Commitment to child safety

The Lutheran Church of Australia (LCA) is dedicated to ensuring a safe environment for children and young people. Acknowledging children as precious gifts from God with special vulnerabilities, the LCA emphasises their need for spiritual nourishment, nurture, and protection from all forms of abuse. The LCA asserts a zero-tolerance policy for child abuse, highlighting the crucial responsibility of all its members to care for and safeguard children. The manner in which we care for children is not only indicative of our faith's authenticity but also a manifestation of God's love and divine protection.

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INTRODUCTION

This report by Lutheran Education Australia (LEA) on the progress of Lutheran schools and early childhood services (ECS) demonstrates a commitment to implementing the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. The report outlines the ways in which Lutheran education is committed to keeping children safe from harm so they can grow and flourish in a supportive environment. It describes child-safe actions undertaken in a range of educational settings. Lutheran education recognises the importance of implementing and maintaining a child-safe environment.

BACKGROUND

LEA represents the Lutheran schools and early childhood education services of the LCA. There are also three regional Lutheran Education offices that provide support to the schools and ECSs of each region: Lutheran Education Queensland (LEQ), Lutheran Education South Australia, Northern Territory and Western Australia (LESNW) and Lutheran Education Victoria, New South Wales, Tasmania and Australian Capital Territory (LEVNT). LEA, in conjunction with the three school regions (LEQ, LESNW, LEVNT), is responsible for the leadership, the theological formation of

Lutheran education across Australia and the future of the schools and early childhood services of the LCA. Adapted from www.lca.org.au/departments/education-training/lutheran-education-australia/

The LCA places a high priority on child-safe environments in all areas of its work, including in its schools and ECSs, as demonstrated in the LCA Child Protection Policy:

> **In bringing God's love to life, the church is committed to ensuring the health, safety and welfare of all children who engage with the church. It will take all reasonable measures to nurture children and protect them from harm and ensure compliance with all legislative requirements for the prevention of harm to children.**

All Lutheran schools and ECSs are committed to providing excellence in education to children and recognising their right to be heard and to be kept safe from harm.

PREPARING THE REPORT

LEA conducted a survey against the National Child Safe Principles, with 21 schools participating. Along with a copy of their survey responses, schools received a detailed report against each of the 10 principles with suggestions for ongoing improvement in each area. The results of this survey have been used to compile this report.
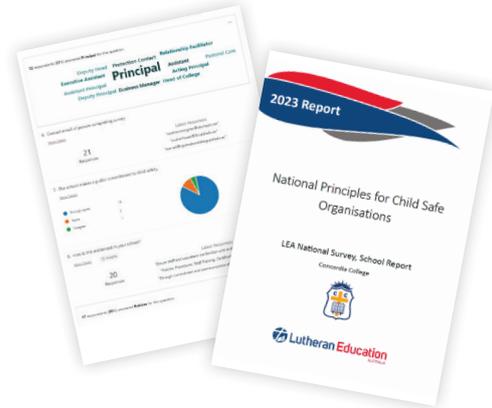
NATIONAL AND STATE REQUIREMENTS

Lutheran education operates across Australia and, therefore, has both national and state obligations for child protection in its schools and early childhood services. It is a requirement that all staff complete relevant child-safe training, including mandatory notification and reportable conduct schemes, where applicable, which meet the standards of the state in which the school/service is located. As specified in each state, all teaching staff within Lutheran schools and early childhood services are required to be registered teachers, undergo working with children/vulnerable people checks, complete mandatory child-safe training and understand their obligations to maintain a safe and welcoming environment for all children.

Principle 1 – Child safety and wellbeing is embedded in organisational leadership, governance and structure

Schools and services make a public commitment to child safety

Organisational leadership, governance, and structure are integral to child safety in schools and services. Demonstrating commitment through accessible policies, regular safety discussions, and specialised training, schools and services engage staff with dedicated sessions and effective communication. Parent involvement is encouraged through child-safe adult codes of conduct. Public displays of commitment, including electronic and printed formats, and proactive measures like child safe contact officers and communication to contractors, emphasise schools and service dedication to ensuring a secure environment.

A child-safe culture is championed and modelled at all levels of schooling from the top down and the bottom up

Child safety is prioritised at all levels of schooling, from leadership to grassroots efforts. Teacher collaboration, supported by key personnel, is crucial, empowering students to discuss safe practices. Leadership commitment is evident through induction programs, ongoing training, and consistent focus on child safety in meetings. Some schools and services appoint child safety officers and champions, integrating policies into daily practices. A dedicated champion at the board level ensures prioritisation, reflecting a pervasive approach to creating a safe environment.

Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels

Effective governance is pivotal for implementing child safety policies. Wellbeing is central in strategic plans, with many schools and services having subcommittees reporting to the governing body. Members of governing bodies engage in professional development, approving and regularly reviewing policies. Monthly reporting on child-safe risk ensures ongoing commitment, with comprehensive annual reviews at leadership levels. Governing bodies take responsibility for yearly reviews and updates, and leaders report child protection notifications monthly.

A code of conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities

A vital code of conduct sets behavioural standards for school and service staff and volunteers, discussed during induction and easily accessible through various channels. Signing and acknowledging these documents are prerequisites for employment or volunteering. The codes are readily available on websites, integrated into policies, and addressed in staff training. Regular child-safe training and annual acknowledgment by pre-service teachers underscore the commitment to safety, including conflict of interest reporting and involvement with a respectful relationships committee.

Risk management strategies focus on preventing, identifying and mitigating risks to children and young people

Schools and services focus on thorough risk management, prioritising prevention, identification, and mitigation of risks to children. Regular child-safe professional development keeps staff informed, while structured meetings enhance communication among key personnel. Volunteer engagement is guided by a safety-focused handbook, including blue card checks. Routines and procedures contribute to a secure environment, with regular reviews at various levels. Annual risk management audits and additional reviews at leadership meetings ensure continuous improvement commitment.

Staff and volunteers understand their obligations on information sharing and recordkeeping

Staff and volunteers undergo regular and comprehensive training on information sharing and recordkeeping obligations. Staff handbooks, visual reminders, and strategic placement of posters reinforce these requirements. Communication channels are actively utilised to provide regular reminders of key child protection reporting procedures. During induction processes, policies related to information sharing and recordkeeping are shared and made accessible to all staff. This multifaceted approach ensures that staff and volunteers are well-informed and conscientious in fulfilling their obligations related to information sharing and recordkeeping.

Principle 2 – Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously

Children and young people are informed about all of their rights, including to safety, information, and participation

Children's rights, including safety, information, and participation, are systematically addressed across all year levels in health curriculums. Regular talks, discussions, and pastoral care meetings embed these principles. Information is disseminated through various channels, including diaries, intranet, and teachers. Visual aids like posters in classrooms serve as constant reminders. A child-friendly complaints process is developed. Student leadership programs provide a platform for student perspectives. Additional mechanisms, such as 'tell us' complaint registers, and involvement of counsellors and chaplains, contribute to creating a supportive environment where children's rights are respected and upheld.

The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated

Schools and services prioritise a positive environment, fostering friendships and peer support through initiatives like buddy and house groups. Regular check-ins, assemblies, and wellbeing programs emphasise positive relationships, with special days celebrating cultural diversity. Pastoral care programs, mentor initiatives, and resilience programs such as 'You Can Do It' contribute to holistic wellbeing. Tailored programs like Friendology, overseen by wellbeing directors, support year levels. Restorative practices, co-curricular activities, and camps reinforce the commitment to a supportive community, ensuring children feel safe and connected.

Where relevant to the setting or context, children may be offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way

Schools and services prioritise the safety and wellbeing of children by offering age-appropriate sexual abuse prevention programs. Initiatives such as the 'Keeping Them Safe' curriculum, Respectful Relationships, health lessons, and pastoral care contribute to a comprehensive approach. Annual programs like Bravehearts, Ditto, and Life Education, along with collaboration

with organisations like Holyoake and Relationships Australia, underscore school/service commitment to equipping children with knowledge and skills for self-protection in a safe educational environment.

Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns

School and service staff maintain the ability to identify and address concerns through ongoing professional development, including case studies and role plays. Transparent reporting processes for staff and volunteers are in place, supported by regular circle times, check-ins, and surveys for children. This commitment is integrated into onboarding and induction training with regular refreshers. Mental Health First Aid Certificate training enhances staff capacity. Posters and surveys aid in promptly identifying issues. Staff are trained to recognise signs, and students have access to wellbeing rooms and counsellors. Student councils and trained protection officers ensure comprehensive support, emphasising dedication to promoting wellbeing and addressing concerns sensitively.

