Trinity College
Safeguarding Plan 2026



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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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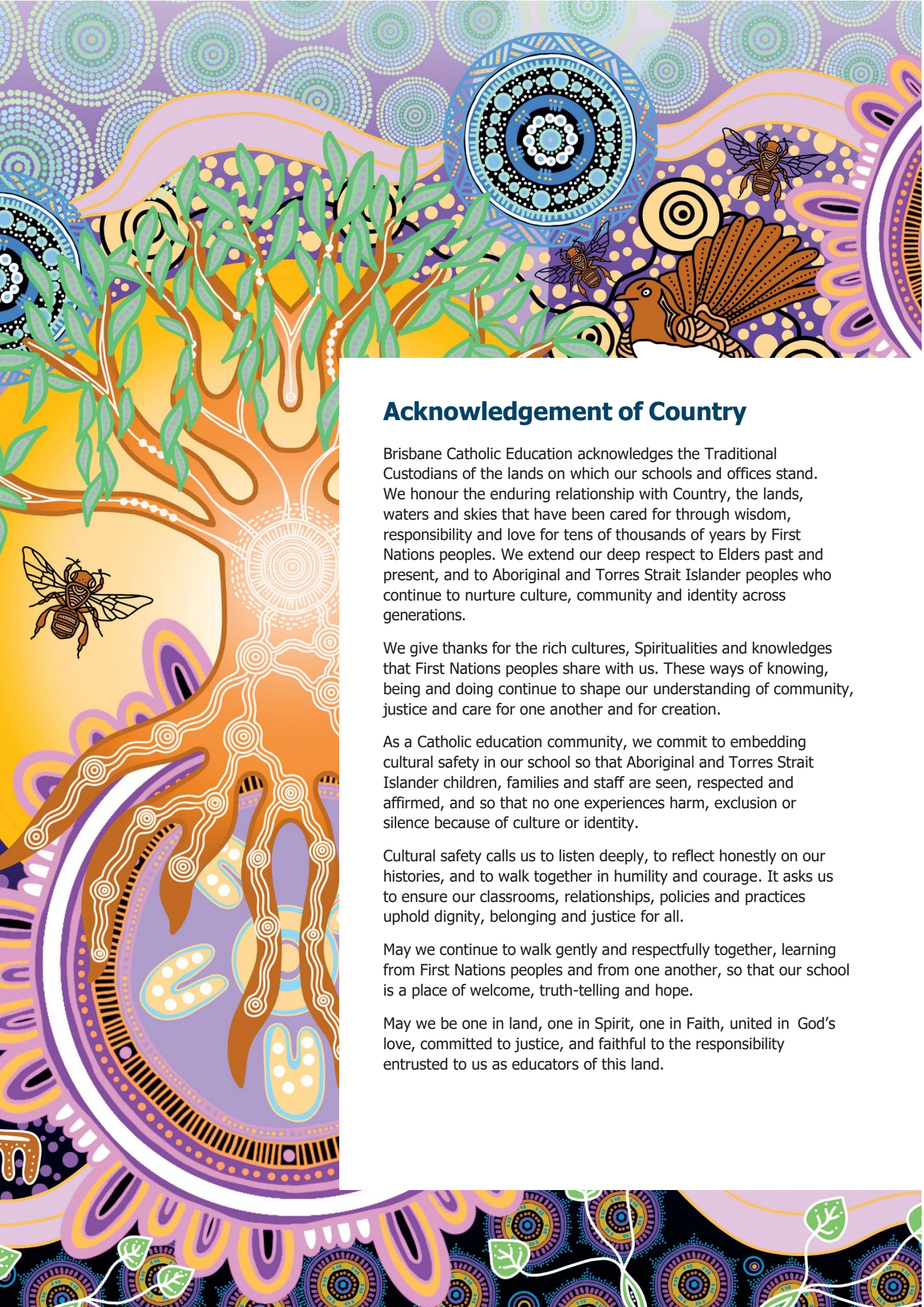

Acknowledgement of Country

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.



