

Chisholm Catholic College Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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Attributions

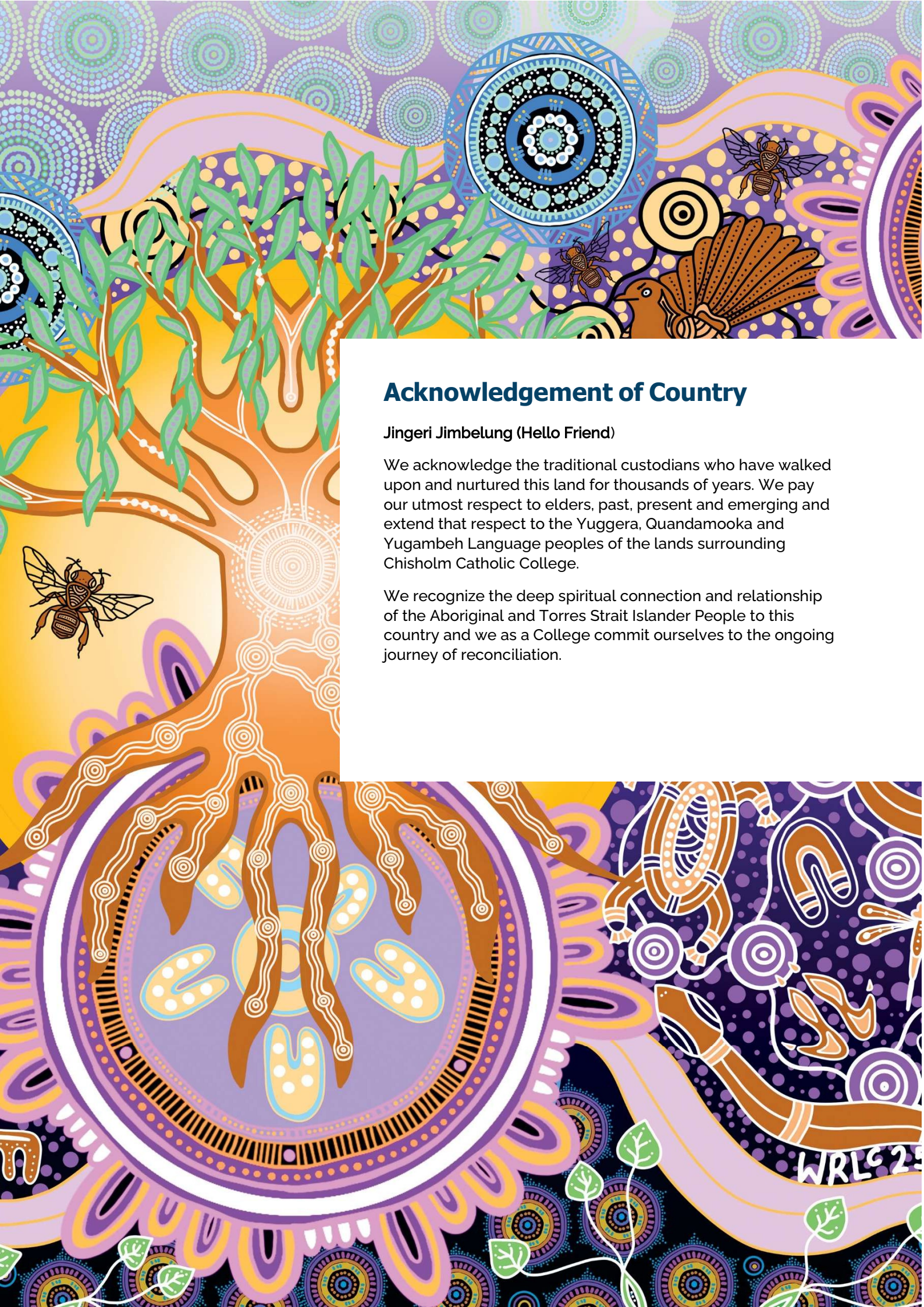
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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Acknowledgement of Country

Jingeri Jimbelung (Hello Friend)

We acknowledge the traditional custodians who have walked upon and nurtured this land for thousands of years. We pay our utmost respect to elders, past, present and emerging and extend that respect to the Yuggera, Quandamooka and Yugambeh Language peoples of the lands surrounding Chisholm Catholic College.

