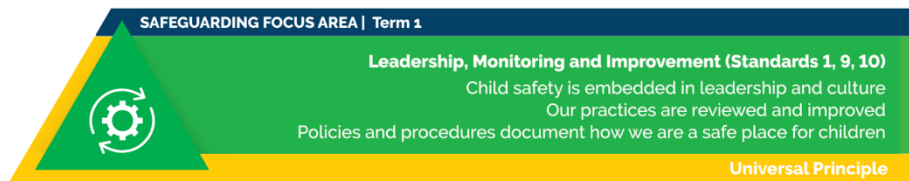


St. Bernardine's

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



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

Katrina Bartholomew (A/Principal)

Karen York (A/APA)

Gemma Walker (APRE)

Chloe O'Ryan (A/PLL)

Student Protection Team

Kathryn Farr (GC)

Katrina Bartholomew (A/Principal)

Karen York (A/APA)
Gemma Walker (APRE)

Year 6 Student Leaders (whole cohort)

Parent Collaborative

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 (Date and type)
School Leadership Team	Reviewed T1 self-assessment during Leadership Team meeting
SPC Team	Reviewed T1 self-assessment during SPC meeting
Year 6 leaders	Principal did child friendly chat about the standards – Term
Parent Collaborative	Shared at Parent Collaborative meeting T1

2. Data

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?

How is your index trending?

Overall trend: strongly upward from 2023 to 2025 across every item shown.

In **2023**, several items sit in the **20–60%** range. By **2025**, most items lift into the **80–100%** range, with **many at 100%**.

A quick way to describe the trend:

2023 shows **inconsistency** (some very strong results, but several low “speak up / challenge / change” items).

2025 shows **much stronger alignment** across safeguarding culture, with particularly large gains in “psychological safety” style items (raising issues, listening, acting on concerns).

How does your 2023 data compare to your 2025?

2025 is higher on every measure (often dramatically).

The **item-by-item comparisons** (our school: **2023** → **2025**):

- **Accept that student safeguarding is everyone’s responsibility: 86.1% → 100%**
- **Anticipate impact of decisions on student learning & wellbeing: 52.8% → 88.2%**

- **Able to bring up problems and tough issues: 32.4% → 100%**
- **Accepting and welcoming of students from diverse backgrounds: 97.2% → 100%**
- **Challenge others on unacceptable behaviour: 33.3% → 56.3%**
- **Consistently follow student protection policies & processes: 84.2% → 100%**
- **Embrace data to understand and diagnose issues: 63.9% → 100%**
- **Involve parents and students in decisions impacting safety/learning/wellbeing: 63.9% → 83.3%**
- **Listen and make changes when something is not working: 27.0% → 92.3%**
- **Make safety a priority: 80.6% → 100%**
- **Proactively identify and manage risk: 71.3% → 100%**

Biggest lifts (most noteworthy)

These are the standout improvements (because they move from “risk area” to “strength”):

- **Bring up problems & tough issues: 32.4% → 100%** (very large lift)
- **Listen and make changes: 27.0% → 92.3%** (very large lift)
- **Anticipate impact of decisions: 52.8% → 88.2%**
- **Data to diagnose issues: 63.9% → 100%**

The one item still not “excellent”

- **Challenge others on unacceptable behaviour: 56.3% in 2025**

This is improved from 2023, but it is still the lowest 2025 item and likely our **main culture lever** going forward.

How does your data compare with the BCE average?

By **2025**, our results are **at or near 100%** on most items, which places St. B’s **above the BCE marker** in all categories, including:

- Safeguarding responsibility
- Diversity/welcoming
- Following protection policies/processes
- Using data to diagnose issues
- Making safety a priority
- Proactively identifying/managing risk
- Listening and making changes (very strong compared to the BCE marker)
- Challenge others on unacceptable behaviour
- Involving parents and students

Our **2025 profile is stronger than BCE on all measures**, with “**challenging unacceptable behaviour**” the clearest area where we can continue to grow.

