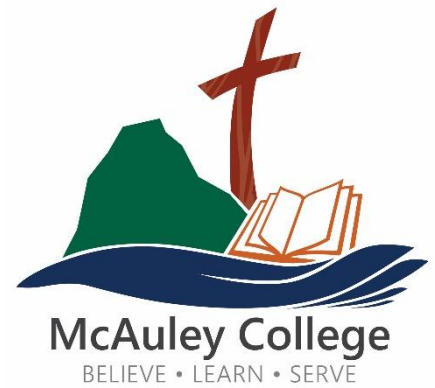


McAuley College Beaudesert Safeguarding Plan 2026



Version: V1

Last updated: 20 March 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.

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Attributions

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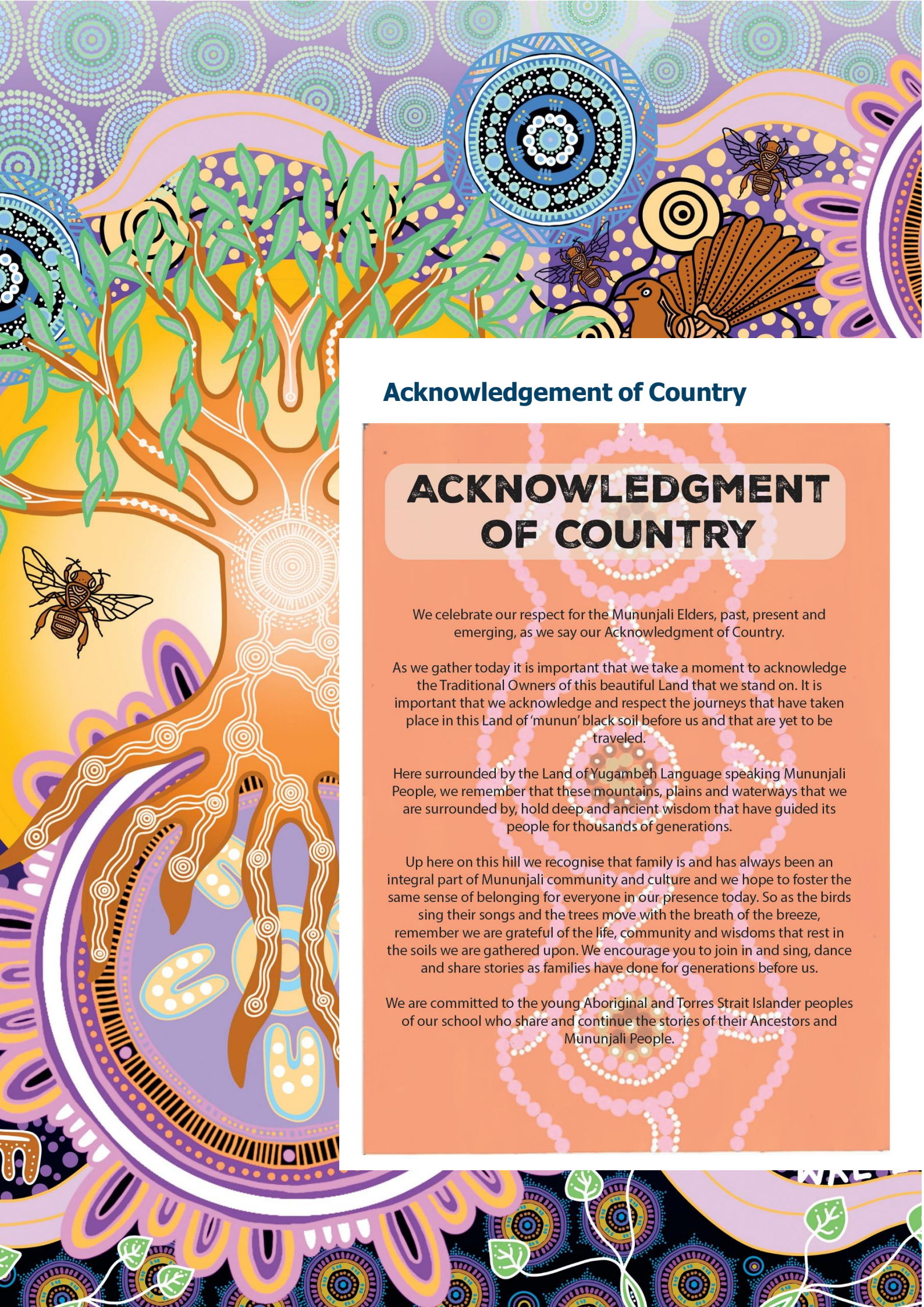
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Acknowledgement of Country

ACKNOWLEDGMENT OF COUNTRY

We celebrate our respect for the Mununjali Elders, past, present and emerging, as we say our Acknowledgment of Country.

As we gather today it is important that we take a moment to acknowledge the Traditional Owners of this beautiful Land that we stand on. It is important that we acknowledge and respect the journeys that have taken place in this Land of 'munun' black soil before us and that are yet to be traveled.