Principle 3 – Families and communities are informed, and involved in promoting child safety and wellbeing

Families participate in decisions affecting their child

Schools and services actively involve families in decision-making through wellbeing subcommittees, workshops, and parent information evenings with guest speakers. Enrolment processes emphasise collaboration and ensuring family voices are heard. Ongoing dialogue is facilitated through communication channels like newsletters, stakeholder meetings, and P & F meetings. Transparent sharing of child-safe policies and actively seeking feedback are key. Pastoral care interviews and parent-teacher-student conferences enhance communication. This multifaceted approach emphasises the importance of involving families in decisions, fostering a collaborative and supportive educational community.

Schools and services engage and openly communicate with families and the community about its child safe approach and relevant information is accessible

Information is easily accessible through platforms such as Seesaw, newsletters, and visible policies on websites. Prospectus, website, and recruitment materials consistently convey a commitment to child safety. Parent information nights, face-to-face inductions and symposiums provide direct communication opportunities. Child-safe policies are shared on parent portals for easy reference.

Social media, including Facebook, keeps the community informed. Year-level and sub-school correspondence, along with ongoing feedback mechanisms, contribute to open and transparent communication integral to a school and service child-safe approach.

Families and communities have a say in the development and review of school/ service policies and practices

School and service commitment to community involvement is evident through active engagement, including forums, satisfaction surveys, and parent bodies. Stakeholder meetings and a community review structure emphasise the importance of community input in policy development. Parents are encouraged to provide feedback on policies, particularly in respectful relationships policies focused on child safety. This approach ensures diverse perspectives contribute to the ongoing development, reform and review of school and service policies and practices.

Families, carers and the community are informed about the school and service operations and governance

A commitment to transparency in school and service operations is evident through various communication channels. Board action plans are publicly available in front offices, showcasing open communication. Key policies are regularly

shared in newsletters and on websites. Community engagement is fostered through forums, surveys, and parent bodies. Term newsletters, Facebook updates, and SMS notifications ensure efficient information dissemination. Policies on parent portals and at presentations contribute to a comprehensive understanding. Sharing strategic plans, handbooks and annual reports emphasises a dedication to keeping families and the community well-informed about school/service governance and operations.

Principle 4 – Equity is upheld and diverse needs respected in policy and practice

Schools and services, including staff and volunteers, understand children and young people's diverse circumstances, and provide support and respond to those who are vulnerable

Staff and volunteers receive regular professional development, including case studies and role plays, to enhance awareness and responsiveness. Referral mechanisms to student wellbeing officers and leadership ensure swift responses. Ongoing training emphasises cultural competence with support from chaplains, counsellors, and coordinators. Holistic approaches, including health services and wellbeing support plans, address diverse needs. Specific support, like breakfast provision and chaplaincy, targets vulnerable families. Visual aids, wellbeing websites and diverse assessments ensure a proactive approach. Inclusive policies and co-curricular offerings support vulnerable groups and Indigenous identity. Many schools and services embed trauma-informed practices and pedagogical development.

Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand

Schools and services use diverse channels, including check-in circles and wellbeing officers, for clear communication. Student councils ensure ongoing clarity, supported by posters, networks and designated staff. Codes of conduct, complaints processes and child-friendly flowcharts create an easy-to-understand framework. Pastoral care, chaplaincy and platforms like 'tell us' offer additional support. Information is integrated into diaries, student areas and wellbeing rooms. Study planners and discussions use appropriate resources. Contact officers and student protection officers ensure tailored wellbeing processes, with safety surveys for continuous feedback and culturally safe support.

Schools and services pay particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people

Schools and services address diverse needs through various strategies: utilising Indigenous staff for assemblies, student support services, EALD teachers, and Indigenous support officers, alongside ongoing Reconciliation Action Plans. Enrolment processes and comprehensive diversity policies foster inclusivity. Best practice policies on equity and diversity ensure a holistic approach. Staff and volunteers are sensitised to diverse backgrounds, with anti-racism programs in place. Initiatives like Indigenous education and strong EALD programs emphasise commitment. Pastoral care extends to transitioning students and those with specific needs. Inclusive facilities and counselling services contribute to a supportive environment.

Principle 5 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing

Recruitment processes for staff and volunteers prioritises child safety, with advertised positions specifying requirements. Referee checks address child safety, and pre-employment screening includes working with children checks, blue card registers, Ochre card requirements, statutory declarations, teacher registration registers, and police checks. New staff undergo a detailed induction, including online training on child-safe policies, while volunteers complete formal training. Senior leadership oversees the recruitment process, with follow-up checks to ensure a safe environment. Volunteer policies and procedures, along with mandatory documents, contribute to a secure and child-friendly recruitment and induction process.

