HOLY SPIRIT COLLEGE
Igniting Spirit • Inspiring Minds
FITZGIBBON

Holy Spirit College
Safeguarding Plan 2026



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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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[Pages - Welcome to Holy Spirit College]

Attributions

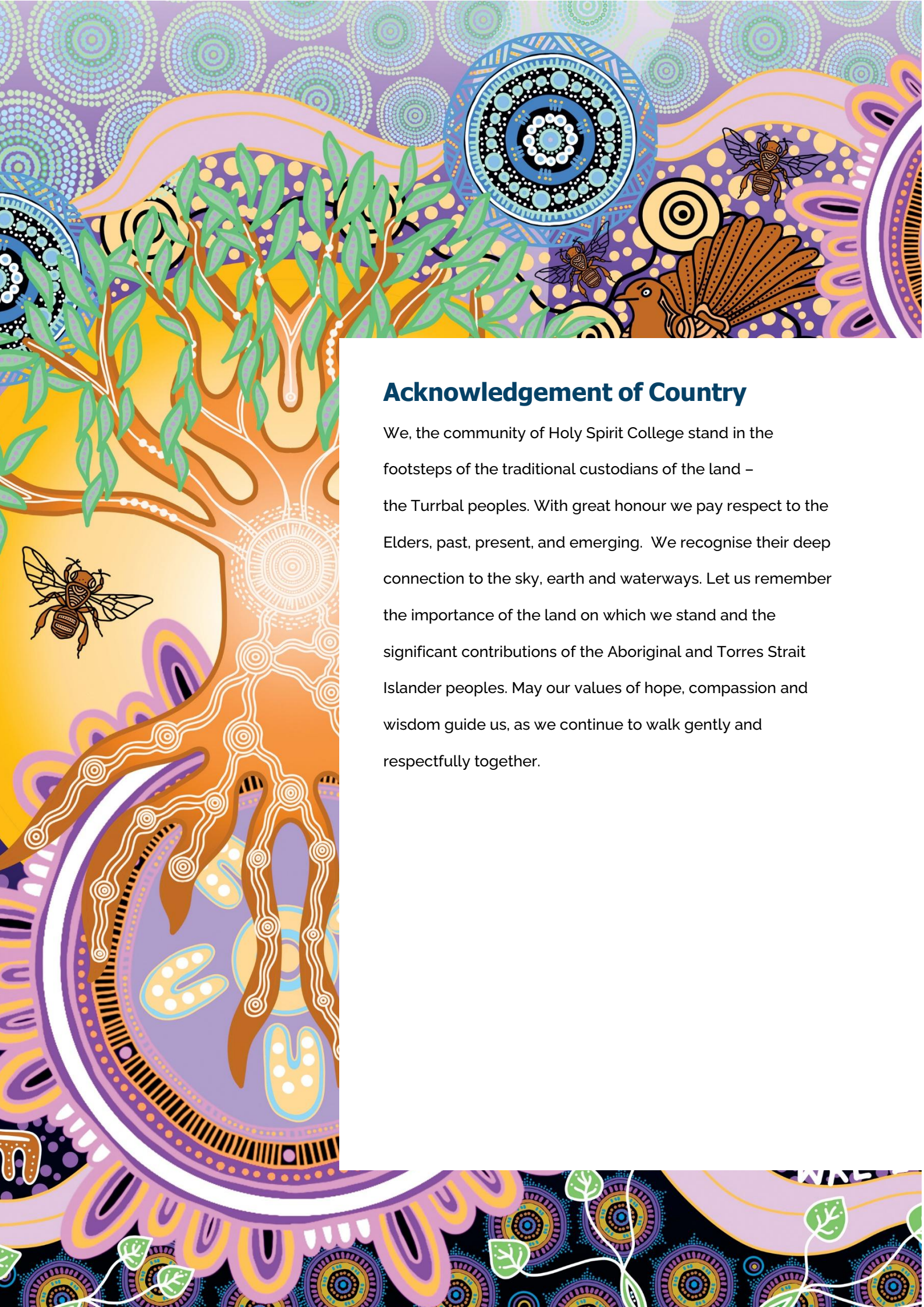
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Acknowledgement of Country

We, the community of Holy Spirit College stand in the footsteps of the traditional custodians of the land – the Turrbal peoples. With great honour we pay respect to the Elders, past, present, and emerging. We recognise their deep connection to the sky, earth and waterways. Let us remember the importance of the land on which we stand and the significant contributions of the Aboriginal and Torres Strait Islander peoples. May our values of hope, compassion and wisdom guide us, as we continue to walk gently and respectfully together.

