Xavier Catholic College

Safeguarding Plan 2026



Version: Xavier Catholic College BCE SAFEGUARDING PLAN

Last updated: 3 June 2026

Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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Attributions

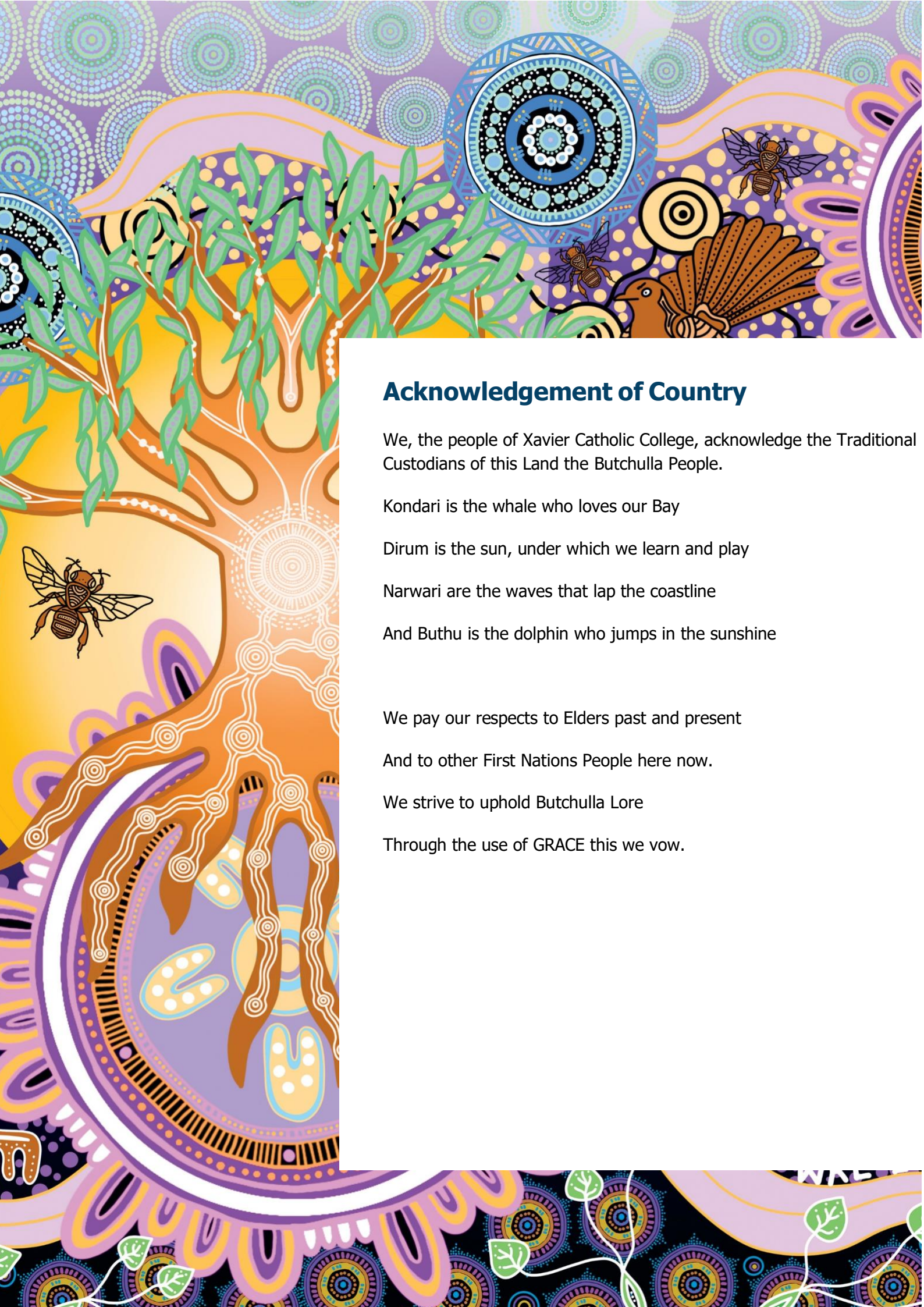
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Xavier Catholic College, Campion Theatre (2025).

