

Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

Contact for enquiries

St Mary's Primary School,

167 John Street, Maryborough, QLD 4650

Badtjala Country,

PO Box 287, MARYBOROUGH QLD 4650

Phone: 07 41215705

Email: pmaryborough@bne.catholic.edu.au

Attributions

Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

St Mary's Primary School, Maryborough is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Mary's Primary School, Maryborough to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice.



Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.



Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.



Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



Standard 10: Policies and procedures

Policies and procedures document how the entity is safe for children.



Universal Principle

Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.



While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable. The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:



Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.



Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.



Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.



Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

What Standard 1 looks like at our school:

- At St Mary's, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected.
- At St Mary's, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.
- This School Safeguarding Plan is publicly available on St Mary's, public website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student.
- Our School Safeguarding Plan also demonstrates how we do this at St Mary's, within the context of the Queensland Child Safe Standards
- The Archdiocese of Brisbane Safeguarding Commitment displayed in our school foyer, gathering space and in the principal's office. This Safeguarding Commitment serves as a regular reminder that at St Mary's, the safety and wellbeing of our students are paramount.
- As St Mary's, Principal, I champion student safety and wellbeing by participating in our regular Yes Assemblies and school assemblies to engage directly with our students. I use this time to remind our students that they can speak to me or any staff member they feel comfortable with anytime they have a worry.
- There are significant number of staff on playground roster with a member of the leadership team always present and students are encouraged to come and discuss their ideas that they want to make happen. Encouraging our students to have an authentic voice.
- Our Nurture Room is open every day to encourage students to make contact when they are feeling dysregulated.
- As part of our annual compliance review, the leadership team checks evidence that the Code has been embedded, for example, induction attendance, staff meeting records, and communication to families. This ensures it's not just a document, but part of our school culture.
- Our APRE & First Nations Officer monitors progress on our Reconciliation Action Plan each term. Aboriginal and Torres Strait Islander staff and community members lead updates, ensuring accountability to our commitments rather than symbolic action.
- 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.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

What Standard 2 looks like at our school:

In line with our implementation plan, at the end of Term 2 we will explain:

- How students learn about rights, safety and who to trust
- How the school gathers and responds to student voice
- How student participation influences decision-making
- How cultural safety shapes our approach
- Evidence of practice and planned improvement

At St Mary's Primary School, children are informed about their rights, encouraged to participate in decisions affecting them, and supported to raise concerns in ways that are safe, respectful and developmentally appropriate.

Students learn about consent, protective behaviours, safety and help-seeking through a planned and sequential Health and Physical Education curriculum from Prep to Year 6. These concepts are reinforced through pastoral care practices, consistent language used by staff and explicit modelling of respectful relationships.

Student voice is actively encouraged beyond the curriculum. Student feedback guides the development of lunchtime clubs and activities, including mindfulness and regulation-focused lunchtime groups that provide safe, calm and inclusive options for students. Initiatives such as Aim to Name and St Mary's Changemaker nominations enable students to recognise positive behaviour, leadership and advocacy, helping students feel heard and valued.

Students are supported to approach trusted adults, including teachers, leadership, the Guidance Counsellor and the First Nations Officer. Leadership presence during playground times and assemblies reinforces that students can speak up at any time. Student voice also informs decisions related to playground and wellbeing equipment, promoting inclusion, engagement and positive peer interactions.

² Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer and more supportive for students.

What Standard 3 looks like at our school:

In line with our implementation plan, at the end of Term 2 we will explain:

- How our school communicates safeguarding expectations to families
- How families and communities participate in safety and wellbeing initiatives
- How the school engages P&F and community partners
- How feedback is gathered and acted on
- Evidence of practice and planned improvements

At St Mary's Primary School, families and communities are informed, engaged and involved in promoting student safety and wellbeing.

The school communicates safeguarding expectations and student wellbeing information through newsletters, school meetings, the school website and direct communication with families. The School Safeguarding Plan is publicly available to ensure transparency and shared responsibility for child safety.

Families are provided with opportunities to participate in school life and decision-making through engagement with the P&F, consultation processes and ongoing communication with staff and leadership. Feedback from families is welcomed and used to inform school practices.

Student voice initiatives, wellbeing programs and positive behaviour celebrations are shared with families to support understanding of how student voice contributes to safety, belonging and inclusion. Strong relationships between staff and families support collaborative responses when wellbeing or safety concerns arise.

³ Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

Every student deserves to flourish and has the right to learn in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identity or ability, to access and fully participate in their learning. We embed equity at the heart of our culture through the Student Diversity and Inclusion Policy, the Student Wellbeing Policy and the Queensland Catholic Education Council's Inclusive Practice in Catholic Schools. We expect school practices to reflect each child's circumstances and needs, and to prioritise culturally safe, trauma informed approaches in planning, communication and engagement. The Engage Student Support System and the Multi Tiered System of Supports (MTSS) help schools provide a student centred, comprehensive continuum of support. These systems enable collaborative, targeted and personalised assistance for diverse learners. We also provide children with opportunities to learn about different cultures, people and communities through the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority and the Australian Curriculum.

