

Mater Dei Catholic Primary School

Safeguarding Plan 2026



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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.

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Attributions

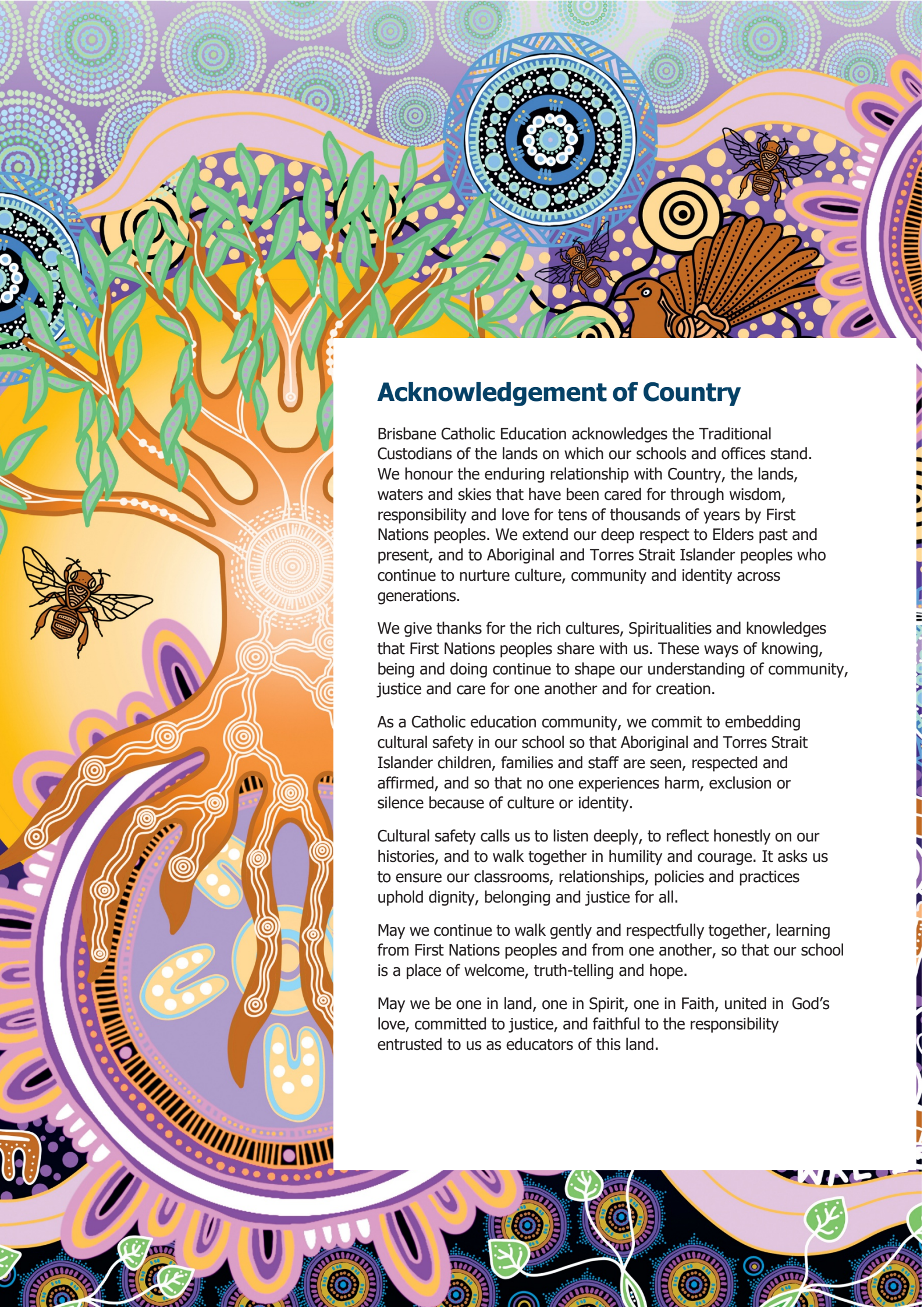
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Photo of the front of the school from MSP Photography 2025

Page 4: Photo of the trees at the school from MSP Photography 2025

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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.



