Mt Maria College Petrie

Safeguarding Plan 2026

Mt Maria College Petrie
Inspired by Marcellin Champagnat and Maximilian Kolbe



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

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Attributions

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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

Introduction

> **Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**
>
> Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



> 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.

Mt Maria College Petrie, 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 Mt Maria College Petrie 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 Mt Maria College Petrie, child safety and wellbeing are embedded across leadership, governance, and culture, and are central to decision-making at every level. Leadership demonstrates a clear and consistent commitment to fostering a child safe environment where safeguarding is a shared responsibility, actively promoted, and regularly reviewed to ensure effective practice. The College implements a Multi-Tiered System of Supports (MTSS) to guide a proactive approach to student wellbeing, engagement, and safety. This framework supports universal, targeted, and intensive responses, enabling early identification of need and coordinated, timely intervention to ensure students are supported and protected.

Systems and processes are embedded in daily practice to monitor student wellbeing and engagement. Tools such as Engage, Power BI, SPSS, and RCS are used to identify trends, monitor risk, and inform responsive, evidence-based decision-making. Recruitment and onboarding processes include thorough screening to ensure staff are suitable to work with young people and uphold the College's commitment to child safety. Clear roles and responsibilities underpin a coordinated approach to managing risk of harm. Student Protection Contacts, the Student Support Team, Middle Leader student engagement teams, Case Managers, and the WHS Officer work collaboratively to ensure concerns are identified, escalated, and managed consistently. Ongoing professional learning builds staff capability and confidence to recognise, respond to, and report concerns, strengthening a culture of vigilance, professionalism, and continuous improvement.

Key Evidence
Implementation of Brisbane Catholic Education child safety, student protection and risk management policies and procedures; Engage and Power BI reports monitoring student wellbeing, behaviour and engagement; SPSS and RCS systems used for risk identification and decision-making alongside the Ignite system for the employment of staff; Continuous monitoring and maintenance of our Volunteer Risk Register, QCT / AHPRA registers and the Blue Card Register; Agendas and records for Student Protection Contacts and Student Support Teams; Weekly multidisciplinary meeting agendas and minutes; Professional learning records related to child safety and safeguarding.

[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:

Students at Mt Maria College Petrie develop their understanding of rights, safety, and cultural awareness through the extended Pastoral Care (PC) program, IMPACT, and across the curriculum, including HPE, Religious Education, English, Humanities, and Civics and Citizenship. Within these contexts, students are explicitly taught about their right to be safe, to be heard, and to actively participate in decisions that affect them. This is reinforced through visible messaging across the College, including Recognise, React and Report posters and clearly identified Student Protection Contacts.

Student voice is systematically gathered through the Tell Them From Me survey. In response to the data we examine and share student feedback with staff and support our staff through professional learning to analyse and respond and implement strategies. Opportunities for authentic student voice are embedded through student-led initiatives, such as L.I.N.K program Year 9 Scholars presenting research on engagement to Middle Leaders, and through student leadership groups such as SRC, Student Leaders, Game Changers, and Scholars. Further collaboration for 'Fun Fridays', fundraising and assemblies promote a culture of student voice.

Inclusive practices ensure all students are supported to express their views. Case Managers work closely with students with disability, interpreters and multilingual staff support EAL/D learners, and First Nations students are supported through leadership, staff and the Campus Minister, providing culturally safe opportunities for contribution, including through the College's RAP.

Students build agency and self-advocacy through restorative practices, engaging in respectful dialogue with peers and staff. Student feedback is acknowledged and actioned through a clear "You said, we did" approach, reinforcing that student voice leads to meaningful change.

Key Evidence:
Unit plans and PC program; Student Protection posters and Student voice data (*Tell Them From Me*); Inclusion supports; Restorative records (Engage); Pastoral feedback processes; L.I.N.K

[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 Mt Maria College Petrie, communication with families is prioritised through inclusive, accessible, and responsive practices that promote child safety and wellbeing and strengthen authentic partnerships. Key communication channels include the College website, BCE Connect, InForm, Tell Them From Me survey, the Parent Engagement Advisory Group, and parent information evenings. Translation support is available to ensure equitable access for families with diverse language needs.

