

Good Shepherd Catholic Primary School

Safeguarding Plan

2026



Version: [1.3](#)

Last updated: [3 September 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

Good Shepherd Catholic Primary School

58 Opperman Drive, Springfield Lakes, 4300.

Jagera, Yuggera and Ugarapul Country,

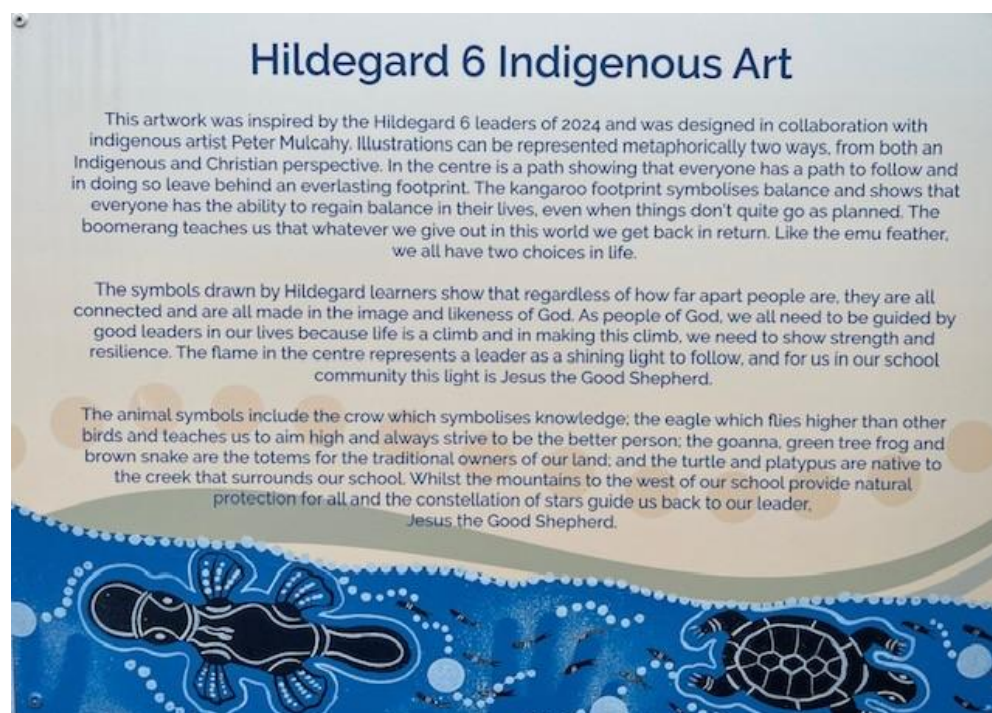
PO Box 4317, Springfield, 4300

07 3437 5000 www.goodshepherd.qld.edu.au



Attributions

Artwork: Hildegard 6 Indigenous artwork by Peter Mulcahy, 2024.



Cover: ©Brisbane Catholic Education, Good Shepherd, 2024

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.



Acknowledgement of Country

We, at Good Shepherd Catholic Primary School, acknowledge the Ugarapul, Yuggera and Jagera people, the Traditional Custodians of the land on which we gather.

We express our gratitude and respect to the Elders, past, present and emerging, who have nurtured and maintained spiritual and cultural connections to this land for over 65,000 years. They are stewards of this land, where learning and ceremonies have been carried out across generations.

The Good Shepherd community deeply respect their culture and their connection to country, which was, is and always will be, strong. Together, we strive to create a world where all Australians are treated as equals.

(Written by Year 6 Learners 2023)

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.



Good Shepherd Catholic Primary School, Springfield Lakes, 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 Good Shepherd Catholic Primary School 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.
Good Shepherd Catholic Primary School | Safeguarding Plan March 2026, V 1)

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:



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:

Good Shepherd Catholic Primary School embeds child safety and wellbeing in its governance and daily culture and clearly communicates its safeguarding commitment to families. This is grounded in Catholic tradition and supported by accessible information, including the School Safeguarding Plan and the Archdiocese of Brisbane Safeguarding Commitment, with interpreting available as needed.

The school works to ensure every child feels welcome, safe and respected, acknowledging Jagera, Yuggera and Ugarapul Country and strengthening belonging for Aboriginal and Torres Strait Islander children and families. Practices are developed with consultation and shared openly, including how the Queensland Child Safe Standards are applied and how concerns can be raised.

