

School Safeguarding Self-Assessment

Term 1: Leadership, Monitoring and Improvement



Marymount Primary School

In Term 1 the Child Safe Standard Self-Assessment is focussed on the following Standards:

SAFEGUARDING FOCUS AREA | Term 1

Leadership, Monitoring and Improvement (Standards 1, 9, 10)
Child safety is embedded in leadership and culture
Our practices are reviewed and improved
Policies and procedures document how we are a safe place for children

Universal Principle

Standard 1 – Leadership and Culture

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

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

Each Term the Self-Assessment process considers the following process:

1. Participation
2. Data
3. Activity
4. Evaluation

All parts of the process are underpinned by participation and consultation with key stakeholders.



1. Participation

The Term 1 Child Safe Standards relate to leadership, monitoring and improvement. Consider,

- Who in your school provides leadership for student safety and wellbeing?
- Who is responsible for monitoring student safety and wellbeing?
- Who contributes to improving student safety and wellbeing practices?

Relevant stakeholders to collaborate with for Term 1 may include the school leadership team, Student Protection Contacts, family or student groups. Specifically consider how you will engage Aboriginal and Torres Strait Islander voices to embed the Universal Principle in this process.

Part 1 – PARTICIPATION PLAN

Who do you plan to consult with as part of the Term 1 self-assessment?

Participation Plan

These are the stakeholders I will involve in Term 1 Self-Assessment:

School Leadership Team

- Brendan Creevey – Principal
- Melissa Sewell – APA
- Kevin Yates – APA

Student Protection Contacts

- Brendan Creevey – Principal
- Melissa Sewell – APA
- Kevin Yates – APA
- Kristy Spencer – Guidance Counsellor

- Karen Fitzpatrick – Guidance Counsellor

Student Support Team

- Brendan Creevey - Principal
- Melissa Sewell – APA P-2
- Tish Whittingham – APRE – Yr 3/4
- Kevin Yates – APA Yr 5/6
- Frai's Bretag – ST:IE P-2
- Samantha Edwards – ST:IE Yr 3/4
- Alex Brookes – ST:IE Yr 5/6
- Lizzie Bale – Speech Pathologist
- Kristy Spencer – Guidance Counsellor
- Karen Fitzpatrick – Guidance Counsellor

P&F Committee

Part 2 – RECORD OF PARTICIPATION

Who did you consult with as part of the Term 1 self-assessment, and what was their involvement?

Record of Participation

Name	Involvement <i>(Date and type)</i>
School Leadership Team	16.2.26 Met as part of the Leadership Team to discuss processes. Review Whole T1 self-assessment during leadership meeting Beginning notes and data review 23/2/2026 Review of Standard 1 Leadership, Standard 9 Continuous Improvement and Standard 10 Policies and Practices 16/3/2026 Review SPC Safeguarding Action Register discussion
SPC Team	18/02/2026 SPC meeting. Discussed Tm 1 Self-Assessment. SPC's will take responsibility for the staff activity this term. 5/3/2026 SPC Safeguarding Action Register discussion

Safeguarding Data Dashboard: Term 1 Data

1. Review the Employee Culture Overall Safeguarding Index

Prompt: How is your Index trending? How does your 2023 data compare to your 2025? How does your data compare with the BCE average? What do you think about this?

1) How is our overall index trending?

- **Overall Safeguarding Index (school):**
63.5% (May 2023) → 71.7% (Mar 2025) — an improvement of **+8.2 percentage points**.
Visual source: top-left line chart, “Employee Culture Overall Safeguarding Index.”

Takeaway: Your safeguarding culture is **on an upward trajectory** over the last two survey cycles, with a solid lift into the 70s.

2) 2023 vs 2025: what changed inside the index?

(Bars show % Agree/Strongly Agree; teal = 2023 May, purple = 2025 Mar; diamond = BCE average.)

Notable improvements

- **Make safety a priority:** ~80% → 90% (now above BCE).
- **Proactively identify and manage risk:** ~64% → 82% (now above BCE).
- **Consistently follow student protection policies and processes:** ~77% → 85% (now at/above BCE).
- **Challenge others on unacceptable behaviour:** ~60% → 73% (moved above BCE).
- **Embrace data to understand and diagnose issues:** ~46% → 60% (now above BCE).
- **Listen and make changes when something is not working:** ~27% → 39% (still lower overall, but a meaningful lift).

