

Mt Maria College - Mitchelton Safeguarding Plan 2026




Version: 2026 -1

Last updated: February 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.

Contact for enquiries

Mt Maria College - Mitchelton

54 Prospect Road, Mitchelton Q 4053

Turrbal Country

✉ PO Box 194, Everton Park Q 4053

☎ 07 3550 3400

🌐 www.mtmaria.qld.edu.au

Attributions

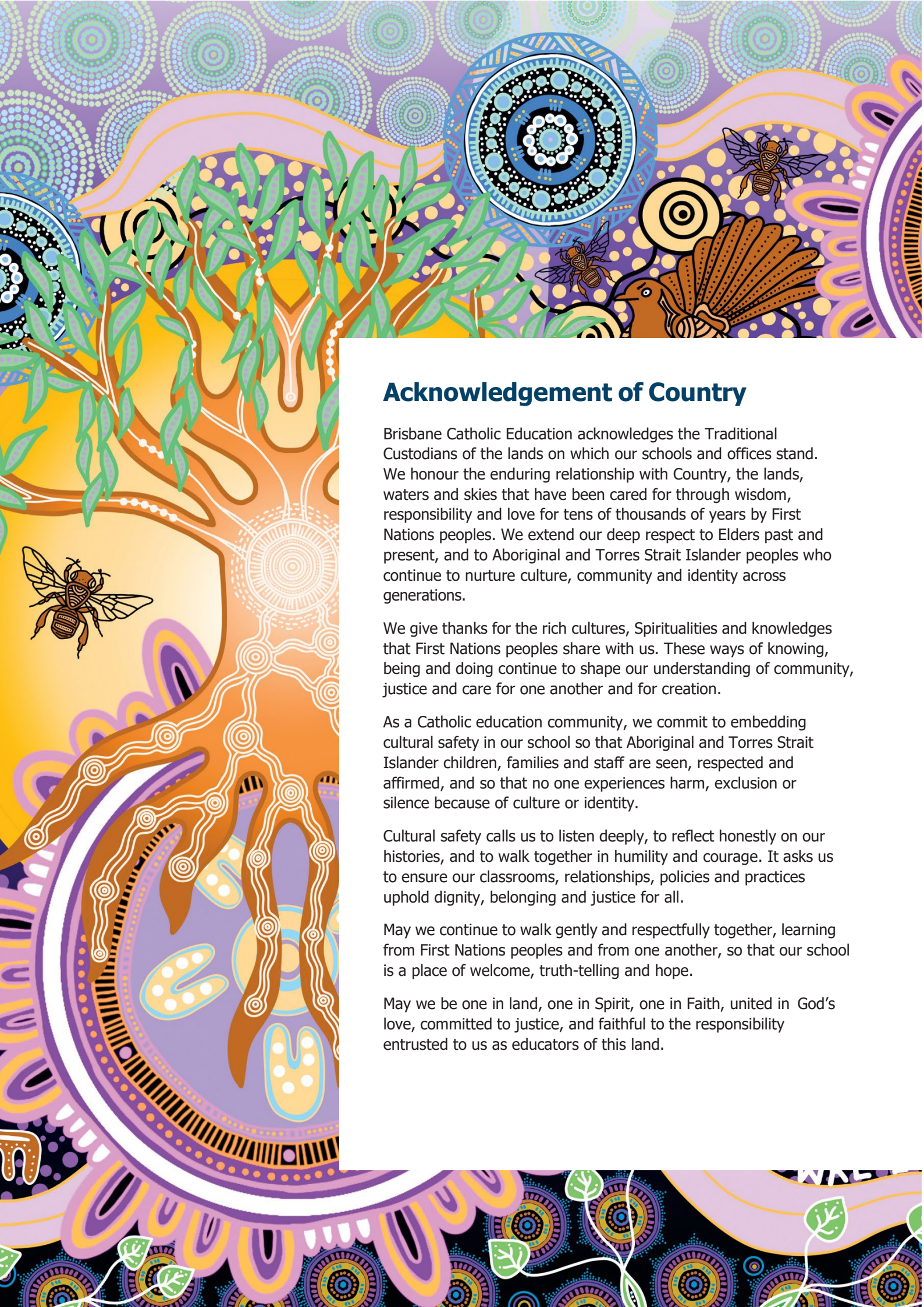
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: (c) Brisbane Catholic Education, Mt Maria College - Mitchelton, 2025