We recognize the deep spiritual connection and relationship of the Aboriginal and Torres Strait Islander People to this country and we as a College commit ourselves to the ongoing journey of reconciliation.

WRLC 25

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.



Chisholm Catholic College, Cornubia, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Chisholm Catholic 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 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:

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our school foyer serves as a regular reminder that at Chisholm Catholic College, the safety and wellbeing of our students are paramount.

We know that for Chisholm Catholic College to be truly a child safe environment every member of staff holds responsibility from our grounds and maintenance staff keeping our physical environment safe, to our Student and Main Reception staff being the warmest welcoming face in the morning.

This School Safeguarding Plan is publicly available on Chisholm Catholic College's website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at Chisholm Catholic College within the context of the Queensland Child Safe Standards.

Student Protection Contacts are listed on the College website and regularly communicated to staff, students and families.

Brisbane Catholic Education's Code of Conduct for Employees outlines expected professional behaviour. Each year a member of the leadership team discusses this with students, so they understand what respectful and appropriate adult behaviour looks like.

At Chisholm Catholic College, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected.

At Chisholm Catholic College, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

The Principal and Program Leader - Student Engagement meets with the Student Representative Council and Student Leaders at least twice per term to discuss key issues and gather student voice.

Risk assessments are completed before every event, excursion and incursion, addressing student safety and wellbeing including supervision ratios, privacy, transport arrangements and consent for photos or recordings.

The Workplace Health and Safety Committee meets once per term and includes a multidisciplinary team that addresses safety and wellbeing concerns across the College.

At Chisholm Catholic College, our Pastoral Board includes 'Student Safety and Wellbeing' as a standing agenda item at every meeting. This ensures that safeguarding remains a regular focus in decision-making, not a one-off discussion. Board members ask questions and provide feedback from a community perspective, ensuring governance oversight of our Child Safety and Wellbeing policies. The Board reviews key documents such as the Student Behaviour Support Plan, and the Family Engagement Partnership Statement.

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 Chisholm Catholic College, students learn about safety, rights and responsibilities through HPE, the General Capabilities and STRETCH (Years 7–10). In 2026, Year 11 and 12 students also engaged in Consent and Respectful Relationships Education. This learning explicitly addresses respect, boundaries, consent, inclusion and help-seeking, with concepts introduced at developmentally appropriate stages and reinforced across year levels.

Teaching staff at Chisholm Catholic College have attended the BCE workshop on Consent and Respectful Relationships Education (CRRE) and will shortly attend the second workshop on CRRE curriculum planning, supporting the team to deliver high-quality, developmentally sequenced CRRE in a safe and supportive space.

Chisholm Catholic College has an established Student Representative Council (SRC), led by the College Captains in Years 9 and 12. The SRC provides a forum for students to raise ideas, concerns and solutions, including matters related to safety and wellbeing. Strengthening the SRC and its impact is a priority in the 2026 Annual Improvement Plan, informed by the College Leadership Team's reflection on 2025 *Tell Them From Me* data.

Students have input into planning tools such as Learner Profiles, EASPs and behaviour support processes where appropriate. When discussing these plans, Support Teachers and other key staff explain their purpose clearly and involve students in setting goals and reflecting on their progress.

At Chisholm Catholic College, lunchtime clubs and structured activities support students who may feel isolated, find it difficult to connect with peers, or want to make new friends. Staff supervise these opportunities and help students build positive peer connections through shared activities.

Chisholm Catholic College established an Aboriginal and Torres Strait Islander student group, supported by school leaders and the Indigenous Liaison Officer. Students have contributed to the life of the College through projects such as a community artwork featured on the updated sports uniform. Since the group's establishment, *Tell Them From Me* data has shown a sustained improvement in students' sense of belonging.