Trinity College, Beenleigh, 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.

> 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.

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 Trinity College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

- Our start of year newsletter includes a link to our Parents Code of Conduct , Student Behaviour Support Plan and all student safeguarding policies.
- Before every event, excursion, incursion, we complete a risk assessment which specifically includes considerations about student safety and wellbeing relevant to the activity. This includes supervision ratios, student privacy and transport arrangements
- When employing staff, we always go through the Child Safety questions as part of the interview process.
- Student Protection Contacts are displayed across all learning spaces
- Student Protection Contacts meet with the Principal each term to ensure consistency and improve safeguarding practices

[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 learn about their rights, safety, consent, protective behaviours and trusted adults through the Health and Physical Education curriculum, Pastoral Care lessons, assemblies, external providers, Guidance Counsellors, the Student Growth and Wellbeing Team, and student-facing platforms including Lions HQ and the anonymous "Report a Bully" reporting tool.
- Student voice is actively gathered through both formal and informal processes including the Student Representative Council, Year 12 Leaders and Prefects, Year 9 Imago Dei Leaders, Pastoral Care check-ins, surveys, student leadership forums, accompaniment conversations, restorative practices and pastoral follow-up processes.
- Students are provided with opportunities to influence decision-making through leadership structures, pathway planning processes, wellbeing conversations, subject selection, consultation during school self-assessment activities and feedback that informs wellbeing, culture, safety and belonging initiatives.
- Cultural safety informs our approach to student wellbeing and participation through consideration of the experiences of First Nations, Pacifica, EALD and NCCD students and through the work of STIE, the Indigenous Liaison Officer, Cultural Leader and Student Growth and Wellbeing Team.
- Evidence of practice includes curriculum mapping, Tell Them From Me data, Engage and ROC data, student demographic information, parent and carer feedback, student leadership consultation, pastoral records, wellbeing team processes, cultural celebrations, external provider programs and student support pathways.
- Planned improvements include strengthening the visibility and consistency of help-seeking and reporting pathways, further embedding consent and protective behaviours education across all year levels, regularly monitoring students' awareness of available supports and reporting options.

[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:

- Families are informed of safeguarding expectations through newsletters, emails, enrolment processes, parent information evenings, permission documentation, event communications, behaviour and wellbeing follow-up processes, phone calls and meetings with Pastoral Care teachers, leaders, Guidance Counsellors and the Student Growth and Wellbeing Team.
- Families actively participate in student safety and wellbeing through enrolment meetings, pathway planning conversations, parent-teacher interviews, wellbeing support meetings, behaviour support processes, surveys, feedback opportunities and community events including the Pathways Expo.
- Community engagement is being strengthened through the Community in Partnership model, which promotes shared responsibility, parent voice and meaningful collaboration in areas of student safety, wellbeing, belonging and cultural safety.
- Feedback is gathered through Tell Them From Me survey data, parent and carer consultation, face-to-face conversations, anonymous feedback tools, staff consultation, event feedback and ongoing engagement with families. This feedback informs pastoral responses, wellbeing supports, communication practices and continuous improvement initiatives.
- Evidence of practice includes newsletters, parent information sessions, Pathways Expo feedback, Tell Them From Me parent survey data, wellbeing records, Student Growth and Wellbeing Team processes and ongoing parent and carer consultation.
- Planned improvements focus on increasing community awareness of safeguarding processes and ensuring communication is clear, accessible, culturally responsive and easy for families to engage with.