Page 4: (c) Brisbane Catholic Education, Mt Maria College - Mitchelton, 2025

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.





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.



Mt Maria College - Mitchelton, 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 Mt Maria College - Mitchelton 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 college 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 Mt Maria College Mitchelton, we are committed to creating and sustaining a culture where the **safety and wellbeing of every student is paramount**, and is clearly embedded in our leadership, governance, and daily practice. Guided by our Catholic faith and Marist charism, we place the dignity, voice, and protection of each young person at the centre of all decisions and actions. In the Marist spirit of presence, we seek to create a community where every student is *known, valued, and cared for*, and where safeguarding is lived through relationships as much as through structures.

We are committed to ensuring that **Aboriginal and Torres Strait Islander students, families, and communities feel welcome, safe, valued, included, and respected**. The College actively seeks the voice and perspective of First Nations peoples to ensure our commitments are lived, responsive, and authentic. This is supported through the work of our Cultural Liaison Officer and visible signs of cultural respect across the College, reflecting our belief that a truly safe community is one that honours identity, dignity, and belonging.

The **Archdiocese of Brisbane Safeguarding Commitment** is publicly displayed in prominent locations across the College, serving as a constant and visible reminder that safeguarding is a shared and non-negotiable responsibility. This commitment is strengthened through intentional communication with staff, students, and families, ensuring that expectations for behaviour, care, and protection are clear, consistent, and grounded in the BCE Code of Conduct and student protection processes.

Governance structures at Mt Maria College Mitchelton actively support accountability for these commitments. The College Leadership Team regularly monitors safeguarding priorities, including wellbeing, inclusion, and risk management, ensuring that student safety remains a central focus of decision-making. Staff increasingly demonstrate confidence in these structures, with growing psychological safety and willingness to raise concerns. At the same time, the College recognises the importance of continuing to strengthen consistency of practice—ensuring that all staff feel confident not only to understand but to actively enact safeguarding responsibilities in their daily work.

Through these intentional practices, Mt Maria College Mitchelton demonstrates leadership that **champions child safety and wellbeing, models respectful and inclusive relationships, and continually strengthens a culture of shared responsibility**. In the spirit of Mary, our Good Mother, we seek to create a community where each young person is nurtured with compassion, protected with vigilance, and supported to flourish—now and into the future.

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:

Mt Maria College demonstrates a strong commitment to ensuring that students are informed about their rights, have access to trusted adults, and are supported to express their voice. The College continues to strengthen the visibility, accessibility and responsiveness of its practices, ensuring that student voice not only informs but actively shapes decision-making. Through a continued focus on cultural safety, inclusion and relational practice, the College is building a learning environment where all students feel safe, heard and empowered to participate.

How students learn about rights, safety and who to trust

- Explicit teaching through HPE (Years 7–10) and pastoral programs (Years 11–12), reinforced through assemblies, wellbeing sessions and classroom discussions.
- Students are taught who Student Protection Contacts (SPCs) are, how to seek help, and what happens when concerns are raised, supported by visible signage and consistent messaging.

How the school gathers and responds to student voice

- Student voice is gathered through surveys (TTFM), behaviour/ROC data, pastoral conversations and everyday relational interactions with staff.
- Feedback is analysed and used to inform wellbeing priorities, with increasing focus on communicating outcomes and actions taken.