Page 4: St Francis Chapel – Xavier Catholic College (2025)

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Acknowledgement of Country

We, the people of Xavier Catholic College, acknowledge the Traditional Custodians of this Land the Butchulla People.

Kondari is the whale who loves our Bay

Dirum is the sun, under which we learn and play

Narwari are the waves that lap the coastline

And Buthu is the dolphin who jumps in the sunshine

We pay our respects to Elders past and present

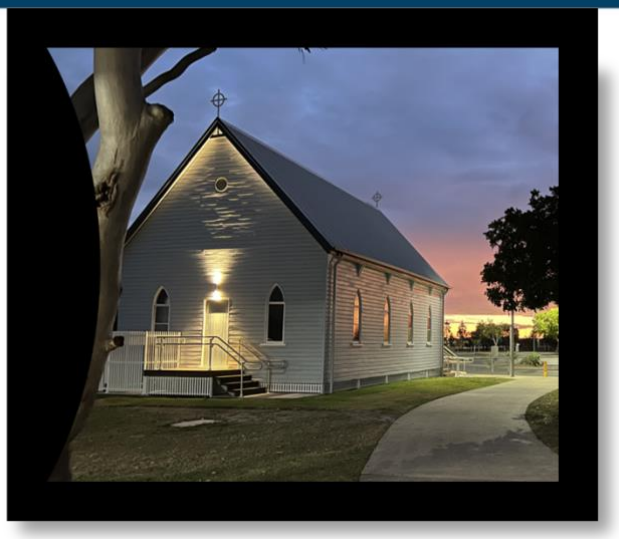
And to other First Nations People here now.

We strive to uphold Butchulla Lore

Through the use of GRACE this we vow.

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.



Xavier Catholic College, Eli Waters (Hervey Bay), 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 Xavier 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 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:

At Xavier Catholic College, we are committed to ensuring that every child and young person is safe, supported and able to thrive. Child safety and wellbeing sit at the heart of our leadership, governance and culture and this commitment extends to ensuring Aboriginal and Torres Strait Islander children, families and communities feel welcome, respected, valued and culturally safe within our College community.

Our commitment to safeguarding is visibly led by the Principal and Heads of School and is shared across the College Leadership Team. Responsibility for child safety is clearly articulated within leadership roles and supported through middle-leadership structures to ensure consistent implementation of child-safe policies and practices across all areas of the College. Leaders and staff actively model a child-safe culture through their daily interactions and professional practice, underpinned by the BCE Code of Conduct and shared accountability.

The Archdiocese of Brisbane Safeguarding Commitment posters are prominently displayed across the College, including in leadership spaces, staff work areas and community gathering spaces. This commitment serves as a constant reminder that safeguarding is not an add-on, but a core responsibility of everyone at Xavier Catholic College.

Safeguarding and student wellbeing are deliberately prioritised in our leadership and governance processes. Child safety is a standing agenda item at College Leadership Team meetings, where leaders review safeguarding data, discuss emerging risks and engage in reflective dialogue to ensure decisions are informed by student wellbeing and safety considerations. This ensures safeguarding remains central to all decision-making, including curriculum design, staffing, risk management and operational planning.

Xavier Catholic College adopts a proactive approach to risk management, self-assessment and continuous improvement. Regular review of safeguarding practices enables the College to move beyond compliance and embed child-safe principles into everyday practice. This reflective approach ensures that systems and structures remain responsive to student needs and aligned with best practice.

[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:

Xavier Catholic College demonstrates a strong and deliberate approach to ensuring students are informed about their rights, safety and who to trust. Through the delivery of the Health and Physical Education (HPE) curriculum, students are explicitly taught protective behaviours, consent, respectful relationships and help-seeking strategies from Prep through to Year 10, with increasing depth and complexity as they progress. This learning is reinforced through whole-school wellbeing initiatives, pastoral care programs and regular messaging across assemblies and events. Students are also supported to identify trusted adults through visible systems such as Child Protection posters in every classroom displaying Student Protection Contacts, alongside access to Guidance Counsellors and Student Support Teams. Together, these practices ensure students are equipped with the knowledge and confidence to recognise unsafe situations and seek appropriate support.

