San Sisto College
Safeguarding Plan 2026



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Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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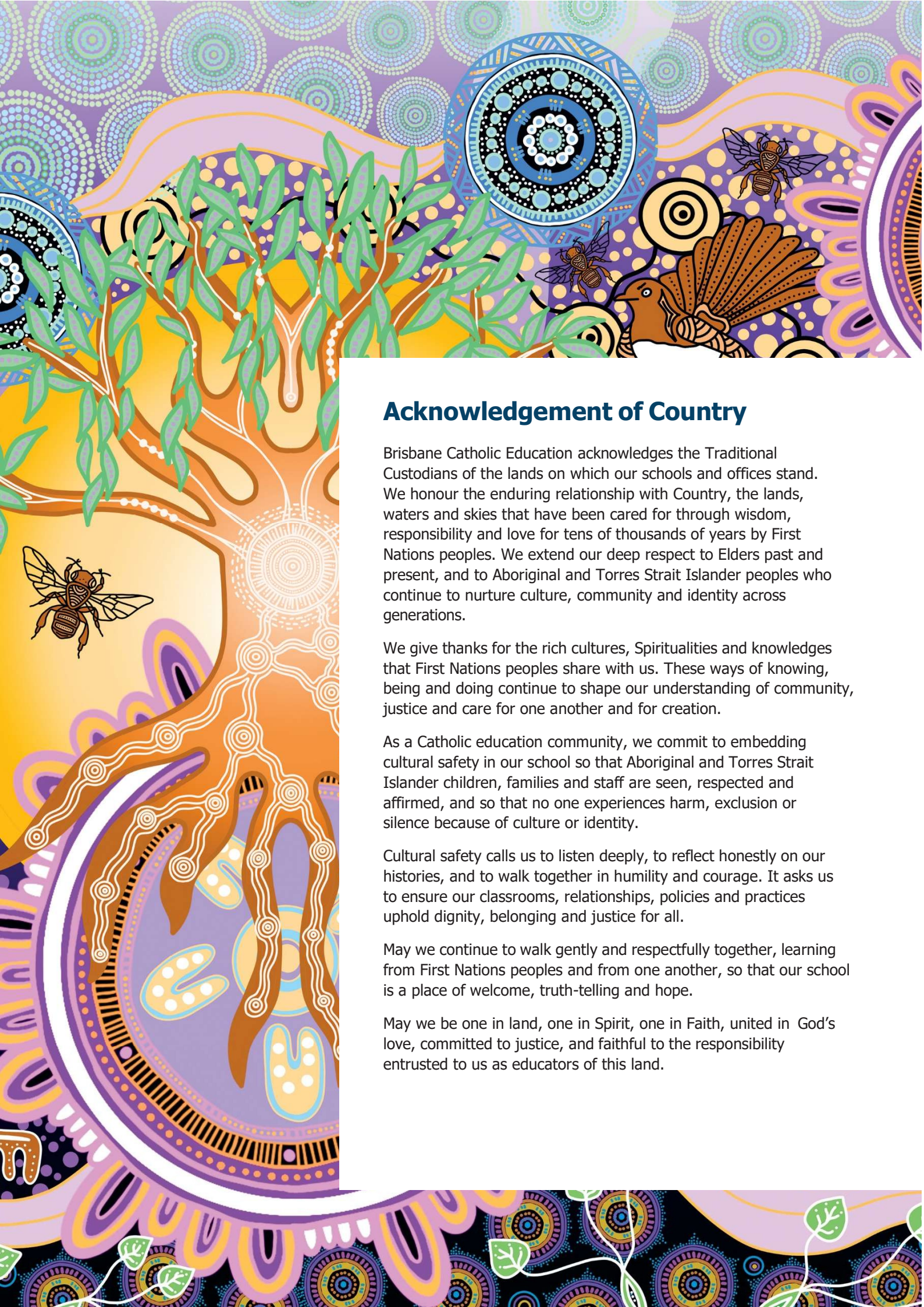
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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

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.



> 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.

San Sisto College, Carina 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 San Sisto 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 San Sisto College, the leadership team is committed to fostering a robust safeguarding culture, ensuring that the health, safety, and wellbeing of students, staff, and all community members are integral to our daily operations and collective practice. Our approach recognises safeguarding as a shared responsibility, with every staff member and community participant accountable for upholding the highest standards of conduct. The College Leadership Team ensures that the Brisbane Catholic Education Code of Conduct, student protection protocols, and comprehensive risk management strategies are central to all planning, actions, and review processes. We prioritise student voice by establishing and maintaining transparent reporting channels, designating safe adults and Student Protection Contacts whose roles and locations are clearly identified and accessible throughout the school. Furthermore, San Sisto College actively champions programs and initiatives designed to recognise, celebrate, and support the cultural identity of our Aboriginal and Torres Strait Islander students, reinforcing our commitment to inclusivity and respect within the school community.

