

St Mary's School 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.

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Attributions

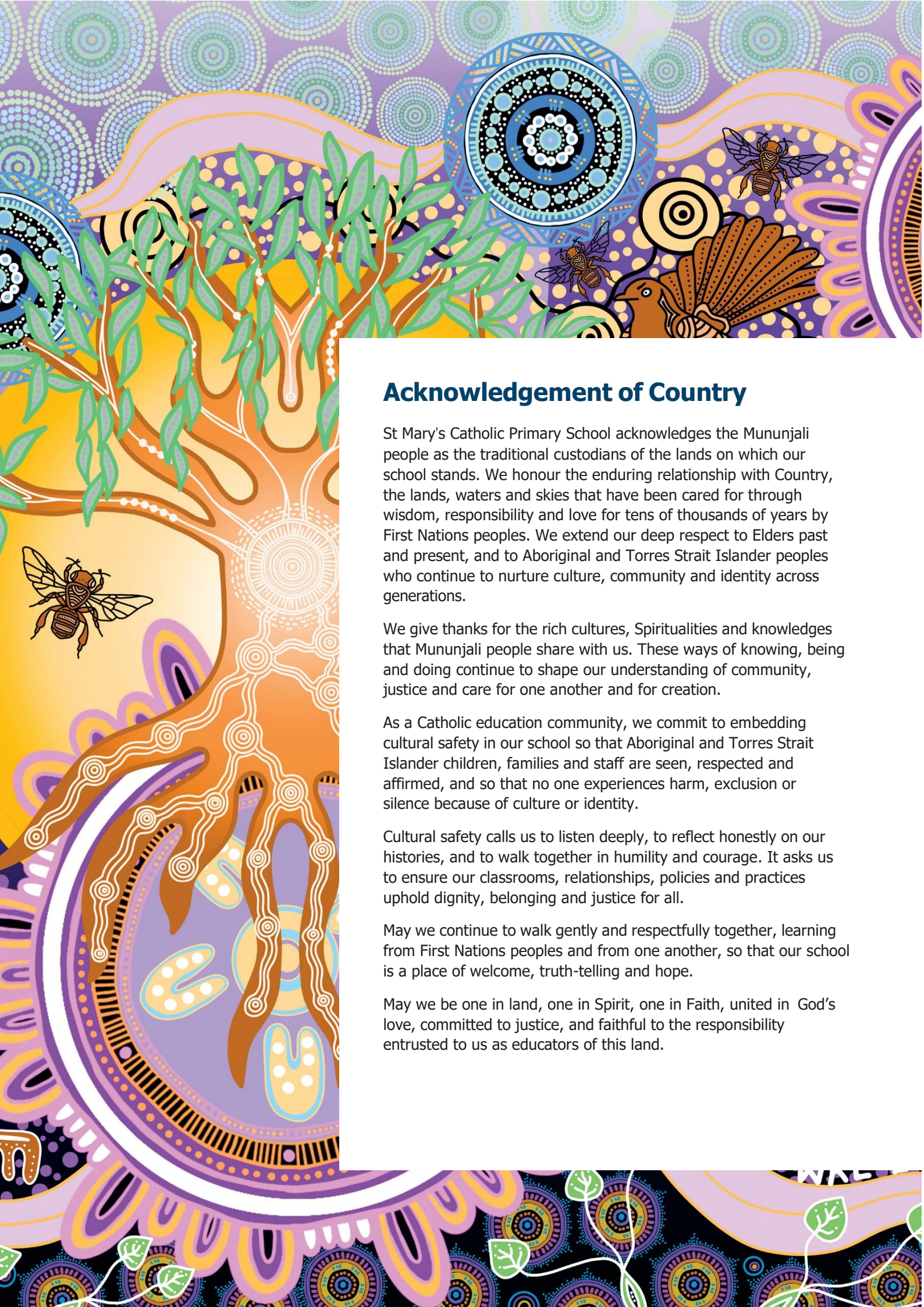
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Acknowledgement of Country

St Mary's Catholic Primary School acknowledges the Mununjali people as the traditional custodians of the lands on which our school stands. 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 Mununjali people 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 School, Beaudesert, 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 School 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:

1.1 Public Commitment

At St Mary's School Beaudesert, child safety and wellbeing are embedded in leadership through clear expectations, shared responsibility and visible daily practice. School leaders actively champion a child-safe culture by ensuring safeguarding is a standing focus of leadership discussions, staff practice and school improvement processes, rather than a standalone compliance requirement. These practices reflect the school's Catholic identity and commitment to the dignity, safety and wellbeing of every child.