The College actively gathers and responds to student voice through a combination of formal structures and responsive practices. Student Voice meetings (Years 4–12), consultation within the safeguarding self-assessment process and the ongoing analysis of student experience data ensure that student perspectives are consistently captured. This feedback is taken seriously and informs targeted responses, including adjustments to pastoral programs, "just-in-time" wellbeing lessons and individualised support through Student Support Teams.

Cultural safety is an important and developing focus within the College's approach. Student experience data indicates that some cohorts, including First Nations students and students with disability, are more frequently represented in behaviour and safeguarding data, reinforcing the need for continued strengthening of culturally responsive practices. The College is responding through targeted support structures, engagement with Aboriginal and Torres Strait Islander perspectives through Reconciliation Action Plan focuses on building staff capability in cultural safety. There is strong evidence of effective practice across curriculum delivery, visible safeguarding systems, student voice structures and pastoral care. Ongoing improvement efforts are focused on addressing curriculum gaps, strengthening cultural responsiveness and enhancing student voice, particularly for vulnerable cohorts, ensuring a continued commitment to student wellbeing and inclusion.

[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:

Xavier Catholic College aligns with Standard 3 – Family and Community by ensuring that families and communities are consistently informed, engaged and involved in promoting child safety and wellbeing. Safeguarding expectations are communicated through clear, visible and accessible channels that support a shared understanding of safety, respect and wellbeing. Weekly Primary newsletters, targeted parent information sessions and community events including Open Day, assemblies and liturgies are intentionally used to communicate key messages about child safety, help-seeking and respectful relationships. The visibility of Student Protection Contacts (SPCs), including posters in classrooms and promotion at community events, ensures families understand reporting processes and available supports. This demonstrates a proactive approach where communication is embedded across the life of the school, not limited to formal safeguarding contexts, and supports families to actively engage with the College's commitment to student safety.

Families and communities are provided with meaningful opportunities to participate in and contribute to the College's safeguarding approach. Engagement occurs through both structured and relational avenues, including College Board meetings, Student Voice meeting, assemblies, special events and whole-school wellbeing initiatives such as National Child Protection Week. The College also actively engages the Parents and Friends Group (PFG), the Reconciliation Action Plan (RAP) Committee, and external partners including the BCE Aboriginal and Torres Strait Islander Education Team and local wellbeing services. These partnerships support consultation, shared understanding and elements of co-design, particularly in relation to cultural safety and student wellbeing. High-engagement events such as Open Day, liturgies and community celebrations provide authentic opportunities to connect with families, strengthen relationships and communicate safeguarding messages in culturally responsive and accessible ways.

The College gathers and responds to feedback from families and the wider community through multiple mechanisms, including formal surveys such as Tell Them From Me (TTFM), participation in meetings and events and ongoing consultation with key stakeholder groups. This feedback is analysed alongside student and staff data to evaluate current practice and identify areas for improvement, particularly in strengthening cultural and relational safety. Evidence indicates strong systems for communication and family engagement, as well as alignment between leadership and staff in promoting wellbeing priorities. Planned improvements align with Standard 3 expectations and include strengthening culturally responsive practices, increasing authentic engagement with First Nations families, expanding opportunities for parent voice in policy and wellbeing design and ensuring that feedback more directly informs decision-making. These actions reflect the College's commitment to continuous improvement and to ensuring families are not only informed, but genuinely involved in fostering a safe and supportive environment for all student

[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:

At Xavier Catholic College, Standard 4 – Equity and Diversity is reflected in the College's commitment to understanding the diverse circumstances of each student and ensuring that all students are supported through culturally safe and inclusive practices. The College recognises the diversity of its student population, including higher representation of students with disability (NCCD) and First Nations students, and uses this data to inform planning, resourcing and targeted support. Equity and inclusion are embedded through whole-school systems including pastoral care structures, Student Support Team processes, and the explicit teaching of respectful relationships, identity and diversity within the HPE and PSDE curriculum. Whole-school initiatives such as Child Protection Week and R U OK? Day further reinforce these expectations. While these structures support participation and inclusion, there is ongoing recognition of the need to strengthen the lived experience of cultural safety, belonging and respect for all students, particularly those from priority cohorts.

