

Notre Dame College Safeguarding Plan 2026



Version: [V1](#)

Last updated: [8th of March 2026](#)

Our Safeguarding Commitment

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

Accessibility



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

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Attributions

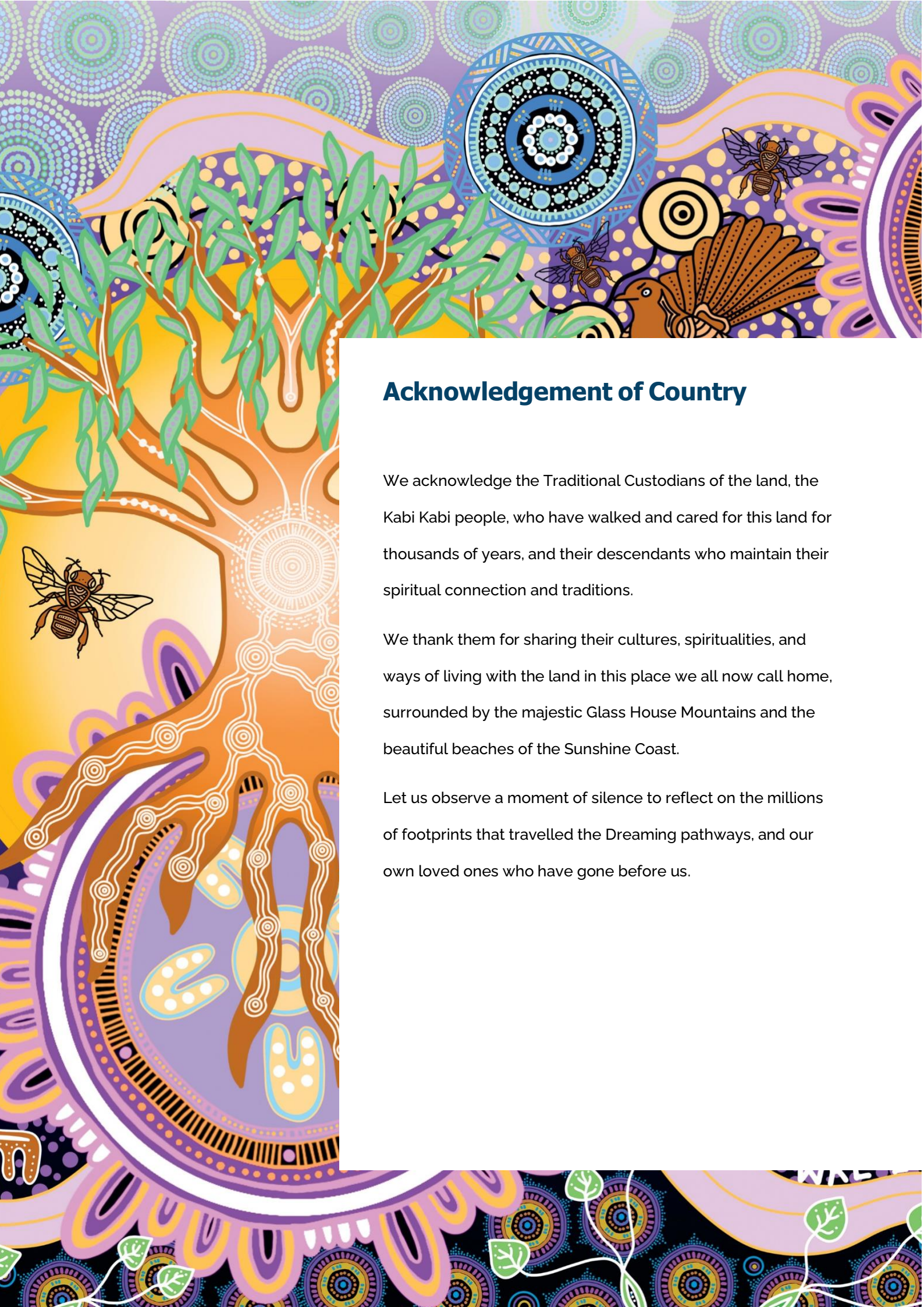
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Acknowledgement of Country

We acknowledge the Traditional Custodians of the land, the Kabi Kabi people, who have walked and cared for this land for thousands of years, and their descendants who maintain their spiritual connection and traditions.

We thank them for sharing their cultures, spiritualities, and ways of living with the land in this place we all now call home, surrounded by the majestic Glass House Mountains and the beautiful beaches of the Sunshine Coast.

Let us observe a moment of silence to reflect on the millions of footprints that travelled the Dreaming pathways, and our own loved ones who have gone before us.

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.



Notre Dame College BELLS CREEK, 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 Notre Dame 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 Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



Standard 5: People

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



Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle



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

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

Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

What Standard 1 looks like at our school:

At Notre Dame College, 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 Notre Dame, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags and have created our own Acknowledgment of Country video that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

This School Safeguarding Plan and all College policy that directly impacts the wellbeing of our students, is publicly available on our College website. This is our commitment to ensuring our school is a child safe organisation, which prioritises the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at Notre Dame within the context of the Queensland Child Safe Standards.

