

Mary Immaculate Primary School Safeguarding Plan 2026



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Our Safeguarding Commitment

Mary Immaculate Primary School
616 Ipswich Rd, Annerley QLD 4103

Turrbal and Jagera Country

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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.

Mary Immaculate Primary School, Annerley 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 Mary Immaculate 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.

The 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.

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 Mary Immaculate School, we are committed to prioritising the safety and wellbeing of every student. This commitment extends to all children, including Aboriginal and Torres Strait Islander students, vulnerable students, and their families. We strive to ensure that all members of our school community feel welcome, safe, valued, included, and respected.

Mary Immaculate School visibly demonstrates its commitment to inclusion, respect, and safeguarding through the public display of the Aboriginal and Torres Strait Islander flags in the school office. These flags are also proudly raised as the school community sings the National Anthem at each fortnightly school assembly, reinforcing our respect for culture, identity, and belonging. In addition, the Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in the school foyer, serving as a constant reminder that the safety and wellbeing of students is paramount at Mary Immaculate.

Student safety and wellbeing are intentionally prioritised within the school's leadership and governance structures. Dedicated time is allocated during weekly leadership meetings, where student safety and wellbeing is the first standing agenda item, ensuring consistent oversight, monitoring, and accountability. These matters are further discussed and reviewed through fortnightly Student Support Team meetings, enabling coordinated responses and shared responsibility for student wellbeing.

At Mary Immaculate, we value student protection, risk management, and safeguarding practices and these are embedded in our school culture. School leaders and teachers work collaboratively to establish clear expectations, educate students about protective behaviours, and ensure that students understand the processes and procedures designed to keep them safe. This commitment is embedded in daily practice through our whole-school behaviour matrix, which is explicitly aligned to the principles: *We are safe. We are respectful. We are learners.* Also one of our eight Active Learner Dispositions is "Safe", reinforcing the importance of student safety as a core value for learning and wellbeing. Both the behaviour matrix and learner dispositions are displayed in every classroom, ensuring that safeguarding expectations are visible, consistently reinforced, and understood by students and staff alike.

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 Mary Immaculate we strive to create a culture where every child feels safe, heard and confident. We engage respectfully with students, listen carefully and respond to their needs immediately. Our approach to child safety is underpinned by explicit teaching, strong wellbeing supports and responsive student voice processes.

Students learn about rights, safety and trusted adults through the Health and Physical Education (HPE) curriculum and the Daniel Morcombe Child Safety Curriculum, implemented annually in Term 3. A whole-school Student Safety Presentation is delivered each term by the school principal, further reinforcing key messages, explicitly addressing cultural safety, physical safety in the school grounds, school processes and procedures including excursion briefings, evacuation and lockdown procedures, and student protection processes, including how to make a complaint or seek assistance. These are reinforced through classroom discussions using literature as a prompt as well as Positive Behaviour for Learning teaching and practices.

Student voice is systematically gathered through multiple processes. Formal mechanisms include the Tell Them From Me survey for Years 5 and 6, providing insight into student wellbeing and safety, and Personalised Student Plans (PSPs), where student voice is collected twice yearly to inform planning and review. Informal feedback is gathered through classroom conversations and pastoral care interactions.

Cultural safety is embedded through inclusive practices, and targeted wellbeing supports and we regularly seek student and parent feedback on how our students experience diversity and how we can strengthen the safety and support in our school. Our Wellbeing Officer delivers friendship workshops and is rostered on the playground twice weekly to monitor relationships, support students and proactively address concerns. In this way she is developing her relationship with students, can be identified as a trusting adult and is helping them to build positive, healthy and respectful relationships.

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:

Mary Immaculate Primary School actively engages families and the wider community in safeguarding through clear communication, strong partnerships and responsive feedback processes. We believe that when families and schools work together, it benefits student learning, wellbeing and sense of belonging.

Safeguarding expectations are prioritised and regularly communicated to parents through multiple platforms, including the school newsletter, weekly principal emails and parent information events. While the newsletter is published every three weeks, high engagement is maintained through a concise weekly communication from the principal, highlighting key events and priorities. The Mary Immaculate Safeguarding Plan is publicly available via the school website and BCE Connect, ensuring transparency and accessibility for all families.