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.



Holy Spirit College, Fitzgibbon, 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.

> 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.

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 Holy Spirit College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The 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:

Holy Spirit College's Statement of Commitment: Holy Spirit College is committed to the safety, development, and wellbeing of all students during their educational experience at our school. Holy Spirit College respects the dignity, self-esteem and integrity of every child and young person and forms part of our Christian belief that every person is made in the image of God and children and young people are entrusted to us by the love of God. We are committed to promoting an educational environment in which each child is safe, valued for their uniqueness and respected.

Holy Spirit College is actively committed to fostering a community of safeguarding that recognises and upholds the dignity and rights of all children. We encourage open communication whereby families and members of the community are informed of relevant issues and participate in decisions about the safety of children. It is particularly important to us to look for avenues to empower children to have a say and be listened to. We actively seek to become and remain informed of the causes and signs of child abuse and neglect through regular training and review of processes. When information is received about concerns or witness any matter relating to abuse of a child, we respond appropriately and report any such concerns to the appropriate authority. This includes contacting the police immediately where there may be immediate risk of harm to any person, especially a child.

Every person within Holy Spirit College who comes in contact, or works, with children seeks to uphold the dignity of all children and commits to establishing safe and supportive relationships. Holy Spirit College has documented policies and procedures to prevent risks to children and build a strong culture of safeguarding. All staff and volunteers are expected to follow these policies and procedures.

These policies and procedures contribute to the culture of care and protection of all children. All activities with children are planned, organised and reviewed, proactively considering potential risks and strive to ensure risks are reduced, and eliminated where possible.

Everyone is encouraged to communicate any area of concern or where you think our approach may need improvement. Anyone who brings forward a suspicion, concerns, knowledge or allegation of current or past abuse of a child to Holy Spirit College will be responded to with sensitivity, respectfully, actively and in a timely manner, in line with our lawful obligations and our own policies and procedures relating to complaints.

Our safeguarding policies and practices, at both a system and local level, are regularly audited to make sure they always support a culture and practice that puts the safety of children at the centre of our thinking and action. We listen to the voices of children as we constantly strive to remain vigilant and make improvements.

[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:

Holy Spirit College ensures that children and adults are safe, informed, and actively participate in safeguarding practices. Students are taught about their rights, personal safety, respectful relationships, and how to raise concerns through curriculum programs aligned with the Australian Curriculum and the Respectful Relationships Hub. Students are encouraged to express their views, have a voice, and be listened to in matters that affect their safety and wellbeing.

Clear information is provided to students, parents, staff, volunteers, and visitors about child protection processes, expected behaviours, and how to report concerns. The Student Protection Processes are accessible through the College website and supported by school-based flowcharts that guide staff responses. Student Protection Contacts are clearly identified and promoted through posters, the website, and parent information sessions.

All staff receive mandatory Student Protection Training annually and are trained to respond appropriately to disclosures and suspicions of harm. Parents and carers are supported through information sessions and access to BCE resources, including the Student Protection Parent/Carer Toolkit. Supports are available for students and families impacted by disclosures or concerns, including internal supports and referrals to external agencies where required.

[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:

Holy Spirit College works in partnership with families, carers, and the wider community to promote student safety and wellbeing. Parents and carers are informed of safeguarding policies, procedures, and expectations through the college website, parent information sessions. And direct communication with the College.

The College provides parents and carers with accessible information about student protection processes, who to contact if they have concerns, and how safeguarding matters are managed. Opportunities are provided for families to engage with the College on matters related to student wellbeing, behaviour support, and safety.

Holy Spirit College ensures that volunteers, contractors, clergy, and external providers understand and comply with safeguarding expectations through clear induction processes, access to Codes of Conduct training requirements, and screening obligations. The College works collaboratively with Brisbane Catholic Education, external agencies, and support services to respond effectively to complex student wellbeing and protection matters.

[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:

Holy Spirit College is committed to safeguarding all students, with particular attention to those who may be more vulnerable, including Aboriginal and Torres Strait Islander student, students from culturally and linguistically diverse backgrounds, students with disabilities, and students in out-of-home care.

The College promotes an inclusive and respectful environment where diversity is recognised and valued. Policies, procedures, and practices are designed to ensure that safeguarding measures are accessible and responsive to the diverse needs of students and families.

