

St Mary's College, Maryborough Safeguarding Plan 2026



Version: V1.0

Last updated: 26 June 2026

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.

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Attributions

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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.

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.



St Mary's College, 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.

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 College 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 Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

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 College, student safety and wellbeing are embedded in leadership, culture and daily practice rather than viewed as compliance requirements. Safeguarding is kept active through visible leadership, consistent messaging, engagement with data and clear pathways for students, staff and families.

The Archdiocese of Brisbane's safeguarding commitment is prominently displayed in key areas, reinforcing that student wellbeing underpins all decision-making. Leadership models this commitment through regular student protection training delivered by the Principal, ongoing focus on the Code of Conduct at staff meetings, and clear expectations around professional boundaries and reporting. All new staff complete a structured induction that includes safeguarding and wellbeing processes.

Strong systems and shared accountability underpin safeguarding practices. The Multi-Tiered System of Support (MTSS), involving Senior Leaders, Middle Leaders and the Guidance Counsellor, ensures early identification of concerns and coordinated, data-informed responses through Review and Response processes.

Students are empowered to seek support through clearly identified Student Protection Contacts and the online bully button, which enables timely follow-up by leaders. Safeguarding also extends to supervision and compliance, supported by clear variation processes for duties, excursions and school activities.

Inclusion and cultural safety are prioritised, particularly for Aboriginal and Torres Strait Islander students and families. Cultural respect is reflected in the school environment and strengthened through the Indigenous Liaison Officer role, which supports wellbeing, attendance, pathways to QCE completion and programs such as WYLD, Deadly Choices and alternative learning options.

Safeguarding information is shared transparently with families through the school website and community forums. Governance oversight is strengthened through the Principal's intention to present the safeguarding plan to the Board, supporting accountability and continuous improvement.

Through visible leadership, strong systems and inclusive practices, safeguarding at St Mary's College is lived daily and embedded in relationships, decision-making and culture.

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:

At St Mary's College, we are committed to ensuring every student understands their rights, feels safe, and knows they are valued as active participants in our school community. We believe that student voice is central to safety and wellbeing, and that all students—regardless of age, culture, identity or ability—should feel confident to speak up, ask questions and seek support.

Students are explicitly taught about their rights, personal safety, respectful relationships and protective behaviours through our Pastoral Education Program (PEP) and Health curriculum. These lessons include clear and repeated teaching about consent, boundaries, help-seeking and how to identify trusted adults.

Students are supported to access help through multiple, accessible pathways, including:

- Direct connection with Pastoral Leaders and teachers
- Student Protection Contacts (SPCs), with profiles visible on the school portal
- The Wellbeing Team, centrally located within the school for ease of access
- The "Bullying No Way" reporting button and Guidance Counsellor referral process
- Email access to staff, allowing students to seek support in a non-confrontational way

These strategies ensure all students can seek help in ways that are safe, flexible and responsive to their individual needs.

Student voice is actively sought through both formal and informal processes. These include:

- Classroom discussions, reflection tasks and scenario-based learning
- Student surveys and feedback opportunities
- Ongoing pastoral check-ins with staff
- Informal conversations and relational interactions

Staff are intentional in creating safe spaces where students can share their experiences and raise concerns.

Student input contributes to decision-making at both classroom and whole-school levels. Students are encouraged to:

- Share feedback on their experience of safety, belonging and inclusion
- Contribute to discussions about wellbeing initiatives and school practices
- Participate in activities and events that strengthen connection and understanding

This ensures that student perspectives are not only heard, but actively influence how the school responds to safety and wellbeing priorities.

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:

At St Mary's College, families and the wider community play an important role in promoting child safety and wellbeing. Our approach is grounded in clear communication, strong partnerships and shared responsibility, ensuring families are informed, included and able to actively support their child.

Families are regularly informed of safeguarding expectations through newsletters, parent broadcasts, the school website and direct communication from pastoral leaders and staff. These communications outline expectations around student safety, behaviour, supervision and access to the College. Processes such as visitor sign-in, completion of volunteer and third-party training, and expectations at school events reinforce a shared understanding of how safety is maintained. Families are also actively involved in the development and review of individual student support plans, strengthening collaboration in responding to student needs.

The College provides a range of opportunities for families and community members to engage in safety and wellbeing initiatives. Events such as Open Evening, transition activities, Chill and Chat sessions, sports carnivals and community gatherings create accessible and relational opportunities for families to connect with staff and the broader school community. These moments are intentionally used to reinforce key messages about safety, respectful relationships and wellbeing. Engagement with the P&F and community partners further supports shared dialogue and collaboration in shaping school practices.

Feedback from families is gathered through both formal and informal means, including surveys, meetings, student support processes and everyday interactions with staff. This feedback is considered alongside school data and informs ongoing reflection and improvement. The College is responsive to this input, using it to strengthen communication, refine processes and ensure practices meet the needs of students and families.

Evidence suggests that families feel increasingly welcome and informed, with strong engagement across school events and confidence in the clarity of communication and the College's wellbeing approach. At the same time, areas for continued growth include strengthening the visibility of behaviour processes and enhancing culturally responsive communication, particularly for Aboriginal and Torres Strait Islander students and culturally diverse families.

