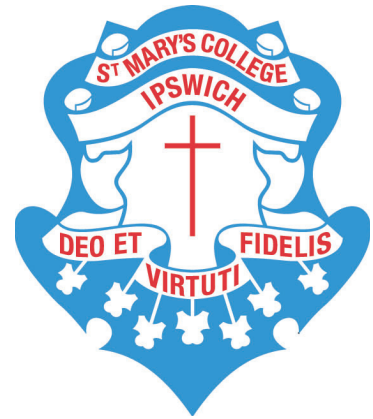


St Mary's College Safeguarding Plan 2026



Version: 1.0

Last updated: 15 June 2026

Our Safeguarding Commitment

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

Accessibility



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

Contact for enquiries

St Mary's College

11 Mary Street WOODEND QLD

Traditional Owner Country,

Jaggara, Turrabul and Yugarapul

(07) 3432 5444

admincentre@stmarys.qld.edu.au

Attributions

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

Cover: St Example School Image, Generated using Microsoft Copilot, (2026) by Safeguarding Team, Brisbane Catholic Education.

Page 4: "Fun and engaging school library," Generated using Microsoft Copilot, (2026) by Safeguarding Team, Brisbane Catholic Education.

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





Acknowledgement of Country

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

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

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

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

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

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

Introduction

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

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



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

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

This School Safeguarding Plan is developed in consultation with students, families and staff 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 College Reception.

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Mary's College, child safety and wellbeing are foundational to leadership, governance and the everyday culture of the College. The College maintains a publicly available Student Protection Policy, which clearly articulates our commitment to safeguarding students and affirms a zero-tolerance approach to harm.

All staff at St Mary's College are mandatory reporters and complete annual online and term face to face mandatory training, ensuring a shared and current understanding of legal responsibilities and professional obligations related to student protection.

The College also demonstrates a strong commitment to inclusive and culturally responsive practices through the appointment of a First Nations Liaison Officer who meets regularly with students and provides targeted support for First Nations students, particularly in the areas of wellbeing and general student support. This role enhances culturally safe practices, promotes student voice and strengthens relationship in a culturally respectful and informed manner.

Student wellbeing is further supported through regular and timetabled Student Support Meetings at each year level and include the Pastoral Leader, a member of the College Leadership Team (CLT), the Guidance Counsellor and STIE. This multidisciplinary approach ensures early identification of concerns, coordinated intervention and consistent monitoring of individual students; responsibility and maintaining clear communication, these meetings reinforce a proactive, whole school approach to student safety, wellbeing, academic progress and learning engagement.

Clear and transparent communication with families and the wider community further strengthens the College's child safe culture. The College newsletter and PowerPoint presentations regularly highlight relevant policies in a formal and accessible manner, including the Parent and Guardian Code of Conduct and the Brisbane Catholic Education Code of Conduct. These communications outline expectations for respectful behaviour and safe boundaries, helping families understand what they can expect from staff and what staff expect in return. This clarity supports positive partnerships and reinforces shared responsibility for student safety.

Prior to every College event, excursion or incursion, a comprehensive risk assessment is completed, with explicit consideration given to student safety and wellbeing. These assessments include factors such as supervision ratios, student privacy, transport arrangements and activity-specific risks. A dedicated School Officer WHSO oversees and supports the completion of these risk assessments, ensuring consistency, compliance and a strong focus on preventative measures.

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

Standard 2: Voice of children

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



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St Mary's College we value Standard 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously. We do this by:

- Actively promoting student voice through the Student Representative Council (SRC), ensuring students have meaningful opportunities to contribute to decision-making within the College.
- Providing structured wellbeing activities led by the Wellbeing Officer that support students to express themselves, build resilience and engage positively in College life.
- Maintaining a strong focus on Student Protection, including visible posters that outline students' rights and regular staff training to ensure all staff respond appropriately to student concerns.
- Implementing a comprehensive Pastoral Care program that fosters belonging, respect and personal growth, with regular reviews to ensure it remains responsive to student needs.
- Supporting a dedicated Student Wellbeing Committee that works collaboratively to enhance student engagement, safety and inclusion.
- Upholding the Mercy values of dignity, respect and compassion, ensuring every student feels heard, valued and empowered to be themselves within our Catholic Christian community.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Mary's College we value Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing. We do this by:

- Actively fostering family and community connections through the Parent Engagement Group (PEG), creating opportunities for collaboration and shared responsibility for student wellbeing.
- Supporting diverse student backgrounds through First Nations and Defence Mentors, ensuring culturally responsive and inclusive practices are embedded across the College.
- Increasing access to guest speakers and information sessions for parents and legal guardians, strengthening understanding of student wellbeing, safety and development.
- Engaging with the College Board to ensure governance and strategic oversight support a strong culture of child safety.
- Using parent slips, newsletters and broadcasts as consistent and transparent communication channels to keep parents and legal guardians informed and involved.
- Reflecting the Mercy values of hospitality, community and service, building strong partnerships with families to create a safe and welcoming environment for all students.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At St Mary's College we value Standard 4: Equity is upheld and diverse needs are taken into account in policy and practice. We do this by:

- Providing targeted support through dedicated roles including Pastoral Leaders, Guidance Counsellors (above system requirements), and Support Teachers Inclusive Education (above system requirements), ensuring all students receive personalised care.
- Implementing annual and termly mandatory training for all staff to strengthen understanding of inclusive practices, child safety and student wellbeing responsibilities.
- Responding proactively to requests for support by identifying and implementing strategies that best meet the individual needs of students.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

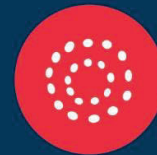
In line with our implementation plan, at the end of Term 4 we will explain:

