

# Marymount College Safeguarding Plan 2026



**Version: 2**

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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.

## Contact for enquiries

### Marymount College

261-283 Reedy Creek Rd, Burleigh Waters QLD 4220

Kombumerri People / Yugambah Country

PO Box 2144 Burleigh BC QLD 4220

07 5586 1000

[www.marymount.qld.edu.au](http://www.marymount.qld.edu.au)

## Attributions

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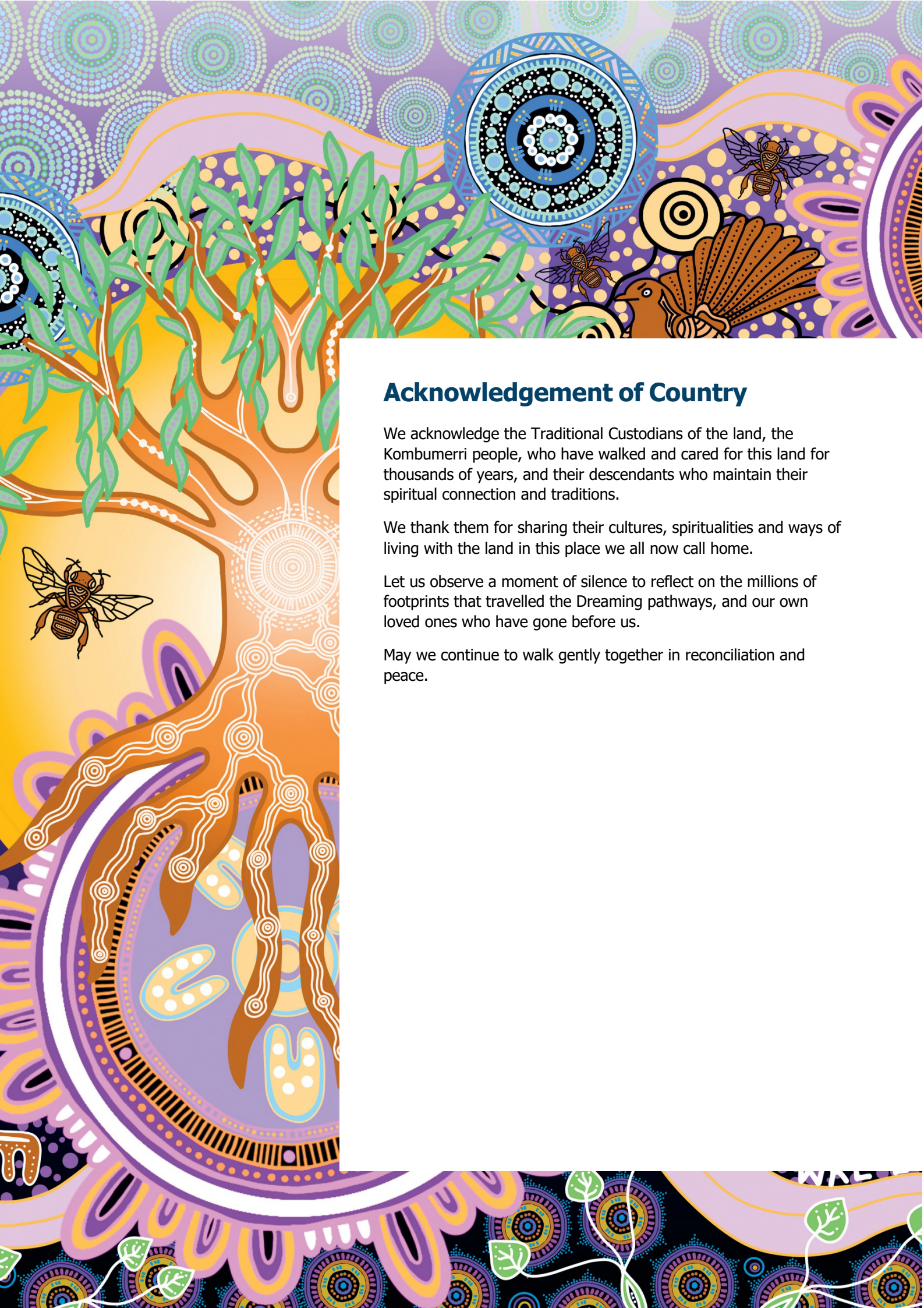
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## Acknowledgement of Country

We acknowledge the Traditional Custodians of the land, the Kombumerri people, who have walked and cared for this land for thousands of years, and their descendants who maintain their spiritual connection and traditions.

We thank them for sharing their cultures, spiritualities and ways of living with the land in this place we all now call home.

Let us observe a moment of silence to reflect on the millions of footprints that travelled the Dreaming pathways, and our own loved ones who have gone before us.

May we continue to walk gently together in reconciliation and peace.