[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:

At San Sisto College, we embed a rigorous approach to educating students about consent and respectful relationships and protective behaviours. Across Years 7, 8 and 9 within the Health and Physical Education (HPE) curriculum, students are provided with a comprehensive and developmentally sequenced education in consent and protective behaviours. Dedicated units focusing explicitly on consent are delivered at each year level, addressing both offline and online contexts. In addition to these targeted units, protective behaviours are embedded more broadly across the HPE program. A range of achievement standards and curriculum content descriptors address topics such as personal safety, respectful relationships, help-seeking strategies, and risk management. These themes are explored consistently throughout the three-year band, both in theoretical learning and practical contexts, allowing students to apply their understanding in authentic and meaningful ways.

Furthermore, within the school environment at San Sisto College, we ensure that the staff working as Student Protection Contacts are highly visible and known to all students. This is achieved through the display of Student Protection Contact posters in every classroom across the school. San Sisto College has also recently increased its number of staff working as Student Protection Contacts to have 6 staff trained.

San Sisto College also has a student wellbeing centre as part of our structure, which students can access to talk with a known and safe adult at any time. The processes for accessing the school's wellbeing centre are communicated with students regularly, including across orientation and induction sessions, year-level and school assemblies, and as part of homeroom procedures. Furthermore, the school facilitates information sessions for both students and parents throughout the year focused on protective behaviours.

In addition to the aforementioned, San Sisto College also embeds a range of structures within the school environment to increase students understanding of consent and protective behaviours including: year-level assembly sessions, student and parent inductions programs, parent information sessions, Senior/Middle Years student collaboration programs, and a personal development program for students embedded in the school timetable.

San Sisto College also values student voice and regularly uses surveys to gauge student's wellbeing and engagement. This is in addition to administration of the BCE TellThemFromMe surveys and analysis of student data.

[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:

At San Sisto College, student safeguarding and wellbeing information and expectations are regularly communicated to families through a range of school processes. This includes our *eVerigram* publications which are sent to all parents and caregivers three to four times per term. Furthermore, we have a broad and comprehensive publication titled *Community Connect* which is sent to all families once per term and always includes a range of safeguarding information. As part of our wellbeing leadership structure at the College, we have Student Wellbeing (Middle) Leaders for each year-level group. Student Wellbeing leaders regularly send ongoing updates to families (approximately 2-4 times per term) for their respective cohorts which detail key elements of student safeguarding and wellbeing expectations.

Throughout each year at San Sisto College, we work to involve parents, caregivers, and the broader community in initiatives which support student safety and wellbeing. This includes parent information forums, often hosted by external experts (e.g. parent cyber safety evening). We also host parent orientation and induction processes for students which always involve parents in expectations around student safeguarding and wellbeing.

San Sisto College also adopts a wrap-around approach to students who are identified as at-risk or in need of additional support in relation to safety and wellbeing. This wrap around approach includes key staff within the school (e.g. Assistant Principals, Student Wellbeing Leaders, Guidance Counsellors, Support Teachers Inclusive Education), external professionals, and parents and caregivers.

As part of parent engagement, the College also has a detailed framework involving groups of parents. This includes a Principal Advisory group, Learning and Wellbeing Parent Group, and a Parental community engagement group. Each of these groups is led by different members of the College Leadership Team and involves parents across the community in conversations and decision making around student safeguarding and wellbeing at the school.

[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 San Sisto College, the school actively promotes equity, inclusion, and respect for diversity within our policies and processes. Students identified as having a disability or who need additional support are allocated a case manager, who works in consultation with parents and external stakeholders to develop a Personalised Learning Plan for the relevant child. Personalised Learning Plan's are communicated and unpacked with teaching staff to ensure all relevant adjustments to remove barriers to learning and wellbeing are implemented within the classroom.

Teaching staff at San Sisto College are also provided training in how to implement culturally safe and trauma-informed support processes through application of the Positive Behaviour for Learning support framework. Furthermore, the College has recently formed a strong Reconciliation Action Group (as part of our Reconciliation Action Plan), involving key staff, students, and community stakeholders. The Reconciliation Action Group actively works to ensure culturally safe and anti-discrimination practices are embedded across the school community.

School safeguarding procedures and information are written in accessible language which is designed to remove barriers and make documents easy to understand. Our Student Wellbeing Team (Student Wellbeing Leaders, Guidance Counsellors, Support Teachers Inclusive Education, and members of the College Leadership Team), pay particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, LGBTIQ+ children, or children unable to live at home.