The school prioritises building strong relationships with families through community events, including Parent Information sessions, Welcome BBQ breakfast, parent-teacher interviews and open classrooms. These opportunities strengthen partnerships and positively impact student learning, wellbeing and belonging. Families are actively invited to participate in events such as the First Day Welcome, Walk for Water, Easter storytelling, Harmony Day, Under 8s Day, Cross Country Carnival, Ash Wednesday Liturgy and Opening School Liturgy.

Parent voice is formally gathered through the Tell Them From Me Parent Survey, enabling the school to identify priorities and implement targeted improvements. Evidence of practice includes communication records, high levels of family engagement and survey data. Planned improvements include strengthening two-way communication, increasing opportunities for parent voice and further enhancing partnerships to support a culture of safety, belonging and wellbeing.

This feedback helps us to understand family experiences, needs and concerns and guides our improvement to make Mary Immacualte a safer and more supportive school for our 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:

Mary Immaculate Catholic School is deeply committed to ensuring equity is actively promoted and the diverse needs of all students are respected in both policy and practice. We foster a safe, supportive and inclusive environment where every child feels valued, respected and able to fully participate in school life.

Equity and diversity are embedded at the heart of our school culture. We provide collaborative, targeted and personalised support for diverse learners, ensuring that individual needs are identified early and addressed through appropriate adjustments, partnerships with families, and specialist support where required. Our practices are underpinned by a belief that every student has the right to feel safe, included and capable of success.

We celebrate and honour the rich diversity of our community through intentional, visible practices. Our Harmony Day assembly is a key example, where all cultures represented within our school are acknowledged and celebrated. Students also participate in a Harmony Day dance performance hosted by Our Lady's College, strengthening connections and deepening their appreciation of diversity. This partnership between schools is further enriched through engagement with and opportunity for our students to connect with the Indigenous Garden.

Student voice and safety are prioritised through regular student safety presentations, where students are explicitly taught about personal safety, cultural safety, respect for diversity and equity. These conversations reinforce inclusive behaviours and shared responsibility for maintaining a safe environment.

Staff embed the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority within teaching and learning, ensuring that First Nations perspectives are respectfully and authentically integrated across the curriculum. Through these combined efforts, equity is not only articulated in policy but lived in everyday practice.

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 Mary Immaculate Primary School, students and families can raise concerns through classroom teachers, the Principal, Student Protection Contacts or Brisbane Catholic Education reporting processes. We aim to make these pathways clear, respectful and accessible so that students and families feel safe to speak up.

When concerns are raised, the school responds in a child-focused and trauma-informed way. Students are listened to respectfully, supported by familiar staff where appropriate, and protected from unnecessary retelling or further distress. Confidentiality, student wellbeing and safety guide all follow-up actions.

Complaints are recorded, managed and escalated according to BCE procedures. Formal complaints are entered on the school complaints register, reviewed by school leadership and followed up in a timely and thorough manner. Where concerns relate to bullying, student safety, staff conduct or possible harm, the matter is escalated through the appropriate BCE student protection, complaint management or legal reporting pathways. The school works to resolve concerns through clear communication, documentation, monitoring and follow-up with relevant parties.

Evidence of practice includes the school complaints register, BCE Student Protection processes, the BCE Bullying Flowchart, leadership and student support team meetings, staff briefings, safeguarding data review and documented follow-up with families.

Complaints management is reflected in our commitment to listening, responding with care, following clear procedures and continually improving how we support students and families when concerns are raised.

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 Mary Immaculate Primary School, we carefully consider how our physical and online environments support student safety, wellbeing and learning. Staff actively supervise students through clear duty rosters, agreed supervision practices, scanning, movement and visibility in playground and classroom spaces. Particular attention is given to higher-risk areas such as toilets, stairwells, transitions, one-to-one support spaces and times when staffing may be reduced. Students with additional needs are well known by staff, and supervision is adjusted to support their safety, dignity and participation.