Mater Dei 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 Mater Dei 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 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 Mater Dei Catholic Primary School, leadership actively embeds child safety and wellbeing through consistent, visible and routine practices that ensure safeguarding remains a lived priority. At the commencement of each school year and at the first assembly of every term, the Principal explicitly reinforces key safeguarding messages with students, including the importance of feeling safe, identifying five safe people, understanding the 3 R's (Recognise, React and Report), and knowing the school's Student Protection Contacts (SPCs). These messages are reinforced through weekly assemblies where SPC images are displayed, and through permanent SPC posters located in all learning spaces. Classroom teachers further consolidate these expectations by revisiting safeguarding concepts during the first week of each term and at key focus times throughout the year such as Child Protection Week, Day for Daniel and Bullying No Way, ensuring consistent, age-appropriate reinforcement across the school.

Governance and leadership structures at Mater Dei support a coordinated and accountable approach to safeguarding. Safeguarding is a standing agenda item at weekly Leadership Team meetings, enabling ongoing oversight, monitoring and timely response to emerging issues. Clear reporting pathways are established through the identification of SPCs, including the Principal, APRE and Guidance Counsellor, and through a co-constructed student protection response flowchart that clearly outlines staff responsibilities and reporting processes. All staff complete mandatory student protection training prior to the commencement of the school year, with additional term-based face-to-face training sessions conducted to maintain currency, consistency and shared understanding of safeguarding obligations. These structures ensure leadership accountability and model a whole-school, shared responsibility for child safety and wellbeing.

Leadership at Mater Dei also promotes a shared safeguarding culture through transparent communication and active engagement with families and the wider school community. Safeguarding is a standing item in the Principal's report for the Parents and Friends Advisory Group meetings, ensuring families are informed of safeguarding expectations, practices and responsibilities. Key safeguarding messages are further communicated through the school newsletter, supporting alignment between school and community understanding. This deliberate and systematic approach ensures safeguarding is embedded in leadership practice, governance processes and community partnerships, rather than existing solely as policy documentation, and demonstrates a sustained commitment to a strong child-safe culture across the school community.

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 Mater Dei Catholic Primary School, Standard 2 is evident in the way students are explicitly taught about their rights to safety, information and participation, and are supported to identify trusted adults and speak up when they have a concern. Students learn about consent, respectful relationships, protective behaviours and help-seeking through the HPE curriculum, the Daniel Morcombe curriculum revisited in Week 1 of each term, and whole-school safeguarding messages such as the 3 R's, 5 Safe Adults and Student Protection Contacts. These messages are reinforced through assemblies, classroom discussions, National Child Protection Week, Day for Daniel, visible Student Protection Contact posters, safeguarding posters, the PB4L behaviour matrix, the Student Behaviour Support Plan, BCE safeguarding resources and access to the Guidance Counsellor and Support Teacher: Inclusive Education. Younger students, new students and students with diverse learning, language or wellbeing needs are supported through visuals, repetition, teacher guidance, differentiated resources and reasonable adjustments so that safeguarding information is accessible and meaningful.

Mater Dei encourages student voice through classroom discussion, scenario-based learning, wellbeing check-ins, teacher observation, playground monitoring, Guidance Counsellor feedback and student consultation about what helps them feel safe at school. The importance of friendship and peer connection is recognised through PB4L, URStrong Friendology, The Resilience Project, playground support practices and emerging plans to strengthen peer support through Student Peer Mediators. Staff and volunteers are expected to be attuned to signs of harm and to facilitate child-friendly ways for students to express views, ask questions, participate in decisions and raise concerns.

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



Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At Mater Dei, Standard 3 is evident in the way families and the wider school community are informed, welcomed and invited to contribute to the safety and wellbeing of students. Families are provided with information through the school website, parent portal, newsletters, PFG meetings, and direct communication with staff. Key resources, including the Student Protection Parent/Carer Toolkit, Mater Dei Safeguarding Plan, Student Behaviour Support Plan and PB4L behaviour matrix, help families understand the school's approach to safeguarding, behaviour support, wellbeing and reporting pathways. Term 2 adult perspective data indicates that families experience Mater Dei as a welcoming, inclusive and supportive school, with strengths in communication, support for diverse learners and low concern about racist or ethnic tensions. This aligns with staff and leadership reflections that strong relationships, inclusion and family engagement are key strengths of the school community.

