

St Thomas More Sunshine Beach Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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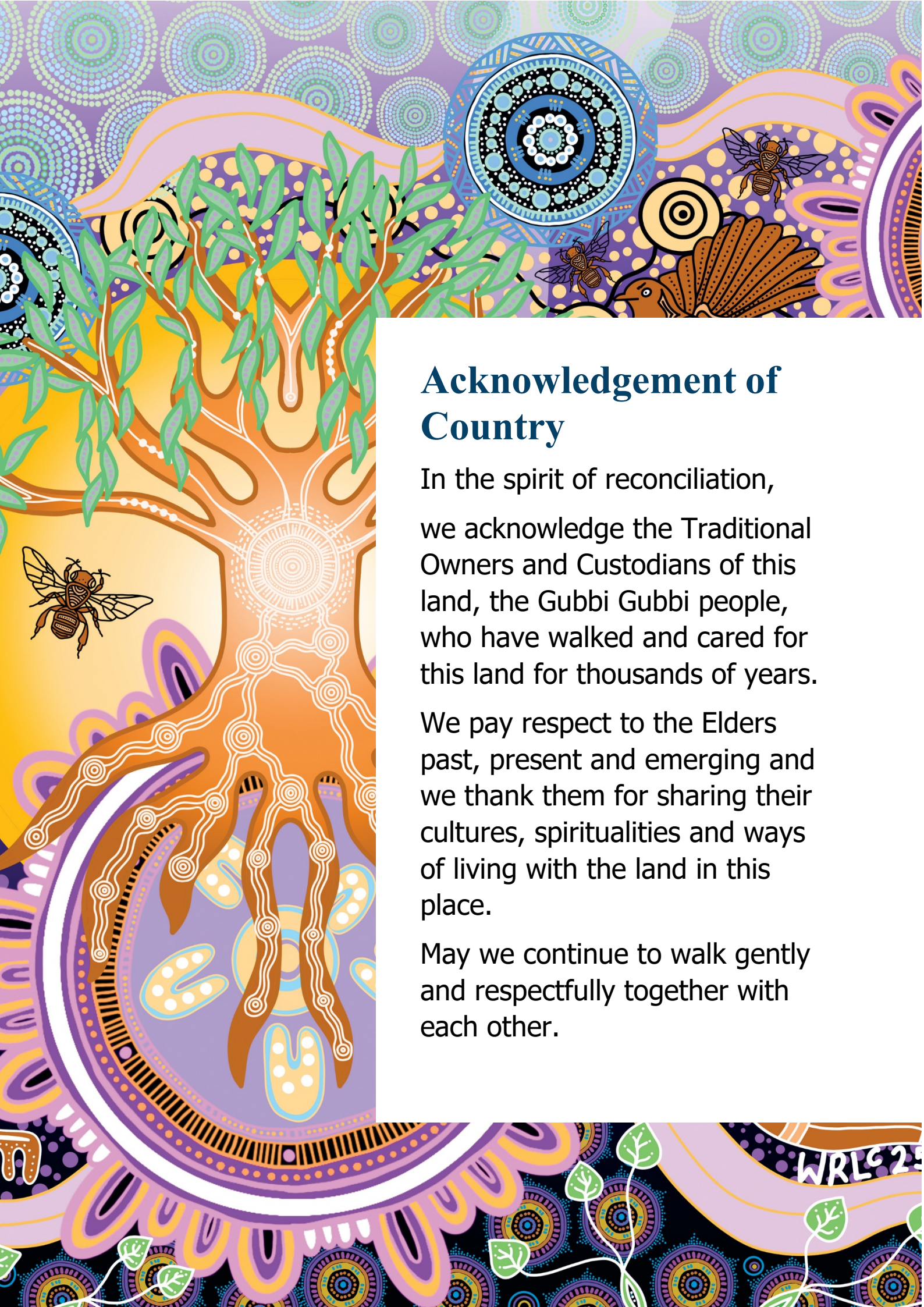
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Acknowledgement of Country

In the spirit of reconciliation, we acknowledge the Traditional Owners and Custodians of this land, the Gubbi Gubbi people, who have walked and cared for this land for thousands of years.

We pay respect to the Elders past, present and emerging and we thank them for sharing their cultures, spiritualities and ways of living with the land in this place.

May we continue to walk gently and respectfully together with each other.

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.



St Thomas More Sunshine Beach, 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 Thomas More 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:

Leadership and culture that keeps children safe

Our commitment to child safety

At St Thomas More Sunshine Beach, the safety and wellbeing of children is paramount. We have zero tolerance for all forms of abuse and are committed to safeguarding every child in our school community. This commitment is led by our school leadership and embedded in our daily culture, decisions and practices.