How student participation influences decision-making

- Students contribute to individual decisions (e.g. support plans, wellbeing responses) and school-wide priorities through feedback and engagement processes.
- Data and student input inform adjustments to wellbeing, behaviour and safeguarding practices, strengthening a culture of responsive decision-making.

How cultural safety shapes our approach

- Cultural safety is embedded through a commitment to inclusion, respect for identity and strong relational practice, particularly for First Nations students (The Mt Maria Mob)
- Multiple, accessible pathways for student voice ensure all students—including those facing barriers—can express concerns in ways that are culturally safe and appropriate. (Diversity and Cultural Group)

Evidence of practice and planned improvement

- Strong foundations include structured teaching of protective behaviours, clear support pathways (SPCs, GC, House Pastoral Leaders), and use of data to inform practice.
- Improvement focus: strengthen 7–12 continuity, increase visibility of support pathways, expand student voice (especially for priority cohorts), and ensure clearer “you said – we did” feedback. This is central to our MMCM Culture Project.

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:

Mt Maria College fosters a strong partnership with families and community, where safeguarding, wellbeing and cultural safety are communicated clearly, embedded in everyday interactions, and increasingly shaped through authentic engagement, feedback and collaboration.

How our school communicates safeguarding expectations to families

- Safeguarding expectations are communicated through enrolment, newsletters, website, parent sessions and direct communication, using clear and accessible language.
- Key messages (SPCs, reporting processes, wellbeing supports) are reinforced through both formal channels and everyday interactions with staff and leadership.

How families and communities participate in safety and wellbeing initiatives

- Families engage through parent information sessions, community events and ongoing communication, with wellbeing and safety topics embedded in existing high-attendance forums.
- Opportunities for participation include consultation on student support planning and increasing involvement in broader wellbeing and safeguarding initiatives.

How the school engages P&F and community partners

- P&F and parent engagement structures provide opportunities for dialogue, feedback and partnership in school priorities, including wellbeing and community engagement.
- The College collaborates with community organisations and external providers to support student wellbeing, cultural safety and family engagement.

How feedback is gathered and acted on

- Feedback is gathered through surveys (e.g. TTFM), parent interactions, engagement groups and consultation processes.
- Leadership analyses feedback and uses it to inform decision-making, with a growing focus on clearly communicating actions taken.

Evidence of practice and planned improvements

- Strong relational practice, high levels of parent welcome, and consistent communication around individual student wellbeing demonstrate effective engagement.
- Improvement focus: increase visibility of safeguarding practices, strengthen co-design with diverse families, and ensure clearer communication of cultural safety and school processes.

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:

Mt Maria College is committed to equity, inclusion and cultural safety, ensuring that all students—particularly those who may face additional barriers—are supported through responsive, trauma-informed practices that recognise identity, context and lived experience.

How the school promotes equity, inclusion and respect for diversity

- Inclusive practices are embedded across curriculum, pastoral care and wellbeing systems, with a focus on respect, belonging and recognition of diverse identities.
- Cultural safety is prioritised through relational approaches, visible commitment to First Nations inclusion, and strengthening staff understanding of diversity and student experience.

How supports and adjustments are provided for diverse learners

- Students are supported through case management, personalised plans and aligned wellbeing and learning adjustments, responding to individual needs and circumstances.
- Data (behaviour, ROC, NCCD, student voice) is used to identify priority cohorts and inform targeted, trauma-informed supports.

How cultural safety and anti-discrimination practices are embedded

- Cultural safety is embedded through respectful relationships, acknowledgement of identity, and recognition that racism and cultural harm are student safety issues.
- Staff increasingly adopt culturally responsive and trauma-informed practices, supported by professional learning and engagement with First Nations perspectives.

How students access safeguarding information suitable for them

- Students learn who to talk to and how to seek help through assemblies, pastoral programs, classroom discussions and relational interactions with trusted adults.
- Support pathways are reinforced through multiple formats, with ongoing work to improve accessibility for EAL/D learners, students with disability and diverse cohorts.