Mater Dei recognises that family and community voice is essential to strengthening child safety. Families have regular opportunities to participate in decisions affecting their child through meetings, support planning, communication with teachers and leadership, and engagement with school forums and events. The school has identified that further work is needed to deepen co-design with families and community members, particularly in relation to what safety, wellbeing and cultural safety mean in the Mater Dei context. Reconciliation Action Plan process will be used to consult with families, staff and community representatives. This will strengthen shared understanding, improve communication about behaviour support and wellbeing follow-up, as well as provide clearer opportunities for families and the community to contribute to the design, review and communication of safeguarding practices.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At Mater Dei, Standard 4 is evident in the school's commitment to upholding equity, respecting diverse needs and ensuring that all students can access safeguarding information, support and complaints processes in ways that are safe, accessible and easy to understand. Term 2 data shows that Mater Dei is above the BCE average for both NCCD and EAL/D cohorts, indicating a higher proportion of students requiring disability adjustments and/or English as a second language support. Targeted support is provided through inclusive classroom practices, differentiated planning and coordinated intervention involving the Support Teacher: Inclusive Education, classroom teachers, school officers, BCE personnel and external consultants. Students learn who they can talk to and how to seek help through visible Student Protection Contacts, trusted relationships with staff, classroom teaching, assemblies, safeguarding posters, PB4L language and repeated whole-school messages about safe adults, the 3 R's and reporting concerns.

Mater Dei identifies and supports students who may be at increased risk through strong staff knowledge of students, weekly Leadership Team meetings, Student Protection Contact meetings, review of Records of Concern, behaviour data, meeting records including consultation with families and specialist staff. Students known to have experienced harm are supported through coordinated responses such as safety plans, additional supervision, individualised adjustments and ongoing monitoring. Staff demonstrate trauma-informed practice through consultation, adjusted support, safety planning and increased supervision; however, the self-assessment identified a need to strengthen staff and volunteer confidence in clearly explaining culturally safe and trauma-informed practice. There is also an opportunity for the school to provide further professional learning to staff around trauma informed practices.

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 Mater Dei Catholic Primary School, Ashgrove West, students and families can raise concerns through trusted staff, Student Protection Contacts and established school and BCE reporting pathways. These processes are reinforced through assemblies, staff and volunteer induction, parent communication and child-friendly resources. Complaints are taken seriously and addressed promptly, respectfully and in ways that prioritise the child's voice, safety and wellbeing, minimise further distress, and provide adjustments or culturally responsive support where required.

Complaints are documented in the school complaints register and relevant safeguarding incidents are recorded in ENGAGE, then managed, escalated and resolved in accordance with BCE policy, mandatory reporting obligations and the Reportable Conduct Scheme. Evidence includes Leadership Team reviews of complaint and behaviour data, consultation with students and staff, and accessible reporting information. Planned improvements include strengthening early identification and family communication, improving consistent ENGAGE recording, and engaging First Nations liaison officers and trusted community Elders to support culturally safe complaint processes.

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 Mater Dei Catholic Primary School, physical environments are managed through active supervision, termly-reviewed duty rosters, risk assessments, WHS inspections, hazard registers, and ongoing analysis of incident and injury data. Term 3 data identified the oval, top courtyard and transitions to specialist lessons as areas requiring continued monitoring. Leadership Team members review behaviour and incident trends through Power BI to inform supervision practices and identify emerging risks. Staff maintain active visibility in high-risk locations and one-to-one settings, while structured support options, including Lunch Club and the introduction of a Maker Space in Term 4, provide students with safe and purposeful play-time alternatives.