Areas that appear flat or dipped

- **Accept that safeguarding is everyone’s responsibility:** ~82% → 74% (now slightly below BCE).
- **Anticipate the impact of decisions on teaching and wellbeing:** ~77% → 69% (now below BCE).
- **Involve parents and students in decisions that impact student education, safety and wellbeing:** ~62% → 57% (now slightly below BCE).
- **Are accepting of students from diverse backgrounds:** ~82% → 80% (steady, near BCE).

- **Able to bring up problems and issues:** roughly **low–mid 50s** → **high 50s** (modest gain; around BCE).

Safeguarding culture risks (lower is better)

- **Afraid of retribution if they say the wrong thing:** ~16.3% → ~2.4%, now **better than BCE**.
- **Don't care about their impact on students:** ~7.0% → ~2.4%, **better than BCE**.
- **Turn a blind eye to colleagues who breach student-protection policies:** ~4.7% → ~? (**very low**), **at/better than BCE**.

Visual source: top-right “Safeguarding Culture Risks” — your 2025 bars are substantially lower than 2023 and sit below the BCE markers.

Takeaway: Between 2023 and 2025, the **biggest lifts** are in **visible safety priority, proactive risk management, following protection processes, challenging poor behaviour, and using data**. You've also **dramatically reduced perceived culture risks** (especially fear of retribution), which is a strong signal of improving psychological safety. A few **people-and-voice areas** softened (shared responsibility, anticipating impact, parent/student involvement).

3) How do we compare with the BCE average?

- **Above BCE** in 2025 on: **Make safety a priority; Proactively identify/manage risk; Consistently follow protection processes; Challenge unacceptable behaviour; Embrace data.**
- **Around BCE** in 2025 on: **Able to bring up problems; Acceptance of student diversity.**
- **Below BCE** in 2025 on: **Safeguarding is everyone's responsibility; Anticipate impact of decisions; Involve parents/students.**
- **Risk indicators** are **better than BCE** in 2025 (notably, **fear of retribution** is now much lower than BCE).

Takeaway: Relative to BCE, Marymount is **stronger on safety execution and risk practice, on par** in staff voice for raising issues, and **has room to lift** shared-ownership mindsets and **co-design/engagement** with parents and students.

4) Quick priorities and practical next steps

Sustain and embed what's working

- Keep **safety-first routines** visible (pre-briefs, debriefs, and quick risk scans before activities).
- Continue **policy/process refreshers** and **peer-to-peer challenge scripts** (“See it, Say it, Sort it”) so gains on **following processes** and **challenging behaviour** stick.
- Maintain **open reporting** channels that protect anonymity to keep **fear of retribution** low.

Lift shared responsibility & anticipatory practice

- Re-anchor the message that “**everyone owns safeguarding**” using **micro-stories** and **role-based checklists** for all staff groups (teaching, admin, grounds/OSHC/volunteers).
- Build **anticipation skills** with short scenario drills: “What’s the impact of this decision on learning & wellbeing?” Use a **1-minute impact check** in team huddles.

Strengthen parent/student involvement

- Pilot ‘**safety design moments**’ each term (e.g., **student focus groups** before camps/excursions; **parent micro-surveys** on pickup/drop-off safety).
- Close the loop publicly (“**You said / We did**”) so staff see co-design as part of safeguarding, not an add-on.

Keep growing staff voice

- Since fear of retribution is down, **capitalize** with a **lightweight issue-raising protocol** (what to raise, where, what happens next) and **fast feedback** to the raiser within 72 hours.

5) Executive summary (for your slide or newsletter)

- **Index trending up: 63.5% → 71.7%** (2023→2025).
- **Now out-performing BCE on safety priority, risk management, process adherence, challenging behaviour, and data use.**
- **Significantly reduced culture risks**, especially **fear of retribution** (now **below BCE**).
- **Focus areas for 2026:** Re-energise **shared responsibility**, improve **anticipatory impact thinking**, and **increase parent/student involvement** in safety decisions.

2. Review the Employee Safeguarding Culture Risks

Prompt: *This data reflects the percentage of staff who believe there **is a concern** in this area. Higher figures indicate a greater number of staff identifying a potential issue that may require attention.*

What does this data tell you about staff confidence, participation, psychological safety, or willingness to speak up?

The overall decrease across all areas suggests that fewer staff believe there are significant concerns in these domains. This may indicate growing confidence in our safeguarding systems and greater clarity around expectations and processes.

