OPERATIONAL PLAN 2025
Child Safe Organisation (K-12)

National Principle	Strategies for Implementation
1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.	1.1 All key Child Protection documents publicly available on SEQTA and school website. School community members informed that these are publicly available. Newsletter entries provide general advice on policy. Parent Handbooks contain Child Safe policy summaries. 1.2 Strategic Plan 2022-2027 linked to AITSL standards. Child protection and welfare is articulated in priority areas, policy and in practice. There is a whole-school approach to Child Safe Principles, Child Protection and Protective Behaviours. The executive team monitors, reviews and collects evidence of Child Protection training and Protective Behaviours implementation K-12. 1.3 Board meeting schedule includes an annual agenda review of policy and specific reports on the welfare of children, duty of care and Child Protection. Board receives information regarding any breaches of staff Code of Conduct and ensure a safe environment for children. Board appointed representative to provide staff and school community with Board Child Safe representative to report any concerns related to child welfare that cannot be reported to Executive or staff. 1.4 All staff members are required to sign HillSide's "*Staff Code of Conduct*" which articulates standards of behaviour, including appropriate professional relationships and acceptable standards for interactions with students, staff and community. Signing the document is a condition of employment. Volunteers need to sign in at front Office, make declaration regarding suitability to work with children, and declaring any preclusions from working with children. College keeps an updated compliance register for all staff, volunteers or contractors (this includes updated WWC check, NPC, TRBWA). 1.5 Risk management policy in place. Risk assessments undertaken for all excursions, camps or any activities deemed to involve risk of a substantial level. Mitigation of risk is prioritised for the area of Child Protection and

	welfare. Teaching staff to implement Protective Behaviours' curriculum and these plans are submitted to the Principal. 1.6 Privacy Policy and provisions to be communicated to staff at staff professional development, staff meetings and in policy documents. CPFS collaboration is facilitated through the Principal and where appropriate with the executive members and other staff. 1.7 Refresher of Child Protection requirements and best practice training for staff is provided yearly at staff meeting and in policy refreshers. Evidence of training collected.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.	2.1 *Student Code of Conduct* developed in consultation with staff, students and community. Code of Conduct published and visual, student friendly versions displayed and available. Human Rights, including UN's CRC is inculcated into HASS, Health and Christian Living curriculum. Protective Behaviours' programme incorporates the rights of children and training in assertiveness and reporting. 2.2 Christian Living and Health programme provide specific opportunities to proactively encourage and teach the importance of healthy friendships and strategies to support respectful, appropriate relationships. Relationship courses in the High School facilitate healthy, respectful relationships between peers (REAL programme). Camps are also organised in High School across multiple year levels, focusing on team and relationship building. 1:1 support and coaching available through documented plan provision. 2.3 Teaching staff to implement Protective Behaviours' curriculum and submit this to the Principal. As part of the Protective Behaviours' implementation, parents/carers are informed of the content covered and informed about which children have chosen as safe people in their trusted network, to report concerns to. *Keeping Safe* protective behaviours training is up-to-date; this resource forms the basis for curriculum delivery. *Keeping Safe* training for staff up-to-date through AISWA. 2.4 All mandatory reporters (teaching staff) undertake annual training. All staff have access to policy and are trained in Child Protection, Protective Behaviours and Mandatory Reporting responsibilities. Compliance declarations are made by staff in relation to their awareness of key child safe principles. Staff to read and practise the National Principles of Child Safe Organisations. Staff discuss the relevance and implementation of this