Online safety is supported through digital citizenship education, including the school's IT Boot Camp program, clear expectations for iPad use, staff professional learning, and ongoing communication with families regarding online safety protocols. Staff model safe digital behaviour by adhering to BCE safeguarding policies, the Code of Conduct, and professional boundary expectations. Evidence of practice includes consultation through PFG meetings, Principal forums and parent information sessions, feedback from the student environmental scan, Tell Them From Me survey data, and analysis of Term 3 ENGAGE, injury and WHS data. Planned improvements include reviewing play-space allocations, providing additional structured break-time options, strengthening supervision induction for new and relief staff, improving visibility in Meeting Room 1, implementing an annual environmental risk-mapping process, and introducing a Term 4 staff self-reflection checklist focused on student safety and wellbeing.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At Mater Dei Catholic Primary School, safeguarding practices are actively monitored, regularly reviewed and continuously improved through embedded leadership and governance processes. Safeguarding and child safety form a standing agenda item in weekly Leadership Team meetings, ensuring ongoing oversight and early identification of emerging issues. Child safety and wellbeing incidents and complaints are reviewed reflectively to identify patterns, strengths and areas for improvement, with a clear expectation that review leads to action. Identified improvements are implemented through changes to practice such as updated class, year-level and whole-school risk assessments, individual student safety plans, and adjustments informed by Engage data, demonstrating a systematic cycle of review, response and refinement.

The school uses multiple data sources to evaluate the effectiveness of safeguarding practices and inform improvement planning. Employee Culture Safeguarding data shows a strong upward trend, with staff confidence, participation and proactive risk identification increasing significantly between 2023 and 2025 and meeting or exceeding BCE averages. Student and parent voice data from the Tell Them From Me surveys indicate sustained improvement in students' sense of belonging and strong perceptions of school safety, consistently above BCE averages. These data sets are analysed by leadership to identify both strengths and priority growth areas, with findings informing targeted actions to strengthen safeguarding culture, student wellbeing supports and preventative practices across the school.

Consultation and feedback are integral to Mater Dei's continuous improvement approach to safeguarding. Staff, students and families are engaged through Leadership Team processes, SPC meetings, staff meetings, Parents and Friends Advisory Group meetings and ongoing communication, ensuring safeguarding is reviewed collaboratively rather than as a compliance task. Feedback from consultation has directly informed practical improvement actions and planning, including strengthening student voice mechanisms, reviewing supervision and physical environment risks, and identifying opportunities to improve inclusion, connection and help-seeking pathways for students. Safeguarding expectations, review findings and emerging priorities are communicated to staff and families through meetings, newsletters and leadership reporting, supporting transparency, shared responsibility and sustained improvement in student safety and wellbeing.

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 Mater Dei Catholic Primary School, Standard 10 is evident through a clear and comprehensive set of safeguarding policies and procedures that explicitly describe how our school keeps children safe. Core documents—including the BCE Student Protection Policy and Student Protection Processes, BCE's Code of Conduct, the Student Behaviour Support Plan, Complaints Management procedures, risk assessment processes, and Critical Incident Management procedures—collectively outline expectations, responsibilities, and step-by-step actions for prevention, early identification, and response. Together, these policies establish consistent, school-wide practices that protect student wellbeing and ensure child safety is understood as everyone's responsibility.

These policies are not only well documented; they are also designed to be accessible and easy to follow in day-to-day practice. Staff, volunteers, parents, and visitors are supported to understand safeguarding expectations through clear reporting pathways and visual reminders, including Student Protection Contact posters, flowcharts, and ongoing reinforcement of the "3 Rs" (Recognise, React, and Report to a safe adult). Policies are centrally available via the school portal, BCE policy pages, and the school's public website. They are regularly referenced through newsletters, emails and other communications so that families and the broader community know where to find information and how to raise concerns.

Standard 10 is further demonstrated by the way Mater Dei actively implements and reviews these procedures as part of a continuous improvement approach. Leadership visibly champions compliance and ensures safeguarding expectations are embedded through induction processes, mandatory annual training, term-based refreshers, and regular staff meeting reminders. This consistent reinforcement strengthens staff confidence and accountability, supports a proactive culture of prevention and risk management, and ensures child safety policies remain living documents - used, understood, and applied - so that Mater Dei continues to be a safe, respectful, and inclusive environment for all students.

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)