Staff receive training and guidance to support inclusive practices and respond appropriately to the unique needs of students. Student wellbeing services, including the Guidance Counsellor and BCE wellbeing specialists, provide targeted support for students who are vulnerable or at risk. Communication is adapted where necessary to ensure information is accessible to all families, and reasonable adjustments are made to support student safety and participation.

[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:

Holy Spirit College applies Brisbane Catholic Education recruitment, selection and appointment procedures to ensure that staff engaged to work with students are appropriately qualified, suitable and committed to child-safe practice. Position advertisements communicate BCE's commitment to child safety, and recruitment processes include robust reference checks and targeted interview questions relevant to safeguarding and working safely with children and young people.

All non-teaching staff, relevant volunteers, trainee students and other staff who require a Working With Children Card must hold a current Positive Notice Blue Card or exemption card before commencing child-related work. Teachers must provide evidence of current registration with the Queensland College of Teachers. The College maintains staff and volunteer registers, links relevant persons to the College through the Blue Card Services Organisation Portal and monitors screening requirements to ensure they remain current. New staff complete induction and mandatory student protection training prior to working with students. Staff are required to comply with the BCE Code of Conduct and maintain appropriate physical, emotional and online boundaries. Volunteers, contractors, clergy, religious and other third parties complete the relevant registration, declaration and safeguarding training requirements and are provided with clear directions, supervision and support appropriate to their role.

The Principal is responsible for managing staff conduct and work practices, recognising practices that promote student safety and responding promptly to conduct that may place a student at risk. Where concerns, complaints, unsatisfactory performance or misconduct involve a staff member, volunteer or other person, the College follows the relevant BCE Student Protection, Workplace Complaints, Employee Misconduct and performance management procedures, with support from BCE where appropriate. Evidence of practice includes employee and volunteer screening records, Blue Card and exemption-card registers, QCT registration checks, completed induction and training records, codes of conduct and documented supervision arrangements. Planned improvements include continuing to review recruitment and induction practices, auditing screening registers and third-party compliance, and strengthening records that demonstrate how safeguarding expectations are monitored throughout each person's engagement with the College.

[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:

Holy Spirit College is committed to ensuring that students, families, staff and community members can raise concerns about student safety and wellbeing in a clear, accessible and supportive manner. Information regarding Student Protection Processes, reporting pathways and complaints procedures is available through College website, parent information sessions and College communications. Student Protection Contacts are clearly identified and promoted throughout the College community and are available to receive concerns, disclosures and complaints.

All concerns are responded to in a child-focused and supportive manner, with the safety and wellbeing of the student remaining the paramount consideration. Students and families have access to support through the Guidance Counsellor, Student Protection Contracts and BCE specialist staff where required. Staff receive annual Student Protection Training to ensure concerns are recognised and responded to appropriately and sensitively.

The College follows BCE Student Protection, Complaints Management and Employee Misconduct procedures to ensure complaints are appropriately documented, managed, escalated and resolved. Where required, concerns are reported to external authorities, including Child Safety and the Queensland Police Service. The College also implements the Queensland Reportable Conduct Scheme through BCE safeguarding and employee misconduct processes, with support from the BCE Employee Relations and Student Protection Team.

Evidence of practice includes annual mandatory training for staff, four designated Student Protection Contacts, established reporting processes, electronic documentation systems and ongoing wellbeing support for students and families. Planned improvements include continuing to strengthen student awareness of reporting pathways, increasing community understanding of safeguarding processes and reviewing complaints management practices through the College's annual safeguarding review cycle.

[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:

Holy Spirit College applies Brisbane Catholic Education recruitment, selection and appointment procedures to ensure that staff engaged to work with students are appropriately qualified, suitable and committed to child-safe practice. Position advertisements communicate BCE's commitment to child safety, and recruitment processes include robust reference checks and targeted interview questions relevant to safeguarding and working safely with children and young people.