What do you think about this?

Our 2025 pattern suggests a **much stronger safeguarding culture** than 2023—especially in the areas that typically indicate **psychological safety and responsiveness**:

- people feel able to raise issues,
- leaders/teams listen and act,
- safeguarding is normalised and prioritised.

That combination (speaking up + acting on concerns) is a meaningful marker of maturity, not just compliance.

Even with all the 100% results, “**challenging unacceptable behaviour**” at **56.3%** matters because it’s often the *behaviour that proves the culture under pressure*.

It can mean staff:

- hesitate to challenge peers,
- worry about conflict/relationships,
- are unsure *how* to challenge respectfully,
- or fear repercussions.

Given how high “bring up problems” becomes in 2025, this may indicate:

Staff are willing to raise concerns, but direct peer-to-peer challenge is still hard. That’s common—and very addressable.

Practical implication

If we focus our next improvement cycle on just one thing, it’ should be this:

- **build shared language and routines for “respectful challenge”** (how we call in, not call out),
- practice “what to say” scripts,
- reinforce that challenge = safeguarding, not criticism.

That will likely lift the one remaining low item and make the whole set more robust.

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?

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

This data gives a **very clear picture of growing staff confidence and psychological safety over time**, with one important nuance.

What the data tells us overall

Taken together, the shift from **2023 to 2025** suggests a **significant strengthening of staff confidence, participation, and willingness to engage in safeguarding conversations**. The pattern is not random — the largest improvements are concentrated in areas most closely linked to **psychological safety and voice**.

Staff confidence

The sharp increases in items such as:

- **“Able to bring up problems and tough issues” (32.4% → 100%)**
- **“Listen and make changes when something is not working” (27.0% → 92.3%)**

indicate that staff confidence has grown substantially. In 2023, a large proportion of staff did not feel confident that raising concerns would be welcomed or acted upon. By 2025, almost all staff report confidence that issues can be raised and addressed.

This suggests a shift from **hesitation and caution** to **greater trust in leadership processes and responses**.

Participation and voice

Improvement in:

- **Anticipating the impact of decisions on student wellbeing (52.8% → 88.2%)**
- **Involving parents and students in decisions (63.9% → 83.3%)**

points to a culture where staff increasingly see themselves as **active participants** rather than passive implementers. Staff appear more engaged in decision-making processes and more aware of the broader implications of their actions.

This reflects growing collective responsibility rather than compliance-driven behaviour.

Psychological safety

Psychological safety is best reflected in items about speaking up, challenging, and being heard. The data shows:

- Strong growth in **raising concerns**
- Strong growth in **belief that feedback leads to change**
- Near-universal agreement that **safeguarding is everyone’s responsibility**

These are strong indicators that staff feel **safe enough to voice concerns without fear of negative consequences**, and that they trust leadership to respond appropriately.

In short, staff increasingly believe:

“If I speak up, I will be listened to — and something may actually change.”

That belief is foundational to a healthy safeguarding culture.

Willingness to speak up — the key nuance

The one item that remains noticeably lower in 2025 is:

- **“Challenge others on unacceptable behaviour” (56.3%)**

This tells us something important and subtle:

- Staff are now **willing to raise concerns**, particularly through formal or leadership channels.
- However, **direct peer-to-peer challenge** is still difficult for many.

This does *not* necessarily indicate low trust or fear of reprisal. More often, it reflects:

- discomfort with conflict,
- concern about damaging relationships,
- uncertainty about how to challenge respectfully and professionally.

This is a common pattern in improving cultures: **speaking up emerges before challenging each other directly**.

What this means in practical terms

The data suggests your culture has moved:

- from **silence** → **voice**,
- from **compliance** → **shared responsibility**,
- from **uncertainty** → **trust in processes**.