Families are regularly informed about child safety and wellbeing processes through the distribution of College policies and procedures, with acknowledgement of receipt supporting informed and shared responsibility. Ongoing communication through InForm provides updates on student learning, engagement, and co-curricular involvement, reinforcing a holistic approach to student wellbeing.

The College fosters two-way engagement, ensuring families feel heard, respected, and supported. When concerns are raised, the Pastoral Team and relevant staff maintain clear and consistent communication, providing updates and reassurance, and reinforcing a "You said, we did" approach that builds trust and transparency.

Parent capability is strengthened through targeted education sessions delivered in partnership with external providers, addressing key areas such as online safety, consent, respectful relationships, and mental health. These are strategically aligned with key events to maximise engagement. The Parent Engagement Advisory Group further supports collaboration and community voice.

The College works in partnership with the Parish and external agencies to provide coordinated and holistic support for students and families, with parent feedback actively informing ongoing improvement.

Key Evidence:
College website and BCE Connect; InForm and policy acknowledgements; *Tell Them From Me* data; Parent Engagement Advisory Group; parent education sessions; Parish and external agency partnerships; Guidance Counsellor liaison; Rock and Water program; Love bites, Year 7 "Think You Know" presentation.

[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 Mt Maria College Petrie, equity, inclusion, and respect for diversity are embedded in practice to ensure all students feel safe, supported, and able to participate fully. Supports for students with disability, EAL/D learners, and First Nations students are systematic, coordinated, and responsive to individual need. Personalised Learning and Support Plans (PLSPs) guide teaching and are developed in partnership with students and families. Students are actively supported to contribute to their plans, co-designing adjustments that strengthen access, engagement, and agency. Inclusive practices are further enhanced through student voice in learning and assessment, promoting choice and participation.

Families are recognised as partners in learning and wellbeing. Ongoing collaboration with Case Managers, teachers, and Middle Leaders ensures continuity of care and shared responsibility for student progress and safety. The Multi-Tiered System of Supports (MTSS) and Engage Student Support system are used to document adjustments, monitor progress, and support consistent communication. Translation and interpreter services enable equitable access for families from diverse language backgrounds. Cultural safety is strengthened through actions such as our RAP the embedding of Aboriginal and Torres Strait Islander perspectives across the curriculum and acknowledgement of National Reconciliation Week. First Nations students are supported to experience a strong sense of belonging and to contribute their voice. The recent inclusion of the Bunya Pine on the new School crest further strengthens and promotes cultural awareness and inclusion.

Staff capability is developed through ongoing professional learning in inclusive education, trauma-informed practice, cultural responsiveness, and student wellbeing, ensuring timely, appropriate, and equitable support for all students.

Key Evidence:

PLSPs and student co-design processes; MTSS and Engage Student Support system; Case Manager, Guidance Counsellor and Pastoral structures; translation and interpreter support; RAP Committee; College Crest; embedded First Nations perspectives; staff professional learning records; documented adjustments and Student Incident Briefs.

[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:

Mt Maria College Petrie implements Brisbane Catholic Education (BCE) recruitment, screening and onboarding processes to ensure that all employees, volunteers and third parties are suitable to work with children and demonstrate a commitment to safeguarding.

Recruitment and selection are conducted through BCE procedures and Ignite Core, with consideration of qualifications, registration, suitability and professional responsibilities prior to appointment. Employees, volunteers, contractors, practicum students and third parties are required to meet all screening requirements before commencing work, including Blue Card verification and Queensland College of Teachers (QCT) registration where applicable.

Safeguarding expectations are embedded through induction processes, which reinforce child protection responsibilities, reporting obligations, professional boundaries and access to Student Protection Contacts (SPCs). Safe conduct is further supported through the BCE Code of Conduct, ongoing supervision, leadership oversight and established escalation pathways for concerns relating to conduct or suitability.

The College actively monitors compliance through BCE systems, Blue Card and registration checks, induction records and the Volunteer Register, ensuring safeguarding requirements remain current and any compliance issues are addressed promptly.

Key Evidence • BCE recruitment, selection and appointment processes implemented through Ignite Core. • Blue Card and QCT registration compliance • Mandatory safeguarding and induction requirements completed prior to engagement with students. • Volunteer Register maintained for all volunteers and third parties. • Staff Handbook • BCE Code of Conduct • Student Protection Contacts available to provide advice and support. $

[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:

Mt Maria College Petrie is committed to ensuring students, families and community members can raise concerns safely, respectfully and with confidence. Families are informed each year about the College's complaints processes and are encouraged to contact their child's teacher regarding educational matters, or a member of the Leadership Team or Principal for broader concerns. Students can seek support from their Pastoral Care teacher, Pastoral Phase Leaders, Student Protection Officer (SPC), a member of the Leadership Team or the Principal.