Risk assessments are central to student safety at Chisholm Catholic College. Event and activity planning includes safeguarding considerations, supported by structured pre-activity briefings for staff and volunteers on responding to disclosures or incidents during excursions, camps and events, and, where relevant, on individual student needs and circumstances.

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:

Leaders communicate safeguarding expectations in plain language through newsletters, parent information sessions, the school portal and face-to-face conversations. Families are encouraged to ask questions, and leaders remain visible and accessible. This is especially evident at school events, where expectations are clearly communicated around photographing students, signage for adult and student toilets, and staff supervision to ensure separate bathroom use for adults and children.

At Chisholm Catholic College, enrolment and transition processes are family-led, relational and culturally responsive, particularly for Aboriginal and Torres Strait Islander students and families. The school creates welcoming, culturally safe spaces for connection, including beginning key conversations with an Acknowledgement of Country and using yarning-style listening. Families are also invited to include trusted kin or community members in decision-making if they wish.

At Chisholm Catholic College, families are actively involved in planning and decision-making that affects their child. This includes Learner Profiles, behaviour support planning, re-entry meetings after absence, and safety or wellbeing planning where needed. Families and students are also consulted in risk management processes. For example, when planning camps for students with medical needs, the student and family help shape the risk management plan, so they understand the safety measures in place and the response if concerns arise.

When working with Aboriginal and Torres Strait Islander families, Chisholm Catholic College recognises that decision-making may involve extended family or trusted community members. Staff ask families who they would like included and make space for those voices, rather than assuming a nuclear family model.

Chisholm Catholic College includes First Nations families and community representatives on its Reconciliation Action Plan Working Group and other consultative groups to review school policies and practices through cultural and lived-experience perspectives.

A program of Parent Engagement evenings is developed each year in response to identified needs and to communicate key information to families.

The Parent and Community Association (PCA) and College Pastoral Board give families structured opportunities to contribute to school direction and decision-making. Parents and carers are invited to share views on student wellbeing, learning, safety and school operations in respectful, flexible and voluntary ways. The school explains why feedback is being sought, how it will inform decisions, and records actions through school improvement processes and the Safeguarding Action Register to track progress and report back over time.

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 Chisholm Catholic College, students are regularly reminded who they can speak to if they feel worried or unsafe through classroom discussions, assemblies, visual resources and informal conversations, rather than only during induction or one-off lessons.

At Chisholm Catholic College, students can book an appointment with the Guidance Counsellor using a paper or online form. They can also request that the Guidance Counsellor or another staff member provide a reason for leaving class, helping reduce any stigma around seeking support.

Staff work together on activity risk assessments to ensure students' individual needs are considered. For example, when planning for the Year 7 camp, staff identify students who may experience anxiety. With input from the parent and student, adjustments are implemented so that students could attend with appropriate support while maintaining dignity and privacy.

As a staff, we complete the required Student Protection Refresher Training each term and use the accompanying activities to reflect together on how to embed that term's learning in practice.

School leaders regularly review student protection, behaviour, wellbeing and attendance data to identify patterns affecting student cohorts impacted by harmful behaviour. This includes reflecting on incidents and processes to inform strategies that reduce recurrence and minimise harm. For example, when an increase in student sexual behaviour was identified in one year level, the school responded with targeted education sessions that reinforced curriculum learning and clarified expected behaviour. During student support meetings, students may be referred to Guidance Counsellors for social/emotional support.

At Chisholm Catholic College, school leaders recognise that Aboriginal and Torres Strait Islander students are more likely to raise concerns when relationships are strong, expectations are clear, and cultural safety is visibly affirmed. Trusted adults, including the Indigenous Liaison Officer, classroom teachers, Support Teacher and Guidance Officer, build these connections through regular informal check-ins and yarning-style conversations.

For students expressing gender diversity; uniform adjustments, support and arrangements are offered in accordance with BCE procedures.

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:

With Queensland introducing the Child Safe Standards in 2026, Chisholm Catholic College is conducting a thorough and forward-looking evaluation of student safety and wellbeing. Throughout 2026, we will self-assess according to all 10 Child Safe Standards (including the Universal Principle) by consulting with a wide range of students, families, and staff, analysing safeguarding data, and reflecting on our strengths and areas for improvement. The results from this process will guide our future actions and be recorded in our School Safeguarding Plan. This plan will be updated regularly and made available on our website, ensuring that our families and broader community can easily see how we prioritise the safety and wellbeing of every student.