A child safe culture is reinforced through visible leadership and principal-led oversight via the Safeguarding Committee. Wellbeing supports include Circle Time, restorative practices, Student Support Team processes, check-ins and targeted interventions, plus regulation spaces such as calm areas and classroom calm corners.

Safeguarding is strengthened through data, feedback and student and staff voice, including measures of staff confidence to speak up. Governance is coordinated through leadership roles and a documented Safeguarding Committee, supported by self-assessment and compliance with the Brisbane Catholic Education Code of Conduct and training requirements.

Risk management focuses on preventing and reducing risks through supervision and coordination during building works and playground changes, and clear communication with families. Growth planning includes council partnership on traffic, monitoring attendance with follow-up, and applying procedures and risk assessments for excursions, transitions and emergencies, supported by planned wellbeing check-ins and supervised routines for the wellbeing dog.

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

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Good Shepherd Catholic Primary School, students are explicitly taught about their rights, safety and trusted adults through embedded whole-school practices. Student protection contacts are displayed in all classrooms and regularly reinforced. The Behaviour Curriculum, alongside Berry Street practices, Zones of Regulation and Circle Time, supports understanding of emotions, boundaries and help-seeking. Initiatives such as Day for Daniel and engagement with external agencies (e.g. police sessions) further strengthen awareness of personal safety and trusted supports.

Student voice is actively gathered through formal and informal processes embedded in everyday practice. Students contribute to Personalised Learning Plans (PLPs), ensuring their perspectives inform learning and wellbeing decisions. Regular circle time and welcome circles provide opportunities to share experiences and raise concerns, while whole-school survey data (e.g. TTFM) informs planning and priorities.

Student participation is further reflected in decision-making at both classroom and whole-school levels. Students contribute to PLPs, shaping learning adjustments and supports, and survey data informs school priorities. Students have been consulted on school facilities, including contributing ideas to playground design, and leadership opportunities (e.g. Year 6 students supporting safety practices in pickup areas) demonstrate active student contribution to a safe and supportive environment.

Cultural safety is embedded through inclusive practices that recognise and support student identity and belonging. Targeted opportunities such as the Cultural Club affirm cultural identity and connection, supported by staff who undertake training to strengthen culturally responsive practice. Inclusive play, structured support programs and proactive staff engagement during break times ensure all students, particularly those who may feel isolated or vulnerable, experience a sense of safety and belonging. These approaches reflect a strong commitment to ensuring all students feel respected, included and supported.

Current evidence shows a strong whole-school approach to embedding student voice in safeguarding through explicit teaching, visible supports, wellbeing programs and participation opportunities. Strengths include Berry Street, Behaviour Curriculum delivery and visible protection processes. Ongoing improvements include curriculum development, expanded staff resources and planned behaviour-aligned signage, reflecting continued commitment to strengthening student voice and safety.

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 Good Shepherd Catholic Primary School safeguarding expectations are clearly and consistently communicated to families through newsletters, information sessions, and leadership messaging. Families receive guidance on student protection, safe behaviours, and raising concerns, alongside clear explanations of school procedures such as entry protocols, behaviour support, complaints processes, and student protection pathways.

Families and the wider community actively contribute to student safety and wellbeing through both formal and informal opportunities. They engage in PLP meetings, behaviour and risk planning, and activities such as camps, while community events and partnerships (including networks like the Springfield Coalition) strengthen shared responsibility for student wellbeing.

The school values families as partners in decision-making and improvement. Parents are supported to provide feedback, while leadership maintains strong relationships with community organisations and OSHC providers. Inclusive practices, such as interpreters and translated communications, ensure all families can engage meaningfully.

The school uses a range of processes to gather and respond to feedback from families and the community, ensuring their voices inform continuous improvement. Feedback is collected through structured meetings (such as PLP and student support meetings), enrolment interviews, and ongoing communication regarding student progress and concerns. Families are encouraged to raise concerns through clear complaint processes aligned with BCE policy, and the school ensures timely follow-up and communication regarding outcomes. Evidence shows that feedback is actively used to refine practices, with changes made to processes such as PLR meetings and broader safeguarding approaches to better support student safety and wellbeing.