Evidence of practice and planned improvements

- Strong wellbeing systems, House Pastoral Care network, Guidance Counsellor and SPC structures, and relational practice support student safety and inclusion.
- Improvement focus: strengthen student voice from priority cohorts, increase cultural safety visibility, improve accessibility of support processes, and better measure impact for vulnerable 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 Mt Maria College, Standard 9 is evident through a deliberate and structured approach to continuous improvement, where safeguarding practices are regularly reviewed, evaluated, and refined in response to data, feedback, and emerging needs. The College actively engages in cyclical self-assessment processes, incorporating staff, student, and parent voice to ensure that safeguarding remains dynamic, responsive, and grounded in the lived experience of the community. This reflects a clear commitment to moving beyond compliance toward a culture of reflective practice and ongoing growth.

A key feature of this work is the use of multiple data sources—including staff safeguarding surveys, Tell Them From Me data, and consultation activities—to identify strengths, emerging risks, and priority areas for development. These insights inform targeted actions, such as improving student access to reporting pathways, enhancing supervision practices, and increasing the visibility of support structures. The College demonstrates a growing capacity to use evidence to guide decision-making, with a clear focus on both prevention and early intervention.

At the same time, Standard 9 at Mt Maria College reflects a culture where continuous improvement is understood as a shared responsibility. Leadership teams, Student Protection Contacts, and staff are actively involved in monitoring safeguarding practices and contributing to improvement efforts. Regular dialogue, professional learning, and communication processes support staff to reflect on practice, respond to concerns, and strengthen consistency across the College. This collective approach reinforces accountability and builds a strong foundation for sustainable improvement.

While significant progress has been made, the College recognises that further development is required to embed consistent, systematic processes for analysing incidents, reporting findings, and measuring impact across all areas. The next phase of improvement will focus on strengthening the coherence of evaluation processes, deepening stakeholder engagement, and ensuring that insights are translated into consistent, high-quality practice. This positions Mt Maria College as a community committed to continuous learning, where safeguarding is actively reviewed and strengthened in the pursuit of the best possible outcomes for 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:

At Mt Maria College, Standard 10 is demonstrated through a comprehensive and system-aligned suite of policies and procedures that clearly articulate the College's commitment to student safety and wellbeing. These include the Child and Youth Risk Management Strategy (CYRMS), the College Safeguarding Plan, BCE Student Protection Processes and Guidelines, Codes of Conduct, and Complaints Handling procedures. Together, these documents outline expectations for behaviour, reporting obligations, and responses to concerns, ensuring that safeguarding is grounded in both legislative compliance and Catholic values.

A key strength of the College's approach is that policies are not isolated documents but are supported by regular communication, mandatory staff training, and engagement with students and families. Policies are made accessible through the College website and BCE platforms, and are reinforced through parent information sessions and student protection communications, ensuring that all members of the community understand how to access support and raise concerns. This supports a shared understanding that safeguarding is everyone's responsibility.

The College also demonstrates alignment with best practice through consultation and continuous review processes, including the use of surveys, feedback mechanisms, and safeguarding self-assessment. These processes ensure that policies remain current, contextually relevant, and responsive to the needs of the community. Increasing attention is being given to strengthening student voice and cultural responsiveness, including visible commitments to Aboriginal and Torres Strait Islander inclusion and safety within the safeguarding framework.

While policies and procedures are well established and aligned with the Child Safe Standards, the current evaluation indicates that further work is required to ensure they are consistently understood and confidently enacted by all stakeholders. The next phase of development will focus on enhancing clarity and accessibility—particularly for students—alongside strengthening consistent application across all contexts. This reflects a College that is moving from strong policy foundations toward deeper, lived practice, where safeguarding expectations are clearly understood and embedded in the daily experience of every member of the community.

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)