The College takes a child-focused and trauma-informed approach to complaints management. We aim to ensure children and young people feel heard, respected and supported throughout the process. Concerns are managed fairly, confidentially and in a way that prioritises student wellbeing and safety. Complaints are addressed as close as possible to the point of notification and are managed in line with Brisbane Catholic Education (BCE) policies and the MMCP Complaints Management Framework. Where required, matters can be escalated to the Principal, Cluster 10 Senior Leader or BCE. The College maintains a *Complaints Register* to record and monitor concerns, identify trends and inform improvements to practice, helping to prevent similar issues from occurring in the future.

As required by QLD legislation, our College implements the *Reportable Conduct Scheme* through established Brisbane Catholic Education student protection procedures. Any concerns regarding staff conduct towards children are managed in accordance with legislative requirements and BCE protocols.

Key Evidence: • Annual communication to families outlining complaint and feedback pathways • BCE Complaints Policy, online complaint forms, fact sheets and flowcharts • Access to SPCs, teachers, leaders and the Principal • Maintenance and review of a Complaints Register • Parent engagement through PEAG meetings, information evenings, and community events. • Implementation of student protection procedures and the Reportable Conduct Scheme. • Ongoing review of complaints data and processes to strengthen child-safe practices and continuous improvement.

[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:

Mt Maria College Petrie implements a comprehensive safeguarding framework to ensure all employees, volunteers and third parties have the knowledge, skills and confidence to keep children safe.

All employees complete BCE Mandatory Student Protection Training before commencing work with students and annually thereafter. Relief staff, trainees, volunteers and third parties are required to complete relevant safeguarding requirements and screening checks before working on site. Compliance is monitored through training records, Blue Card and Queensland College of Teachers (QCT) registration checks, and the College Volunteer Register. Safeguarding is reinforced throughout the year through staff induction, termly mandatory safeguarding training, ongoing professional learning, leadership supervision and the expectations outlined in the BCE Code of Conduct. The College Staff Handbook clearly identifies student protection as the responsibility of every employee and outlines reporting pathways, including access to Student Protection Contacts (SPCs) for advice and support.

Cultural capability is embedded within safeguarding practices through training in cultural safety, trauma-informed practice and culturally responsive approaches for Aboriginal and Torres Strait Islander children, young people and families. These principles are reinforced through induction and ongoing professional learning. The College actively monitors completion of mandatory requirements through BCE compliance systems, leadership oversight and regular compliance reviews. Staff are supported through access to SPCs, targeted professional learning and ongoing guidance to maintain awareness of safeguarding obligations,

Key Evidence: BCE Mandatory Student Protection Training • BCE Code of Conduct • BCE Recruitment, Selection and Appointment Processes • Blue Card and Teacher Registration Compliance Procedures • Mt Maria College Staff Handbook and Induction Program • Student Protection Reporting and Escalation Procedures • Volunteer and Visitor Management Procedures • Record of Concern and Information-Sharing Processes • Professional Boundaries and Staff Conduct Expectations • Cultural Safety and Trauma-Informed Practice Frameworks.

[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:

Mt Maria College Petrie is committed to providing safe physical and online environments where all students can learn, participate and thrive. Student wellbeing, inclusion and safety are central to all planning, decision-making and school activities.

Physical environments are regularly inspected to identify and address risks while supporting student participation and appropriate supervision. All excursions, camps and school activities require comprehensive risk assessments reflecting BCE policy and procedures, which are reviewed by relevant staff and leaders prior to the activity. Staff participate in pre-activity briefings to clarify supervision responsibilities, student needs and emergency procedures, and activities are reviewed afterwards to identify improvements. The College promotes online safety through its Acceptable Use of Technology Policy, Generative AI and Learning Policy, cybersafety education and active staff supervision. Students are taught digital citizenship, responsible online behaviour, privacy and strategies to manage online risks. Staff model safe digital practices by following BCE requirements, maintaining professional boundaries, protecting personal information and supporting students to use technology safely and ethically. Online safety education is embedded across the curriculum and supported by ongoing communication with families.

