

St Ambrose's School 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.

Contact for enquiries

St Ambrose's School

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Turrbal Country

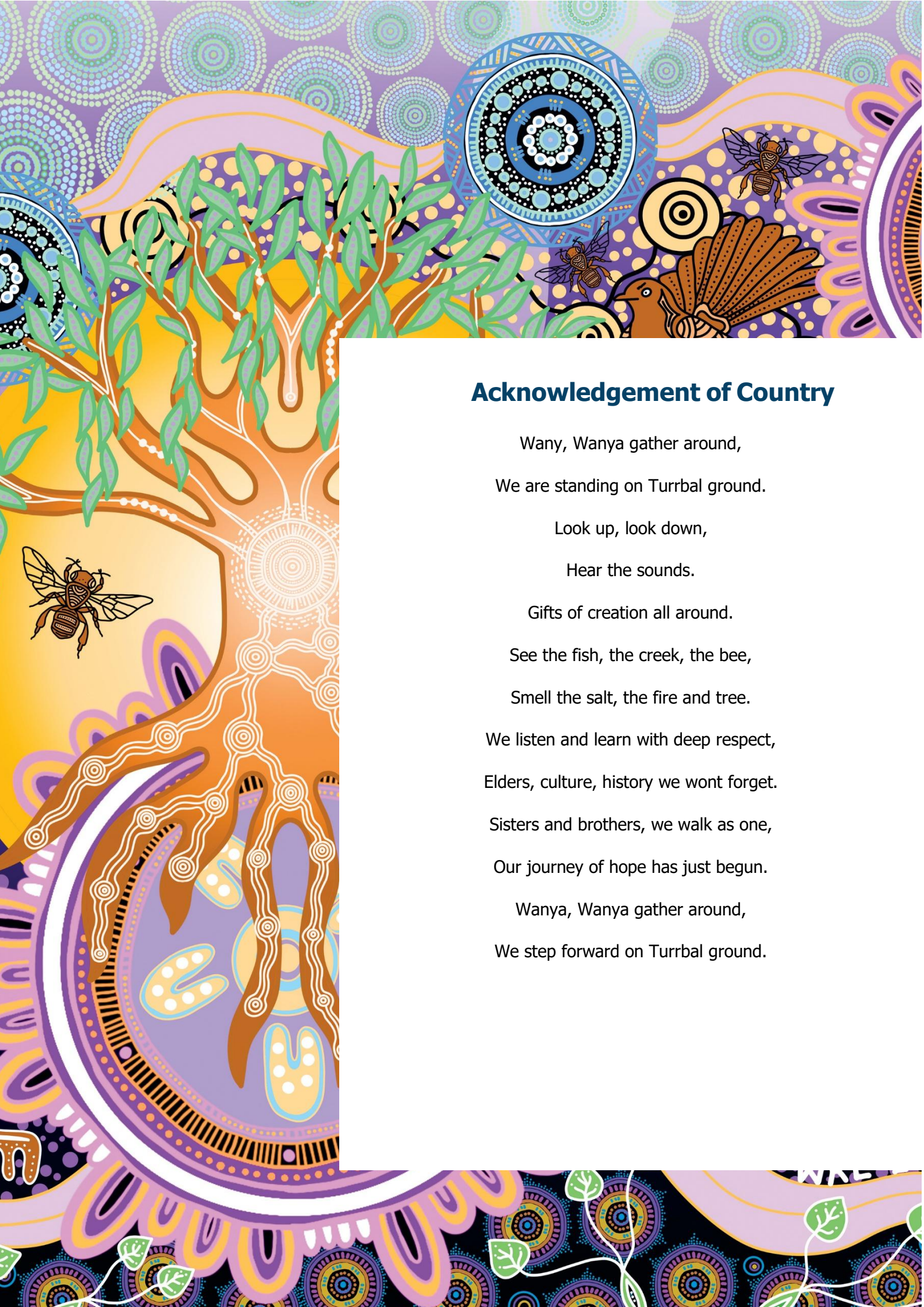
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Stambrosesschool.qld.edu.au

Attributions

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





Acknowledgement of Country

Wany, Wanya gather around,

We are standing on Turrbal ground.