It is encouraging that reports of “turning a blind eye” to student protection issues have decreased. This aligns with our ongoing safeguarding training and regular reinforcement of reporting obligations. Staff appear increasingly aware of their responsibilities and the importance of acting on concerns. This is a clear strength and reflects a maturing safeguarding culture.

However, the data presents an important nuance. While fewer staff believe colleagues would ignore student protection issues, this does not fully align with confidence in calling out a colleague when necessary. This suggests that while staff are committed to student safety, they may still feel hesitant about engaging in direct professional challenge.

This points to an area for continued growth in psychological safety and professional dialogue. Staff may be concerned about “getting it wrong” or facing retribution if they speak up. Strengthening a culture where respectful challenge is normalised — and where raising concerns is viewed as a professional responsibility rather than a personal criticism — will be important.

Moving forward, we want to continue building confidence in having courageous conversations. This includes reinforcing that safeguarding is a shared responsibility, modelling constructive professional dialogue, and ensuring staff feel supported when they raise concerns.

Overall, the data suggests positive progress in awareness and responsibility, with a clear next step in strengthening confidence to speak up and challenge appropriately in the interests of student safety.

3. Review the *Tell Them From Me* survey data provided.

Prompt: Review the “Sense of belonging” by year, are there patterns or trends? Can you identify any anomalies or unexpected data?

Review the “TTFM School Safety” page. Are there trends across 2023, 2024, and 2025? How does your data compare to the BCE average.

Tell Them From Me (TTFM) – Summary insights (Marymount vs BCE)

1) Sense of Belonging (Primary)

- Across the three years, Marymount shows a gradual decline in student-reported belonging: 72.4% (2023) → 70.7% (2024) → 69.5% (2025) (down 2.9 percentage points overall).
- BCE shows a slight increase over the same period: 69.4% → 69.8% → 71.0%.
- Comparison to BCE: Marymount is above BCE in 2023 (+3.0) and 2024 (+0.9), but falls below BCE in 2025 (–1.5).
- Unexpected / notable point: the crossover in 2025 (Marymount dipping below BCE) stands out, because the school was tracking ahead of BCE in the previous two years.

A related belonging indicator, “*I feel accepted for who I am*”, sits at 3.0/4 (BCE result shown), which suggests a generally positive baseline for acceptance, even as overall belonging has softened.

2) School Safety (TTFM School Safety page)

- Primary (students): 61.3% (2023) → 65.0% (2024) → 63.7% (2025). This indicates a lift in 2024 followed by a small dip in 2025, but still above 2023 overall (+2.4).
- Primary vs BCE: Marymount is about the same as BCE in 2023 (61.3 vs 61.5), then above BCE in 2024 (+3.8) and slightly above BCE again in 2025 (+0.9).
- Parent: 67.1% (2023) → 67.8% (2024) → 70.1% (2025). This shows a steady improvement (+3.0 overall), with the highest point in 2025.
- Parent vs BCE: Marymount is consistently below BCE each year (approx. –7.2 in 2023; –7.4 in 2024; –6.4 in 2025). The gap narrows slightly by 2025, but remains notable.

On the agree/strongly agree items shown, Marymount sits below BCE for “*My child feels safe at school*” (Parent: 70.7% vs 74.9%), while student agreement for “*I feel safe at our school*” is slightly above BCE (Primary: 66.4% vs 65.5%).

3) Implications / possible lines of inquiry

- Belonging has softened while safety is relatively stable for students; this may indicate a need to focus on connection, inclusion, and peer culture (in addition to supervision and behaviour processes).
- The parent safety perception gap (below BCE each year) suggests an opportunity to strengthen communication, visibility of actions, and feedback loops (e.g., “You said / We did” updates on safety initiatives).
- Consider drilling into which cohorts are driving the 2025 belonging dip (e.g., upper primary vs lower primary) and whether the decline aligns with particular settings (playground/toilets/online issues) raised through student voice.

