Our Lady of the Assumption School

Safeguarding Plan 2026

Version: V1

Last updated: March 2026

Brisbane Catholic Education
teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

Contact for enquiries

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Yuggera and Turrbul Country

Attributions

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

Cover: Our Lady of the Assumption Centenary Mosaic

Page 4: as above

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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.

Our Lady of the Assumption School, Enoggera, 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.

> 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.

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 Our Lady of the Assumption School 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 Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:

The Universal Principle

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

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

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

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 our school, student safety and wellbeing are embedded in leadership practice, governance structures, and everyday culture, rather than being treated as a standalone compliance requirement. Safeguarding is a visible and consistent priority, modelled by leadership and shared across all roles within the school community.

Leadership sets clear expectations that safeguarding is everyone's responsibility. Student safety and wellbeing are intentionally prioritised through regular leadership discussions, clear reporting lines, and shared accountability structures. The Student Protection Contact Team plays a central role in this work, meeting weekly and engaging in daily conversations to monitor concerns, respond to disclosures, and ensure timely and coordinated action. This ensures safeguarding remains proactive, responsive, and embedded in decision-making.

Governance arrangements support consistency and coordination through the implementation of Brisbane Catholic Education policies and procedures, which provide clear guidance aligned with the Child Safe Standards and the Universal Principle. These policies are made accessible to staff, families, and volunteers, and are reinforced through leadership modelling, professional learning, and regular communication.

Safeguarding is also embedded through structured, whole-school approaches to student learning and wellbeing. Programs such as the Daniel Morcombe Curriculum and URStrong are implemented annually as dedicated, term-based focuses across all classrooms from Prep to Year 6, ensuring consistent messaging, shared language, and age-appropriate understanding of safety, relationships, and help-seeking. These programs are supported by leadership and specialist staff, reinforcing a coordinated approach.

At a community level, safeguarding expectations are communicated through parent information sessions, newsletters, and school communications. Reflection on practice has also identified opportunities to further strengthen engagement with volunteers and families, with planned actions to improve induction, understanding, and shared ownership of safeguarding processes.

Standard 1 at our school is characterised by strong leadership commitment, clear governance structures, consistent practice, and a culture where safeguarding is actively lived out, not assumed. Student safety and wellbeing are central to how we plan, act, and reflect, with continuous improvement embedded into leadership and organisational culture.

[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 seriously[2]

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 Our Lady of the Assumption School, students are explicitly taught about their rights, personal safety and help-seeking through consistent wellbeing and safeguarding programs delivered across all year levels. Students learn who they can trust through the school's common language and practices, including the *5 Safe People Hand*, which supports students to identify trusted adults both at school and beyond. The Student Protection Team maintains a visible presence within the school community, helping students understand who they can approach if they have concerns and providing safe opportunities for disclosure. Wellbeing, respectful relationships and child safety concepts are reinforced through classroom learning, school-wide initiatives and age-appropriate discussions.

Student voice is gathered through daily interactions, classroom discussions, student leadership opportunities, wellbeing programs and student survey data. Staff intentionally create child-friendly opportunities for students to express their views, share concerns and contribute to school life. Students are encouraged to participate in decisions that affect their learning, wellbeing and experiences at school, and feedback gathered through these processes helps inform planning and support strategies.

Student participation influences decision-making through classroom practices, wellbeing initiatives and school improvement processes. Staff actively listen to students, respond to concerns and use student perspectives to strengthen learning environments, wellbeing supports and safeguarding practices. This approach reinforces to students that their views are valued and taken seriously.

Cultural safety continues to be an area of growth for the school. OLA is committed to creating an environment where every student experiences belonging, inclusion and respect. Current practices focus on ensuring students are known, valued and supported as individuals. Future work will continue to strengthen staff understanding and implementation of culturally safe practices, ensuring students from diverse backgrounds experience safety and inclusion in ways that are meaningful to them.

Evidence of effective practice can be seen through the consistent implementation of wellbeing and safeguarding programs across all classrooms, the visibility of the Student Protection Team, strong student understanding of trusted adults and help-seeking pathways, and positive parent and staff feedback regarding student wellbeing. Student voice is actively sought through classroom discussions, leadership opportunities and survey data, with feedback informing school practices and support strategies. Planned improvement will focus on strengthening culturally safe practices and continuing to build staff understanding of trauma-informed approaches to ensure all students feel safe, heard and supported.