Current evidence demonstrates a strong, collaborative approach to engaging families and the community in safeguarding practices. Established processes include consistent communication through newsletters, structured opportunities for family involvement, clear complaint pathways, and partnerships with community organisations. The school shows responsiveness through documented adjustments to processes based on feedback and a commitment to inclusive practices, such as translation supports and culturally responsive engagement. Planned improvements are reflected in the continued refinement of communication processes, ongoing strengthening of partnerships, and further alignment of family engagement practices with safeguarding priorities, ensuring a responsive and inclusive approach to student safety.

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:

Good Shepherd Catholic Primary School promotes equity, inclusion and respect for diversity, including disability, EALD, children in Out of Home Care, Gender Diversity, Refugees and Asylum Seekers, and Indigenous students. This is done through a whole-school approach that embeds inclusive practices across teaching, wellbeing, and community life. Initiatives such as Berry Street practices, including welcome circles and "ready to learn" routines, support a shared sense of belonging and inclusion for all students. Programs such as Cultural Club and Defence Club, Harmony Week activities celebrate diversity and foster respect for different identities and backgrounds. A multi-tiered system of support ensures that all students are recognised and supported according to their individual needs, reinforcing a culture where diversity is valued and inclusion is actively promoted.

Supports for diverse learners are delivered through a structured, evidence -informed multi-tiered approach, with more than 40% of our students accessing targeted interventions. A coordinated team ensures consistent identification, planning and monitoring, while EAL/D processes, translation services and risk assessments provide responsive adjustments that support equitable access to learning and wellbeing.

Cultural safety and anti-discrimination are embedded through proactive, culturally responsive practices. Initiatives such as Cultural Club and the RAP committee support identity, while racism is treated as a student protection issue. Staff training ensures trauma-informed, culturally safe responses so all students feel respected, safe and supported.

Students access safeguarding information through clear, visible, and age -appropriate approaches. Student protection contacts and culturally appropriate visual supports are prominently displayed, while classroom practices—such as covenants, rules, and behaviour expectations—reinforce key messages. These strategies ensure all students can access and understand safety information.

The school demonstrates a strong, embedded approach to equity, diversity and inclusion through structured systems, inclusive practices and targeted programs. Key strengths include Berry Street practices, multi -tiered supports and culturally responsive initiatives, with ongoing staff training and system refinement supporting continuous improvement in equity, safety and student wellbeing.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Good Shepherd Catholic Primary School, we are committed to ensuring that all concerns and complaints are managed in a child-focused, culturally safe, respectful and transparent manner. Children, families, staff and volunteers are provided with multiple opportunities to raise concerns, including speaking directly with a staff member or member of the leadership team, via email, telephone, in person, or through BCE complaint pathways. Information about complaint processes, safeguarding responsibilities and reporting pathways is communicated through school handbooks, policies, staff training, volunteer induction processes and regular community communications.

At Good Shepherd, all complaints receive an initial response within 48 hours of receipt. Concerns are acknowledged promptly and managed in a manner that prioritises the safety, wellbeing and best interests of children and young people. Where required, matters are documented, investigated and escalated in accordance with BCE Student Protection Processes, safeguarding requirements and the Reportable Conduct Scheme

Our approach is informed by trauma-aware and child-focused practices. Students are listened to, supported and informed throughout any process, with opportunities to share their views in a safe and supportive environment. Families are kept informed, confidentiality is maintained, and appropriate supports are provided to minimise the risk of further distress.

The school maintains a complaints register to document concerns, monitor actions taken and identify emerging trends. Regular review of complaint data supports continuous improvement and assists the leadership team to monitor safeguarding risks, strengthen preventative practices and improve communication and support for students and families

Through ongoing staff training, implementation of safeguarding policies, adherence to BCE complaint management procedures and compliance with the Reportable Conduct Scheme, Good Shepherd continues to strengthen a culture where every child feels safe, heard, respected and supported.

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:

Good Shepherd Catholic Primary School is committed to providing safe, inclusive and supportive physical and online environments where every student can learn, participate and thrive. Through a multidisciplinary Student Support Team, the school works closely with families and external professionals to identify student needs and implement appropriate supports, including Personalised Learning Plans, health plans, behaviour support plans and regular review processes.