Physical and online risks are assessed and managed through regular safety inspections, risk assessments, ICT monitoring, incident reporting processes and policy reviews. The College also undertakes due diligence when engaging volunteers, external providers and third-party facilities to ensure child safety requirements are met. Where possible the BCE Risk, Compliance and Safety System is utilised to store this information.

Key Evidence: • Regular safety inspections and BCE-compliant risk assessments for activities, camps and excursions • Acceptable Use of Technology and Generative AI and Learning Policies • Digital citizenship and online safety education embedded in learning programs • Staff supervision and ICT monitoring practices • Parent communication regarding online safety and technology expectations • Ongoing review of incidents, risks and policies to strengthen child-safe environments and support continuous improvement.

[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 Mt Maria College Petrie, continuous improvement in child safety and wellbeing is embedded in everyday practice through structured review processes, clear accountability, and the systematic use of data. Review and reflection are integral to roles and routines across the College, ensuring safeguarding, student engagement, and risk management practices remain responsive, effective, and aligned to emerging needs, with outcomes reviewed to evaluate impact and inform ongoing refinement. Workplace Health and Safety processes guide the planning and review of risk assessments for events and excursions. Documentation, including risk assessments and post-activity evaluations, is centrally stored and monitored to ensure completion and appropriate follow-up. Identified risks and incidents are reviewed by the Deputy Principal and WHS Officer, with findings used to strengthen future planning and mitigate potential harm.

Student wellbeing, behaviour, and attendance are closely monitored through weekly student support meetings, where data is analysed to identify trends and inform timely, targeted responses. Consistent whole-school processes for roll marking each lesson enable accurate attendance tracking and prompt follow-up of concerns, supporting student safety and engagement. Student voice is actively sought through the annual Tell Them From Me survey and other feedback mechanisms. Insights gained are analysed and used to inform wellbeing priorities, strengthen safeguarding practices, and guide the development and resourcing of targeted supports. Staff feedback is regularly collected and informs professional learning and improvement priorities. The sharing of student engagement and behaviour data with staff promotes transparency, strengthens collective responsibility, and supports a consistent, whole-school approach to enhancing child safety and wellbeing.

Key Evidence

WHS risk assessments and post-excursion reviews (SharePoint) ;Excursion review records and WHS follow-up notes; Weekly Student Support Meeting agendas and minutes; Power BI/Engage behaviour, attendance and wellbeing reports; Tell Them From Me student survey data and analysis; Records of wellbeing and safeguarding programs implemented; Staff survey data and professional learning plans; Staff communications and shared data summaries.

[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 Mt Maria College Petrie, child safety and wellbeing are supported through a comprehensive and coherent suite of policies and procedures that guide consistent and safe practice across all aspects of College life. Key documents, including the Enrolment Policy and Procedures, Acceptable Use of Technology Policy, Student Behaviour Support Plan, Student Attendance Procedures, and Complaints Management processes, clearly articulate expectations for behaviour, engagement, communication, and the management of concerns. These policies are accessible to staff, students, and families, supporting a shared understanding of safeguarding responsibilities. Policies and procedures are actively implemented and embedded in practice, ensuring they inform day-to-day decision-making and responses to student safety and wellbeing concerns. Regular review cycles, including annual and responsive updates, ensure documentation remains current, effective, and responsive to emerging risks and legislative and system requirements.

The Multi-Tiered System of Supports (MTSS) provides a structured framework for translating policy into practice, supporting prevention, early intervention, and targeted responses to student wellbeing, behaviour, and engagement needs. The MMCP Partnership Agreement further strengthens shared responsibility by clearly outlining expectations between the College and families. Through aligned policies, procedures, and implementation practices, the College ensures child safety commitments are clearly documented, consistently enacted, and regularly reviewed to maintain a safe and supportive environment for all students.

Key Evidence

2026 Enrolment Policy and Proceedures.pdf
2026 MMCP Acceptable Use of Technology Policy.pdf
2026 MMCP Student Behaviour Support Plan.pdf
2026 MMCP Complaints Management (1).pdf
2026 Student Attendance Procedure - MMCP.pdf
MMCP MTSS Graphic (1).pdf
2026 MMCP Partnership Agreement.pdf

[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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