1.2 Child-Safe Culture

Child-safe culture is made visible through everyday practices that prioritise supervision, clarity and responsiveness. Leadership staff are on duty before and after school, supervising staff are clearly identifiable, volunteers follow sign-in procedures and wear lanyards, and toileting and supervision practices are regularly reviewed and adjusted in response to identified risks. These practices demonstrate leadership modelling and shared responsibility for child safety across the entire school community.

1.3 Governance and Accountability

Leadership for safeguarding is clearly defined and shared across the Principal, Leadership Team, Student Protection Contacts, Guidance Counsellor and specialist staff. This collective approach supports the implementation of child-safe practices through regular consultation, structured self-assessment cycles and the use of multiple data sources, including Tell Them From Me student wellbeing data. These governance arrangements provide clear accountability and oversight for student safety and wellbeing.

1.4 Code of Conduct

The school promotes clear expectations for professional conduct and safe behaviours through established procedures and practices. Staff supervision responsibilities are clearly defined, volunteers are required to follow sign-in processes and wear identification lanyards, and all members of the school community are expected to contribute to a safe and supportive environment for children.

1.5 Aboriginal and Torres Strait Islander Leadership

St Mary's School Beaudesert values consultation and participation as part of its governance and decision-making processes. The school seeks to ensure that the voices and perspectives of Aboriginal and Torres Strait Islander peoples are respected and considered within school planning, community partnerships and decision-making processes, supporting culturally safe and inclusive practices for all students.

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:

2.1 Children understand their rights (safety, information and participation)

At St Mary's Beaudesert, students develop an understanding of their rights through the explicit teaching of protective behaviours, consent and help-seeking strategies within the Health and Physical Education curriculum from Prep to Year 6. This is reinforced through whole-school practices including assemblies, Student Protection Contact (SPC) visibility and community initiatives such as Daniel Morcombe Day and police sessions. Students are regularly reminded who they can talk to, ensuring they know how to seek help.

2.2 Friendships and peer support are valued

The importance of friendships and peer support is reflected in strong student data, with 71% of students reporting a positive sense of belonging and 86% reporting positive relationships, indicating that students feel connected to peers and supported in their social environment. These positive relationships are further supported through structured play opportunities, inclusive practices and classroom environments that promote respect and collaboration.

2.3 Access to age-appropriate safety information (area for improvement)

While curriculum and school practices provide a strong foundation for students' understanding of safety and participation, access to more explicit and targeted sexual abuse prevention programs has been identified as a gap and is currently not yet met. Planned actions include investigating appropriate programs and strengthening the continuity and consistency of safety education across all year levels.

2.4 Student voice is heard, supported and influences practice

Students are provided with opportunities to express their views through surveys, student leadership, classroom discussions and targeted consultation as part of the safeguarding self-assessment process, including engagement with student leaders and key wellbeing teams. Staff actively facilitate child-friendly ways for students to raise concerns, and data is used to inform improvement priorities. For example, student experience data highlighting 68% of students feeling safe and 34% reporting bullying has informed a continued focus on wellbeing supports and proactive interventions.

Cultural safety and inclusive participation

Cultural safety is embedded through inclusive practices, strong cultural awareness (with 87% of students demonstrating awareness of other cultures), and ongoing engagement with the RAP team and diverse stakeholders. The school prioritises accessibility and inclusion, ensuring that students across different ages, abilities and backgrounds can understand safety messages and participate meaningfully.

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:

3.1 Families have opportunities to participate in decisions

Families are provided with opportunities to engage in school life through parent representative groups, informal gatherings and community events such as afternoon catch-ups. These forums support communication and relationship-building; however, opportunities for families to contribute to decision-making are still developing, reflected in a current rating of partially met and identified need to strengthen structured participation.

3.2 Communication about child safety and wellbeing

The school maintains open and consistent communication with families about safeguarding expectations through newsletters, the Numala platform and direct messaging at school events. Clear expectations (e.g. supervision, sign-in procedures and safe use of facilities) are reinforced through event risk assessment scripts provided before and shared during events, ensuring a shared understanding of child safety practices.