Here surrounded by the Land of Yugambah Language speaking Mununjali People, we remember that these mountains, plains and waterways that we are surrounded by, hold deep and ancient wisdom that have guided its people for thousands of generations.

Up here on this hill we recognise that family is and has always been an integral part of Mununjali community and culture and we hope to foster the same sense of belonging for everyone in our presence today. So as the birds sing their songs and the trees move with the breath of the breeze, remember we are grateful of the life, community and wisdoms that rest in the soils we are gathered upon. We encourage you to join in and sing, dance and share stories as families have done for generations before us.

We are committed to the young Aboriginal and Torres Strait Islander peoples of our school who share and continue the stories of their Ancestors and Mununjali People.

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.



McAuley College Beaudesert, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic and Mercy Traditions, 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 McAuley 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, Jason Pacey.

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:

- Regular student protection and safeguarding updates for staff supports currency for all staff
- The College Principal has an open-door policy, providing direct access to the Principal should a staff member have concerns around a safeguarding matter – this includes mobile phone access out of school hours.
- Our Year 12 Student Leadership Group supports student voice and has direct access to the Principal and members of the Senior Leadership Team – The Principal meets regularly with the College Captains and Vice Captains, and the entire Student Leadership Team meets regularly with the Assistant Principal Student Wellbeing.
- The Jarjums First Nations group supports cultural safety, learning and awareness for students and staff, and works to increase awareness of First Nations perspectives across the wider college community.
- The SWAT Student Wrap Around support group (MTSS) meets regularly to discuss student needs and additional support requirements – this group, co-chaired by the Assistant Principal Student Wellbeing and the Deputy Principal, includes the Guidance Counsellors, Pastoral Leaders and Support Teachers Inclusive Education.
- McAuley College had 5 Student Protection Contacts who work collaboratively to support students, who are visible and who are known by students.
- A culture of student first and restorative practices means that relationship and individual student context is considered when working to support students.
- Respectful Relationship Education is included in our College Wide Personal Development Program and in curriculum areas such as Health and Physical Education.
- Sex Education is included in our College Wide Personal Development Program and in curriculum areas such as Health and Physical Education.
- Clear policies and procedures, including conflict of interest, code of conduct and our Mercy Values put Child Safety at the forefront
- College membership in the Beaudesert Interagency Meeting for child and family support services in the region
- A Student Wellbeing focus on connection, relationships, restorative practices and partnerships with families underpin our student support processes.

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:

- Students learn about their rights to safety and responsibilities, including respect, boundaries, consent, inclusion and help-seeking through the HPE curriculum, our Professional Learning Program and General Capabilities.
- Students are involved in documents that directly impact them such as Personalised Support Plans, Safety Plans etc. with a student and family statement about the students learning and what they want staff to know on the front page of all Personalised Support Plans.
- Behaviour management frameworks, pastoral care programs and wellbeing priorities are developed with the student at the centre.
- Student Protection Contacts (SPCs) are regularly identified, easily accessible and are visible, regularly wearing their designated SPC shirt.
- Tell Them From Me results are analysed annually by the leadership team and staff to allow for a better understanding of our students to inform our future directions.
- Students have access to the Year 12 Student Leaders through our vertical Pastoral Care Class Structure, providing a voice for all.
- Students are encouraged to submit proposals to the College Principal with changes to college policy regularly being made as a result.
- Our Personal Development Program, underpinned by the principles of PERMAH, explicitly teaches social and emotional resilience, empathy, communication, conflict resolution and emotional regulation.
- Our sport and culture program has been developed to support student interests and passions, and to increase engagement.
- Staff on duty wear high viz vests and are easily identifiable and accessible for students.
- Our Reconciliation Action Plan is regularly reviewed and annually updated to ensure that the perspective and voice of our First Nations Students is valued.
- The Jarjums group, supports students who identify as First Nations, focussing on school experiences, challenges and successes, build peer relationships across year levels through cultural learning, storytelling and leadership activities both within the group and across the College.
- Risk assessments, volunteer onboarding processes, staff and supply staff onboarding processes, and professional learning on respectful relationships and the values of Mercy support our safeguarding of students.

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:

- Families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required.
- We engage families and students in risk management procedures around camps, excursions etc. working to support students and families to understand and be aware of risks.
- The Multi-Tiered Systems of Support Team meet fortnightly to review the needs of student who need addition support for a range of reasons – this team is co-chaired by the Deputy Principal and Assistant Principal Student Wellbeing and includes all members of the Student Wellbeing and Inclusion Teams.
- Members of staff greet students and families every morning and every afternoon, providing connection and visibility, providing a safe and welcoming entry and exit from the College.
- Families are invited to all significant College Events with a number of cultural events observed by the College.
- Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible.
- Decisions around student safety, are individual, context specific, and involve the family in the process.
- Our Student Wellbeing Team partner with families to support student growth and safety.
- Complaints and concerns are dealt with in a timely manner and responses communicated openly.
- We founded a Family and Community Engagement Group (F.A.C.E.) in October 2025 for the first time at the College, demonstrating our commitment to family voice and partnership in decision making.
- McAuley Frist Nations Families are a key part of our Reconciliation Action Plan Committee, connecting with our Mununjali Elders in advocating for the cultural safety of our Frist Nations Students.
- The College regularly communicates with families around safe-guarding operational decision in a variety of ways so that users can engage in a way that suits them.
- Parent and Carer input is regularly sought through surveys and in person via the F.A.C.E Group to inform future decisions and directions at the College.