Look up, look down,

Hear the sounds.

Gifts of creation all around.

See the fish, the creek, the bee,

Smell the salt, the fire and tree.

We listen and learn with deep respect,

Elders, culture, history we wont forget.

Sisters and brothers, we walk as one,

Our journey of hope has just begun.

Wanya, Wanya gather around,

We step forward on Turrbal ground.

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.

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St Ambrose's School, Newmarket, 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 St Ambrose's School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

The Child Safe Standards



Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.



Standard 2: Voice of children

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



Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



Standard 5: People

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



Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



Standard 10: Policies and procedures

Policies and procedures document how the entity is safe for children.



Universal Principle

Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle



Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.

While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable. The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:



Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.



Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.



Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.



Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

What Standard 1 looks like at our school:

At St Ambrose's School, leadership actively champions a culture that prioritises student safety and wellbeing. The Principal maintains a visible presence in the school community, being proactively available to staff, students, and families most mornings and afternoons, as well as whenever support is requested.

Safeguarding is embedded in all decision-making, with the first agenda item at every Leadership Team meeting focused on student safety and wellbeing. This ensures that the protection and care of students remain central to school planning, curriculum decisions, and staff recruitment.

Staff are provided with regular opportunities to raise concerns or discuss student safety and wellbeing at every staff meeting, fostering shared responsibility and keeping safeguarding practices active in daily school life.

Communication with families is also a key component of our culture. Policies and procedures are shared in a timely and accessible way via the school newsletter, helping families understand their role in maintaining a safe and supportive environment.

Our Reconciliation Action Plan (RAP) Committee, comprising staff and families, meets each term to provide guidance on cultural awareness and respect. The committee informs decision-making that affects Aboriginal and Torres Strait Islander students and ensures practices remain culturally responsive and inclusive.

At the beginning of each school year, student protection posters are refreshed and highlighted during assemblies, reinforcing key messages about safety and how students can seek support. Additionally, parent and carer information sessions are held to explain safety and wellbeing processes and provide opportunities for families to ask questions, ensuring a strong partnership between the school and community in promoting student safety.

Through these practices, St Ambrose's School demonstrates that leadership actively models and sustains a child-safe culture, with safeguarding embedded into the everyday operations and ethos of the school.

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 St Ambrose's School, students are actively supported to understand their rights, feel safe, and have a voice in matters that affect them. Learning about personal safety, respectful relationships and help-seeking is embedded across the Health and Physical Education curriculum, ensuring students develop these understandings progressively throughout their schooling.

Students are provided with practical and accessible ways to raise concerns. The Conflict Resolution Form, accessed via QR code, enables students to independently seek support, choose a trusted staff member, and feel confident that their concerns will be addressed in a timely manner. Student feedback indicates that this process is well understood, accessible, and valued.

Staff consistently create environments where students feel heard and supported. Through daily interactions, restorative conversations and structured classroom practices, students are encouraged to express their views, ask questions and seek help when needed. Staff maintain a visible and proactive presence in the playground, building strong relationships and responding early to emerging concerns.

The importance of friendships is recognised as a key element of student safety and wellbeing. Programs such as Friendology explicitly teach relationship skills, inclusion and conflict resolution, supporting students to develop positive peer connections.

Student voice is also incorporated into school decision-making processes. Consultation with students, particularly in the upper years, informs ongoing improvements to processes and practices that impact student wellbeing. Through these approaches, student voice is not only encouraged but actively listened to and responded to as part of the school's commitment to a child-safe culture.

² Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer and more supportive for students.

What Standard 3 looks like at our school:

At St Ambrose's School, families and the wider community are informed, welcomed and actively engaged as partners in promoting student safety and wellbeing. Communication with families is clear, consistent and accessible, with information shared through newsletters, principal communications, parent meetings and informal daily interactions. Data indicates that families feel welcome in the school community and value the clarity of communication provided.