3.3 Access to information and resources

Families are supported to understand child safety approaches through regular communication and visible practices. Safeguarding messaging is embedded in newsletters and school events, and reinforced through consistent procedures and reminders. Parent feedback indicates a positive perception of the school, although data highlights a need to further strengthen communication clarity and reach.

3.4 Family voice in policy and practice

Opportunities for families to contribute to the design and review of policies and practices are not yet fully established. This has been identified as a key area for improvement, with plans to enhance consultation processes and create more formal avenues for co-design and feedback in safeguarding practices.

3.5 Engagement in operations and governance

Family and community involvement in school governance is currently developing. While engagement occurs informally through events and communication channels, a priority action is the establishment of a formal parent body (P&F) to strengthen ongoing participation, transparency and shared responsibility in school operations and decision-making.

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:

4.1 Understanding diverse needs and providing culturally safe, trauma-informed support

At St Mary's Beaudesert, staff demonstrate a strong understanding of the diverse circumstances of students and respond with culturally safe, trauma-informed practices. This is evident through differentiated teaching, flexible learning environments and individualised support for students, including those who have experienced harm. Practices such as adjusted planning (e.g. for camp), alternative play spaces and access to wellbeing supports ensure students feel safe, supported and included.

4.2 Staff capability to provide trauma-informed and culturally safe support

Staff capacity is strengthened through ongoing professional learning, safeguarding training and collaborative team structures including the Student Support Team, PB4L and RAP team. Staff consistently apply strategies that prioritise calm, respectful responses and relationship-building, ensuring students experience a safe and inclusive environment.

4.3 Accessible and inclusive safeguarding information

Students are supported to access safeguarding information in developmentally appropriate and inclusive ways. Explicit teaching of protective behaviours and help-seeking strategies is reinforced through assemblies, classroom practice and regular reminders of Student Protection Contacts. These consistent, visible processes ensure that students across all ages and abilities understand how to seek support.

4.4 Targeted support for specific student groups

The school actively prioritises students who may be more vulnerable, including Aboriginal and Torres Strait Islander students, students with disability, and those experiencing social or emotional challenges. Strategies such as breakfast club, wellbeing supports and safe play environments are used to address barriers and promote engagement and safety.

4.5 Embedding Aboriginal and Torres Strait Islander perspectives

The school values and embeds Aboriginal and Torres Strait Islander perspectives through engagement with the RAP team and a commitment to inclusion in curriculum and practice. This supports culturally responsive approaches to child safety, recognising the importance of identity, relationships and community in student wellbeing.

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

Standard 7: Knowledge and skills

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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:

6.1 Complaints Process

Students and families can raise concerns through trusted staff, Student Protection Contacts, school leadership or BCE complaint pathways. The school promotes a culture where concerns are welcomed and acted upon.

6.2 Reporting Concerns

Complaints and safeguarding concerns are documented, assessed and escalated in line with BCE policies, legislative requirements and the Reportable Conduct Scheme.

6.3 First Nations Support

The school is committed to culturally safe responses that respect and support the needs of Aboriginal and Torres Strait Islander students and families.

6.4 Child-Focused Responses

Student safety and wellbeing are the priority. Staff respond using child-focused, trauma-informed approaches that ensure students feel safe, supported and heard.

6.5 Understanding the Complaints Process

Information about raising concerns and accessing support is communicated through newsletters, assemblies and the school website.

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

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

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:

8.1 Holistic Child Wellbeing

At St Mary's, student wellbeing is supported through a holistic approach that considers students' physical, social, emotional, spiritual and cultural needs. Staff provide supportive learning environments, trusted adults, calm spaces and targeted wellbeing supports, while student and staff feedback informs continuous improvement.

8.2 Managing Physical and Online Risks

Physical and online environments are designed to promote safety, inclusion and participation. Active supervision is provided through duty rosters, visible staff presence and targeted monitoring of higher-risk areas. Students are taught protective behaviours and help-seeking strategies, while online risks are managed through approved platforms, filtering, privacy settings and supervision.

8.3 Safe and Responsible Use of Online Environments

Online safety is promoted through explicit teaching, the Student Acceptable Use Agreement and clear expectations for respectful digital behaviour. Employees model safe, professional digital practices by using approved platforms, protecting privacy and following BCE safeguarding and technology requirements. Families are supported through ongoing communication about online safety and responsible technology use.