Chisholm Catholic College is committed to continually enhancing its approach to student protection. The Student Protection Committee convenes twice per term to review school processes and procedures aligned with the Brisbane Catholic Education Student Protection Processes and Guidelines. This practice ensures the committee remains informed of any student concerns and that appropriate supports are in place as needed. Real scenarios from within the school inform process reviews, ensuring they remain practical, current, and responsive. These ongoing assessments ensure child safety practices adapt effectively alongside the evolving needs of the school community.

For any critical incident, we follow the BCE critical incident flowchart. We have a School Incident Management Team and complete a School Critical Incident Post review to monitor and review local priorities and procedures following an incident.

Our Pastoral Leaders, Learning Enrichment Staff and Guidance Counsellors meet each fortnight to engage in Student Support Meetings for each House. This group of staff is able to look at matters holistically, identify trends in student behaviour and work proactively to keep students safe and well.

Our WHS committee meet each term and discuss safety and safeguarding concerns for whole of community.

When a complaint or concern reveals a gap in our processes, we conduct a comprehensive review to determine the underlying contributing factors and to identify necessary changes. These issues are subsequently addressed in leadership meetings, with an emphasis on key learnings and strategies for improvement moving forward.

A key objective of our 2026 Annual Improvement Plan is fostering connection and belonging, with particular emphasis on student engagement and school attendance. Assemblies will feature brief "We Belong" segments, addressing topics such as the responsibilities and identities of Student Protection Contacts, respectful and safe peer interactions, online safety, and maintaining safety within the school environment.

Progress is monitored in relation to our Reconciliation Action Plan actions concerning child safety and wellbeing, utilising indicators established in collaboration with Aboriginal and Torres Strait Islander families. These indicators provide insight into whether cultural safety is genuinely experienced rather than merely intended.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Chisholm Catholic College, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

All staff at Chisholm Catholic College complete Student Protection Training annually. This is then followed by refreshers in subsequent Terms. This training includes scenario-based learning, ensuring they understand how to apply. This supports consistent implementation across the College.

Our Staff Handbook outlines safeguarding procedures with step-by-step instructions and flowcharts. This helps staff to easily navigate what to do in different situations, such as responding to a student disclosure or identifying a student at risk. Through weekly communications, reminders are also provided to our staff, seeking to reinforce key safeguarding procedures, such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.

Our onboarding process for new staff includes a briefing on the location, content and application of safeguarding policies and procedures (i.e. how we meet the child safe standards day to day.)

Volunteers complete a similar induction as staff, reinforcing mandatory training, supervision expectations, appropriate interactions, and reporting procedures, ensuring they meet the similar standards as paid staff.

Our College's Student Protection Contact (SPC) Team meet during the term to confer on current student protection matters and ensure student safety remains a top priority, actions are clearly documented and that the SPC team are responding to student protection matters in line with the BCE Student Protection Processes and Guidelines.

The College also implements local policies such as the Mobile Devices Policy, Professional Dress Standards, Student Injury Support Procedure, and a school-based uniform policy with an infringement procedure developed with input from students, parents/carers, and staff. These policies provide guidance on expectations, safety, and wellbeing, ensuring consistent, transparent, and fair practices.

Policies are reviewed annually or every two years to ensure clarity, accessibility, and relevance. Local policies and procedures are accessible via the College website, Parent Portal, and/or Staff Portal, including Attendance Roll Marking, Uniform Guidelines, and the Staff Handbook.

Year Level and Whole College Assemblies regularly communicate key safety processes, reinforce expectations, and share wellbeing information to ensure students understand procedures, support services, and how to raise concerns.

To help families understand key student safety processes - such as reporting concerns - we provide visual guides linked to the College's Student Protection web page and highlight the resources available through the Parent Toolkit.

When updating procedures and processes at our College, we consult with staff, parents, students and our Pastoral Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

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)