	document at staff meetings and in professional development. Every staff meeting there is a scheduled period to discuss general student concerns, raise concerns and staff is also encouraged and required to report any concerns of welfare to the Principal, or delegate, where appropriate. Staff handbooks, policy and training focuses on the rights and responsibilities of students, staff and volunteers. The welfare of students is a focus, including child friendly reporting.
3. Families and communities are informed and involved in promoting child safety and wellbeing.	3.1 The school facilitates parental participation through: • regular contact and accessibility to staff; • regular parent surveys to ascertain satisfaction and to provide opportunity for input; • Complaints Management Policy in place and published as available to all school community members, including students; • Community is encouraged to participate in decisions and give input in College events and interactions with staff, via P&F, and requests are made for community to do so via emails, newsletters and staff/parent interactions. 3.2 Child safe approaches found in policy and are communicated generally through newsletters and other communications. Parent information evenings on Child Protection and Online Safety have been undertaken previously. 3.3 The Board approves the College's policy practice and structure. Parents are invited to strategic development meetings and are encouraged to comment in relation to the College's policies and practice (e.g. via email, Parent Survey, etc.). 3.4 The Parent Handbook is published annually and is directly provided to each parent outlining operations and governance. Information is regularly communicated through the College's newsletter, direct messages, emails, Consent 2Go and website. Board email address is made available to all parents and school community members. 3.5 *Child Protection Policy* published and made available on key parent platform SEQTA Engage.
4. Equity is upheld and diverse needs respected in	4.1 Documented plans are prepared in consultation with parents/carers, CPFS and relevant outside agencies to ensure students' needs are understood and met and appropriate accommodations and adjustments are made for all identified vulnerable students. Staff or volunteers interacting with students

policy and practice.	are made aware of student needs and how to meet them where appropriate. Staff collaborate to review student performance, pastoral needs, and individual circumstances to ensure that all students are understood and provided for. 4.2 *Student Code of Conduct* implemented, in consultation with staff, student and community. Complaints and support processes to be articulated in policy and practice. Student friendly documents and teaching is provided to ensure that transparency and accessibility occurs in order to facilitate effective complaints processes and access to support. 4.3 Teaching programmes incorporate ATSI as a cross curriculum priority, and subjects include specific content which facilities inclusion. Incursions, excursions, camps and special activities have a focus, if applicable, on ATSI. 4.4 Inclusion is a Christian distinctive, whereby all students are supported within the College's religious framework. Christian Living subject provides scope for more open-ended, student centered dialogue and responses. Chaplaincy and other pastoral support are proactively and reactively provided upon request by staff, students and/or parents. IEPs developed for all CPFS students enrolled. ESL enrolment is high, as the inclusion of multicultural students is a distinctive of Christian education with focus on community events to support diversity of school community. 4.5 Curriuclum includes inclusion and equity topics as part of content.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.	5.1 Staff compliance policy includes recruitment which includes WWC, referee check, NPC, TRBWA and signing of Code of Conduct and employment contract. Induction process involves child protection training and overview of policies related to Child Safe Principles. 5.2 Staff compliance register maintained actively by HR. Staff issued with timely reminders for compliance. Compliance returns made to Principal and are covered at staff training sessions. 5.3 Induction written into employment process through signed contract. Newly employed staff members are appointed a mentor to support induction. At employment, employees meet with the Principal and are trained in the responsibilities in dealing with young people and their obligations according to the law and HillSide staff's *Code of Conduct*.

	5.4 College's *Duty of Care Policy* is focused on the provision of quality education with a core element being child safety and wellbeing. Professional development days, staff meetings and initiatives are centred on the welfare and safety of children. Performance management of staff provides opportunity for line managers to discuss and address child safety and wellbeing.
6. Processes to respond to complaints and concerns are child focused.	6.1 The *Student Code of Conduct* outlines how students can make a complaint and that their complaint will be taken seriously. The school's complaints management policy also has provision for procedural fairness and accessibility. Chaplains and executive staff play a key role in liaising with students and monitoring student wellbeing and safety. This includes appropriate and sensitive complaints' management processes. 6.2 Ongoing education required on the *Student Code of Conduct*. Policy has been developed in consultation with staff, students and community and consolidation of effective pre-existing school policies and practices, including Child Protection, Protective Behaviours, Behaviour Management and Duty of Care. 6.3 Complaints register kept and maintained to ensure complaints are taken seriously and responded to in a timely manner to ensure transparency and accountability. Deputies ensure the Principal is informed of complaints and executive work together to ensure complaints are dealt with appropriately. 6.4 Child Protection Policy and Complaints management policy in place and practised by all staff. CPFS collaboration is facilitated through the Principal and where appropriate with the executive members and other staff.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.	7.1 Policy frameworks are updated regularly and communicated to staff. Staff Handbook is published annually with summary of policies, including wellbeing and child safety. Specific focus on Duty of Care, Behaviour Management and pastoral care, and child protection policy is made. Staff Code of Conduct, including provisions for volunteers, articulates child safe principles. 7.2 Child Protection policy and practice is provided over the course of every year for all staff and volunteers. Signed compliance documents are tracked, recorded and required for all staff and volunteers. 7.3 Mandatory training is undertaken by mandatory reporters. Child Protection training is delivered systematically and includes support for those making reports and students who make disclosures.

