St Mary MacKillop Primary School
BIRKDALE

Safeguarding Plan 2026

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Brisbane Catholic Education
teaching · challenging · transforming

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 MacKillop Primary School,
Birkdale. 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.

> 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.

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 MacKillop Primary 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 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 culture[1]

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 MacKillop Primary School, we are deeply committed to prioritising every student's safety and wellbeing. Central to this commitment is ensuring that Aboriginal and Torres Strait Islander children, families and community members feel welcome, safe, valued, included and respected within our school community. We begin school assemblies with an Acknowledgement of Country, and during the singing of the national anthem the Aboriginal and Torres Strait Islander flags are displayed. In addition, the school's acknowledgement of country (accompanied by Key Word Sign) is also included regularly in morning circle, particularly in the early years. Together, these practices signal our ongoing commitment to cultural safety, respect and belonging for First Nations students and their families.

The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in our school foyer, serving as a visible reminder to staff, students and visitors that the safety and wellbeing of children is paramount. Our School Safeguarding Plan is publicly available on the St Mary MacKillop Primary School website and outlines our commitment to being a child safe organisation within the context of the Queensland Child Safe Standards.

Across the school day, members of the Student Support Team and Leadership Team have reduced allocated duties, allowing for increased visibility and availability alongside rostered duty staff. This approach, together with all staff wearing high-visibility vests while on duty, ensures students can easily identify adults who are present and available to support them.

Child safety is a regular focus at school assemblies and before-school student briefings. As Principal, I actively champion student safety and wellbeing by reminding students that they can speak to me or any staff member they trust whenever they have a concern. Student Protection Contacts are highlighted regularly, and students are encouraged to speak to another trusted adult if they feel they have not been heard initially.

Our school newsletter frequently references our Codes in Practice, reinforcing respectful communication, proactive advocacy for children, and a shared commitment to seeking understanding. Child safety is also highlighted as the first consideration at each termly Parents and Friends Group meeting, reinforcing that safeguarding is everyone's responsibility.

Brisbane Catholic Education's Code of Conduct for Employees outlines clear behaviour expectations for staff. We share a student-friendly version, *Rules for Adults*, to help students understand what respectful and professional behaviour from adults looks like. Prior to all school events, excursions and incursions, comprehensive risk assessments are completed to ensure student safety, wellbeing and privacy are carefully considered.

[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 seriously[2]

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 MacKillop Primary School, students are supported to understand their rights to safety, participation and information through explicit curriculum teaching, daily interactions and strong, trusting relationships with staff. Students are taught about personal safety, consent, respectful relationships and help-seeking through the Health and Physical Education curriculum across all year levels. These concepts are reinforced through consistent classroom practice, behaviour expectations and staff modelling of safe, respectful interactions, creating a shared and visible language of safety across the school.

These messages are reinforced through assemblies, Child Protection Week, classroom discussions, library resources and staff interactions, ensuring safeguarding concepts are regularly revisited and embedded in school life.

Student voice is embedded through routines such as check-ins, circle time, restorative conversations and individual discussions. Students identify trusted adults, including Student Protection Contacts and leadership staff, and are encouraged to speak up when concerned. Staff provide opportunities for students to ask questions and express their views using age-appropriate language, visual supports, role-play and repetition, ensuring all students, including those with diverse needs, participate in decisions affecting their safety and wellbeing.

Students are supported to raise concerns in ways that are safe and responsive to their needs. Staff prioritise strong relational practices so students feel heard and supported.

The importance of friendship and peer support is recognised as a key contributor to wellbeing. Through classroom teaching, inclusive behaviour expectations, playground supervision and relationship-building approaches, students form respectful relationships, include others and seek help when needed. Opportunities for social development are embedded within classroom and whole-school practices. Across the school, these approaches are reinforced through routines including classroom expectations, behaviour practices, assemblies and reminders of trusted adults and help-seeking pathways. Consistent safeguarding messages and relational practices ensure students know who they can talk to, feel confident raising concerns, and trust their voice will be taken seriously. Student voice is embedded as a normal part of school life.

[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 wellbeing[3]

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 MacKillop Primary School, safeguarding is understood as a shared responsibility, and strong, respectful relationships between staff, students and families underpin the school's approach to student safety and wellbeing. The school is a welcoming and connected community in which families are actively engaged as partners in supporting each child's wellbeing.

Families are informed and supported to understand student safety and wellbeing through a range of communication channels including newsletters, emails, assemblies, parent meetings, Parents and Friends Group (PFG) forums and everyday interactions with teachers and leadership. These communications provide clear and consistent information about student protection contacts, safeguarding processes, wellbeing expectations and help-seeking pathways, ensuring families understand how concerns can be raised and responded to.