The next stage of maturity is helping staff develop **confidence and skill in respectful challenge**, not just escalation.

Bottom line

This data tells us that:

- Staff confidence has grown significantly.
- Psychological safety is now a strength.
- Participation and ownership of safeguarding have increased.
- Willingness to speak up is high, especially through leadership channels.
- Direct challenge between colleagues remains the key growth area.

Overall, this is **a very positive safeguarding culture trajectory**, with one clearly defined and manageable next focus.

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.

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

Sense of belonging for our students has strengthened steadily from 2023 to 2025, indicating positive progress in building a child safe and inclusive culture. While results were below the BCE average in 2023, consistent improvement over time has significantly narrowed this gap by 2025. This upward trend suggests that students increasingly feel connected, valued, and supported within the school community, aligning with the Child Safe Standards' emphasis on promoting student voice, inclusion, and wellbeing. Although there remains a small difference compared to the BCE average, the sustained improvement reflects effective leadership, intentional culture-building practices, and a commitment to continuous improvement in student safety and belonging.

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

Across 2023 to 2025, perceptions of feeling safe at school show differing trends for parents and primary students. Parent responses demonstrate a strong improvement from 2023 to 2024, remaining consistently above the BCE average in 2024 and 2025, indicating increased confidence in the school's safeguarding practices and communication. In contrast, primary student responses remain below the BCE average across all three years, with only modest fluctuation and a slight decline in 2025. This suggests that while systems, processes, and adult confidence have strengthened, there is a continued need to focus on students' lived experiences of safety. The data highlights the importance of further strengthening student voice, participation, and responsive practices, in alignment with the Child Safe Standards' emphasis on inclusive culture, listening to children, and continuous improvement.

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:
ST B Staff 1	A full-time teacher aide in every class room.
ST B Staff 2	Smaller class sizes -specialist team a part of each school ie therapist, speech, paed etc
ST B Staff 3	Provide healthy food options/ breakfast clubs, lunch food, Munch and Crunch
ST B Staff 4	Breakfast club, Music lessons, lunch sport clubs run by outside organisations, more guidance counsellors
ST B Staff Summary of the 30 responses collected	<p>The aggregated responses reveal three key insights most related to enhancing student safety and wellbeing:</p> <ul style="list-style-type: none"> • The most frequently cited improvement is the addition of full-time support staff in classrooms, such as aides or school officers, to provide direct assistance and supervision. • Many staff members emphasise the need for smaller class sizes and increased staffing, which would allow for more individualised attention and support for students. • Creating safe and calm spaces within the school, such as quiet lounges or sensory areas, is also highlighted as a way to support student wellbeing. <p>These themes reflect a strong focus on increasing adult support, reducing student-to-staff ratios, and providing dedicated spaces for student comfort and safety.</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:
ST B Student 1	Have the option to stay in the classroom all lunch
ST B Student 2	I would make it so there is no running on concrete if u do u get a serve to keep u safety and no contact sport because tackling is dangerous. Also throw them in the pool so they have to swim when they older
St B Student 3	I would instantly suspend anyone that bullies someone and i would more closely monitor all school areas and add more safety rules

St B Student 4	At the front of the school, I would get somebody to supervise the kids in the front of the school because sometimes kids are silly and we don't want perpetrators kidnapping the children. Sometimes at assemblies we should explained how the school councillor works so if you have any problems you can speak with them.
St B Student Summary of the 90 responses collected	Students most frequently suggest physical safety improvements such as adding fences, quiet/calm rooms, and stricter rules against running or bullying. They recognise and value current practices like teacher supervision, fire/lockdown drills, and disciplinary actions (serves). Additional comments highlight the importance of emotional safety, safe spaces, and supportive teachers. These insights indicate that students are concerned with both physical and emotional aspects of safety, and they appreciate visible safety measures already in place.

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?