[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 wellbeing[3]

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 Our Lady of the Assumption School, safeguarding expectations are communicated to families through a range of consistent and accessible channels. Student protection processes, reporting pathways and wellbeing initiatives are highlighted in termly newsletters, family communications and community events. Families are also provided with information about the school's approach to student safety and wellbeing through parent information sessions, including the Student Protection Training offered in Term 1, which supports families to understand their shared role in keeping children safe.

Families and the wider community actively participate in the life of the school through wellbeing initiatives, learning celebrations, liturgical events, community gatherings and Child Protection Awareness Week activities. These opportunities strengthen partnerships between home and school and provide natural opportunities to promote student safety, wellbeing and safeguarding messages. Classroom wellbeing and safeguarding programs are also regularly communicated to families, helping to create a shared understanding of the language, expectations and supports available to students.

The school works closely with the Parents and Friends Advisory Group and other community partners to foster a strong culture of wellbeing, safety and belonging. Through ongoing engagement and collaboration, these groups contribute to a positive school culture and support initiatives that enhance student wellbeing, community connection and family engagement.

Feedback is gathered through annual parent survey data, direct communication with families, parent meetings and ongoing engagement opportunities throughout the school year. This information is used to identify strengths, respond to emerging needs and guide continuous improvement. Recent data indicates that families feel welcomed, included and supported by the school, reflecting a positive and trusting relationship between families and staff.

Evidence of practice includes regular communication regarding student protection and wellbeing, parent participation in Student Protection Training, strong family engagement in school events, positive parent survey results and the consistent sharing of classroom wellbeing initiatives. Planned improvements include continuing to strengthen community understanding of cultural safety and further embedding trauma-informed approaches across the school to support the diverse needs of students and families.

[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 practice[4]

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 Our Lady of the Assumption School, equity, inclusion and respect for diversity are promoted through a whole-school commitment to ensuring every student is known, valued and supported. Inclusive practices are embedded within teaching, learning and wellbeing programs, with a focus on creating safe, welcoming and supportive environments where all students can participate fully in school life. Consistent wellbeing and safeguarding programs across all classrooms reinforce respectful relationships, belonging and an understanding that every student has the right to feel safe and included.

The school provides a range of supports and adjustments to meet the diverse needs of learners. Through collaborative planning, differentiated classroom practices, targeted intervention, learning support programs and wellbeing supports, students are provided with personalised assistance to access learning and achieve success. Staff work closely with families, support personnel and external agencies where appropriate to ensure adjustments are responsive to individual student needs and circumstances.

Cultural safety and anti-discrimination practices are embedded through the school's commitment to inclusion, respect and positive relationships. Students are supported to recognise and value diversity, while staff strive to create learning environments that are safe, respectful and responsive to the needs of all learners. The school acknowledges that cultural safety remains an area of ongoing development and is continuing to build a shared understanding of culturally safe practice across the school community. Similarly, staff are continuing to strengthen their understanding of trauma-informed approaches to better support students who may have experienced adversity or harm.

Students access safeguarding information through age-appropriate wellbeing and safety programs delivered consistently across all year levels. Common language and shared practices, including the *5 Safe People Hand*, help students identify trusted adults and understand how to seek support if they have concerns. The visible presence of the Student Protection Team, together with regular classroom discussions about safety, wellbeing and help-seeking, ensures students can access information and support in ways that are appropriate and understandable for their age and stage of development.

Evidence of practice includes the consistent delivery of wellbeing and safeguarding programs across all classrooms, personalised support for students requiring adjustments, established learning support and wellbeing processes, visible student protection practices, and strong staff commitment to responding to student needs. Planned improvements include continuing to strengthen cultural safety practices across the school, building staff capability in trauma-informed approaches, and ensuring all students can access support, safety information and opportunities for participation in ways that reflect their individual needs and circumstances.