Families are provided with ongoing opportunities to contribute to school life and share their perspectives through PFG involvement, consultation processes, surveys, meetings and direct conversations. Family voice is considered alongside student and staff perspectives to inform school practices and maintain a shared understanding of child safety and wellbeing.

Adult perspective data indicates that families generally experience the school as safe, inclusive and supportive, particularly in relation to relationships, inclusion and support for diverse learning needs. This is reflected in strong staff perceptions of inclusion, relationships and a positive relational culture, demonstrating alignment between staff and family experience of student safety and wellbeing.

The school intentionally creates opportunities for meaningful engagement through events and community forums such as assemblies, liturgies, community events, PFG meetings, parent-teacher meetings and informal daily interactions. These provide valuable opportunities for staff and leadership to connect with families, strengthen relationships and reinforce the shared responsibility for student wellbeing.

The school also demonstrates a commitment to culturally responsive engagement through opportunities to connect with Aboriginal and Torres Strait Islander families, including focus groups and consultation processes. These approaches support relationship-building, strengthen cultural safety and ensure that diverse perspectives are recognised within the school community.

Through these consistent communication practices, active engagement opportunities and strong relational approaches, families are informed, involved and connected, supporting a shared understanding of student safety and wellbeing across the school community.

[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 practice[4]

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 MacKillop Primary School, we foster an inclusive environment where every student is known, valued and supported, and where diverse identities, backgrounds and experiences are recognised and respected. Staff develop an understanding of each student's context, including culture, ability and lived experience, and respond with care, dignity and respect through collaborative practices across teachers, support staff and leadership. This includes the use of inclusive teaching approaches, differentiated learning, targeted interventions where required and strong pastoral care and wellbeing systems that support each child's sense of belonging.

Students access safeguarding messages and support through curriculum teaching, assemblies, classroom discussions, library resources and interactions with trusted adults. These messages are delivered in age-appropriate and accessible ways, including the use of visuals, repetition, social stories and trusted relationships, ensuring all students understand their rights and how to seek help. Students are supported to feel safe and connected through access to trusted adults, clear and consistent expectations, and the ongoing reinforcement of help-seeking pathways.

Students who are known to have experienced harm are supported through strong relationships with classroom teachers, leadership staff, Student Protection Contacts and the Guidance Counsellor, alongside behaviour support, wellbeing check-ins, family engagement and personalised adjustments. Staff adopt a responsive and relational approach in their daily interactions, ensuring students understand who they can speak to and what will happen if they seek help, and that responses prioritise safety, wellbeing and inclusion.

Cultural safety is embedded in school practices through acknowledgement of Country, the visible inclusion of Aboriginal and Torres Strait Islander perspectives, and a commitment to respect, belonging and relational trust. Inclusive practices value diversity and are supported through ongoing engagement with families and community, ensuring that students feel recognised, included and respected within the school community.

Across the school, consistent relational practices, inclusive teaching approaches and accessible support pathways ensure that all students, regardless of background, age, development or need, can access information, raise concerns and seek support in ways that are appropriate and meaningful to them. These practices create a school environment where diversity is respected, inclusion is prioritised, and all students feel safe, connected and supported.

[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 practice[5]

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 focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Mary MacKillop Primary School, students and families are encouraged to raise concerns early with teachers, Student Protection Contacts, the Guidance Counsellor, school leadership or another trusted adult.

Through curriculum learning, assemblies, discussions, check-ins, visual resources and everyday interactions, students are reminded to speak up if worried or unsafe. Families receive safeguarding, complaint and help-seeking information through the school website, newsletters, emails, PFG meetings and staff conversations.

When a concern involves a student, staff respond in a child-focused, trauma-informed and culturally safe way. They prioritise immediate safety and wellbeing, communicate calmly and appropriately, involve a trusted adult where suitable and avoid unnecessary retelling. Students are helped to understand next steps and feel heard, respected and included.

Concerns and complaints are managed according to BCE complaints, student protection and behaviour procedures. Leadership and Student Protection Contacts oversee responses, maintain records, monitor actions and escalate matters when required. The complaints register supports consistent recording and identifies recurring concerns and opportunities to improve safeguarding, communication and student support. The school implements the Reportable Conduct Scheme through BCE processes. Concerns about an employee, volunteer or third-party worker's conduct towards a child are reported promptly, not independently investigated by school staff. Immediate safety needs are addressed, records submitted, and BCE determines investigation, risk-management and notification requirements.

Processes include trusted-adult and help-seeking pathways, accessible information, scenario-based staff learning, leadership oversight, and review of complaints and safeguarding data. However, when gaps are identified, the Principal, with the support of the leadership team, undertakes a reflection to determine contributing factors and required changes. Planned improvements include making complaint pathways more visible, strengthening culturally safe and First Nations-informed support, and using complaint data to guide prevention and improvement.