The first agenda item for every weekly school leadership team meeting is Wellbeing. This ensures we put the safety and wellbeing at the front of our minds and centre of every decision we make, from curriculum planning to staff recruitment.

We have a school Community Charter which highlights aspects of the BCE Code of Conduct such as respectful communication and safe boundaries. This helps families understand what they can expect from staff and what staff expect in return. This is communicated through the school newsletter and at Parent Collaborative meetings and at meetings, when required.

Safeguarding is regularly discussed and monitored through leadership structures, including the Student Protection Contact (SPC) Team, which meets weekly to review student wellbeing concerns and ensure timely, child-focused responses.

Before every school event, excursion, incursion, we complete a risk assessment which specifically includes considerations about students' safety and wellbeing relevant to the activity such as supervision ratios, student privacy, transport arrangements, and consent for photos or recordings.

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 confident that our current governance structures support a consistent and coordinated approach to student safety and wellbeing. Clear leadership roles and reporting lines are established through the School Leadership Team and the Student Protection Contact (SPC) Team, which meets regularly to monitor student wellbeing concerns and ensure timely, child-focused responses. Safeguarding responsibilities are well understood and reinforced through regular communication, mandatory training, and ongoing consultation with staff, students, and families as part of our term-based Child Safe Standards self-assessment process.

Communication processes enable concerns to be raised, escalated, and responded to appropriately, while data

and feedback inform continuous improvement. Collectively, these structures support alignment, accountability, and shared responsibility.

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.	Partially 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	Partially Met
1.6 Risk management strategies focus on preventing, identifying and mitigating risks to children.	Partially 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 St Bernardine's Student Protection Contact (SPC) Team meets every Thursday. This ensures our SPC's are staying up to date with any student worries and ensures our students have the right supports in place when they need them. Our team is able to look at matters holistically, identify trends in student behaviour and work proactively to keep every student safe and well.

With the implementation of the Child Safe Standards in Queensland in 2026, St Bernardine's is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self assess against all ten Child Safe Standards, through consultation with students, families, and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions and be documented in our School Safeguarding Plan, which will be regularly updated and available on our website to ensure our families and broader community can clearly see how St Bernardine's prioritises the safety and wellbeing of all students.

At St Bernardine's, we use a Come and Yarn process at the beginning and end of each year to meet with First Nations students and their families to understand how they feel safe in our school community and what we can do better to make our school space culturally safe.

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 school data, practices, and consultation activities indicate that student safety and wellbeing are prioritised through strong leadership, clear governance structures, and regular monitoring. Engagement with staff, Student Protection Contacts, and student leaders has supported a shared understanding of safeguarding responsibilities

and informed continuous improvement. While systems and processes are well established, student feedback highlights variability in students' lived experiences of safety, particularly in upper primary. This points to an opportunity to further strengthen student voice, participation, and cohort-specific wellbeing strategies to ensure safeguarding practices are consistently experienced by all students.

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.	Partially Met
9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.	Partially 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	Partially Met
9.5 Implementation and accountability policies embed shared responsibility and accountability.	Partially 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?"

St Bernardine's does not currently have any school-specific policies or procedures. We use Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

Because we have a multicultural community at our school, we have translated several frequently used policies and procedure documents into the top 3 languages other than English that make up our school community. They are placed in a visible location in the school office, as well as on our school website.

St Bernardine uses the BCE Safeguarding Storybook series to communicate safeguarding messages and policies to our students in a child-friendly way. These resources help students understand that their safety and wellbeing are our priority, while also supporting staff to model and facilitate open, age-appropriate conversations about safeguarding and wellbeing topics.

Key safeguarding processes are explained to parents during parent information nights and regular communications via the school newsletter.


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.	Partially Met
10.2 Policies and procedures are well-documented, accessible, and easy to understand	Partially 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	Partially 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
Katrina Bartholomew	
Self-Assessment completed by (if different to Principal)	Signature
Date Completed	
18.03.26	