Mary MacKillop College Safeguarding Plan 2026

Mary MacKillop College
NUNDAH

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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 cultural and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

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Attributions

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Cover: Photo of the new McCormack Building

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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.

> 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.

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

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Mary Mackillop College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The 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 Mary MacKillop College, Child Safe Standard 1 is lived through strong, visible leadership and a shared cultural responsibility that places student safety and wellbeing at the centre of all decision-making. Safeguarding is not treated as a standalone compliance requirement but is embedded into the way we lead, govern and work together as a community.

- The College maintains a public and explicit commitment to child safety and wellbeing, grounded in our Catholic identity and Josephite tradition, which affirms the dignity, worth and voice of every child.
- A child-safe culture is actively championed and modelled at all levels, from College Leadership Team oversight to middle leadership, classroom practice and pastoral structures.
- Safeguarding is reinforced through regular staff vignettes and professional learning, keeping child safety visible, relational and responsive rather than policy-bound.
- At MMC, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. At MMC, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.
- The Archdiocese of Brisbane Safeguarding Commitment, as well as the BCE Safeguarding policy, displayed in our school foyer, gathering space and in the Principal's office. This Safeguarding Commitment serves as a regular reminder that at MMC, the safety and wellbeing of our students are paramount.
- This School Safeguarding Plan is publicly available on MMC website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at MMC within the context of the Queensland Child Safe Standards.
- MMC is truly a child safe environment with every member of staff holds responsibility from our groundskeeper keeping our physical environment safe, our tuckshop volunteers making sure our students have access to healthy food, our front office staff being the warmest welcoming face in the morning.
- At MMC, school leadership actively builds culturally safe relationships with Aboriginal and Torres Strait Islander families and community members by engaging in regular two-way communication, participating in yarning opportunities, and incorporating cultural reflection into staff meetings and professional learning. These practices model the importance of respect, listening and cultural humility across the whole school community.-way communication, participating in yarning opportunities, and incorporating cultural reflection into staff meetings and professional learning. These practices model the importance of respect, listening and cultural humility across the whole school community.
- Continuous reflection and review processes support a dynamic, evolving approach to child safety that responds to student voice, feedback and emerging needs.

This integrated approach ensures that child safety and wellbeing at Mary MacKillop College is visible, enacted and sustained through leadership, governance and culture, rather than existing only in documentation.

[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 Mary MacKillop College**,** we are deeply committed to Child Safe Standard 2 and to a culture where every student feels safe, heard, respected and confident to share their ideas, concerns and experiences. Student voice is central to our identity as a learning community, and we intentionally create spaces where students know that their perspectives matter and influence the life of the College.

Through our strong partnership with 'Real Schools', we are proud to be a restorative school that explicitly teaches trust, responsibility and belonging. These values are reinforced through assemblies, formation programs, retreat structures and, most importantly, through daily interactions in House Group, and each lesson, where staff listen carefully, respond respectfully and build meaningful relationships with students.

Our staff are committed to listening with care and responding thoughtfully to student needs, ensuring that voice is met with action. Student voice is further embedded through student committees such as the Student Representative Council and the Student Leadership Team, as well as leadership roles and representative structures, where students have genuine opportunities to participate, influence decision-making and contribute to shaping school culture, learning and wellbeing.

This intentional focus on participation ensures a culturally safe, inclusive and empowering environment, where students experience school as a place of joy, purpose and belonging. Through these practices, Mary MacKillop College fosters a community where students are not only protected, but actively empowered as partners in their learning and wellbeing journey.
Some examples include:

- MMC students learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels.

- In 2024 and 2025, MMC used our Tell Them From Me results to better understand the experience and wellbeing of our students. The leadership team reflected on the data and together developed a strategy to inform students at each year level, of the outcomes. In 2024 and again in 2025, we used the platform of year level assemblies to engage students in a conversation about the outcome of the survey, action plans and our priorities for improvement. We plan to do this process again in 2026, learning from and improving on the process in previous years.

- Risk assessments are a key part of keeping students safe at MMC. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs.

- At MMC we involve our students in planning tools such as personalised learning plans, EASPs or behaviour support processes where appropriate. When we meet with students about these plans, Support Teachers will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal-setting and reflect on their own progress. At a whole-school level, student input is considered in behaviour management frameworks, pastoral care programs and wellbeing priorities.

[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 Mary MacKillop College, we are strongly committed to Child Safe Standard 3 through intentional, transparent and ongoing engagement with our parent and caregiver community. We recognise families as essential partners in safeguarding and wellbeing and view our relationship with parents as a privilege and an honour, grounded in trust, respect and shared responsibility.