3. Activity

Principal Action

Ask at least five staff members, *If there were no limits, time, budget, or logistics, what is one thing you would want to do which would directly improve our student’s safety and wellbeing?*

Staff Member:	Key points:
Lon Williams (School Officer)	<p>I would like to see play spaces across all year levels better resourced, with additional staff support or a designated role focused specifically on social and emotional development and on-the-ground regulation.</p> <p>This dedicated “social” role could provide consistent support during breaks, helping children navigate friendships, manage big feelings and build positive play skills in the moment. Wearing a clearly identifiable jacket would make them visible and approachable to students who need support.</p> <p>Importantly, this role would include time before and after breaks to follow up on incidents, run check-ins and check-and-connect conversations, and proactively support children who may be finding unstructured time challenging. The focus would be on consistency and relationship-building, rather than one-off interventions, ensuring that social and emotional learning is embedded in everyday school life.</p>
Deb McKean-Nunan (Year 6 teacher)	<p>I would welcome the introduction of a simple, age-appropriate check-in app for students in the upper years, where they can quickly log how they’re feeling as they enter the classroom in the morning and after breaks.</p> <p>This wouldn’t be about surveillance. It would be about support.</p> <p>With a designated staff member monitoring patterns and following up where needed, we could respond earlier to students who may be struggling emotionally but not yet asking for help. It would create a quiet, low-pressure way for young people to signal that they need support.</p> <p>Alongside this, the app could help students build emotional literacy by prompting them to identify specific feelings and suggesting practical, age-appropriate regulation strategies. Over time, this would strengthen their ability to understand their emotions and choose constructive ways to respond.</p> <p>As we know from the research, emotional wellbeing in older primary and middle years students’ needs proactive attention. A consistent, structured check-in process could help us normalise conversations about feelings, strengthen help-seeking behaviours, and ensure no student slips through unnoticed.</p>
Brayden Pearson (Teacher)	It’s about strengthening help-seeking behaviours across our school community.

	<p>While teachers already focus on health and wellbeing through the curriculum, we know that explicitly teaching young people how, when and where to seek help can make a real difference. This could mean reaching out to trusted adults at school, such as teachers, or connecting with outside support services like Lifeline. We touch on protective behaviours during key moments in the year – such as Daniel Morcombe Day – but a more consistent, intentional focus on help-seeking could further support students’ mental health and overall wellbeing.</p> <p>The research is clear: mental health challenges among young people are increasing, and early support matters. By normalising conversations about help-seeking and making pathways to support visible and accessible, we can create a safer, more responsive environment where every young person knows they don’t have to face difficulties alone.</p>
Sinead Grehan (Year 1)	<p>I would like to see increased adult relational support in Year 1.</p> <p>Coming from Prep, where students have consistent access to two adults, the shift into Year 1 is significant. The social and emotional demands increase, yet the level of adult support often decreases. I’ve noticed that time spent supporting students after breaks or first thing in the morning, particularly around friendship issues, regulation and settling, can take considerable time away from the learning needs of other students.</p> <p>Stronger adult presence during these transition points would help balance student voice, relationship-building and the growing social needs of this age group. Year 1 is still a foundational year. With additional relational support, we can respond proactively to social challenges, strengthen regulation skills and create calmer, more focused classrooms for everyone.</p> <p>I believe allocating a dedicated support person per year level would add immense value. Consistency matters. A familiar adult who knows the students, understands the cohort dynamics and can provide ongoing relational support would strengthen both wellbeing and learning outcomes across the year group.</p>
Leah Phillips (HPE teacher)	<p>I would like to see a sheltered undercover walkway to the Shed from the Year 4 Classrooms to improve student safety during inclement weather. Now, wet or extreme conditions can create avoidable risks and disruptions. A covered space would provide safer access, reduce stress during transitions and ensure learning and support programs can continue with minimal interruption.</p> <p>I would also welcome increased play structures and purposeful play resources for Year 1 and 2. At this age, play is not just recreation, it’s where children practise cooperation, negotiation and problem-solving. Well-designed equipment and structured activity options can strengthen positive social interactions, reduce conflict and support inclusive play.</p> <p>Investing in both safe infrastructure and quality play opportunities would directly support student wellbeing, social development and a calmer, more connected school environment.</p>

Staff/Leadership Team Action

Ask at least five students, *If you were Principal for a day, what is something you would do which would make all students feel safer at our school?*

Student:

Key points:

Prep male	More teachers on duty so someone helps me straight away. Maybe another teacher near the toilets.
Yr 2 female	Stop mean people. If someone is hurting people they have to stop.
Yr 3 male	Make bullying have bigger consequences. Actually follow up with the victim to see how we are going after it has happened.
Yr 5 female	Anonymous reporting (online form). I would like a way to report without people knowing it was me.
Year 6 male	Better supervision near the toilets. A lot of issues seem to happen in the Shed toilets.