	7.4 The Christian environment has a focus on Christ, His person and teachings. Christian Living programmes teach cultural unity through the Christian narrative (Galatians 3:28). Parents enrol at HillSide by choice, therefore the enrolment contract focuses on providing a culturally safe environment according to the undertakings of the process.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.	8.1 Online safety is explicitly taught in the Health curriculum, and also as a cross-curriculum priority. Mitigation of risk is made through risk analysis which includes proactive and reactive processes to ensure online training. New ICT filtering and safeguards ensure a child-friendly Internet and online presence. College device package includes ICT safety and training evenings for parents and students. 8.2 Appropriate ICT Use Policy in place for staff, students and volunteers. Codes of Conduct articulate and ensure understanding of the appropriate use of online resources. Staff employment and parent/student enrolment contracts provide strong enforcement of appropriate standards which underpin enrolment and employment. 8.3 Risk management assessments by Board and staff ensure mitigation of ICT risk, including online activity. Insurance policy take in relation to ICT infrastructure and compromise. ICT security and risk management has been undertaken and is part of a continuous cycle of improvement. 8.4 Minimal use of ICT service contracts. Microsoft 365, Adobe, SEQTA, Synergetic, Ed. Val., Consent 2Go and Seesaw software contracts include provisions to comply with privacy and child safety. All cloud services are hosted in Australia under Australian law.
9. Implementation of the national child safe principles is regularly reviewed and improved.	9.1 Child Safe principles now implemented. This has extended into the College policy and practice to align closely with the new principles and registration standards. Staff familiarisation with the principles and inculcation into teaching and learning is developing according to this plan. Child safe principles are now embedded into practice. 9.2 All complaints are assessed and responded to systematically. This is at Board, executive and general level, whereby improvement and review is made based on evaluation of the situation and practice. Since 2014, systematic improvement of the policies and processes around employment, complaints and child protection have been extensively made. The Board is

	committed in its Strategic Plan and agenda schedule to improvement and the highest standards of practice. 9.3 Survey results are made available to the staff, Board and school community. A focus group of students reviewed the data and made response. Analysis of data used for continuous improvement.
10. Policies and procedures document how the organisation is safe for children and young people.	10.1 College has an extensive policy framework that addresses the National Child Safe principles. These policies include: • Anti Bullying policy; • Behaviour Management Policy; • Child Protection Policy • Critical and Emergency Incidents Policy and Procedures; • Enrolment Policy; • ICT Appropriate Use Policy; • ICT Hire Agreement; • NQS Audit and Plan; • OHS Policy; • Operational Plan – Child Safe Principles (K-12); • Operational Plan - Protective Behaviours (K-12); • Parent Handbook; • Pastoral Care Policy; • Student Code of Conduct; • Staff Compliance; • Staff Handbooks; • Staff Induction Policy. 10.2 See above. Note: *Student Code of Conduct* has posters that summarise the policy to make the understanding "child friendly". 10.3 + 10.4. Accessibility to Board representative to ensure governance and management support for Child Protection. Executive team organise and present child protection professional development, compliance and leadership. Each PD session will focus on policy overviews and discussion. Vision Nights and other parent/student training organized to encourage ownership and participation. 10.5 Compliance policy ensure cyclic monitoring and proactive dissemination of policy and procedures. Summarised, easy to read, policy handbooks prepared and explained.

Updated: 13th Janauary, 2025

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