Online safety is promoted through Brisbane Catholic Education policies, supervised use of school devices and explicit expectations for safe and respectful digital behaviour. Students use iPads at school under staff direction, and teachers monitor student activity through Apple Classroom. Students do not take school devices home, which helps reduce online risk. Concerns about online behaviour are followed up through wellbeing, behaviour support and safeguarding processes.

Employees model safe digital behaviours by using technology professionally, maintaining appropriate boundaries, supervising student access to online platforms, and following BCE expectations for communication, privacy and conduct.

The school assesses and manages environmental risks through incident and injury data, PB4L data reviews, risk assessments, supervision planning, staff briefings, visitor sign-in processes, and checks for external providers and excursions. Physical spaces are reviewed for visibility, privacy, access and student safety, while online environments are monitored to ensure technology is used for appropriate learning purposes.

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:

Mary Immaculate School is committed to the ongoing review and continuous improvement of our child safety and wellbeing practices. We recognise that safeguarding is a dynamic and evolving responsibility, and we actively seek opportunities to strengthen our policies, procedures, and practices in response to feedback, data, professional guidance, and emerging issues.

Each term, the school undertakes a structured School Safeguarding Self-Assessment against the Child Safe Standards, including the Universal Principle. Safeguarding data is also analysed to identify patterns, trends, and emerging issues. This process supports the leadership team to systematically review each standard, evaluate current practices, identify strengths, and determine areas requiring further development.

In addition, system-wide compliance and safeguarding reviews engage staff across designated roles to regularly ensure safeguarding policies and practices are compliant, embedded, and effective, reinforcing a strong child-safe culture at Mary Immaculate School.

To support continuous improvement, Mary Immaculate School actively seeks feedback, advice, and support from senior leaders, Student Education Advisors (SEAs), and the Student Protection Team, ensuring practices are aligned with system expectations and best practice. Risk assessments for school events and activities are also reviewed post event to ensure controls remain effective and responsive and that any areas for potential improvement are identified and actioned upon.

All members of the school community, including students, parents, carers, and staff, are informed about how to lodge a complaint or concern or identify potential gaps in safeguarding processes. These mechanisms promote transparency, shared responsibility, and a culture where feedback is valued. Parents and the community are informed of how to lodge a complaint through the school newsletter as well as their annual completion of the Tell them from Me survey. Students are reminded each term as part of the Student Safety whole school presentation of their right and responsibility to raise their concerns with their teachers and the leadership team. Complaints, concerns, and identified gaps are then reviewed through leadership meetings, with a focus on understanding contributing factors, identifying key learnings, and strengthening future practice.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Mary Immaculate School, our policies and procedures clearly document how the school is safe for children. We operate within the Brisbane Catholic Education safeguarding framework and implement system-wide policies, procedures, and guidelines designed to protect student safety and wellbeing. These align with the Child Safe Standards and the Universal Principle and provide clear guidance for preventing harm, responding to concerns, and safeguarding children across all aspects of school life.

Brisbane Catholic Education policies and procedures are regularly reviewed and updated through established governance processes to ensure they remain current, compliant, and effective. Mary Immaculate School actively implements these updates and reviews local practices to ensure alignment with system requirements and evolving safeguarding expectations.

Safeguarding policies, procedures, and expectations are communicated to the school community through regular channels, including the school newsletter and Principal communications. In addition, staff participate in a beginning-of-year Student Safety Briefing, which reinforces safeguarding responsibilities, reporting processes, and shared expectations. Ongoing Safety Shares at afternoon dismissal further student and staff awareness and reinforce consistent safeguarding practice and are an opportunity for student voice.

Safeguarding messages are also communicated directly to students in developmentally appropriate ways. Mary Immaculate School utilises the Brisbane Catholic Education Safeguarding Storybook Series to communicate key messages in a child-friendly manner, supporting students to understand that their safety and wellbeing are a priority and helping them develop age-appropriate knowledge about seeking help and staying safe.

Through the consistent documentation, communication, and implementation of policies and procedures, Mary Immaculate School ensures safeguarding practices are embedded in daily operations and that student safety and wellbeing remain central to all decision-making.

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)