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:

- Our restorative approach prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses.
- Our support structures and pathways are personalised and context specific based on the needs, goals and post-school destinations of our students.
- Risk is assessed based on students involved and the activities being undertaken – students are supported to participate with adjustment made to support inclusion – this includes excursions, camps, sporting and cultural activities.
- Cultural safety is understood as a core responsibility of all. The principal and leadership team make a clear commitment that all staff are responsible for creating culturally safe, trauma-informed environments for all students that focus of relationship and connection, particularly Aboriginal and Torres Strait Islander students.
- Onboarding processes for staff and students support cultural understanding of the College, and its expectations around cultural safety for all.
- New employees are explicitly supported to understand our trauma aware and culturally responsive approaches, so practice is consistent, not dependent on individual staff members.
- Student Protection Training is regularly updated for all staff.
- Student protection Contact posters are visible throughout the College.
- Our Pastoral Care and Core Teacher models provide consistent safe adults who students know they can approach and whom they feel safe with – this structure is supported by Year Level specific Pastoral Middle Leaders.
- Our Student Wellbeing Centre provides easy and ready access to support services including Pastoral Leaders, First Aid, Guidance Counsellors and Inclusive Education staff.
- The Senior Leadership Team all teach with the exception of the Principal and all are visible around the College and easily identifiable and accessible to students.
- Cultural safety and inclusion are embedded into behaviour support and wellbeing responses, curriculum, complaints and reporting processes and professional learning, so staff build confidence in supporting complex and intersecting needs.
- Student protection, behaviour, wellbeing and attendance data is regularly reviewed by the Senior Leadership Team to identify patterns and trends and inform responses.
- Facilitated by the RAP Committee, staff regularly receive professional learning on how First Nations perspectives, including responses to racism and cultural exclusion.

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:

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

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:

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

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:

- McAuley College has a clear and published complaints process for staff, students and families
- Child Safety and WHS professional learning is regularly undertaken by all staff at McAuley College and regularly updated at briefings and staff meetings.
- Regular review of process documents by a range of staff to ensure cultural safety and inclusion is supported across the College.
- Our processes, including student behaviour support, bullying, complaints management, whistle blowing, attendance etc. are visible and followed through whenever questions or concerns are raised.
- Critical Incident processes are reviewed by the Senior Leadership Team each term with an established Critical Incident Team Process to ensure critical incidents are addressed and managed appropriately and in a timely manner.
- All Critical Incidents are reviewed after the incident to review actions and plan for improvement.
- Child Safety and Complaints as a standing item on the agenda of the weekly Senior Leadership Team meeting.
- Child Safety and Complaints as a standing item on the agenda of the 3 per term College Leadership Team meeting.
- Complaints are reviewed, and learnings from complaints are reflected on and acted on as part of our process.
- Multi-Tiered supports and processes for support as a focus in Student Wrap around meetings.
- Clear processes for onboarding staff, volunteers and contractors to ensure compliance with and understanding of Child Safety requirements, this includes blue card, QCT and AHPRA checks.
- Annual Improvement goals are communicated to families and students via assemblies and newsletters, with updates provided each term for students and families.
- McAuley College works with Mununjali Elders around our Reconciliation Action Plan (RAP) to ensure that their voice informs practices at the College both overall and in terms of supporting our First Nations Students.

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:

- At McAuley, we have clear processes for staff on how to respond to student protection concerns and remind staff each term of processes and who to go to for support.
- Our Student Wellbeing Policy focusses on child safeguarding and on the individual.
- Published School Student Behaviours Support Plan ensure that families and the wider community are clear on our approach and processes
- Safeguarding documents available to families on the College Portal and the College Website
- Student attendance and roll marking procedures with follow up of absences
- Clear processes for volunteers, contractors and third parties to ensure that safeguarding process and expectations are clear and followed.
- Clear Risk assessment expectations for activities both as part of the curriculum and in addition to the curriculum
- Regular contact and inclusion of voice from the local Mununjali Elders as part of our Reconciliation Action Plan (RAP).
- The establishment of a Family and Community Engagement Committee to increase the voice of families in our college.
- Regular presentations to students of strategic directions, improvement agenda, and safeguarding matters
- Clear onboarding processes for staff exists to ensure safeguarding responsibilities and access to processes, people and resources are understood.
- Clear onboarding processes for students exists to ensure they know who they can go to for support.
- The Senior Leadership Team are visible and present around the College, and they intentionally highlight safe practice, check supervision, and model calm, respectful interactions with staff, students and families.
- Our Student Protection Contacts (SPC) confer with at least one other SPC on student protection matters, communicating with relevant parties as need to ensure student safety remains a top priority – actions are clearly documented and that the SPC team are responding to student protection matters in line with the Student Protection Processes and Guidelines.

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)