4. Evaluation

As the focus for Term 1 is leadership, monitoring and improvement, it is recommended this section is considered and completed alongside your school leadership team and/or SPC team.

EVALUATION STANDARD 1 – Leadership and Culture

Reflection

How do we prioritise the safety and wellbeing of our students and keep our safeguarding practices 'alive', not just policies or documents on a shelf. What are some examples of this in practice in our school?

At Marymount, student safety and wellbeing are not standalone initiatives, they are woven into the daily life of our school.

Student safety and wellbeing is a standing item at weekly leadership meeting. This ensures it remains at the forefront of our thinking and shapes every decision we make, from curriculum planning and staffing to playground supervision and resource allocation. It keeps us accountable and focused on what matters most.

Student voice also plays an important role. We regularly touch base with our Year 6 leaders to share their experiences of safety and belonging. Their feedback informs decisions about playground spaces, anti-bullying strategies and wellbeing initiatives.

We have now included student safety and wellbeing questions as part of our enrolment interviews (template question), on the agenda for P&F Meetings, and as part of our Student Support Team weekly agenda items.

Before every excursion, incursion or school event, a thorough risk assessment is completed. This includes careful consideration of supervision ratios, medical needs, transport arrangements, cultural considerations, and consent processes. These procedures are embedded practice, not an afterthought, and are reviewed and refined regularly.

We also partner closely with families. Information sessions and regular newsletter updates clearly outline our safeguarding processes, reporting pathways and wellbeing supports. This transparency ensures families understand both what they can expect from us and how we work together to keep children safe. In addition, we offer supportive parent group Professional Development (Forums) focused on skill development, equipping families with practical strategies to strengthen wellbeing and positive relationships at home and school.

We closely monitor data trends from our student wellbeing surveys and attendance data to identify patterns, strengths and emerging areas of concern. Together, this information provides a clearer picture of student engagement, sense of belonging and overall wellbeing. This data is reviewed regularly at leadership level and shared with relevant staff to ensure it informs our planning and targeted responses. We look carefully at the trends, not just whole-school patterns, but also year levels, cohorts and individual students of concern. Attendance patterns, partial absences and unexplained absences should be considered alongside wellbeing data, as changes in attendance can often signal that a student may need additional support. Where the data highlights students who may be feeling unsafe, disconnected, anxious or disengaged, timely follow-up is essential. This may include pastoral check-ins, conversations with families, adjustments to support plans or referral to additional services.

Wellbeing and attendance data are not collected for reporting purposes alone; they are tools to guide action. By paying close attention to trends and responding early, we strengthen our ability to ensure every student feels safe,

known, present and supported. In 2026, our staff have undertaken discussions around improving attendance, identifying key areas for improvement and developing targeted, strategic responses. A yearly attendance plan will track impact over time, monitor trends and share effective strategies across the school.

Most importantly, safety and wellbeing are visible in the culture of the school. Staff greet students by name, respond promptly to concerns, and follow up consistently. Concerns are documented, monitored and escalated where required. We prioritise early intervention, clear communication and respectful relationships.

By keeping our practices visible, consistent and reflective, we ensure that safety and wellbeing are not simply priorities on paper, they are lived every day in the way we lead, teach and care for our community.

How confident are we that our current governance structures (committees, reporting lines, communication processes) support a consistent and coordinated approach to student safety and wellbeing?

We are increasingly confident that our governance structures support a consistent and coordinated approach to student safety and wellbeing. Our committees, reporting lines and communication processes are clearly defined, and student safety remains a standing priority within meetings and communication. This provides strong oversight and accountability.

At the same time, we acknowledge that there have been significant changes, particularly with the introduction of new child safety structures. As a leadership team, we are building awareness and shared understanding of these updated frameworks and taking deliberate time to align all areas of the school with current requirements and expectations.

Consistency of practice is critical. Governance structures are only effective when they are lived, when reporting processes are understood, communication is clear, and every staff member is confident in their role and responsibilities. Ongoing connection between leadership, staff and families ensures we remain on the same page and that safeguarding is not siloed but embedded across the school.

Our focus moving forward is on strengthening coherence: ensuring that structures, documentation and daily practices align, and that our approach to student safety and wellbeing remains visible, consistent and proactive across all areas of the school.