Student safety and wellbeing are central to all aspects of school life. Risk assessments, supervision plans and reasonable adjustments support safe participation in learning, excursions, camps, sporting events and playground activities. First aid trained staff, accessibility features, Personal Emergency Evacuation Plans, regular facility inspections and ongoing review of wellbeing data help maintain safe and responsive environments.

Good Shepherd promotes online safety through its 1:1 iPad program, digital citizenship education, device agreements and explicit teaching of responsible technology use. Devices are managed and monitored through approved systems, and families are actively engaged in supporting safe digital practices.

The school also maintains rigorous safeguarding requirements for all external providers through compliance checks, inductions, risk assessments and clear supervision arrangements. Through collaboration, proactive planning and continuous review, Good Shepherd ensures student safety, wellbeing and inclusion remain a priority in both physical and online environments.

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 Good Shepherd Catholic Primary School, child safety and wellbeing practices are regularly reviewed, strengthened, and improved through proactive monitoring, clear accountability, and responsive action. All staff understand and actively fulfil their responsibilities in promoting student safety and wellbeing, supported by clear procedures, defined roles, and ongoing compliance oversight.

In practice, this is evident through consistent active supervision of students, strong risk-assessment awareness, and established procedures for transitions, emergency management, and fire safety. School-wide rules are applied consistently across classes, media consent processes are followed, and students' emotional wellbeing is supported through regular check-ins, access to our wellbeing dog Frankie, and targeted intervention via the Support Teacher – Behaviour and Engagement (ST:EB).

Attendance is closely monitored, with timely follow-up for unexplained absences, including parent contact and automated SMS notifications. Records of staff compliance training are maintained, and staff are proactively contacted when training or certifications are nearing expiry. Dedicated Workplace Health and Safety and Risk and Compliance Officers ensure ongoing monitoring of compliance requirements and clear communication with staff.

This term, continuous improvement has been particularly evident in response to contextual changes. A major building project and new playgrounds have prompted increased staff supervision, regular consultation with the building team, and follow-up on community concerns to ensure student safety. In response to increased enrolments and traffic congestion, the school has worked collaboratively with Ipswich City Council to establish a second drop-off and pick-up area, with ongoing traffic safety messaging shared through the fortnightly newsletter.

Overall, Good Shepherd demonstrates Standard 9 through regular review of practices, analysis of safety concerns, transparent communication with staff and families, and shared responsibility for safeguarding, ensuring child safety and wellbeing continue to improve as the school grows and changes.

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:

Standard 10 requires that policies and procedures clearly document how the school is safe for children and that these are accessible, communicated, and implemented consistently. At Good Shepherd Catholic Primary School, this is demonstrated through a comprehensive suite of school-based and system-aligned policies, supported by clear communication to staff, students, and families via the school website, parent handbooks, newsletters, staff briefing notes, and assemblies.

Good Shepherd previously maintained a Child and Youth Risk Management Strategy (CYRMS) and will now maintain a School Safeguarding Plan. These documents outline clear expectations for behaviour, risk management, reporting, and safeguarding practice, and are aligned with relevant safeguarding requirements and system expectations. Codes of Conduct for employees, volunteers, parents, and students are clearly articulated and aligned with Brisbane Catholic Education policies. These documents define acceptable and unacceptable behaviour when interacting with students and are publicly accessible through the school website and parent handbooks. This ensures families, staff, and students understand their rights, responsibilities, and pathways for raising concerns or seeking support.

Good Shepherd's policies support student safety and wellbeing through structured processes. These procedures are outlined in school documentation and reinforced through regular communication with families and staff.

Standard 10 is further met through robust compliance and monitoring processes. Staff safeguarding and compliance training requirements are tracked, with records maintained and follow-up undertaken when training is nearing expiry. Workplace Health and Safety and Risk and Compliance processes are documented and monitored through regular checks, committee meetings, and action registers.

By making policies visible, consistently referenced, and regularly discussed, Good Shepherd ensures safeguarding expectations are understood by the whole community. This transparency supports shared responsibility and reinforces a culture where child safety and wellbeing are clearly documented, understood, and prioritised across all aspects of school life.

Good Shepherd Catholic Primary School meets Standard 10 by maintaining clear, accessible, and system-aligned safeguarding policies and procedures that document how the school is safe for children. These policies are actively communicated through the school website, newsletters, parent handbooks, staff briefing notes, and assemblies, ensuring consistent understanding, implementation, and accountability across the school community.

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)