# 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.



Marymount College, Burleigh Waters, 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 Marymount College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

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



# The Child Safe Standards



## Standard 1: Leadership and Culture

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



## Standard 2: Voice of children

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



## Standard 3: Family and community

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



## Standard 4: Equity and diversity

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



## Standard 5: People

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



## Standard 6: Complaints management

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



## Standard 7: Knowledge and skills

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



## Standard 8: Physical and online environments

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



## Standard 9: Continuous improvement

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



## Standard 10: Policies and procedures

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



## Universal Principle

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

## Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:





# The Universal Principle

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



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

## Cultural Safety Indicators

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

## The Cultural Capability Framework

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



### Teaching

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



### Relationships

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



### Environment

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



### Leadership

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



# Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture<sup>1</sup>



## 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:

Marymount College is deeply committed to the safety, wellbeing and dignity of every student, recognising that safeguarding is fundamental to our Catholic mission and to our responsibility as a child safe organisation. Guided by the teachings of Jesus Christ, Catholic Social Teaching and the Archdiocesan Safeguarding Commitment, we uphold a zero tolerance for all forms of abuse and place the safety and wellbeing of children and young people at the centre of all decision-making.

Marymount College has developed a School Safeguarding Plan (2026) that is contextualised to our school environment and aligned with Brisbane Catholic Education policies and procedures and the Queensland Child Safe Standards. The plan provides a clear structure for leadership accountability, continuous improvement, and cultural safety.

The Archdiocese of Brisbane Safeguarding Commitment, Student Protection Contact team and other significant posters (i.e. anti-bullying commitment, importance of attendance) are displayed in the College Leadership Team offices, in the foyer of the College and in other prominent areas, communicating the College as a place of safety for students.

The College Leadership Team has introduced as one of its 'operating principles' at its weekly meeting always keeping child safety and wellbeing at the forefront of discussions and decision making.

Our commitment extends explicitly to First Nations students, ensuring cultural safety, respect and inclusion are embedded across leadership, policy and practice. The Marymount Mob meets once a week together to share their successes and concerns under the guidance of the Assistant Principal.

<sup>1</sup> 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<sup>2</sup>



## 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:

Marymount College supports students to understand their right to be safe, respected, heard and supported through pastoral care, curriculum programs, assemblies, wellbeing initiatives and regular student protection messaging. Students are reminded that their safety and wellbeing are priorities for the College and that they can seek help from trusted adults, including Pastoral Teachers, Pastoral Leaders, Guidance Counsellors, Student Protection Contacts and members of the College Leadership Team. Through respectful relationships education, anti-bullying processes and pastoral support, students are encouraged to ask questions, raise concerns and participate in decisions that affect them.

Marymount College gathers student voice through formal and informal processes, including student leadership structures, the Student-Teacher Advisory Council, pastoral conversations, wellbeing referrals, the Tell Them From Me survey, behaviour records and Records of Concern. Student feedback helps pastoral and leadership teams identify patterns, strengths and areas for improvement in relation to safety, belonging and wellbeing. The College recognises that some students may need additional support to speak up due to age, disability, culture, language, previous experiences of harm or confidence. For this reason, students are provided with multiple pathways to share concerns or perspectives, with staff responding through pastoral follow-up, wellbeing support, family communication where appropriate and escalation to Student Protection Contacts or College leaders when required.

Student participation informs decision-making by helping staff and leaders understand how students experience safety, belonging, relationships and support at the College. Student feedback is considered in pastoral planning, behaviour support, transition programs, leadership opportunities, co-curricular engagement and the ongoing refinement of safeguarding practices. The College recognises friendship, peer connection and belonging as important protective factors and continues to strengthen opportunities for students to contribute to school life through the many opportunities available to students. Student perspectives also help identify where clearer communication, stronger reporting pathways or additional support may be needed so students feel confident that their views will be heard and taken seriously.

Cultural safety is reflected in the College's commitment to listening respectfully to the diverse experiences of students and ensuring all young people feel included and supported. Particular attention is given to the voices of First Nations students, including through the support of the Indigenous Liaison Officer and the

<sup>2</sup> 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)

Marymount Mob. The College also considers the needs of students with disability, students who speak languages other than English, students in out-of-home care and students who may require additional support to participate confidently. Staff seek to adjust communication and support where needed so that each student can understand reporting pathways, access help and feel that their identity, culture and circumstances are respected.

Marymount College has strong foundations in helping students understand their rights and in recognising the importance of friendships, belonging and peer connection as protective factors. The College will continue to further develop consent and respectful relationships education, strengthen child-friendly reporting pathways and continue staff professional learning in recognising signs of harm. These actions will help ensure students can express their views, raise concerns safely and participate meaningfully in decisions that affect them.



# Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing<sup>3</sup>



## 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:

Marymount College communicates safeguarding expectations to families through regular newsletters, direct emails, parent/carer updates, the College website, enrolment and transition processes, parent information evenings, and individual communication from Pastoral Leaders, Guidance Counsellors and members of the College Leadership Team. Families are provided with information about the College's pastoral care structures, Student Protection Contacts, reporting pathways, behaviour support processes, respectful relationships, student wellbeing supports and relevant Brisbane Catholic Education and Marymount College policies and procedures. These communication processes help families understand that student safety and wellbeing are shared responsibilities and that the College is committed to working in partnership with parents and carers to ensure students are safe, supported and heard.

Families and communities participate in safety and wellbeing initiatives through regular points of engagement across the school year, including parent-teacher interviews, information evenings, transition events, assemblies, sporting and cultural events, Mothers' Day and Fathers' Day celebrations, and Principal's 'Coffee Catch Up' opportunities. These occasions provide relational and accessible ways for the College to reinforce key messages about child safety, wellbeing, belonging and inclusion. Families are also engaged through individual pastoral and wellbeing conversations where decisions affect their child's safety, learning or support needs. The College recognises that family partnership is particularly important when responding to student wellbeing concerns, behaviour matters, learning adjustments, transition needs or experiences of harm, and seeks to ensure parents and carers are appropriately informed, consulted and involved.

Marymount College engages families and community partners through established forums such as the Parents and Friends Group, Pastoral Advisory Council, parent engagement events and community activities. These groups provide opportunities to share information, discuss emerging issues and strengthen a shared understanding of student safety and wellbeing. The College also works with community partners and Brisbane Catholic Education personnel where additional expertise or support is required for students and families. Engagement with the Indigenous Liaison Officer and First Nations student and family perspectives supports the College's commitment to cultural safety and helps ensure that safeguarding practices are responsive to the lived experience of students and families. These partnerships strengthen the College's ability to promote safety, inclusion and belonging across the wider school community.

Marymount College gathers feedback from families and community members through formal and informal processes, including Tell Them From Me data, parent/carer conversations, attendance and engagement at

<sup>3</sup> 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)

school events, parent enquiries, wellbeing meetings, pastoral follow-up and consultation through school-based forums. This feedback is considered alongside staff and student data to identify strengths, emerging concerns and areas for improvement. The College has strong foundations in building positive relationships with families and creating a welcoming and inclusive environment. It also identifies opportunities to communicate more clearly with families about behaviour responses, restorative processes, cultural safety and how safety and wellbeing concerns are managed. Feedback is used to refine communication, strengthen consultation processes and support more consistent family partnerships in decisions affecting student safety and wellbeing.

The College provides families with relevant information, resources and tools to understand the College's child safety approaches, and that families are informed about and involved in aspects of school operations and governance. The College will continue to strengthen family participation in decisions affecting students and continue to develop planned approaches to communication and consultation about child safety and wellbeing. Planned actions include establishing regular opportunities for families to contribute to decisions about their child's safety, wellbeing and support needs, and strengthening communication through newsletters, parent information sessions, the Pastoral Advisory Council, P&F and College Leadership Team engagement. These actions will help ensure families and communities continue to be informed, involved and active partners in promoting child safety and wellbeing at Marymount College.



# Standard 4: Equity and diversity

Equity is upheld and diverse needs respected  
in policy and practice<sup>4</sup>



## 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:

Marymount College promotes equity, inclusion and respect for diversity through a strong commitment to creating a welcoming, relational and inclusive environment where all students feel valued and supported. This is reflected in the College's pastoral structures, student wellbeing programs, respectful relationships education and the consistent promotion of belonging across the school community. The College is perceived as highly inclusive, with strong relationships between students, staff and families. The College continues to reinforce expectations of respect, care and inclusion through assemblies, pastoral care, co-curricular engagement and everyday interactions, ensuring that diversity is recognised as a strength and that all students are supported to participate fully in school life.

Marymount College provides targeted supports and adjustments to meet the diverse learning, wellbeing and safety needs of students. Students with disability are supported through personalised learning plans, teacher differentiation, Learning Support staff, Guidance Counsellors and targeted interventions where required. Students who speak languages other than English are supported through adjustments to communication and learning to ensure equitable access and participation. First Nations students are supported through culturally responsive practices, including connection with the Indigenous Liaison Officer and participation in the Marymount Mob. The College also provides individualised pastoral and wellbeing support for students in out-of-home care or those experiencing vulnerability, ensuring that supports are responsive to each student's context, strengths and needs.

Cultural safety and anti-discrimination practices are embedded across leadership, policy and practice at Marymount College. The College is committed to listening to and valuing the perspectives of Aboriginal and Torres Strait Islander students and families, and to embedding these perspectives in decision-making processes. The Marymount Mob provides a regular and structured opportunity for First Nations students to share their experiences and contribute to the cultural life of the College. Staff are encouraged to respond to student needs in culturally responsive and trauma-informed ways, and to actively challenge discrimination, exclusion or bias. The College recognises that feedback from families indicates opportunities to further strengthen understanding and communication around cultural safety, and is committed to continuing this work through professional learning, dialogue and community engagement.