Maturity Rating

STANDARD 1 – LEADERSHIP AND CULTURE: Child safety and wellbeing is embedded in the entity’s organisational leadership, governance, and culture

Maturity Rating
(Met, Partially Met, Not Yet Met)

1.1 The entity has a public commitment to children’s safety and wellbeing.	Met
1.2 A child safe culture is championed and modelled at all levels of the organisation, from the top down to the bottom up.	Met
1.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels	Partially Met
1.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities	Met by BCE
1.5 Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision-making authority	Not Yet Met
1.6 Risk management strategies focus on preventing, identifying and mitigating risks to children.	Met

EVALUATION STANDARD 9 – Continuous Improvement

Reflection

How do we know our current safeguarding practices are working effectively? Are we confident that all staff understand and actively fulfil their role in promoting the safety and wellbeing of students? What does this look like in practice in our school?

Our Student Protection Contacts (SPCs) meet weekly via the SST to review current matters, monitor trends, and ensure documentation is up to date and aligned with BCE requirements. These meetings provide oversight, consistency in decision-making, and an opportunity to reflect on practice.

All staff complete mandatory Student Protection training, and this is reinforced through regular updates, scenario discussions and reminders at staff meetings or via the Staff Update. Safeguarding documentation is current and accessible, and reporting processes are clear. Staff understand who the SPCs are, how to record concerns, and the importance of timely reporting.

Leadership plays an active role in modelling and reinforcing safeguarding expectations. Student safety is a standing agenda item in leadership meetings, SST Meetings, P&F meetings and Enrolment Interviews and concerns are followed up promptly and documented appropriately. We monitor wellbeing and attendance data to identify trends and students of concern, ensuring early intervention and coordinated support.

We also recognise our commitment within our RAP (Reconciliation Action Plan), with a clear goal for 2026 that strengthens culturally safe practices and ensures Aboriginal and Torres Strait Islander students feel safe, respected and heard. This work supports a broader understanding that safeguarding includes cultural safety and belonging.

What do our data, practices, and consultation activities this term tell us about student safety and wellbeing. Are there themes? Innovative ideas? Opportunities we could implement immediately or partially or plan to implement in the future which might strengthen the safety and wellbeing of our students?

Our data and consultation this term suggest that Marymount has a strengthening safeguarding culture among staff, alongside a student experience that is generally stable for safety but showing a softening of belonging (particularly in 2025). Consultation feedback is consistent in highlighting that students feel safest when adult support is visible and relational, and when help-seeking pathways are clear, private and easy to use.

Key data signals include:

- Employee Culture Overall Safeguarding Index: improved from 63.5% (2023) to 71.7% (2025), with large lifts in making safety a priority, proactive risk management and consistent use of processes.
- TTFM Primary safety: stable to slightly improving overall across 2023–2025, and broadly comparable to (or slightly above) BCE.
- TTFM Sense of Belonging: gradual decline across 2023–2025, including a 2025 crossover below BCE — suggesting a need to prioritise connection, inclusion and peer culture alongside supervision and behaviour processes.

Emerging themes (what the term's evidence is telling us)

- Safety is relational: Staff and student feedback repeatedly points to the protective value of familiar, visible adults who can co-regulate, mediate and follow up consistently.
- Unstructured times are higher-risk: Breaks, transitions and specific locations (e.g., toilets / "hidden" areas) are commonly identified as where issues occur and where supervision design matters most.
- Help-seeking needs to be explicitly taught and simplified: Students want clear pathways (who/where/how), including low-pressure options for reporting concerns and requesting help.
- Continuous improvement is strengthening, but "voice" can lift: Staff culture indicators show stronger execution and lower perceived risks, while some items relating to shared ownership and involving parents/students sit lower — suggesting an opportunity to strengthen co-design and feedback loops.

Innovative ideas and opportunities (now / next / later)

Implement immediately (0–4 weeks)

- Hotspot supervision refresh: map "where issues happen" (student + duty staff input) and adjust duty placement for toilets / Shed / low-visibility areas; include a quick duty brief and debrief routine.

- Clarify reporting/help pathways for students: consistent language across the school (e.g., “Need help now / Need help later / Need to report something unsafe”), posters in key areas and a short script teachers use weekly.
- Follow-up loop after incidents: build in a simple check-in expectation (e.g., next day) with students involved, which aligns with student feedback about wanting follow-through after bullying/peer conflict.