Supports and adjustments for diverse learners are coordinated, responsive and aligned to trauma-informed practice. Staff are equipped to identify and respond to student needs through collaborative processes involving the Student Support Team, pastoral leaders and Guidance Counsellors, supported by regular case review, monitoring and early intervention. Data sources, including behaviour and Record of Concern data, are used to identify trends and inform targeted responses and external referrals where required. The College demonstrates a commitment to culturally safe, trauma-informed support; however, analysis indicates that harm is not experienced equally across the student population. This highlights the need to further strengthen culturally responsive practices, address relational aspects of inclusion and continue building staff capability to ensure all students experience safety, dignity and respect.

Children at Xavier Catholic College have access to safeguarding information, supports and complaints processes in ways that are visible, accessible and developmentally appropriate. Child Protection posters in every classroom, while explicit teaching of help-seeking strategies through the curriculum strengthens understanding of how to seek support. These messages are reinforced through assemblies, pastoral care structures and wellbeing initiatives, with additional access to Guidance Counsellors, staff and external services such as Headspace. Evidence of practice demonstrates strong systems and clear communication, however improvement priorities include strengthening culturally safe communication for all learners, enhancing accessibility for younger and more vulnerable students, expanding targeted support for students and further embedding Aboriginal and Torres Strait Islander perspectives within policy, practice and curriculum in line with the expectations of Standard 4.

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

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Xavier Catholic College, Standard 6 – Complaints Management is reflected through the College's commitment to creating a culture where students, families, staff and community members feel safe and supported to raise concerns, complaints and worries. Students are regularly reminded of who they can speak to if they feel unsafe, including teachers, Pastoral Care Teachers, Guidance Counsellors, Student Protection Contacts and College leaders. Reporting pathways are promoted through classroom discussions, assemblies, pastoral care programs, wellbeing initiatives and visible signage across the College. Student voice processes, safeguarding consultation and complaint data demonstrate that students generally feel supported to seek help, while also identifying opportunities to further strengthen student awareness of reporting pathways and trusted support people.

The College manages complaints and concerns through Brisbane Catholic Education policies, procedures and safeguarding frameworks that support child-focused, respectful and culturally safe responses. Complaints, incidents and safeguarding concerns are reviewed regularly by College leaders to ensure appropriate action, monitoring and escalation where required. Analysis of complaint data has identified themes including friendship concerns, social exclusion, online behaviour and communication with families, informing targeted responses through pastoral care, wellbeing programs, staff professional learning and strengthened communication practices. Consultation with First Nations students, staff and community members has also supported the College's ongoing commitment to cultural safety and culturally responsive support.

The College gathers and responds to feedback from students, families and staff through complaints data, consultation processes and ongoing safeguarding review activities. Evidence indicates that concerns are generally responded to appropriately and used to inform future improvement. Planned actions include increasing awareness of student reporting pathways, improving the accessibility of complaint information for families, strengthening communication throughout complaint processes and continuing to embed culturally safe practices and supports. These priorities reflect the College's commitment to continuous improvement and to ensuring all students feel safe, heard, respected and supported when concerns are raised.

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

Standard 7: Knowledge and skills

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

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Xavier Catholic College, Standard 8 – Physical and Online Environments is reflected through the College's commitment to ensuring student safety and wellbeing remain central to all aspects of school life. Active supervision practices, attendance monitoring, student support processes and risk assessment procedures support the safety of students across both physical and online environments. Supervision expectations are clearly communicated to staff through induction, professional learning and duty procedures, while incident, injury and behaviour data are regularly reviewed to identify trends, high-risk locations and emerging concerns. This information informs supervision planning, environmental adjustments and targeted interventions within identified hotspot areas including playgrounds, ovals, courts and student toilets.