Communication of Safeguarding Expectations

- Safeguarding expectations, policies and processes are clearly communicated through school newsletters, parent information evenings, digital platforms, Year Level WhatsApp group communications and our online presence, ensuring information is accessible and visible to all families.
- Our website and published resources provide clear guidance on how parents and carers can raise concerns, access support and understand the College's student protection processes.

Partnership and Engagement

- At MMC, one way we support our families through our Year level Group Representatives Macka Mums. The school prides itself on timely communication and forums for raising concerns.
- We are fully engaged with our parent community and value partnership in raising young women who feel safe, known and supported, recognising parents as experts in their daughters' lives. Our PACE community is engaged regularly through consultations and forums for feedback.
- Families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required.
- At MMC, we engage families and students in risk management procedures. When developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.
- MMC creates regular, informal opportunities for connection with families through community events such as BBQs, welcome evenings, community mornings and classroom open sessions and Parent-Teacher-Student-Conferences. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.

Feedback and Continuous Improvement

- Feedback from parents and carers is welcomed, taken seriously and acted upon, with clear complaints and feedback processes in place to ensure transparency, fairness and accountability.
- Parent voice informs reflection and continuous improvement, supporting a culture that listens, learns and responds in the best interests of students.
- We communicate each week with our families through Week Ahead, our fortnightly newsletters, we regularly meet with the PACE group and feedback is welcomed to improve all practices.
- When working with Aboriginal and Torres Strait Islander families, MMC recognises that decisions may involve extended family members or trusted community representatives. Staff ask families who they would like involved and make space for those voices, rather than assuming a nuclear family model.

Through these practices, Mary MacKillop College fosters a connected, informed and collaborative community, where safeguarding is shared, relationships are valued and families are confident that their voices contribute to a safe, joyful and purpose-filled learning environment.

[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 Mary MacKillop College**,** we are deeply committed to promoting equity, inclusion and respect for diversity, with a strong belief that every student is here to flourish and has the right to learn in a safe, supportive and inclusive environment. Cultural safety, dignity and belonging are prioritised across all aspects of school life, and diversity is celebrated as a strength of our community.

Our commitment to inclusion is made visible through whole-school celebrations and experiences such as Harmony Week, True Colours Day, JJAMM celebrations and Cultural Dance Night, which honour identity, culture and community connection. These opportunities reinforce respect, understanding and pride, while strengthening student voice and belonging.

We provide an education that intentionally supports diverse learners, with anti-discrimination practices embedded within our wellbeing programs, behaviour supports and classroom expectations. Equity and inclusion are not viewed as add-ons, but as essential foundations for learning, wellbeing and engagement.

Mary MacKillop College works in close partnership with Brisbane Catholic Education support services**,** parents and students themselves to ensure individual needs are understood and responded to with care. Our two Guidance Counsellors play a vital role in working alongside families and staff to support students holistically, from targeted interventions and wellbeing planning to proactive care and guidance.

Inclusive practice is further reflected through the provision of time-out and regulation spaces, (our Senior ROR room, our Flower Power Room, our Cloud Room, our Junior ROR room) alongside inviting, engaging classroom environments that promote safety, connection and learning readiness. Through these intentional structures and relationships, our College fosters a culture where every student is respected, supported and empowered to thrive within a joyful, purpose-filled community.

Our MMC prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Meetings include extended family and cultural supports identified by the family, strengthening trust and shared responsibility.

Our MMC staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach. These modifications are noted in the student's individual support plan (if applicable), which is routinely reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each child's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.

MMC Staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.

[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 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 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:

At **Mary MacKillop College**, we promote a culture where **concerns about student safety and wellbeing are raised openly, respectfully and without fear**. Our community understands that speaking up is encouraged, supported and taken seriously, and this is reflected in increasing confidence across staff, students and parents, as evidenced by improved perceptions of safety in recent survey data.

Creating a Safe Culture to Speak Up

- Students, staff and parents are explicitly taught that it is **safe and appropriate to raise concerns**, with reassurance that concerns will be handled respectfully, confidentially and in a child-focused manner.
- Through our partnership with **Real Schools**, staff are supported to be **child-focused, relational and trauma-informed**, ensuring concerns are met with care, empathy and professionalism.