Strong leadership and shared responsibility

Safeguarding is a shared responsibility. Our Principal and School Leadership Team actively lead a strong child safe culture, supported by the Student Protection Contact (SPC) team and in collaboration with Brisbane Catholic Education Risk & Compliance. Staff, volunteers and community members all play an important role in keeping children safe.

A safe, welcoming and respectful environment

We work to ensure every child feels safe, valued and heard. Our school culture promotes inclusion, respect and cultural safety, supporting children to learn, grow and speak up in a positive and supportive environment.

Clear expectations and accountability

We maintain clear expectations for professional behaviour through the BCE Code of Conduct. Safeguarding roles, responsibilities and reporting processes are clearly defined, supporting accountability and consistent, child-focused practice across the school.

Listening and continuous improvement

Our School Safeguarding Plan has been developed in consultation with students, families and staff. We value feedback and child voice and regularly review our practices to identify and reduce risks, ensuring safeguarding remains active and responsive in classrooms, playgrounds and school routines.

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:

How students learn about rights, safety and who to trust

Students learn about safety, respectful relationships and help-seeking through the HPE curriculum, The Resilience Project, assemblies, Marist values, PB4L and the Buddy Program.

How the school gathers and responds to student voice

Student voice is encouraged through classroom discussions, student-led assemblies, relational check-ins, Student Council and leadership opportunities. Staff create safe environments where students feel heard and valued.

How student participation influences decision-making

Students contribute to school life through leadership and representative roles. The school recognises an opportunity to broaden participation so all students can contribute their views.

How cultural safety shapes our approach

STM promotes respect, inclusion and belonging through relational pedagogy, Marist values, PB4L and peer support structures, helping students feel safe, connected and supported.

Evidence of practice and planned improvement

Evidence: HPE curriculum, The Resilience Project, Student Council, student-led assemblies, Buddy Program and PB4L.

Improvements: Increase visibility of safety messaging, expand student voice opportunities, improve accessibility for diverse learners and develop stronger systems to capture and respond to student feedback.

Overall

STM demonstrates strong practice in promoting safety, inclusion and student participation, with opportunities to further strengthen consistency, accessibility and the authentic voice of all students.

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:

How our school communicates safeguarding expectations to families

STM promotes student safety and wellbeing through consistent whole-school messaging, wellbeing initiatives such as The Resilience Project and PB4L, and strong partnerships with families. Feedback shows families view STM as a safe, welcoming and inclusive community.

How families and communities participate in safety and wellbeing initiatives

Families engage through school events, wellbeing programs, liturgical celebrations, carnivals and community activities, helping to reinforce shared expectations around safety and wellbeing.

How the school engages P&F and community partners

The school works closely with the P&F and community through events, initiatives and gatherings that strengthen relationships and support a positive, connected school culture.

How feedback is gathered and acted on

Feedback from the Term 2 Adult Perspective survey and broader engagement opportunities confirms strong confidence in STM's wellbeing and safeguarding practices. Feedback is used to identify areas for improvement and strengthen communication.

Evidence of practice and planned improvements

Evidence of practice:

- Strong alignment between family, staff and leadership perspectives on safety and wellbeing.
- High family participation in school and community events.
- Visible wellbeing programs and relational practices.

Planned improvements:

- Increase communication about safeguarding processes and support pathways.
- Embed key safeguarding messages within high-engagement events.
- Increase visibility of student voice and wellbeing initiatives.

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:

Equity, Inclusion and Respect for Diversity

STM promotes inclusion through PB4L, The Resilience Project, the Buddy System, student-led assemblies, and explicit teaching of respect, inclusion and positive relationships. Data is used to identify vulnerable cohorts and ensure supports are responsive to student needs.

Supports and Adjustments for Diverse Learners

Students receive support through MTSS processes, SPC reviews, learning support, teacher observations, behaviour monitoring and family partnerships. Safeguarding messages are reinforced through modelling, repetition and visual supports, particularly for younger students and students with additional needs.

Cultural Safety and Anti-Discrimination

STM embeds respect, inclusion and positive relationships across school life. Safeguarding responses are adjusted to meet diverse student needs, with a focus on equity and reducing barriers to support.

Access to Safeguarding Information

Students learn how to seek help through the SPC team, Student Protection Flowchart, The Resilience Project, PB4L, the Buddy System and STM's Three Steps to Help a Friend. These approaches help students identify trusted adults and understand how to report concerns.

Evidence of Practice and Planned Improvements

- Evidence includes behaviour and wellbeing data, teacher observations, learning support records, family feedback and SPC reviews. Planned improvements include:
- targeted support for students with disability and male students
- increased teaching of self-regulation and help-seeking skills
- more accessible and differentiated safeguarding messages
- stronger identification of less visible forms of harm
- increased use of visual supports and help-seeking information.