[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 practice[5]

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 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

[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 focused[6]

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:

Throughout 2026, Our Lady of the Assumption School has continued to strengthen awareness of child-safe reporting pathways for students, families, staff and community members. Information regarding safeguarding concerns, student protection obligations and complaint processes has been communicated through newsletters, parent information, enrolment documentation, staff training and the school website. Students are regularly reminded that they can seek support from trusted adults within the school, including classroom teachers, the Principal, Assistant Principal and School Guidance Counsellor. Families are encouraged to raise concerns directly with the school and are provided with access to BCE complaints and safeguarding pathways.

Our Lady of the Assumption School is committed to responding to concerns in a manner that prioritises the safety, wellbeing and voice of the child. Staff have engaged in mandatory Student Protection training and Child Safe Standards professional learning throughout 2026, strengthening understanding of trauma-informed and child-centred practices. Responses to disclosures and concerns are guided by BCE Student Protection Processes, ensuring students are listened to respectfully, supported appropriately and protected from further harm. Consideration is given to the individual needs, circumstances and cultural backgrounds of students when responding to concerns.

The school follows BCE policies and procedures for the management of complaints, safeguarding concerns and student protection matters. Concerns are documented promptly and maintained in accordance with privacy and record-keeping requirements. Where appropriate, matters are escalated to BCE Student Protection, Human Resources, Legal, Safeguarding Services or external authorities. School leaders work collaboratively with families and BCE support teams to ensure complaints are addressed in a timely, transparent and procedurally fair manner, while maintaining a focus on student wellbeing and safety.

Following the commencement of Queensland's Reportable Conduct Scheme on 1 July 2026, the school has incorporated information regarding the Scheme into leadership discussions and safeguarding practices. School leaders are aware of their obligations to report allegations of reportable conduct involving employees and volunteers through BCE's established processes. The school works closely with BCE Student Protection and Safeguarding teams to ensure any reportable conduct matters are identified, escalated and managed in accordance with legislative requirements and required timeframes.

Evidence collected throughout 2026 demonstrates implementation of Child Safe Standard 6 through:

- Completion of annual Student Protection and Child Safe Standards training by all staff.
- Inclusion of child safety, safeguarding expectations and reporting obligations in staff meetings and professional learning.
- Communication of complaint and feedback pathways to families through newsletters, parent correspondence and the school website.
- Use of BCE reporting and case management processes to document and manage concerns.
- Ongoing collaboration with BCE Student Protection, Wellbeing and Safeguarding teams regarding student welfare matters.
- Student voice opportunities established through classroom practices, wellbeing initiatives and pastoral care structures.
- Review of school procedures to align with the Child Safe Standards and Reportable Conduct Scheme requirements.

In Term 4 and into 2027, the school will continue to strengthen implementation by:

- Further promoting child-friendly reporting pathways and complaint processes to students.
- Reviewing visibility and accessibility of complaint and safeguarding information for families.
- Embedding Child Safe Standards into induction processes for new staff, volunteers and contractors.
- Continuing staff professional learning regarding trauma-informed practice and the Reportable Conduct Scheme.
- Seeking student feedback regarding perceptions of safety, trusted adults and reporting pathways to inform future 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 training[7]

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 harmed[8]

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:

Our Lady of the Assumption School actively promotes student safety through appropriate supervision, clear duty-of-care practices and regular review of school facilities and environments. Student safety considerations are incorporated into risk assessments, playground supervision, excursions and facility planning.

Staff are expected to model safe, respectful and professional online behaviour in accordance with BCE policies, including the Employee Code of Conduct and Acceptable Use requirements. Professional learning and regular reminders reinforce expectations regarding digital communication, privacy and safeguarding.

The school identifies and manages physical and online risks through risk assessments, workplace health and safety processes, student protection procedures and BCE safeguarding guidelines. Potential risks are reviewed regularly and appropriate controls implemented to minimise harm.

Evidence of Practice

- Regular supervision reviews and duty-of-care procedures.
- Completion of risk assessments for school activities and events.
- Student learning focused on cybersafety and responsible technology use.
- Staff compliance with BCE digital safety and safeguarding requirements.
- Ongoing monitoring of school environments and online platforms.