Relevant staff and volunteers have current working with children checks or equivalent background checks

Schools and services prioritise student safety with a rigorous system to monitor and document working with children or equivalent background checks for staff and volunteers. Registrars oversee the process, maintaining a central register and using tools like Employment Hero and the Blue Card Portal. Live status checks ensure up-to-date information, stored accurately in school/

service databases. The comprehensive approach includes certificates of currency, application forms and risk assessments for activities. Adhering to a 'No Blue Card, no start' procedure aligned with child risk management, regular checks uphold system integrity.

All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations

Formal training, including online modules and mandatory reporting development, is part of staff induction. Tools such as Employment Hero manage recruitment, while video inductions and handbooks provide essential information. Thorough onboarding is ensured through induction checklists, with regular reviews. Policies and child protection training are integral, supported by visible posters outlining critical actions. Volunteers are reminded of processes, and face-to-face inductions may occur. Yearly child protection modules and certifications reinforce ongoing awareness and education for maintaining a safe environment.

Ongoing supervision and people management is focused on child safety and wellbeing

A commitment to child safety is evident in ongoing supervision practices. Children are not left alone with adults when possible, and leadership prioritises safety. Rigorous signing-in procedures contribute to a secure environment. Probation aligns with child protection policies, and staff adhere to codes of conduct and professional learning plans. Child-safe codes extend to families, volunteers and staff, with regular training on mandatory reporting. Leadership collaborates with classroom teams, emphasising shared concerns. Lesson observations assess child safety skills, and volunteers undergo regular training. Whole staff meetings include risk management updates, fostering a collective commitment to a safe environment for children.

Principle 6 – Processes to respond to complaints and concerns are child focused

Schools and services have an accessible, child-focused complaint handling policy that clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the code of conduct and obligations to act and report

Guidelines on child protection, safety, incident management and student welfare are accessible on websites, newsletters, and portals such as Policy Plus. Complaints and grievance flow charts are available through learning systems and diaries. School and service policies and codes of conduct are disseminated through front offices, websites and portals, with reminders in newsletters. Age-appropriate complaints processes are developed on learning platforms, complemented by critical incident policies and posters outlining 'tell us' processes. Information is shared during parent inductions, and students are encouraged to raise concerns through various channels, reinforcing a commitment to addressing concerns openly and responsively.

Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe

Grievance procedures, available on websites, are systematically recorded and filed, with regular reviews for efficiency. Some schools and services integrate a restorative practices approach alongside required complaints handling. Wellbeing coordinators outline and communicate complaint processes, ensuring recording and reporting of child-safe incidents. Child-appropriate flow charts and procedures undergo thorough reviews. Diverse communication preferences are recognised, with various platforms available, including child-friendly options. A suggestion box in student services may offer an additional avenue for concerns. Schools and services regularly communicate complaint processes through newsletters, websites, student diaries and information sessions for both students and parents.

Complaints are taken seriously and responded to promptly and thoroughly

Complaints are thoroughly investigated, with protocols emphasising swift handling and priority given to specialist staff. Aligned with child protection policies, reportable conduct cases are reported within 24 hours. This approach is ingrained in a compliance culture, prioritising procedural fairness. A comprehensive register ensures clear pathways, with complainants kept informed of outcomes. Addressing complaints at appropriate levels ensures prompt resolution, with stakeholders informed. Clear communication with families is maintained, and case conferencing supports the commitment to addressing complaints with diligence and transparency.

Schools and services have policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement

Policies are thorough, regularly reviewed, and cover child abuse response, critical actions and complaints procedures. Schools and services maintain registers and record incidents, providing monthly reports for executive and board discussions. Accessible on websites, policies include whistleblower policies, mandatory reporting, and decision-making processes. This proactive approach ensures commitment to law enforcement cooperation and continuous alignment with legislation and best practices.

Principle 7 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Staff and volunteers are trained and supported to effectively implement the school's/service's child safety and wellbeing policy

Staff and volunteers receive regular child safety training, documented through annual child-safe training certificates. Frequent communications and reminders reinforce policies, extending child-safe codes to the entire community. Schools and services ensure ongoing compliance by monitoring and enforcing mandatory child safety training for all. Acknowledgment of policy reading and understanding of responsibilities regarding child abuse, risk or neglect are integral components of training.