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:

How students and families can raise concerns

Students and families can raise concerns through trusted staff members, Student Protection Contacts (SPCs), school leaders, or BCE complaints processes. Information about reporting concerns is communicated through school publications, wellbeing programs and community communications.

How the school ensures child-focused, trauma-informed responses

STM prioritises the safety, wellbeing and dignity of children and young people. Students are listened to respectfully, supported throughout the process, and responses are tailored to individual needs to minimise re-traumatisation and ensure students feel safe and heard.

How complaints are recorded, managed, escalated and resolved

Complaints are managed in accordance with BCE policies and Student Protection procedures. Concerns are documented, assessed and responded to in a timely manner, with matters escalated to BCE or relevant authorities where required.

How the school implements the Reportable Conduct Scheme

STM implements the Reportable Conduct Scheme through clear reporting pathways, staff training and established safeguarding procedures. School leaders work with BCE and relevant authorities to ensure legislative and reporting obligations are met.

Evidence of Practice

- Student Protection Contacts are visible and accessible.
- Complaint pathways are communicated to students and families.
- Staff complete mandatory safeguarding and Student Protection training.
- Complaints are documented and managed through established BCE processes.

Planned Improvements

- Increase student awareness of help-seeking and complaint pathways.
- Strengthen student understanding of their rights and reporting options.
- Increase visibility of safeguarding information for families.
- Continue reviewing complaint processes to ensure they remain child-focused and accessible.

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:

How physical spaces are designed and supervised for safety

St Thomas More maintains safe physical environments through active supervision, regular review of high-risk areas and consideration of student needs. Supervision arrangements are reviewed to ensure spaces remain visible, safe and supportive for all students.

How the school promotes online safety for students

Online safety is promoted through cyber safety and digital citizenship education, acceptable use expectations and ongoing communication with students and families about safe and responsible technology use.

How employees' model safe digital behaviours

Employees model safe digital behaviours by following BCE policies, maintaining professional boundaries online and demonstrating respectful, responsible use of technology in their interactions with students.

How physical and online environmental risks are assessed and managed

Physical and online risks are identified and managed through safeguarding reviews, supervision audits, incident data analysis, risk assessments and consultation with staff, students and families.

Evidence of practice

- Active supervision and duty schedules.
- Cyber safety and digital citizenship education.
- Regular review of high-risk areas.
- Risk assessments for school activities.
- Parent communication regarding online safety.

Planned improvements

- Strengthen student voice in safety discussions.
- Formalise environmental safety reviews.
- Enhance parent education on emerging online risks.
- Continue reviewing supervision and high-risk locations.

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:

Listening and continuous improvement

At St Thomas More Sunshine Beach, safeguarding is strengthened through ongoing review, reflection and improvement. We actively check that our child-safe practices are working and use evidence, feedback and consultation to guide meaningful improvement.

Safeguarding is not static — it is a living practice that responds to student voice, wellbeing data and the experiences of our school community.

What this looks like at St Thomas More:

Safeguarding policies, procedures and practices are regularly reviewed to ensure they remain effective, relevant and responsive.

Student voice and wellbeing data, including Tell Them From Me (TTFM) surveys, are used to understand students' sense of safety, belonging and connection.

Concerns, complaints and incidents are reviewed to identify patterns, reduce risk and strengthen systems.

- Staff, leadership and students are consulted to inform improvements and shared responsibility.
- Findings from reviews are communicated and acted upon, supporting transparency and trust.
- Progress is measured and monitored using a range of indicators, including culturally responsive and inclusive measures.
- Safeguarding improvements are embedded into everyday practice, planning and decision-making across 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:

Policies and procedures that keep children safe

At St Thomas More Sunshine Beach, Child Safe Standard 10 ensures our safeguarding policies and procedures clearly explain how we keep children safe and support consistent, child-focused practice across the school.

Our policies are not just documents — they guide daily decision-making, clarify responsibilities and support staff, students and families to understand what safe practice looks like in our school.

What this looks like at St Thomas More:

- Safeguarding policies and procedures align with all Child Safe Standards and the Universal Principle.
- Policies are clearly documented, accessible and easy to understand for staff, students and families.
- School procedures are informed by best-practice models, BCE guidance and consultation with stakeholders.
- Leaders actively champion and model compliance with safeguarding policies and procedures.
- Staff and volunteers are supported to understand and implement safeguarding expectations in their day-to-day roles.
- Policies are reviewed regularly to ensure they remain current, effective and responsive to student needs.
- Safeguarding procedures are embedded into school routines, training, planning and accountability processes.
- St Thomas More is working progressively to ensure Child Safe Standard 10 is fully embedded, supporting a shared understanding of safeguarding responsibilities and consistent practice across the school community.

¹⁰ Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