What Standard 4 looks like at our school:

In line with our implementation plan, at the end of At the end of Term 2 we will explain:

- How the school promotes equity, inclusion and respect for diversity
- How supports and adjustments are provided for diverse learners
- How cultural safety and anti-discrimination practices are embedded
- How students access safeguarding information suitable for them
- Evidence of practice and planned improvements

St Mary's Primary School upholds equity and respects diversity by providing culturally safe, inclusive and trauma-informed environments for all students.

The school recognises that some students may require additional support due to wellbeing, cultural, social or individual circumstances. Students are supported through coordinated pastoral care structures involving classroom teachers, leadership, the Guidance Counsellor and the First Nations Officer.

Mindfulness lunchtime groups and student-designed clubs provide equitable access to support and student voice, particularly for students who experience barriers to engagement or regulation. Students are explicitly taught who they can talk to and how to seek help in ways that are age-appropriate and accessible.

The school values Aboriginal and Torres Strait Islander perspectives and works in partnership with local community members and Elders to strengthen cultural safety. Visual representations, curriculum inclusion and ongoing staff development support trauma-informed and culturally responsive practice across the school.

⁴ Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

⁵ Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

What Standard 6 looks like at our school:

At St Mary's Primary School, Maryborough, complaints management is child-focused, timely, respectful and aligned with Brisbane Catholic Education Student Protection Processes. Students, families, staff, volunteers and community members are supported to raise concerns in ways that are accessible, culturally safe and responsive to the wellbeing of the child. The school's processes are designed to ensure that students feel safe, supported and heard, and that concerns are recorded, managed, escalated and resolved in line with school, BCE and legislative requirements.

How students and families can raise concerns

Students and families can raise safeguarding concerns directly with the Principal, classroom teachers, Student Protection Contacts, Guidance Counsellor, members of the school leadership team or other trusted staff. Information about Student Protection Processes is accessible through the school website and supported by school-based communication, visible Student Protection Contacts and a local flowchart that clarifies how concerns are communicated and managed. Families may also contact the school office, email the school or request a meeting so that concerns can be heard and followed up appropriately.

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

St Mary's responds to complaints and concerns in ways that prioritise the safety, dignity and wellbeing of students. Staff are supported through mandatory student protection training and school processes to recognise, respond to and report concerns promptly. Responses are calm, respectful and developmentally appropriate, with care taken to minimise further distress for students and families. Where appropriate, support is provided through trusted staff, Student Protection Contacts, the Guidance Counsellor, inclusion and wellbeing staff, First Nations-led advice or community support, and BCE processes.

How complaints are recorded, managed, escalated and resolved

Safeguarding complaints and concerns are documented through school-based records and relevant BCE reporting processes. The school reviews complaints, student protection matters, incident data, injury data, Engage records and other relevant information to identify patterns, monitor follow-up and determine whether additional controls or supports are required. Matters are escalated to BCE or external authorities when required, including where mandatory reporting, student protection or reportable conduct obligations apply. Records are managed confidentially and used to inform timely responses, ongoing monitoring, communication with families and updates to the School Safeguarding Plan and Action Register.

How the school implements the Reportable Conduct Scheme

St Mary's implements the Reportable Conduct Scheme through BCE reporting requirements, principal oversight and clear staff responsibilities to report concerns about the conduct of employees, volunteers or other adults engaged in school activities. Concerns that may meet reportable conduct thresholds are escalated in accordance with BCE processes so that they can be assessed, notified, investigated and managed appropriately. The school supports compliance by maintaining awareness of staff obligations, recording relevant information, seeking guidance when required and ensuring that student safety remains the central consideration throughout any response.

Evidence of practice and planned improvements

- Student Protection Processes are available on the school website and supported by nominated Student Protection Contacts and BCE reporting pathways.
- A local school-based flowchart assists staff to understand how concerns are raised, communicated and managed.
- Mandatory student protection training supports staff understanding of their responsibilities to recognise, respond to and report concerns.
- Consultation through the Term 3 self-assessment involved leadership, the Guidance Counsellor, school officers and teaching staff, with a focus on risk, compliance and student safety.
- Safeguarding complaints, incident and injury data, Engage records and school-based notes are reviewed to identify recurring concerns and strengthen monitoring.
- Planned improvements include continuing to check that students and families know how to raise concerns, strengthening culturally safe communication, reviewing the clarity of record keeping, and ensuring responses remain consistently child-focused and trauma-informed.

⁶ Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

⁷ Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

What Standard 8 looks like at our school:

At St Mary's Primary School, Maryborough, physical and online environments are intentionally managed to promote student safety, wellbeing, participation and belonging. The school uses a strengths-based and proactive approach to reduce opportunities for harm while supporting students' rights to privacy, learning, social connection, cultural safety and access to information. Supervision planning, environmental scans, incident and injury data, risk assessments, staff consultation and BCE policies inform how risks are identified, monitored and managed.