Staff and volunteers receive training and information to recognise indicators of child harm, including harm caused by other children and young people

Staff learn about indicators through online child safety training and referencing policies. Volunteers enhance understanding through ongoing learning. Policy training, regular induction sessions, and annual child safety training certificates ensure well-rounded awareness. Ongoing training, including case studies and role plays, enhances practical understanding of recognising indicators. Relevant individuals receive mental health first aid and trauma-informed practices training, enhancing their ability to comprehensively recognise child safety concerns.

Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm

Training involves obtaining annual child-safe training certificates, specific sessions for staff and board members, and participation in volunteer induction programs. Regular sessions, incorporating case studies and role plays, enhance practical application. Support mechanisms include wellbeing days, employment assistance programs, and access to chaplains, counsellors and pastors. Student wellbeing incursions, positive mindset programs, and protective behaviours curriculums contribute to holistic child support. Child protection training, online and in-person during professional development weeks, ensures preparedness to respond to safety issues. Relevant individuals receive mental health first aid training, enhancing support in challenging situations.

Staff and volunteers receive training and information on how to build culturally safe environments for children and young people

Training includes actions such as creating safe spaces for gender-diverse individuals, ongoing staff induction and professional development. Continuous learning and parent education promote cultural safety understanding. Regular staff meetings, development sessions and inclusive policies support culturally safe environments. Schools and services actively cultivate partnerships with local First Nation's people, fostering understanding across the curriculum. Initiatives like culturally and linguistically diverse student policies and equal opportunity and disability policies equip staff and volunteers to build and maintain culturally safe spaces for all children and young people in our communities.

Principle 8 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities

Robust ICT systems, incident reports and proactive cyber safety policies, along with staff training, safeguard students online. Physical safety undergoes regular assessments, with ongoing reviews of learning spaces. Policies like mobile phone and social media use are reinforced, and some schools impose strict measures, such as bans on phone use during school hours. Security measures may include cameras, safety inspections and emergency drills. Vape detectors address emerging concerns in some schools. A regularly endorsed risk management policy actively addresses child safety risks, emphasising communication. Staff receive ongoing training in cyber and e-safety for a comprehensive approach to risk mitigation.

The online environment is used in accordance with Codes of Conduct and child safety and wellbeing policies and practices

Schools and services ensure a safe online environment through user agreements, vigilant staff monitoring and ICT provider oversight. Cyber safety is integrated into programs, and staff receive annual training. Age-appropriate online safety education is provided, reinforced by technology agreements. Network security improvements and two-factor identification enhance the commitment to a secure online environment.

Risk management plans consider risks posed by the school/service setting, activities and the physical environment

Schools and services prioritise a safe learning environment through comprehensive risk assessments for all relevant activities, aligning with best practices. Annual reviews by governing bodies and the school or service executive ensure effective risk management plans. This commitment includes considering child safety and potential risks for students in activities outside the regular curriculum. Policies for camps, tours and excursions guide these processes, seamlessly integrating risk management. Any necessary variations to the curriculum routine are carefully documented to ensure a secure learning environment.

When contracting facilities and services from third parties, there are procurement policies that ensure the safety of children and young people

Schools and services enforce stringent procurement policies for the safety of children and young people when engaging third-party facilities and services. Contractors undergo mandatory checks with measures to prevent direct contact with children. This applies to contracts with cleaning companies, bus services, architectural firms, and builders etc., all governed by robust procurement processes. Visitor and contractor codes of conduct, safety management policies and guides outline expectations. Strict guidelines, including mandatory sign-ins, are enforced, aligned with policies. Rigorous checks, such as blue card, working with children, Ochre, venue and insurance checks, are evident in comprehensive risk assessments.

Principle 9 – Implementation of the National Child Safe Principles is regularly reviewed and improved

Schools and services regularly review, evaluate and improve child-safe practices

Schools and services demonstrate commitment to child safety through annual board reporting, systematic policy reviews, and a well-defined schedule, including compliance, leadership and board meetings. Risk management frameworks and treatment plans reinforce dedication to child safety. Strategic planning, facilitated by professionals, leads to ongoing improvements with regular updates to boards. Gender-diverse, wellbeing and parent meetings addressing at-risk children are integral. Compliance officers prioritise child safety in various meetings. Principal-led reviews, in consultation with authorities, ensure accurate policies aligned with legislation for a secure environment.

Complaints, concerns and safety incidents are analysed to identify causes and systemic failures so as to inform continuous improvement

Schools and services promptly adjust based on incident records and conduct comprehensive reviews involving stakeholders. New strategies prevent recurring issues, with reports and feedback included. Monthly safety incident reports update executives and committees. Multiple reporting avenues, including workplace health and safety groups, ensure ongoing monitoring. Post-incident meetings and regular behaviour data analysis contribute to a culture of continuous improvement and commitment to safety.