[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 training[7]

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 harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Mary MacKillop Primary School, student safety and wellbeing are considered across classrooms, playgrounds, transitions, prayer and liturgy, support spaces, excursions, events and online learning. Physical, social, emotional, spiritual and cultural wellbeing are supported through predictable routines, inclusive environments, trusted adults, wellbeing check-ins and adjustments responsive to individual needs.

Physical spaces are supervised through duty rosters, clear expectations and increased visibility of Student Support and Leadership Team members. Staff on duty wear high-visibility vests so students can identify an available adult. Planning for activities, excursions and events considers supervision, visibility, student needs, privacy, access, participation, medical requirements, emergency procedures and environmental or activity risks.

The school promotes safe, responsible technology use through explicit education, adult supervision, approved platforms, acceptable-use expectations and BCE safeguarding and digital technology requirements. Employees model respectful, professional and privacy-conscious digital behaviour, use approved systems, maintain appropriate boundaries and respond to online behaviour affecting student safety, dignity, relationships or belonging. School communication and partnership conversations help families understand online safety expectations and help-seeking pathways.

Physical and online risks are managed through BCE risk-assessment processes, the school's Child and Youth Risk Management Strategy, incident and injury reporting, behaviour records, staff observations and leadership review. Risk assessments for excursions, incursions, high-risk activities and events consider external providers, visitors, volunteers, contractors and third-party facilities. Child-safety expectations, adult roles, supervision arrangements and provider documentation are clarified before participation.

Planned improvements include analysing incident, injury and behaviour data by location and time; reviewing higher-risk spaces, routines and transitions; strengthening online-safety education and family communication; and maintaining a safeguarding lens when reviewing physical and digital environments.

[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 improved[9]

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

St Mary MacKillop is currently self-assessing against the Child Safe Standards (including the Universal Principle). This involves consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement.

Our St Mary MacKillop Primary School Engagement Team meets twice a term. This team looks at student behaviour data wholistically, identify trends and works proactively to keep every student safe and well.

When a complaint or concern highlights a gap in our processes, we complete a cluster reflection (AP, STIE, Principal) that tracks what happened, the underlying contributing factors and what changes will be implemented. These matters are then discussed in leadership meetings with a focus on learnings and what can be done differently in the future.

With the implementation of the Child Safe Standards in Queensland in 2026, St Mary MacKillop is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self-assess against all ten Child Safe Standards (including the Universal Principle), through consultation with a diverse range of students, families, and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions and be documented in our School Safeguarding Plan, which will be regularly updated and available on our website to ensure our families and broader community can clearly see how St Mary MacKillop prioritises the safety and wellbeing of all students.

We reinforce our collective responsibility through regular scenarios and case studies at staff meetings, school officer meetings and leadership team meetings. These discussions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making St Mary Mackillop Primary School a safe space where students can speak up and raises issues if they need.

[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 children[10]

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Mary MacKillop Primary School, we implement Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed to ensure alignment with the Child Safe Standards and the Universal Principle. These policies provide clear and consistent guidance for safeguarding children and are embedded in everyday practice and decision-making.

Safeguarding policies and procedures are clearly documented and accessible to staff, families and volunteers. Key child safety information is available through the school office, the school website and regular communications with families. Essential processes - such as how to raise concerns, expectations for volunteers and our commitment to child safety - are explained using clear, plain language and visual supports where appropriate.

Best-practice models and consultation inform how safeguarding policies are applied at St Mary MacKillop. We seek feedback from staff, students and families when reviewing school-based procedures to ensure they are practical, inclusive and responsive. Cultural safety is prioritised through respectful acknowledgement of our school's place on Quandamooka Country, with First Nations perspectives embedded in reflections, assemblies and learning environments.

School leadership actively champions and models compliance with safeguarding policies and procedures. Leaders reinforce child safety expectations during staff meetings, model appropriate professional boundaries and ensure reporting pathways are followed correctly. Student Protection Contacts meet regularly to review matters of concern, document actions and ensure responses align with BCE Student Protection Processes and Guidelines. Staff and volunteers are supported to implement safeguarding policies in practice. All staff complete annual safeguarding training, including scenario-based learning, to build confidence in applying procedures consistently.

Volunteers receive clear guidance before commencing their role, reinforcing expectations for safe interactions and supervision. Teachers embed safeguarding messages into classroom routines and explicitly teach child-safe concepts using age-appropriate resources, including the BCE Safeguarding Storybook series, so students know who they can talk to and feel confident their safety and wellbeing are a priority.

New staff onboarding includes a briefing on the location, content and application of safeguarding policies and procedures, ensuring all staff understand how St Mary MacKillop actively lives the Child Safe Standards each day.

[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)

Brisbane Catholic Education

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