<sup>4</sup> 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)

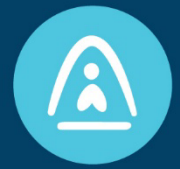
Students access safeguarding information through a range of age-appropriate and accessible channels, including pastoral care programs, assemblies, curriculum delivery, wellbeing initiatives and regular student protection messaging. Information is reinforced through visible supports such as Student Protection Contact posters, and through ongoing conversations with trusted adults. The College recognises that some students may require additional support to understand and access this information due to language, disability, culture or previous experiences. As a result, staff adapt communication and provide multiple pathways for students to seek help, ask questions and raise concerns, ensuring that safeguarding information is accessible, understood and meaningful for all students.

Marymount College has strong foundations in inclusion, belonging and relational trust, with positive data relating to acceptance of diverse backgrounds and strong community relationships. The College will continue to strengthen student and family voice and deepen understanding of cultural and racial dynamics within the community. Planned actions include strengthening culturally responsive practices, enhancing communication with families about inclusion and wellbeing processes, and continuing professional learning for staff in trauma-informed and culturally safe approaches. These actions will support the College to further embed equity and diversity in practice and ensure that all students feel safe, respected and able to fully participate in school life.



# Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice<sup>5</sup>



## 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

<sup>5</sup> 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<sup>6</sup>



## Brisbane Catholic Education's commitment to Standard 6

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

## What Standard 6 looks like at our school:

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

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

<sup>6</sup> 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<sup>7</sup>



## 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

<sup>7</sup> 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<sup>8</sup>



## Brisbane Catholic Education's commitment to Standard 8

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

## What Standard 8 looks like at our school:

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

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

<sup>8</sup> 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<sup>9</sup>



## 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:

The College actively reviews available safeguarding data, including staff culture and wellbeing indicators, to identify trends, risks and areas requiring action. Analysis of this data is used to inform leadership discussions, refine priorities and shape actions within the School Safeguarding Action Register.

Marymount College takes a proactive approach to analysing complaints, concerns and safety incidents to identify causes and systemic issues, rather than treating them as isolated events. This learning informs changes to practice, supervision, communication or policy as required.

The College continues to undertake self-assessment processes and these are translated into specific, time-bound actions within the School Safeguarding Action Register. This includes prioritising the review of child-safety-related policies and procedures, either as required by time or as circumstances change, assigning leadership responsibility and monitoring progress through the year. This ensures accountability and transparency in how improvement commitments are actioned.

Findings from safeguarding reviews and key improvement actions are shared with staff through professional learning, leadership meetings and staff briefings, and with the wider community through appropriate forums such as the Pastoral Advisory Council and parent engagement opportunities such as emails and newsletters. Students are advised through whole of school and year level assemblies that their safety is of the utmost importance and that there are many individuals and mechanisms in place at the College to support them.

Marymount College draws on a variety of resources, including example School Safeguarding Plans, Self-Assessment guides, Action Registers and 'Standards in Action' examples, to strengthen local practice. These resources support consistent language, shared understanding and improvement, while allowing the College to contextualise actions to its own community and student needs.

<sup>9</sup> 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<sup>10</sup>



## 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:

Marymount College adopts and implements Brisbane Catholic Education's safeguarding policies, procedures and frameworks, ensuring consistency with legislative requirements and system-wide expectations. These documents provide clear guidance on child safety, student protection, complaints management and professional conduct, and are contextualised through school-based documentation and practices.

The College's School Safeguarding Plan 2026 documents how Marymount College meets each of the Child Safe Standards. It outlines school-specific policies, procedures and processes that support child safety and wellbeing, and makes explicit links between BCE requirements and local practice. This plan is reviewed and updated throughout the year in line with the staged implementation approach.

Child safety-related policies and procedures are made accessible to staff, students and families through appropriate platforms, including the school website and the College intranet. Local flowcharts and guidance materials support staff understanding of how to respond to concerns, disclosures or complaints, ensuring procedures are not only documented but understood and applied in practice.

As identified through the School Safeguarding Self-Assessment and recorded in the School Safeguarding Action Register, Marymount College has prioritised the review of policies and procedures that impact child safety and wellbeing. This ensures policies remain current, effective and responsive to emerging risks, legislative changes and community needs.

In line with the Child Safe Standards and BCE expectations, policy and procedure review processes involve consultation with key stakeholders, including leadership, staff, students and families. Particular attention is given to ensuring Aboriginal and Torres Strait Islander voices inform policy development, embedding cultural safety and respect within documented procedures.

<sup>10</sup> 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)