The College promotes safe and supportive physical and online environments through a combination of supervision, pastoral care, student support services and digital citizenship education. Students are supported to develop responsible online behaviours through wellbeing programs, PSDE learning experiences and online safety initiatives, while families are provided with information and resources through platforms such as SchoolTV. Physical spaces, including classrooms, counselling rooms and withdrawal spaces, are reviewed to ensure an appropriate balance between safety, visibility, privacy and student dignity. Risk assessments are undertaken for student support arrangements, excursions, camps and significant activities to ensure risks are identified and appropriately managed while maintaining student participation and inclusion.

The College gathers and responds to data, feedback and consultation to continuously strengthen safeguarding practices across physical and online environments. Analysis of incident and behaviour data has identified opportunities to strengthen supervision in hotspot locations, increase monitoring during transition times, improve oversight of withdrawal spaces and continue building student and parent awareness of online safety expectations. These improvement priorities reflect the College's commitment to continuous improvement and to ensuring all students learn in environments that are safe, inclusive, supportive and responsive to their wellbeing needs.

[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:

At Xavier Catholic College, continuous improvement in child safety and wellbeing is enacted through a deliberate and structured cycle of review, reflection and action. Each semester, the College undertakes a review of safeguarding policies, procedures and day-to-day practices to examine how child safety is enacted in real contexts, including supervision arrangements, visitor management processes, student support pathways and opportunities for student voice. Feedback from staff, students and families is used to identify strengths and areas for improvement, with findings communicated transparently across the school community.

As part of this review process, Xavier has identified a targeted area for growth in the systematic analysis of complaints, concerns and safety incidents to better understand underlying causes and inform improvement. In response, the College is implementing a structured safeguarding data review process that captures trends, contributing factors and learnings from incidents and complaints. These learnings are discussed at leadership meetings and used to inform changes to practice, professional learning priorities and policy refinement.

The College Wellbeing Team meets regularly to discuss and promote psychological safety across the College and to monitor emerging wellbeing trends. The team makes evidence-based recommendations to the College Leadership Team, with feedback actively sought, considered and acted upon to strengthen both preventative and responsive wellbeing practices.

Xavier is also embedding a school-based evaluation framework that draws on multiple sources of evidence, including student wellbeing data, student voice feedback, staff insights and community input. Particular emphasis is placed on cultural safety, with intentional inclusion of Aboriginal and Torres Strait Islander perspectives and success indicators. The College engages with Indigenous Support leadership and community voices to ensure evaluation measures reflect culturally informed understandings of safety, belonging and relational trust.

Through these processes, safeguarding improvement at Xavier is evidence-informed, culturally responsive and embedded as a shared responsibility across leadership, staff and the broader school community, ensuring child safety and wellbeing remain central to the College's culture and continuous improvement practices.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Xavier Catholic College, Standard 10 is enacted through the consistent implementation of Brisbane Catholic Education (BCE) safeguarding policies and clearly articulated school-based procedures that document how the College is safe for children. These policies embed all Child Safe Standards and the Universal Principle and are contextualised through the College's Safeguarding Plan and Child and Youth Risk Management Strategy. Policies and procedures are well-documented, accessible to staff via BCE platforms, and regularly reviewed through the School Safeguarding Self-Assessment process to ensure clarity, relevance and continuous improvement.

Safeguarding expectations and procedures are actively unpacked with staff through induction processes, Start-Up Days and regular Student Protection updates, ensuring shared understanding of roles and responsibilities. Age-appropriate safeguarding messages are communicated to students through BCE child-friendly resources and explicit teaching, reinforcing that student safety and wellbeing are a priority. Parents and families are supported through clear communication of safeguarding processes via the school website, information sessions and ongoing College communications. Leaders champion and model compliance with policies and procedures, reinforcing safeguarding as a shared, everyday practice embedded within the culture of the College, rather than a standalone compliance requirement.

[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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