Planned improvements focus on strengthening relational engagement with families, increasing transparency of processes, building staff capability in culturally responsive practice, and ensuring feedback is consistently acted upon and communicated back to the community. Through this work, St Mary's College continues to build a shared understanding of child safety and wellbeing, where families and the wider community are recognised as essential partners in creating a safe and inclusive environment for all students.

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:

At St Mary's College, equity, inclusion and respect for diversity are central to how we promote student safety and wellbeing. We are committed to ensuring every student feels valued, respected and supported to participate fully in school life, regardless of their background, identity or individual needs.

This is embedded through both curriculum and pastoral practices, where students are explicitly taught about respect, inclusion and positive relationships. These messages are reinforced through whole-school initiatives, including events such as Harmony Day, which promote cultural understanding, belonging and connection, alongside staff modelling inclusive behaviours in everyday interactions.

A range of targeted supports and adjustments are in place to respond to the diverse needs of learners. The Learning Enhancement Team, Guidance Counsellors and specialist staff provide individualised support, with data used to identify students requiring additional assistance. Adjustments are made through personalised planning, flexible pastoral approaches and ongoing monitoring to ensure all students can access learning and support in ways that meet their needs.

Cultural safety and anti-discrimination practices are embedded through both policy and practice. Staff are building their capability through trauma-informed professional learning and increasing focus on culturally responsive practices. The College works in partnership with a Cultural Liaison Officer to support First Nations students and families and to ensure Aboriginal and Torres Strait Islander perspectives are recognised and valued. There is a clear expectation that diversity is respected and that discrimination is actively addressed.

Students are supported to access safeguarding information in ways that are clear and accessible. This includes explicit teaching about rights and help-seeking, as well as multiple pathways to access support through trusted adults, the Wellbeing Team and online processes. These approaches ensure students across different ages, abilities and backgrounds understand how to seek help and what to expect.

Evidence of practice indicates growing strength in inclusion, belonging and support for diverse learners, supported by strong pastoral structures and accessible help-seeking pathways. Ongoing areas for improvement include strengthening staff capability in cultural safety, ensuring greater consistency of practice, and expanding targeted supports for specific cohorts.

Planned improvements focus on deepening culturally responsive and trauma-informed practices, strengthening targeted intervention programs, and ensuring all safeguarding information and supports are accessible and meaningful for every student. Through this work, St Mary's College continues to promote a safe, inclusive and equitable environment for all students.

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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

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:

At St Mary's College, continuous improvement in safeguarding is guided by regular review, data-informed decision-making and a shared responsibility for student safety and wellbeing. Our practices are routinely monitored, evaluated and strengthened through collaborative processes and ongoing professional learning.

Student wellbeing is systematically reviewed through fortnightly Multi-Tiered System of Support (MTSS) meetings, which provide a structured forum to analyse wellbeing, engagement and behaviour data, identify emerging concerns and coordinate timely interventions. Regular pastoral meetings further support information sharing, reflection and collective responsibility across year levels and learning areas.

A range of data sources, including ENGAGE and BI data, are used to monitor trends, evaluate the effectiveness of interventions and inform responsive adjustments to support. This ensures safeguarding responses are proactive, timely and evidence based.

Safeguarding is further strengthened through a trauma-informed pedagogical approach. All staff are trained in trauma-informed practices and, where required, safety plans, wellbeing plans and personalised support plans are developed to ensure consistent and coordinated support for students with complex needs.

Feedback and reflection are integral to continuous improvement. Input from the Indigenous Liaison Officer supports culturally responsive practice and informs refinements to ensure Aboriginal and Torres Strait Islander students feel safe, respected and affirmed.

The school undertakes ongoing review of safeguarding policies, procedures, supervision and staffing to ensure practices remain effective and responsive. Capacity is strengthened through investment in personnel, including the appointment of an additional Guidance Counsellor and the training of additional Student Protection Contacts.

Through regular review, transparent use of data and purposeful professional learning, safeguarding at St Mary's College remains active, responsive and continuously strengthened to support the safety and wellbeing of every student.

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:

St Mary's College meets Standard 10 through a comprehensive and accessible suite of school-based policies and procedures that guide safeguarding practice and support student safety and wellbeing. These policies are practical, clearly articulated and embedded in daily operations to ensure consistent application across the school.

Core safeguarding policies include Student Protection, Complaints Management, Volunteer and Third-Party Engagement, and the Uniform Policy and Procedure. Together, they establish clear expectations for professional conduct, respectful behaviour and appropriate responses to concerns. Current practices are also informed by the CYRMS framework, ensuring continuity in child safe approaches.

Roles, responsibilities and reporting pathways are clearly defined within these policies. The Student Protection policy outlines staff obligations, reporting and escalation processes, while the Complaints procedure provides transparent and accessible mechanisms for students, families and community members to raise concerns safely and confidently.

All safeguarding policies and procedures are published on the school website, ensuring accessibility and promoting shared understanding across the school community. Implementation is supported through staff induction, leadership communication and ongoing reminders, ensuring policies function as living documents rather than static references.

Safeguarding oversight is strengthened through assigned responsibilities within the Senior Leadership Team, along with training in the Code of Conduct and employee relations processes. Clear procedures for volunteers and third-party providers ensure appropriate screening, induction and supervision, reinforcing child safe practices for all adults engaging with students.

Through clear, accessible and regularly reviewed policies and procedures, St Mary's College ensures safeguarding expectations are well understood, consistently applied and aligned with Standard 10.

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)

