of the full range of emotions they may experience at school, and more importantly, how to address these when they are experienced. Finally, Be Connected aims to provide all students with greater clarity around expectations and consistency around wording and terminology.

At all times, data and staff voice are used to inform revised practices. Our Positive Behaviour for Learning Team meet termly to identify data trends, discuss areas of strength as well as address areas of difficulty and propose possible ways forward for our school. Changes made as a result of this process include:

- Changes to break time arrangements which saw an 85% reduction in incidental break time behaviour issues.
- Refinement in staff responsibilities and expectations particularly during break times, and transitions.
- Greater clarity of expectations for students and staff.
- A strengthening of a school culture which demonstrates that voice from all stakeholders is important and valued.

Jubilee has continued to keep pace with required changes in legislated policy and practice with regard to student safety and wellbeing. Each year, we adjust practices and processes in areas including Risk and Compliance, Safeguarding and Wellbeing.

All improvements are communicated widely and effectively to ensure clarity around the reason for changes and the revised requirements for all. Culturally, there is an understanding that Safety and Wellbeing is everyone's responsibility and there is a high level of cohesion from all staff in addressing this.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

The range of policies and practices in place at Jubilee exist to guide actions and behaviours and to exemplify our culture of care. In previous years, the Child and Youth Risk Management Policy has provided an overall picture of how we ensure safety for all students. Other policies and procedures include:

- School Behaviour Support Plan – Our School plan which aims to ensure behaviour is addressed both proactively as well as reactively. A core component of this is the manner in which we address bullying and bullying type behaviour.
- Be Connected – As an addition to our school behaviour plan, we have developed and implemented 'Be Connected'. A program designed to strengthen social connections and clarify expectations of students.
- Attendance and Roll Marking Policy and Procedure – This provide context around the importance of high levels of attendance, how we work to ensure that this remains a priority and how we work in ensuring accuracy and communication of attendance marking.
- Helping Hands – A local school practice which provides tangible support for families in need, including provision of meals and other support where possible.
- Parent Volunteers – Provides clarity around the roles of parents volunteers, what is required to undertake this role and the importance of the contribution these volunteers make.
- Codes of Conduct – Our Codes of Conduct for both Staff and Parents help to guide interactions and conduct and provide a point of clarity around how we model right relationships and appropriate conduct for our students.
- Safeguarding Policy – Including Student Protection processes ensuring our most important role of maintaining and strengthening safety for all is prioritised.
- Complaints Process – Providing clarity for all around avenues to ensure complaints can be received and addressed. These complaints form an important part of our improvement processes.
- Acceptable use for IT – Providing clarity for all regarding expectations of use of technology.
- Safeguarding in recruitment etc-
- Specific Days highlighting need.

Alignment of policies, practices and culture help to contribute toward an environment which prioritises safety and wellbeing and provides a foundation from which all can thrive.

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)