How physical spaces are designed and supervised for safety

The school designs and supervises physical spaces through active supervision expectations, duty rosters, staff communication, handover processes and regular review of higher-risk areas. Staff use PB4L language to reinforce consistent expectations for safe behaviour across classrooms, playgrounds, transitions and shared spaces. Student support information is used to identify students who may require additional supervision, adjustments or proactive planning. High-risk spaces such as toilets, bathrooms, playground areas, arrival and departure zones, one-to-one spaces, sick bay, counselling and withdrawal areas, storage areas and less visible locations are considered through supervision planning, workplace health and safety processes and incident review.

How the school promotes online safety for students

Online safety is promoted through BCE policies, the school's expectations for safe and respectful technology use, and explicit guidance for students about appropriate online behaviour. Digital learning environments are used in ways that align with the BCE Code of Conduct, student protection expectations and child safety and wellbeing requirements. Staff monitor student use of online platforms, respond to concerns, and communicate with families when support or clarification is required. Online safety messages are reinforced through classroom practice, behaviour expectations, pastoral care, family communication and ongoing staff awareness.

How employees model safe digital behaviours

Employees model safe digital behaviours by using school-approved systems, maintaining professional boundaries, protecting student privacy and communicating through appropriate channels. Staff are expected to follow BCE policies, school procedures and professional conduct requirements when using digital tools, email, online learning platforms, images, records and communication with families. This includes using respectful language, maintaining confidentiality, seeking consent where required, and ensuring digital interactions with students are purposeful, transparent and aligned with safeguarding expectations.

How physical and online environmental risks are assessed and managed

Physical and online environmental risks are assessed through routine risk assessments, incident and injury data review, supervision planning, Engage records, first aid records, student support planning, workplace health and safety processes and feedback from staff, students and families. The school considers patterns linked to location, time of day, activities, transitions, visibility, privacy, access, movement and student vulnerability. Risk assessments are completed for higher-risk activities, excursions, events and use of external facilities. Where risks are identified, the school strengthens supervision, clarifies expectations, reviews environmental controls and documents adjustments for students with increased vulnerabilities.

Evidence of practice and planned improvements

- Active supervision expectations are reinforced through duty rosters, staff communication, handover processes and regular reminders.
- PB4L language supports consistent expectations for safe behaviour across classrooms, playgrounds, shared spaces and transitions.
- Student support information is used to identify students who require additional supervision, adjustments or proactive safety planning.
- High-risk locations, including toilets, bathrooms, playground spaces, arrival and departure areas, one-to-one spaces and less visible areas, are considered through risk assessments, supervision planning, WHS processes and incident review.
- The Marian Place supports visibility and privacy through connected rooms, with a planned improvement to ensure external doors are locked as needed so spaces are not used as thoroughfares.
- School grounds are locked during the day to support site safety and reduce unauthorised access.
- Staff consultation has identified the need to explore additional gates and fence palings to strengthen student safety, particularly where students may become dysregulated.
- Planned improvements include reviewing duty zones and visibility at higher-risk times, documenting supervision strategies for students with increased vulnerabilities, continuing to review high-risk locations after incidents or environmental changes, and strengthening shared staff understanding of supervision adjustments.

⁸ Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

What Standard 9 looks like at our school:

- St Mary's is currently self-assessing against the Child Safe Standards (including the Universal Principle). This involves consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement.
- With the implementation of the Child Safe Standards in Queensland in 2026, St Mary'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 (including the Universal Principle), through consultation with a diverse range of 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 Mary's prioritises the safety and wellbeing of all students.
- St Mary's uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. For Aboriginal and Torres Strait Islander students, we work alongside the local Elders and community members to ensure evaluation methods reflect culturally informed measures of safety, belonging and relational trust.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

- At St Mary's, we use 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.
- At St Mary's, we are developing a school-based policy around uniforms. This policy will be developed with students, the parent/carer community and our school staff.
- Our staff handbook will outline every safeguarding procedure with step-by-step instructions and flowcharts. This helps staff easily navigate what to do in different situations, such as responding to a student disclosure or identifying a student at risk. The staff handbook will be designed with input from Aboriginal and Torres Strait Islander students, families and community members and outlines expectations around creating and contributing to a culturally safe space at St Mary's.
- When updating procedures and processes at our school, St Mary's, we consult with staff, parents, students and our School Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.
- St Mary's has a strong connection with the Local Aboriginal and Torres Strait Islander Elders. St Mary's engages local Elders around cultural safety, ensuring that our processes and procedures are inclusive of First Nations perspectives, and uphold cultural safety as a priority.
- At St Mary's, our Principal regularly reinforces key safeguarding procedures during staff meetings, in Staff News and newsletters while modelling them in everyday practice - such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.
- St Mary's SPC Team meet regularly to confer on current student protection matters and ensure student safety remains a top priority, actions are clearly documented and that the SPC team are responding to student protection matters in line with the Student Protection Processes and Guidelines.

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