The schools and services report on the findings of relevant reviews to staff and volunteers, community and families and children and young people

This information is disseminated to staff and volunteers, the community and families, ensuring schools and services communicate incident findings to staff, volunteers and families through meeting minutes, board documents and newsletters. Open communication follows major incidents, detailing process changes. Parent feedback opportunities enhance the school/service-family dialogue. School/service annual reports, including a dedicated child safety section, outline priorities and progress. Additional resources, such as regular reviews and improvement documents, codes of conduct and policies, contribute to a transparent and accountable child safety culture.

Principle 10 – Policies and procedures document how the school/service is safe for children and young people

Policies and procedures address all national child-safe principles

Schools and services prioritise the National Child Safe Principles through thorough policies and procedures, integral to both accreditation and child-safe standards action plans. Their commitment is evident in annual reviews of policies, including the child protection policy, developed with best practices in mind. Updated child-safe programs reflect the latest best practices, ensuring a robust approach.

Policies and procedures are documented and easy to understand

School and service commitment to clear and accessible policies is reflected in user-friendly language, simple flow charts, and the use of online platforms, including the Policy Plus portal. All policies are conveniently available on school/service websites, intranet, and through portals for staff. Regular reviews, incorporating feedback, ensure policies remain understandable. This dedication extends to public-facing policies on websites for parents and caregivers, fostering a culture of transparency and accessibility.

Best practice models and stakeholder consultation informs the development of policies and procedures

School and service commitment to excellence in policy development involves thorough stakeholder consultation. Listening to staff, students and parents, they gather feedback through various channels such as meetings, forms and advice from organisations like regional and state peak bodies. School/service councils, inclusive of current parents, makes the final decisions on policies, ensuring a comprehensive decision-making process. Before implementation, policies are shared and reviewed with relevant groups, and school/service councils and boards approve them before communication with the wider community. This inclusive and consultative approach ensures that policies align with best practices and meet the needs of our diverse communities.

Leaders champion and model compliance with policies and procedures

Leaders in schools and services actively champion compliance with policies and procedures. This commitment is ingrained in the orientation of new leaders and reinforced through regular modelling, refreshers and leader updates.

Policy and compliance sub-committees, involving executive leadership, ensures accountability. Leadership, including school/service executive and senior management teams, actively participate in staff meetings, discussions and training, consistently reinforcing compliance. Senior leadership teams take the lead in training sessions and communicate regularly about child safety matters, emphasising understanding of relevant policies among staff. Overall, leadership fosters a culture of adherence and accountability throughout schools and services.

Staff and volunteers understand and implement policies and procedures

Ensuring staff and volunteers understand and implement policies is a priority in schools and services. Continuous professional development, regular monitoring and feedback contribute to their ongoing awareness and adherence. Discussions in meetings and induction processes reinforce the location and importance of policies. A signed acknowledgment from staff and volunteers ensures a commitment to child-safe principles. Clear communication and feedback loops help convey expectations, outline policy changes and provide necessary training. The confidence exhibited by staff in the application of these policies and procedures reflects the effectiveness of these processes.

CONTRIBUTORS TO THE REPORT

All Lutheran schools and early childhood services are recognised for their dedication to child safety. The following schools/services contributed to the LEA National Child Safe Principles survey used to compile this report:

- Bethania Lutheran Primary School, Bethania
- Concordia College, Highgate
- Faith Lutheran College Plainland
- Faith Lutheran College, Redlands
- Geelong Lutheran College, St John's and Armstrong Creek
- Golden Grove Lutheran Primary School
- Good Shepherd College, Hamilton
- Good Shepherd Lutheran School, Angaston
- Immanuel Primary School, Novar Gardens
- Lakeside College, Pakenham

- Living Waters Lutheran College, Warnbro
- Living Waters Lutheran School, Alice Springs
- Peace Lutheran Primary School, Gatton
- Peace Lutheran College, Cairns
- Redeemer Lutheran College, Biloela
- St John's Lutheran Primary School, Bundaberg
- St John's Lutheran School, Kingaroy
- St Martins Lutheran College, Mount Gambier
- St Peters Lutheran College, Indooroopilly
- St Peters Lutheran College, Springfield
- Waikerie Lutheran Primary School, Waikerie