Holy Spirit College ensures that staff have the knowledge, skills and awareness required to keep students safe. All staff complete Mandatory Student Protection Training, which supports them to recognise, respond to and report concerns involving abuse, harm, neglect or inappropriate behaviour towards students. New staff complete this training before commencing work with students. Safeguarding knowledge is reinforced through annual mandatory training, staff meetings, professional refresher training and ensures staff can access current BCE policies, procedures and resources through Spire. Annual Privacy and Data Breach Awareness training also supports staff to manage student information appropriately. Student Protection Contacts undertake specialised training for their role, including induction for newly appointed contacts, refresher training every two years and advanced skills training every four years. The College also provides staff with guidance and professional learning relating to student wellbeing, diversity and inclusion, students with disability, students in out-of-home care, respectful relationships, bullying and harassment, challenging behaviour and other matters that may affect a student's safety and participation. Volunteers and third parties complete the relevant BCE Volunteer Training or Third Party Training and are informed of expected conduct, safeguarding responsibilities and how to report concerns about student safety. The Principal ensures that staff and volunteers receive the directions and support needed to carry out their roles safely and understand that safeguarding and reporting concerns are shared responsibilities.

[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:

Holy Spirit College is committed to providing safe physical and online environments that support the wellbeing, participation and protection of all students. Student safety is promoted through effective supervision practices, visitor management procedures, emergency and critical incident planning, and risk assessments that support both daily operations and high-risk activities. The College also maintains clear expectations regarding student supervision, use of facilities and the protection of student privacy.

The College promotes online safety through curriculum programs, respectful relationships education and the responsible use of technology. Students are supported to develop safe and responsible online behaviours, while staff model appropriate digital conduct through compliance with the BCE Code of Conduct, privacy requirements and professional standards. Staff follow clear guidelines regarding the use of technology, social media, photography and the management of student information, including restrictions on the use of personal devices to store student information or images.

Physical and online risks are regularly identified, assessed and managed through documented risk assessment processes aligned with BCE procedures. Risk assessments are completed for classrooms, excursions, camps, retreats, sporting activities and other high-risk events to ensure that appropriate safeguards are implemented and reviewed.

Evidence of practice includes documented supervision procedures, visitor management processes, risk assessments for high-risk activities, online safety education and annual privacy and safeguarding training for staff. Planned improvement include continuing to review supervision practices and physical environment, strengthening student voice regarding safety matters, enhancing digital citizenship education and monitoring emerging online risks through the College's annual safeguarding review process.

[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:

To ensure accessibility and supportive information/training the Principal implements and communicates Holy Spirit College's Safeguarding Plan to employees, parents/carers, volunteers and other personnel. This includes: (i) placing the document on the College's website; (ii) providing a printed copy upon request; (iii) providing training to the College's employees; (iv) ensuring volunteers and other personnel (including relevant contractors and suppliers) review the document; (v) ensuring the mandatory training in respect of student safety, as referred to in this document, is adhered to. To ensure that Holy Spirit College's Safeguarding Plan remains current and effective, this document is monitored and reviewed annually.

Also, if Holy Spirit College identifies concerns, particularly following an incident, Holy Spirit College's Safeguarding Plan will be reviewed, and any actions documented. Issues to be considered in the review may include: (i) whether BCE and school policies and procedures were followed; (ii) whether any incidents/concerns relating to risk management regarding children and young people occurred; (iii) the effectiveness of the process used to manage any incidents; (iv) the effectiveness of BCE's and Holy Spirit College's policies and procedures in preventing or minimising harm to children and young people; and (v) the content and frequency of training in relation to BCE's or Holy Spirit College's Safeguarding Plan. Following the review, employees, parents/carers and volunteers at Holy Spirit College are advised of any significant changes to BCE's or Holy Spirit College's policies and procedures because of the review and appropriate training or information will be provided.

[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:

Holy Spirit College enacts Safeguarding Child Safety Standard 10 through a clearly documented and implemented College Safeguarding Framework that sets out how the College is safe for children in practice. This framework operates within the Catholic Archdiocese of Brisbane Safeguarding Framework and is aligned with the BCE Safeguarding Policy, ensuring consistency with system-wide governance and expectations. The College has documented and mandated safeguarding policies and procedures that apply to all staff, volunteers, parents/carers, visitors, suppliers and third parties, including codes of conduct, student protection processes, recruitment and screening requirements, behaviour support, complaints management and risk management for daily and high-risk activities. These policies are actively operationalised through induction, mandatory and ongoing safeguarding training, clear reporting processes, and defined leadership accountability, with the Principal responsible for implementation, compliance and response to concerns. Safeguarding policies and procedures are accessible through College and BCE websites and internally via Spire and inSPIRE, with support for accessibility needs, and are regularly audited and reviewed to ensure they remain current, effective and centred on the safety and wellbeing of students.

[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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