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Mary's College we value Standard 6: Processes to respond to complaints and concerns are child focused. We do this by:

- Students are provided with multiple trusted adults they can approach, including Pastoral Leaders, House Leaders, College Leadership Team members, counsellors and Learning Enrichment staff.
- Child-friendly processes are in place to enable students to raise concerns, seek support and report unsafe behaviour.
- Student voice is actively encouraged through pastoral care programs, student leadership structures, surveys and regular wellbeing conversations.
- All staff receive ongoing safeguarding and student protection training, ensuring concerns are identified, documented and acted upon appropriately.
- Clear Brisbane Catholic Education (BCE) policies and reporting procedures guide responses to complaints, concerns and disclosures.
- Student support meetings provide a structured process for reviewing concerns, coordinating interventions and monitoring student wellbeing.
- Families are informed about safeguarding procedures and are supported to raise concerns through accessible communication channels.
- The College promotes a culture where students are encouraged to speak up, knowing their concerns will be listened to, respected and addressed.
- Safeguarding information is communicated through assemblies, newsletters, parent information sessions and the College website.
- Processes recognise and respond to the diverse needs of students, ensuring culturally safe and inclusive approaches to managing complaints and concerns.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Mary's College we value Standard 8: Physical and Online Environments. We do this by:

- The College maintains comprehensive risk assessment processes for learning activities, excursions, camps, co-curricular programs and events.
- Student supervision practices are regularly reviewed to ensure safe coverage of classrooms and shared learning spaces.
- Online safety expectations are embedded through Responsible Use of Technology agreements and digital citizenship education.
- Students receive education on safe online behaviours, cyber safety, respectful relationships and help seeking strategies.
- Physical environments are monitored to identify and address potential risks to student safety and wellbeing.
- Safeguarding considerations are incorporated into College planning, facility management and event organisation.
- The College actively promotes a sense of belonging, inclusion and cultural safety through visible acknowledgement and celebration of diverse identities.
- Student wellbeing data, behavioural data and safeguarding data are reviewed to identify trends and respond proactively to risks.
- BCE policies and procedures provide guidance for managing both physical and online risks affecting children and young people.
- The College works collaboratively with students, staff and families to create safe, respectful and supportive learning environments where student wellbeing is prioritised.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Mary's College, the effectiveness of our safeguarding practices is evidenced through strong structures, regular collaboration, and a culture of shared responsibility for student wellbeing. A key indicator is the increased capacity and visibility of our safeguarding leadership. From 2025 to 2026, the College expanded the number of Student Protection Contacts (SPCs) from four to seven, strengthening accessibility for students and staff and ensuring timely, informed responses to student needs.

Safeguarding is embedded in everyday practice through collaborative structures that support early identification and sharing of concerns. The integration of Student Protection Contacts into regular year level meetings ensures student wellbeing and behaviour are considered holistically, with trends identified and proactive strategies implemented before issues escalate. Ongoing collaboration between Pastoral Leaders, Guidance Counsellors, the SPC Team, and regular meetings with the Principal reinforce shared responsibility, professional oversight, and informed safeguarding decisions aligned with student wellbeing data.

Together, these practices demonstrate that safeguarding at St Mary's College is not reactive, but embedded, monitored, and continuously strengthened through professional dialogue and shared accountability. At St Mary's College, safeguarding is understood as a collective responsibility. Staff are supported through clear structures, defined roles, and regular engagement with safeguarding processes, ensuring confidence in recognising concerns, responding appropriately, and escalating matters when required. In practice, safeguarding at St Mary's College is visible, relational and responsive. Students benefit from increased access to trusted adults through a larger number of staff within SPC Team and clear pathways for raising concerns.

Importantly, student voice plays a central role. In 2026, students who identify as First Nations meet regularly with our First Nations Mentor. Through these meetings, students are invited to share what helps them feel safe at school and to identify ways the College can continue to strengthen cultural safety. This feedback directly informs school practices and reinforces our commitment to inclusive and culturally responsive safeguarding.

The outcomes of our Child Safe Standards self assessment and consultation processes will be documented in the St Mary's College School Safeguarding Plan, which will be regularly updated and made available via our website. This transparency ensures families and the wider community can clearly see how the College prioritises and continuously improves the safety and wellbeing of every student.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

St Mary's College does not currently maintain separate school specific safeguarding policies or procedures. Instead, we implement and operate under the comprehensive suite of Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to ensure alignment with the Queensland Child Safe Standards and the National Principles for Child Safe Organisations, including the Universal Principle.

These BCE policies provide clear expectations, definitions, and procedural guidance for safeguarding children and young people. They outline responsibilities for staff, leaders, volunteers, students, and families, and include explicit processes for identifying concerns, responding to disclosures, reporting, and ongoing risk management. As a system school, St Mary's College applies these policies consistently, ensuring alignment with systemwide best practice and legislative requirements.

BCE safeguarding policies and procedures are accessible to staff through system platforms and are embedded in professional learning, leadership forums, and student support practices. Staff are supported to understand and enact these requirements through induction, ongoing communication, and practical application in pastoral contexts.

Safeguarding expectations are communicated to students and families in accessible and developmentally appropriate ways, using BCE student-friendly resources that support understanding of safety, trusted adults, and help-seeking. Parents and carers are informed through information evenings, newsletters, and regular communications, ensuring clarity around processes and pathways for raising concerns.

As a multicultural community, St Mary's College recognises the importance of inclusive communication. Translating key safeguarding documents into additional languages where needed supports equitable access to information and reinforces shared responsibility for student safety.

Overall, BCE policies and procedures at St Mary's College align strongly with the Child Safe Standards, being comprehensive, clearly articulated, accessible, and consistently supported through communication, education, and practice.

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)