The school provides families with information and resources that support their understanding of student safety and wellbeing, including behaviour processes, wellbeing programs and help-seeking pathways for students. These are reinforced through parent information sessions, school events and ongoing communication, ensuring families understand how to access support and how concerns are addressed.

Families are given opportunities to engage in discussions and contribute to decision-making processes that impact student wellbeing. The Parent Advisory Group (PAG) provides a forum for consultation, with safeguarding and wellbeing included as part of the Principal's report and broader school discussions. Feedback gathered through formal data collections and informal interactions is considered and used to inform school practices.

Strong relationships between staff, students and families underpin this work. Staff actively engage with families during daily routines and school events, building trust and promoting open communication. High levels of engagement are observed during school celebrations, meetings and informal interactions, providing valuable opportunities to reinforce key messages about student safety and wellbeing.

Through these practices, St Ambrose's School fosters a collaborative approach where families and the school work together to support a safe, inclusive and supportive environment for all students.

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 St Ambrose's School, equity, inclusion and respect for diversity are central to creating a safe and supportive environment for all students. Staff recognise the diverse backgrounds, experiences and needs of students and respond in ways that are inclusive, respectful and supportive of individual wellbeing.

A proactive approach to student wellbeing ensures that potential concerns are identified early and addressed promptly. Strong supervision practices, consistent behaviour responses and a focus on relationship-building support all students to feel safe and included. Where additional needs are identified, targeted supports and adjustments are implemented to ensure equitable access to learning and wellbeing supports.

Cultural safety is strengthened through ongoing engagement with the Reconciliation Action Plan (RAP) Working Group, which includes staff and families. This group informs school practices and supports the inclusion of Aboriginal and Torres Strait Islander perspectives, ensuring that cultural identity is recognised and respected within the school community.

Students are supported to understand how to access help in ways that are appropriate to their age and stage of development. Tools such as the Conflict Resolution Form, alongside strong staff relationships and explicit teaching of help-seeking strategies, ensure that all students know who they can go to and what will happen when they raise a concern.

Staff demonstrate an emerging and growing understanding of culturally safe and trauma-informed practices through their everyday interactions with students. This includes responding to student needs with care, consistency and respect, and prioritising inclusion and belonging.

Through these practices, St Ambrose's School demonstrates a commitment to ensuring that all students, regardless of their background or individual circumstances, are supported to feel safe, valued and respected.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Ambrose's School, children, families, staff and volunteers are provided with multiple opportunities to raise concerns and seek support. Information about the school's Complaints Management Process is published on the school website and reinforced through newsletters and other family communications. Students are explicitly taught how to seek help through beginning-of-year assemblies, classroom discussions and wellbeing programs. Student Protection Contacts within the school are identified and promoted so that students know who they can approach if they feel unsafe, worried or unheard.

Concerns involving students are managed through careful listening, age-appropriate communication and a commitment to minimising further distress. Staff are supported to consider the individual needs, vulnerabilities and circumstances of each child when responding to concerns.

Complaints are formally recorded in the school Complaints Register. This register documents the nature of the concern, how it was raised, actions taken, communication undertaken and the eventual outcome. The Principal monitors complaints to ensure matters are investigated, addressed in a timely manner and resolved wherever possible at the school level. Where concerns meet reporting thresholds or require additional expertise, matters are escalated to Brisbane Catholic Education and relevant authorities in accordance with policy requirements.

The Reportable Conduct Scheme is implemented through regular Student Protection and safeguarding training, including annual staff updates and targeted professional learning. Staff are reminded of their obligations to identify, report and respond to allegations involving employees, volunteers or other adults working with children.

Evidence of Practice: Published complaints procedures, student safeguarding education, maintenance of a Complaints Register, staff Reportable Conduct Scheme training, access to BCE Cultural Liaison support, and a strong record of resolving concerns at the school level.