Clear Pathways to Raise Concerns

- Concerns can be raised through multiple accessible channels, including:
  - Direct communication with staff or College Leadership Team members
  - Email contact with the school or leadership
  - Information and reporting pathways clearly outlined on the **College website**
  - Student access to trusted adults, including Pastoral Leaders and Guidance Counsellors

Complaints Management and Recording

- All concerns and complaints are managed in accordance with **Brisbane Catholic Education complaints management processes**, ensuring consistency, fairness and accountability.
- Members of the **College Leadership Team record complaints and concerns in a formal complaints register**, ensuring transparency and accurate documentation.
- Where required, matters are escalated and managed with the **support and guidance of BCE**, ensuring procedural integrity and appropriate follow-through.

Ongoing Review and Improvement

- Patterns and themes from concerns and complaints are reviewed to inform **continuous improvement in safeguarding, wellbeing and practice**.
- Feedback is viewed as an opportunity for learning and growth, reinforcing a culture of trust, accountability and shared responsibility.

Through these practices, Mary MacKillop College ensures that **voices are heard, concerns are acted upon and student safety remains paramount**, strengthening a culture where wellbeing, trust and protection are lived every day.

[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:

[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:

At Mary MacKillop College, we intentionally design and manage both physical and online environments to promote student safety, inclusion, wellbeing and engagement. Risk is proactively identified, assessed and managed to ensure learning spaces are safe, flexible and supportive of diverse student needs.

Safe and Inclusive Physical Environments

- Learning spaces are designed to support different sitting, movement and learning positions, allowing students choice and flexibility to support regulation, engagement and learning readiness.
- Classrooms and shared spaces are inviting, well-supervised and inclusive, promoting visibility, connection and student wellbeing.
- Time-out and regulation spaces are available to support students who require additional emotional or sensory support.
- Regular WHS inspections and risk assessments are conducted across classrooms, specialist areas and outdoor spaces to identify and mitigate hazards.

Online Safety and Digital Wellbeing

- Online safety is explicitly promoted through school newsletters, assemblies and wellbeing programs, reinforcing safe and responsible digital behaviour.
- Students are supported to understand digital boundaries, respectful online interactions and strategies for staying safe online.
- Employees model safe, ethical and responsible digital behaviours, reinforcing expectations through daily practice.

Risk Management and Compliance

- Both physical and online risks are identified, assessed and managed through formal risk assessment processes, including CARAs, WHS planning tools and incident reporting systems.
- The College works closely with its Compliance Officer and Workplace Health and Safety structures to ensure consistent monitoring, reporting and follow-up of risks.
- Hazards, incidents and near misses are reported promptly and addressed in accordance with BCE procedures. Evidence of Practice
- WHS inspections, CARAs and documented risk assessments
- Workplace Health and Safety Committee minutes and reports
- Online safety messaging through newsletters, assemblies and wellbeing programs
- Staff modelling of safe digital behaviour
- Incident and hazard reporting records

Through these practices, Mary MacKillop College ensures that physical and online environments are safe, inclusive and responsive, supporting student wellbeing while enabling joyful, engaged and purposeful learning.

[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 Mary MacKillop College, we are committed to the ongoing review, learning and strengthening of safeguarding practices to prevent harm and promote student wellbeing. Safeguarding is viewed as a dynamic responsibility, requiring regular monitoring, reflection and improvement across all levels of the organisation.

Continuous Monitoring and Review

- Safeguarding practices are regularly reviewed through leadership oversight, staff reflection and compliance checks to ensure effectiveness and currency.
- Feedback from students, parents and staff is analysed to identify trends, strengths and areas for improvement.
- Complaints, concerns and incidents are reviewed to inform systemic learning and practice refinement.

Blue Card and Suitability Compliance

- Blue Card status is actively monitored for all staff and volunteers to ensure ongoing eligibility to work with children.
- Compliance is tracked and followed up promptly to address renewals, changes in status or emerging risks.
- Any concerns related to suitability are managed in line with BCE processes and legislative requirements.

Risk Management and Preventative Practices

- Risk registers, incident reports and complaints registers are reviewed to identify potential risks and prevent future harm.
- Safeguarding data is used to inform targeted training, supervision and policy updates.
- Physical, emotional and online risks are continuously assessed and mitigated through structured compliance processes.

Staff Learning and Capability Building

- Ongoing safeguarding learning is embedded through professional development, staff briefings and formation opportunities.
- Expectations are reinforced throughout the year to ensure staff remain confident, informed and child-focused.
- Learnings from incidents and feedback are shared appropriately to strengthen collective responsibility and practice.