8.4 Risk Assessment and Management

The school uses a proactive approach to identifying and managing risks through incident and wellbeing data, staff observations, student voice, environmental reviews and workplace health and safety processes. Higher-risk locations and emerging concerns are regularly monitored, with supervision arrangements and procedures adjusted when required. Planned improvements include documenting high-risk locations, reviewing withdrawal spaces and strengthening visibility and supervision practices.

8.5 Child-Safe External Providers and Services

St Mary's ensures volunteers, visitors and external providers comply with safeguarding expectations through sign-in procedures, identification requirements, supervision arrangements and codes of conduct. Child-safety requirements are considered when engaging third-party providers and using external facilities. Planned improvements include strengthening induction, monitoring and documentation processes for volunteers, visitors and external providers.

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:

9.1 Review and Improvement

At St Mary's School Beaudesert, child safety and wellbeing are strengthened through an ongoing cycle of review, reflection and responsive action. Continuous improvement is embedded in leadership practice through the Term 1 self-assessment process, which intentionally focuses on participation, data analysis, action and evaluation to ensure safeguarding practices remain active, relevant and effective.

9.2 Analysis of Concerns and Incidents

School leaders and the Student Protection Contacts regularly review a range of safeguarding data, including Tell Them From Me student wellbeing data, staff feedback, incident reports and records of concern. This information is analysed to identify trends, emerging risks and areas requiring further attention. Improvements in bullying and safety indicators confirm the effectiveness of current practices, while shifts in students' sense of belonging have been identified as an area for future focus and planning.

9.3 Reporting and Communication

Findings from reviews, consultation processes and improvement activities are shared through school leadership structures and staff forums to strengthen collective understanding and responsibility for safeguarding. Ongoing communication ensures that child safety remains a visible priority within the school community and informs future planning and decision-making.

9.4 Measuring Progress and Success

Consultation with staff and students plays a central role in evaluating the effectiveness of safeguarding practices. Staff contributed suggestions such as supported play spaces, increased supervision and improved fencing, while student voice activities identified priorities including increased teacher presence, calm spaces and strengthened physical security. These insights, together with wellbeing data and feedback mechanisms, provide multiple measures of progress and success.

9.5 Shared Responsibility and Accountability

Identified risks are responded to promptly through clear accountability and action. For example, behaviour concerns in toilet areas were addressed immediately through changes to supervision arrangements, demonstrating a proactive and responsive approach rather than delayed review. Through ongoing monitoring, consultation and evidence-informed action, St Mary's ensures safeguarding practices are continuously reviewed and improved, reinforcing shared responsibility and accountability for the safety and wellbeing of every child.

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:

10.1 Child Safe Policies and Procedures

At St Mary's School Beaudesert, child safety and wellbeing are supported through clearly documented, accessible and consistently implemented policies and procedures that align with the Child Safe Standards and BCE requirements. These policies provide clear guidance for staff, volunteers, students and families, ensuring a shared understanding of expectations, responsibilities and safe practices across the school.

10.2 Accessible and Well-Documented Procedures

School-based procedures are embedded into everyday operations to reduce risk and promote safe environments. These include volunteer induction processes such as sign-in and sign-out registers, identifiable lanyards and clear codes of conduct; pre-employment and compliance checks; traffic management and duty rosters; and documented risk assessments for excursions, events and activities. Supervision expectations are clearly outlined and enacted, with staff easily identifiable during duty times and procedures adjusted in response to emerging risks.

10.3 Consultation and Best Practice

Policies and procedures are informed by system requirements, contemporary safeguarding practice and ongoing consultation across the school community. Procedures are regularly reviewed and refined in response to identified needs, feedback and emerging risks to ensure they remain effective, relevant and responsive to the needs of students and families.

10.4 Leadership and Compliance

Leadership actively champions compliance and understanding of policies through regular communication, training and modelling of expected practice. Policies and procedures are not static documents but are actively reviewed and applied. For example, toileting and supervision procedures are regularly revisited, communicated to families where required, and individualised for specific events or student needs. When behaviour concerns were identified in toilet areas, procedures were immediately reviewed and supervision practices adjusted to protect students from harm.

10.5 Staff and Volunteer Implementation

Staff demonstrate awareness of procedures related to incident reporting, use of school devices, media consent and responding to child safety concerns. Volunteers are expected to comply with school policies and procedures, including sign-in processes and identification requirements. Through well-documented, accessible and lived procedures, St Mary's ensures safeguarding expectations are clearly understood, consistently applied and embedded in the daily life of the school.

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)