The College Leadership Team (CLT) leads by example and champions student safety and wellbeing by visiting every classroom at least once a day to engage directly with our students. All members of the CLT are also on the Duty Roster daily. This visible presence reminds our students that we are a familiar space, invested and available. This secures trusted relationships by which they feel comfortable at any time to access whom ever it is they feel most connected to. Students know where our offices are located and the privacy ensured for a chat. Our students also know that sending an email at any time to a member of our CLT, Guidance Counsellor or Student Wellbeing and Engagement Leader is also an option.

All College planning, whether wellbeing, curriculum or daily organisation is in alignment with the BCE Code of Conduct. We review playground and classroom layouts regularly with student input to ensure visibility and supervision. This keeps safeguarding and ethical standards central to our priorities of keeping our young people safe. As part of our annual compliance review, the CLT checks evidence that the Code has been embedded for example, before every school major event, excursion, incursion, we complete a risk assessment and or variation to school which specifically includes considerations about students' safety and wellbeing relevant to the activity such as supervision ratios, student privacy, transport arrangements, and consent for media.

As a College we also ensure the safeguarding practices are aligned to our Positive Behaviour for Learning Frameworks, the importance of the standards is always first and foremost when delivering transparent behaviour support communications. Furthermore, students and families align safeguarding practices to 'The Notre Dame Way' for age-appropriate understanding and expectations of safe and respectful interactions.

In Term 1 each year we communicate student protection information to our families via email and the College newsletter. We also host Parent Information Evenings to explain safety and wellbeing processes, including cyber safety, so that all families are provided the opportunity to meet the teachers, and CLT who are caring for their child. Information is provided digitally to those families who cannot be in attendance physically.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

What Standard 2 looks like at our school:

At Notre Dame College students develop their understanding of rights, safety and trusted relationships through intentionally planned curriculum in Years P–4 and Years 7–8, aligned with BCE consent education priorities and achievement standards. This planning has been developed in consultation with the PLL and HPE Curriculum Middle Leader following BCE Consent Professional Development. Beyond the curriculum, *The Notre Dame Way* underpins a safe, supported and inclusive learning environment where every child is known and loved. This relational approach builds student capability to identify trusted adults and confidently seek support, including their classroom teacher, College counsellor, Student Wellbeing Leader, STIE and College Leadership Team. Student voice is actively gathered through relational practices and formal structures that promote authentic student participation. Consistent with BCE expectations around student voice and agency, the College fosters a culture where students feel heard, respected and included, enabling responsive practice that addresses student needs, concerns and feedback in a timely and supportive manner. Student participation is embedded through the Year 8 Student Representative Council (SRC), which provides a structured forum for students to engage with the Principal and Head of College. This aligns with BCE's commitment to student voice informing school improvement, ensuring student perspectives contribute to decision-making processes and enhance collective ownership of the learning environment.

Cultural safety is embedded through *The Notre Dame Way* and the Marist charism, promoting inclusion, belonging and respect for all. This approach aligns with BCE priorities for culturally responsive and inclusive practices, ensuring students experience a safe environment where identity, voice and diversity are valued and affirmed. Planned improvement focuses on strengthening consistency of implementation across year levels and further embedding student voice in shaping learning, wellbeing and safeguarding practices.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

The College communicates safeguarding expectations through accessible and consistent channels aligned with BCE requirements for transparency and accountability. Student safety and wellbeing information is available on the College website, and Student Protection Contacts are included in student planners and visibly displayed in all classrooms. This ensures clarity of processes and reinforces a shared understanding of safeguarding responsibilities across the community.

Families are actively engaged as partners in student wellbeing through targeted initiatives that build shared understanding. Parent Information evenings are held for Prep–Year 8 families, alongside additional sessions for Years 7 and 8 parents focused on respectful relationships and online safety. These initiatives reflect BCE's emphasis on partnership and collective responsibility for student safety.

The College engages families and community partners through ongoing communication and participation opportunities, including parent engagement sessions and access to wellbeing resources via the website. This supports BCE priorities around collaboration and community engagement in promoting safe and supportive learning environments.

Feedback is gathered through parent engagement opportunities and ongoing communication channels. This enables responsive practice, ensuring that family perspectives inform the continuous refinement of student safety and wellbeing approaches in line with BCE improvement cycles. Evidence includes visibility of Student Protection Contacts, accessible website communication, and delivery of targeted parent education sessions. Planned improvement focuses on strengthening ongoing engagement with families and expanding feedback mechanisms to further enhance safeguarding and wellbeing practices.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

Notre Dame College promotes equity, inclusion and respect for diversity through consistent, relationship-based practices aligned with BCE's commitment to safe, supported and inclusive learning environments. Grounded in *The Notre Dame Way*, all students are known and valued, with safeguarding practices applied equitably.