Planned Improvements: Further promote complaint pathways to students and families, strengthen First Nations-led and culturally safe support options, and explore additional student voice mechanisms to better understand how safe and confident students feel when raising concerns

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:

At St Ambrose's School, student safety is actively considered through the design, supervision and ongoing review of both physical and online environments. Playground spaces are deliberately structured, including the separation of Prep to Year 1 students from older students, to provide age-appropriate supervision and reduce risk for younger and more vulnerable children. Staff are supported by documented Playground Duty Procedures, clearly displayed in the staffroom, and through designated floater duties that provide additional supervision and support for identified students. First aid, incident and injury data are regularly reviewed to identify trends, with supervision practices adjusted where required. For example, the Middle Playground has been identified as an area requiring ongoing monitoring and reinforcement of behaviour expectations.

Online safety is promoted through restricted access to digital devices, teacher supervision, Class ICT Contracts and Home ICT Contracts, which establish consistent expectations between school and home regarding responsible technology use. Students are explicitly taught safe online behaviours, appropriate use of technology and how to seek help if they encounter unsafe online situations.

Employees model safe digital behaviours by using approved platforms, maintaining professional boundaries and reinforcing respectful online communication. Staff are expected to respond promptly to unsafe online conduct and utilise BCE policies and procedures to guide professional practice.

Risk assessment is embedded in the culture of the school. Staff routinely assess physical and online risks when planning activities, excursions, learning experiences and the use of school spaces. Environmental scans, supervision reviews, first aid records, behaviour data and incident trends inform decisions about risk controls and supervision arrangements. External providers are subject to approval processes, including safeguarding requirements, Working with Children Checks and Student Protection expectations.

Evidence of Practice: Playground Duty Procedures, supervised playground zones, incident and first aid data reviews, Class and Home ICT Contracts, approved digital platforms, staff supervision of technology use, excursion risk assessments and external provider approval processes.

Planned Improvements: Continue monitoring incident data to inform supervision practices, reinforce playground expectations in identified hotspot areas, and further review environmental risks through regular safeguarding scans and leadership review processes.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Ambrose's School, continuous improvement underpins our approach to student safety and wellbeing. Our Student Protection Contact (SPC) Team meets each term to review safeguarding matters, ensuring that all SPC members remain informed of current concerns and that appropriate supports are in place for students when needed. The team takes a holistic approach, identifying patterns or emerging trends in student behaviour and responding proactively to maintain a safe and supportive environment.

The introduction of the Child Safe Standards in Queensland in 2026 provides a structured opportunity to evaluate and enhance our practices. Throughout the year, the school will undertake a comprehensive self-assessment against all ten Child Safe Standards. This process will include consultation with students, families, and staff, a review of safeguarding data, and reflection on current policies, procedures, and practices to identify both strengths and areas for improvement.

Findings from this review will directly inform ongoing actions to strengthen safeguarding practices and will be documented in our School Safeguarding Plan. This plan is regularly reviewed and updated, ensuring that our approach to student safety and wellbeing remains active, responsive, and effective. Through these measures, St Ambrose's demonstrates a sustained commitment to continuous improvement, ensuring that safeguarding is consistently reviewed, refined, and embedded within the life of the school.

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 St Ambrose's School, robust policies and procedures underpin our commitment to student safety and wellbeing. While the school does not maintain separate, school-specific safeguarding policies, we implement the comprehensive policies developed by Brisbane Catholic Education (BCE). These policies are regularly reviewed and updated by BCE to ensure alignment with the Child Safe Standards and the Universal Principle, and they include clear, actionable procedures for safeguarding children.

These policies are made easily accessible to the school community through a prominent section on the school website, allowing staff, families, and the wider community to locate and reference them as needed.

In addition, key procedures and expectations relating to student safety and wellbeing are communicated directly to families during parent information evenings and reinforced through regular updates in the school newsletter. This approach ensures that safeguarding processes are not only documented but also understood, actively implemented, and supported by the entire school community.

Through these measures, St Ambrose's demonstrates that policies and procedures are both current and practical, supporting a child-safe environment that is clear, accessible, and consistently applied.

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)