System Partnership and Accountability

- MMC works closely with Brisbane Catholic Education (BCE) to ensure alignment with system policies, legal requirements and best practice.
- BCE support is engaged when reviewing complex matters, strengthening accountability and procedural integrity.

Evidence of Practice

- Blue Card and compliance monitoring records
- Complaints and incident registers
- Leadership and safeguarding review documentation
- Staff training and professional learning records
- BCE-aligned safeguarding policies and review cycles

When a complaint or concern highlights a gap in our processes, we complete a brief "learning and improvement form" that tracks what happened, the underlying contributing factors and what changes will be implemented. These matters are then discussed in leadership meetings with a focus on learnings and what can be done differently in the future.
MMC is currently self-assessing against the Child Safe Standards (including the Universal Principle). This involves consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths, as well as areas for improvement.

Through this commitment to continuous improvement, Mary MacKillop College ensures safeguarding practices remain responsive, robust and student-centred, reinforcing a culture where safety, wellbeing and dignity are actively protected and continually strengthened.

[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 Mary MacKillop College, safeguarding is supported by clear, accessible and consistently implemented policies and procedures that respond to the needs of our diverse school community. These policies are not static documents, but living practices that guide daily decision-making, protect student wellbeing and promote culturally safe, inclusive learning environments.

Clear and Accessible Safeguarding Policies

- The College implements Brisbane Catholic Education (BCE) safeguarding, student protection and complaints policies, ensuring alignment with legislative and system requirements.
- Policies and procedures related to safeguarding, behaviour support, complaints management, volunteer engagement and risk management are clearly documented, regularly updated and communicated to staff, parents and students.
- Information on how to raise concerns or complaints is accessible through the school website and published resources, supporting transparency and trust.

Meeting the Needs of Our Community

- Safeguarding procedures are designed to be child-centred and culturally responsive, recognising the diverse backgrounds, identities and experiences of students and families.
- Cultural safety is prioritised through policies that promote inclusion, equity and respectful engagement, particularly for Aboriginal and Torres Strait Islander students and other vulnerable groups.
- Behaviour support and wellbeing procedures align with restorative practices, supporting dignity, voice and relationship-based responses.
- At MMC, we have developed a school-based policy around uniforms. This policy was developed with students, the parent/carer community and our school staff and includes the redesign of the uniform based on direct feedback from across the student population.
- Our onboarding process for new staff at Mary MacKillop College includes a briefing on the location, content and application of safeguarding policies and procedures and we talk through how our school is a child-safe environment (i.e. how we meet the child safe standards day to day.)

Risk Management and Safe Practice

- Risk management procedures support the identification and mitigation of physical, emotional and psychological risks, including during excursions, incursions and online learning.
- Risk assessments explicitly consider student vulnerability, cultural needs and wellbeing supports to ensure appropriate safeguards are in place.

Training, Accountability and Review

- Staff and volunteers are trained in safeguarding policies and procedures through mandatory training and ongoing professional learning, ensuring consistent understanding and implementation.
- Compliance with safeguarding policies is monitored through leadership oversight, complaints registers and system-aligned review processes.
- Policies and procedures are reviewed regularly to ensure they remain effective, relevant and responsive to emerging needs.

Evidence of Practice

- BCE-aligned safeguarding and student protection policies and procedures
- School Safeguarding Self-Assessment and Action Registers
- Risk assessments for excursions, incursions and curriculum activities
- Complaints management documentation and compliance records
- When we speak with students regarding concerns, and they speak another language, we utilise a telephone interpreter.
- Key safeguarding procedures during staff meetings and models them in everyday practice - such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.
- All staff at MMC complete an annual safeguarding refresher that includes scenario based learning, ensuring they understand how to apply policies in real world situations. This supports consistent implementation across the school.
- All people who volunteer at MMC receive a brief orientation before beginning their role, which reinforces the information they get in their mandatory training includes clear guidance on appropriate interactions, supervision expectations, and what to do if they are worried about a student. This helps ensure volunteers uphold the same standards as paid staff.
- Teachers incorporate reminders of key safeguarding practices into daily routines - for example, ensuring students know who the SPCs are at MMC by pointing out their photos on the SPC posters that are in each classroom, reviewing safe movement procedures, and modelling respectful communication. At MMC we ensure we brief the students yearly on their rights and responsibilities.

Through this strong policy and procedural framework, Mary MacKillop College ensures safeguarding practices are clear, consistent and responsive, enabling a learning environment where every student is safe, supported, culturally respected and empowered to flourish.

[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)

Brisbane Catholic Education

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