Students access safeguarding information through multiple accessible and visible avenues, including the College website, student planners, and classroom displays of Student Protection Contacts. Trusted relationships with staff further ensure students have developmentally appropriate pathways to access support and report concerns. Students are supported through a multi-layered wellbeing approach, including access to their classroom teacher, College counsellor, Student Wellbeing Lead Engagement leader, STIE and College Leadership Team. In Semester One, Prep–Year 2 teachers participated in the *Together for Learning* trauma-informed professional learning program, building staff capability to recognise and respond to diverse student needs, reflecting early-stage capability building aligned with BCE priorities.

Cultural safety is embedded through equitable and consistent safeguarding practices, ensuring all students experience fairness and inclusion. The College is in the early stages of developing its Reconciliation Action Plan (RAP), which will strengthen culturally responsive practices and align with BCE's commitment to reconciliation and inclusion. Child safety processes are consistently applied regardless of cultural background.

Our Strong Tell Them From Me (TTFM) data reflects a high sense of belonging and safety, visible safeguarding information, and participation in trauma-informed professional learning. Planned improvements focus on expanding staff participation in professional learning, strengthening whole-school consistency, and progressing the RAP to further embed culturally responsive and inclusive practices.

⁴ Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

⁵ Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

What Standard 6 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

⁶ Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

⁷ Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

What Standard 8 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

With the implementation of the Child Safe Standards in Queensland in 2026, Notre Dame College is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self-assess against all ten Child Safe Standards (including the Universal Principle), through consultation with a diverse range of students, families, and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions and be documented in our School Safeguarding Plan, which will be regularly updated and available on our website to ensure our families and broader community can clearly see how Notre Dame prioritises the safety and wellbeing of all students.

At Notre Dame, we are committed to continually strengthening the way we respond to student protection matters. Our SPC team meets regularly to review our school processes and procedures which are based on the Student Protection Processes and Guidelines. We use real scenarios from our school to ensure our processes remain practical, current and responsive. These reviews make sure our child safety practices evolve as our school community grows and changes. As a new College, we are currently developing our Reconciliation Action Plan, which will action child safety and wellbeing, using indicators developed with Aboriginal and Torres Strait Islander families. These indicators will help us understand whether cultural safety is felt, not just planned.

Our Student Support Team which includes 2 x Student Protection Contacts (HOC/GC) STie and Wellbeing and Engagement Leader meet weekly. This ensures our SPC's are staying up to date with any student worries and ensures our students have the right supports in place when they are in need. Our Student Support Team, can look at matters holistically, identify trends in student behaviour and work proactively to keep every student safe and well. The Student Support Team, keeps all meeting recording via TEAMS, allowing the College Principal access at any time and tracking of student progress to be up to date.

In addition, our College Leadership Team monitors the implementation of safeguarding actions through targeted Staff Meetings and PD Days. This accountability mostly sits with the College Principal and HOC at this stage due to our context. We reinforce our collective responsibility through regular scenarios and case studies at staff meetings that have been provided systemically. These discussions help our staff understand how safeguarding responsibilities connect and how each person contributes to making Notre Dame a safe school environment where students can speak up and raise issues if they need.

In addition to scheduled meetings, we also use Eminerva, to monitor attendance closely for any patterns of absence that may require further exploration. Engage is also referenced daily, with alerts set up for students who require close monitoring for additional support.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

Notre Dame College uses the BCE policies and procedures which are regularly reviewed and updated to ensure we address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children. In the January PD Days not only our new staff, but all staff are briefed on the location, content and application of safeguarding policies and procedures and we explicitly communicate how our school is a child-safe environment. Everyday practices, such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently are just some examples of our expectations at the College. All staff at Notre Dame 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 College.

At Notre Dame the SPC Team meet weekly to confer on current student protection matters and ensure student safety remains a top priority, actions are clearly documented and that the SPC team are responding to student protection matters in line with the Student Protection Processes and Guidelines.

In addition, we have developed our own school-based policies/frameworks to further support and secure Child Safe Standards and equitable opportunities for our students. These include but are not limited to:

- Behaviour Support Policy reflective of PB4L
- Uniform Policy for students which identifies cultural adjustments if required
- Staff Dress Code
- The Notre Dame Way
- Notre Dame College Education Strategy
- Notre Dame College Instructional Model

Our Staff Handbook outlines and provides links to the College Portal where all policies and all safeguarding procedures are located. Our Parent Handbooks are also located on our College website for transparency and accessibility.

Regular communication in the form of easy-to-read flowcharts are emailed to all staff regularly as gentle reminders from our Guidance Counsellor to help navigate what to do in different situations, such as responding to a student disclosure, identifying a student at risk or placing a student request for support.

Classroom teachers incorporate reminders of key safeguarding practices into classroom routines, for example, reminding students who the SPCs are at Notre Dame by pointing out their photos on the SPC posters that are in each classroom, reviewing safe movement procedures, and modelling respectful communication.

The College Leadership Team conducts daily classroom visits and playground duties, intentionally re-enforcing safe practices, checking visibility in classrooms, ensuring supervision areas are staffed and modelling calm, respectful interactions with students.

¹⁰ Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