Planned Improvements

- Further strengthen student voice regarding safe physical and online environments.
- Continue staff professional learning in online safety and safeguarding practices.
- Review school environments and supervision arrangements as part of ongoing risk management processes.
- Enhance communication with families regarding online safety and digital 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 improved[9]

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 our school, continuous improvement in safeguarding is an active and evolving process, informed by data, daily practice, and regular reflection rather than a one-off review cycle. Safeguarding practices are routinely monitored and strengthened through a combination of leadership oversight, staff engagement, and responsiveness to emerging information.

We use a range of data sources to inform our understanding of how safeguarding practices are working. This includes student disclosures, staff observations and reporting, parent concerns, attendance and wellbeing data, and staff and student survey information. A key indicator of effectiveness has been the increase in reporting by staff, students, and families, which reflects growing confidence in safeguarding processes and trust that concerns will be taken seriously and acted upon. Increased reporting is viewed as a positive sign of vigilance and cultural maturity rather than increased risk.

The Student Protection Contact Team plays a central role in supporting continuous improvement. Through weekly meetings and daily professional conversations, the team monitors trends, responds to concerns, reflects on practice, and ensures timely and coordinated action. This ongoing review enables early identification of patterns, emerging risks, or areas requiring additional support, rather than relying solely on retrospective analysis.

Learning from practice is shared through leadership discussions and staff forums, supporting consistent understanding and collective responsibility. From 2025, professional learning in the Child Safe Standards has been prioritised to ensure staff are informed of updated expectations and are confident in their roles and responsibilities. This has strengthened consistency of language, clarity of processes, and staff confidence to act.
Safeguarding improvement is also informed by consultation with students, families, and staff. Student voice activities, parent engagement, and staff feedback provide valuable insights into how safe and supported members of the community feel, and where further refinement is needed. These perspectives help shape future priorities and targeted actions.

Importantly, the school has moved toward a more intentional and structured approach to review and improvement. Identified next steps include formalising review cycles, strengthening analysis of trends and incidents, and improving how outcomes and learnings are communicated back to the school community. This ensures that safeguarding improvement is transparent, evidence-based, and shared.

Overall, Standard 9 at our school is characterised by ongoing reflection, increasing confidence to report, use of multiple data sources, and a commitment to learning and refinement. Safeguarding practices are continuously reviewed and strengthened to ensure they remain responsive, effective, and aligned with the needs of our students and community.

[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 children[10]

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 our school, policies and procedures provide a clear and consistent foundation for keeping students safe, and are understood as living documents that guide daily practice rather than static compliance requirements. We operate within the Brisbane Catholic Education (BCE) safeguarding framework**,** using BCE policies and procedures that align with the Archdiocese of Brisbane Safeguarding Framework, the Child Safe Standards, and the Universal Principle.

These policies are accessible to staff, families, volunteers, and students through multiple channels, including the school website, school office, and internal systems. To support our diverse community, commonly referenced safeguarding documents have been translated into the most widely spoken community languages, ensuring information is accessible and understood by families.

Leaders play a key role in championing and modelling compliance with policies and procedures. Safeguarding expectations are reinforced through leadership practice, professional conversations, staff meetings, and decision-making processes. From 2025, targeted professional learning in the Child Safe Standards has strengthened staff understanding of policy expectations, changes, and responsibilities, supporting more consistent implementation across the school.

For students, safeguarding policies and expectations are communicated in age-appropriate and child-friendly ways, including through the use of the BCE Safeguarding Storybook series and structured wellbeing programs. These resources help students understand their right to feel safe, how to seek help, and who they can talk to, while supporting staff to facilitate open and developmentally appropriate conversations.

Families are supported to understand safeguarding processes through parent information sessions, newsletters, and regular school communications, reinforcing transparency and shared responsibility for student safety and wellbeing. Reflection on current practice has identified volunteers as a key group for further engagement. In response, the school is strengthening its approach to volunteer induction and education, including providing clear information about safeguarding expectations, processes, and reporting pathways to ensure consistent understanding across the community.

Overall, Standard 10 at our school is characterised by clear policy alignment with BCE frameworks, accessible communication, strong leadership modelling, and increasing focus on shared understanding and implementation. Policies and procedures are actively used to guide practice, support decision-making, and promote 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)

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