Implement partially / pilot (this term to next term)

- Dedicated relational “social support” presence during breaks: trial a clearly identifiable adult role focused on co-regulation, friendship support and follow-up, with time allocated pre/post breaks.
- Anonymous reporting option: pilot an age-appropriate reporting channel (e.g., secure online form or monitored drop box) with clear guidance on how it is used and response timeframes.
- Structured wellbeing check-ins (upper primary): trial a simple daily/after-break check-in process (digital or paper) paired with a nominated staff member to monitor patterns and follow up.

Plan for future implementation (strategic / resourcing)

- Year-level transition relational support: explore resourcing to increase adult support at key transition points (e.g., Prep → Year 1), where staff feedback indicates a sharp change in support needs.
- Play and environment redesign: staged investment in purposeful play resources/structures (especially early years) and any identified infrastructure risks (e.g., safe wet-weather access routes).
- Strengthen family confidence through visible reporting back: align with Standard 9.3 by implementing a regular “You said / We did” safeguarding and wellbeing update (P&F, newsletter, website) to lift parent perceptions of safety and show continuous improvement in action.

Overall, the strongest opportunity is to connect the “what we do well” (stronger staff safeguarding culture and processes) with the “what students are asking for” (visible relational support, safe spaces/hotspots addressed, and simple help-seeking/reporting pathways). This should support both student safety and the emerging need to rebuild belonging.

Maturity Rating

STANDARD 9 – CONTINUOUS IMPROVEMENT: Implementation of the Child Safe Standards is regularly reviewed and improved	Maturity Rating (Met, Partially Met, Not Yet Met)
9.1 The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices.	Met
9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.	Met
9.3 The organisation reports on the findings of relevant reviews to staff and volunteers, the community, families and children.	Partially Met
9.4 Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators	Met
9.5 Implementation and accountability policies embed shared responsibility and accountability.	Met

EVALUATION: STANDARD 10 - Policies and Procedures

Reflection

What school-based policies and procedures do we currently have? Do they align with the Child Safe Standards, and are they clear, accessible, and easy for staff, students, and families to understand and use?"

Our school operates under Brisbane Catholic Education (BCE) policies and procedures. These policies are subject to regular review and updates at a system level, ensuring they remain current with legislative and safeguarding requirements. Where appropriate, we contextualise these policies at a school level to reflect our setting, structures and community needs.

Review of these policies to ensure alignment with the Child Safe Standards will be an important consideration in 2026.

Student Protection Contacts (SPCs), clear reporting pathways, risk assessment processes and mandatory training requirements are embedded within our practice.

We communicate these policies with our parent and student community through newsletters, information sessions, enrolment processes and our website and parent portal. However, we recognise that effective safeguarding requires more than policies published online. We continue to strengthen the connection between policy and lived practice, ensuring messaging is visible, repeated and clearly linked to what happens each day in classrooms and playgrounds.

When working with students, we use child-friendly language and age-appropriate resources to explain safety, rights, trusted adults and reporting pathways. This ensures students not only feel safe but understand how to seek support.

All volunteers participate in an induction process and are provided with relevant safeguarding information, including codes of conduct and reporting expectations. This ensures that everyone working with students understands their responsibilities and the standards required.

Overall, our policies are aligned, structured and accessible. Our ongoing focus is to ensure they are not simply compliance documents, but active, understood and consistently lived practices across our entire school community.

Maturity Rating

STANDARD 9 – CONTINUOUS IMPROVEMENT: Implementation of the Child Safe Standards is regularly reviewed and improved

Maturity Rating
(Met, Partially Met, Not Yet Met)

10.1	Policies and procedures embed all Child Safe Standards and the Universal Principle.	Met by BCE
10.2	Policies and procedures are well-documented, accessible, and easy to understand	Met
10.3	Best practice models and stakeholder consultation informs the development of policies and procedures. This includes First Nations-led practice models and consultation with local Aboriginal and Torres Strait Islander peoples, organisations and communities.	Partially Met
10.4	Leaders champion and model compliance with policies and procedures	Met
10.5	Staff and volunteers understand and implement policies and procedures	Met

Declaration:

By signing below, I confirm that I have:

- Read and understood Child Safe Standards 1, 9, and 10 and what they mean in the day-to-day life of our school.
- Completed this Self-Assessment honestly and to the best of my knowledge, including active consultation with our students, staff, families and with wider school community.

Principal Name	Signature
Brendan Creevey	Brendan Creevey
Self-Assessment completed by <i>(if different to Principal)</i>	Signature
Date Completed	
10 March 2026	