[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:

At San Sisto College, child safety and wellbeing are embedded across our recruitment, onboarding, supervision and ongoing support of employees and volunteers. Our recruitment and pre-employment processes prioritise child safety, with appropriate screening and background checks maintained and monitored, while induction supports staff and volunteers to understand their responsibilities for safeguarding, record keeping, information sharing and reporting.

The College is deeply committed to continually strengthening safeguarding practice across our whole community, including developing greater understanding of cultural safety and trauma-informed practice. We are also committed to ensuring members of our community have meaningful opportunities to engage in truth-telling and deepen their understanding of Australia's history, including Aboriginal and Torres Strait Islander histories, cultures and experiences.

At San Sisto College, third-party providers complete required BCE safeguarding training and registration, provide relevant Blue Card, identification and insurance documentation, and acknowledge BCE safeguarding and conduct requirements before working with students. These requirements ensure external providers understand their responsibilities and meet the College's expectations for the safety, wellbeing and protection of every student. Volunteers complete BCE Volunteer Training covering safeguarding, student protection, health and safety, and the Volunteer Code of Conduct. They must also complete registration requirements and hold an approved Volunteer Blue Card before undertaking child-related work. These processes ensure volunteers understand expected standards of behaviour, their safeguarding responsibilities and how to respond appropriately if a concern arises.

Through ongoing professional learning, consultation and review, San Sisto College will continue to strengthen a safe, inclusive and culturally responsive environment in which every student is known, supported and valued. Our students are supported to understand clear and accessible safeguarding reporting pathways, empowering them to speak up, raise concerns and seek help with confidence, knowing they will be listened to, taken seriously and supported by trusted adults within the College. Together, we are building a culture where every student feels safe, knows how to speak up and trusts that they will be heard and supported.

[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:

San Sisto College manages complaints raised by students, parents and guardians in accordance with the Brisbane Catholic Education *Student, Parent and Guardian Complaints Management Process*. Links to this process and the relevant complaint forms, including forms relating to alleged non-compliance with Student Protection processes, are made available to students, parents and guardians through the College website and Parent Portal.

The College's application of the student, parent and guardian complaints management procedure is designed to ensure that all complaints are received respectfully, considered carefully and responded to promptly. This approach is underpinned by safeguarding principles, transparency, fairness, respect for individual privacy and procedural equity. Wherever possible, school-based procedures for investigating and responding to complaints reflect these principles and support timely, appropriate and accountable resolution.

At the commencement of each calendar year, all parents and caregivers are provided with the College Communication Protocol, which is also available through the Parent Portal. This protocol clearly identifies the appropriate channels for communication and escalation of concerns, including the roles of the classroom teacher, Middle Leader, Assistant Principal, Deputy Principal and Principal, according to the nature and context of the matter raised. Students are also provided with clear reporting pathways through the College's Student Wellbeing Leadership structure. Student Wellbeing Leaders are available to meet with students in the Wellbeing Centre, and students are explicitly informed of the processes for reporting concerns relating to the conduct of peers, staff or other members of the school community.

Upon receipt of a complaint from a student, parent or guardian, staff and Middle Leaders follow a clear investigation and response process, implemented in collaboration with the Assistant Principal. Complaints relating to staff conduct are escalated to the Deputy Principal, who works in consultation with the College Principal, Brisbane Catholic Education Employee Relations and Student Protection to ensure the matter is managed in accordance with the Brisbane Catholic Education Code of Conduct. Through collaboration with Employee Relations, use of the Staff Inappropriate Behaviour system, recording of Records of Concern and mandatory reporting to Child Safety and the Queensland Police Service, San Sisto College fulfils its obligations under the Reportable Conduct Scheme.

[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:

At San Sisto College, safeguarding is a shared responsibility supported through ongoing education, training and clear expectations for all members of our community. Employees and volunteers undertake safeguarding training to strengthen their understanding of child safety and wellbeing responsibilities, including recognising indicators of abuse and harm, responding appropriately to concerns and disclosures, and following established reporting processes.

Throughout the year, safeguarding is reinforced through ongoing professional learning, communication, consultation and review, supporting staff and volunteers to confidently recognise, react and report when a child safety or wellbeing concern arises. A strong safeguarding culture also depends on ensuring children and young people understand how to seek help. At San Sisto College, students and families are actively using established reporting pathways, with student disclosure identified as a significant pathway through which concerns are raised.

Student voice also indicates that students know they can approach Student Wellbeing Leaders, wellbeing staff or members of the Leadership Team when they need support. As a College, we will continue to strengthen these pathways so students know how and where to speak up, feel confident that they will be listened to and taken seriously, and know that trusted adults will support them when they raise a concern.

San Sisto College is committed to continually strengthening cultural capability as an integral part of safeguarding practice. Our ongoing work includes developing staff and volunteer knowledge and skills to create culturally safe environments for Aboriginal and Torres Strait Islander children and families, alongside opportunities to deepen understanding of Australia's history through truth-telling. Through ongoing professional learning, practical resources, consultation and review, the College will continue to strengthen culturally safe and trauma-informed practice and ensure safeguarding learning translates into consistent everyday practice. Our commitment is to a College community where every student is safe, heard, culturally respected, supported and valued

[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:

San Sisto College is committed to providing safe, orderly and productive physical learning environments that support student wellbeing and reduce the risk of harm. This is achieved through the consistent implementation of agreed classroom set-up expectations and learning environment structures across the College. Teaching staff are provided with clear guidelines to promote consistency and predictability for students, thereby supporting safe routines, positive engagement and effective learning. Specialist learning areas are regularly reviewed by specialist teaching staff and Middle Leaders in accordance with Workplace Health and Safety requirements, with identified risks managed and mitigated through appropriate processes. Students and staff who use specialist equipment in practical learning areas are required to complete mandatory OnGuard Workplace Health and Safety training prior to use, ensuring equipment is used safely and responsibly.

Online and digital safety is prioritised for all students and staff at San Sisto College. Students participate in annual digital bootcamps that support the safe, responsible and effective use of school-issued laptops, school-based software and approved digital platforms. The College also provides cyber-safety presentations for student cohorts, parents and guardians, facilitated by external providers where appropriate. As part of the College wellbeing program, students engage with digital safety learning and resources provided by the eSafety Commissioner to strengthen their capacity to navigate online environments safely and respectfully.

Staff at San Sisto College are expected to model safe, ethical and responsible online and digital practices. All staff complete annual training in employee data privacy, data breach procedures, online engagement with students through the Code of Conduct, and online Workplace Health and Safety requirements. These expectations support a consistent approach to safeguarding, privacy, professional conduct and student wellbeing in digital environments.

San Sisto College employs a Workplace Health and Safety Officer who, in collaboration with the College Business Manager, monitors physical spaces and the broader school environment to identify, manage and mitigate Workplace Health and Safety risks. The College Workplace Health and Safety Committee meets each term to review school-based risks, monitor compliance requirements and ensure appropriate risk management strategies are implemented and maintained.

[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 San Sisto College, our unwavering commitment to safeguarding is underpinned by robust, ongoing cycles of learning, critical review, and targeted improvement. We adopt a systematic approach to strengthening our safeguarding practices, ensuring that the wellbeing of every student remains at the core of our operations. To inform our practices and policy development, we regularly gather and analyse feedback from students, parents, and staff through structured voice mechanisms. This is complemented by the systematic review of key wellbeing indicators, including but not limited to student attendance records, behavioural data via the Engage platform, bullying incident reports, the Tell Them From Me culture survey results, blue card screening compliance, and comprehensive workplace health, safety, and risk management data. These processes enable us to proactively identify and respond to emerging trends and issues related to wellbeing and safeguarding within our school community. Our approach is firmly anchored in a cycle of continuous improvement, ensuring that our policies and practices remain responsive and effective. In the event of any incident relating to safeguarding, student protection, or workplace health and safety, the College Leadership Team undertakes a thorough post-incident review. This process involves evaluating risks, assessing the effectiveness of existing controls, and implementing additional measures where necessary. The outcomes of these reviews are systematically incorporated into our ongoing improvement strategies, further strengthening our preventative frameworks and reinforcing our commitment to the safety and wellbeing of all members of the College community.

[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 San Sisto College, safeguarding our students is a paramount responsibility. We are committed to maintaining a safe, supportive, and respectful environment for all members of our community. Our comprehensive suite of policies includes the Student Behaviour Support Plan, Brisbane Catholic Education Code of Conduct, Student, Parent, Guardian Complaints Management Policy, College Uniform Policy, College CCTV Policy, Brisbane Catholic Education Student Protection Processes, and the Brisbane Catholic Education Acceptable Use Policy for information, systems, and resources. These policies are reviewed every three years to ensure they remain current, effective, and responsive to the evolving needs of our community. We believe that clarity is essential, so our policies are written in child-friendly language to ensure all students understand their rights and responsibilities. Accessibility is at the core of our approach. All policies are available to students, parents, and volunteers via the school website, as well as through dedicated student and parent portals. This transparency enables our community to engage actively with our safeguarding procedures. Our leadership team consistently communicates, models, and applies these policy frameworks, reinforcing a culture of safety and accountability across the College. By embedding these practices in our daily operations, we strive to protect every student and empower them to thrive academically, socially, and emotionally.

[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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