[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:

- Trinity College promotes equity, inclusion and respect for diversity through the teaching of Marist values, including Family Spirit, Pastoral Care programs, student leadership opportunities, cultural celebrations, respectful relationships education and targeted support for First Nations, Pacifica, EALD and NCCD students.
- Diverse learners are supported through Learning Enhancement processes, reasonable adjustments, Student Growth and Wellbeing Team referrals, Guidance Counsellors, Pastoral Care teachers, STIE programs, Indigenous Liaison support and ongoing pastoral monitoring.
- Cultural safety is embedded through consultation with students and families, culturally responsive practices, anti-discrimination processes and a commitment to recognising and valuing identity, belonging, culture and community.
- Students access safeguarding information through Pastoral Care lessons, assemblies, trusted staff members, Guidance Counsellors, the Student Growth and Wellbeing Team, Lions HQ resources, student leaders, visual reminders displayed across the College and the anonymous "Report a Bully" reporting option.
- Evidence of practice includes student wellbeing data, learning support records, student participation information, community engagement data, student voice processes and wellbeing team records.
- Planned improvements include strengthening awareness of reporting pathways, providing regular reminders of available supports and continuing to enhance culturally safe practices across the College.

[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:

At Trinity College Beenleigh, student safety and wellbeing are central to our recruitment, induction and ongoing support of employees, volunteers and third parties. We follow Brisbane Catholic Education (BCE) recruitment and human resource procedures, including safeguarding-focused recruitment, referee checks and pre-employment screening. Relevant screening, registration and background-check requirements are verified and monitored.

All employees and volunteers undertake appropriate induction covering safeguarding responsibilities, professional conduct, reporting obligations and information sharing. Our induction and mentoring processes provide ongoing support, particularly for graduate teachers, permission-to-teach staff and employees new to the College.

Student safety is reinforced through active supervision, professional expectations, pastoral and wellbeing structures, and access to Student Protection Contacts. Cultural safety and trauma-informed approaches are incorporated into staff induction and ongoing support.

Our screening records, induction processes and supervision arrangements provide evidence of established practice. We continue to strengthen staff understanding of culturally responsive approaches and ensure consistent safeguarding expectations across all workforce groups.

[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:

- Students can raise safety or wellbeing concerns with College Leadership, Guidance Counsellors, Student Protection Contacts, Pastoral Care teachers, Student Growth and Wellbeing staff or another trusted adult at the College.
- Students can also raise concerns anonymously through our Report a Bully function and can ask to speak directly with a member of College Leadership when they need support.
- Students are regularly reminded that if they feel unsafe, concerned or believe something is not right, they should speak with a trusted adult who will help them.
- When a student raises a serious concern or makes a disclosure, their immediate safety and wellbeing come first. Staff listen carefully, explain what needs to happen next and avoid requiring students to unnecessarily repeat distressing information.
- Guidance Counsellors, Student Protection Contacts and other trusted staff support students through next steps and involve BCE Student Protection, Queensland Police or other authorities where required.
- Complaints are managed in accordance with the BCE Complaints Management Procedure (available via the College website), with clear pathways for concerns to be reviewed or escalated when required.
- Safeguarding concerns and complaints are securely documented through the College's student wellbeing and pastoral record-keeping systems and other confidential safeguarding records.
- Students are supported to choose a trusted adult with whom they feel comfortable. First Nations students may choose our Cultural School Officer/Librarian, Guidance Counsellors or another trusted adult.
- Families are informed about complaint and safeguarding pathways through newsletters, beginning and mid-year communications, the College website and direct communication with College staff.
- Evidence of practice includes safeguarding and wellbeing records, complaints records, student reporting pathways, family communications and Tell Them From Me feedback.
- Planned improvements focus on strengthening family understanding of safeguarding requirements, particularly campus access, visitor sign-in, photography or recording of any kind at school/school events and student collection from the College.

[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:

At Trinity College Beenleigh, safeguarding education is an ongoing responsibility for all employees, volunteers and relevant third parties. Staff complete mandatory BCE safeguarding training, supported by termly professional learning, safeguarding briefings and access to Student Protection Contacts. Volunteers and relevant third parties undertake training and induction appropriate to their responsibilities.

Our professional learning strengthens staff understanding of how to recognise indicators of abuse and harm, respond appropriately to disclosures and concerns, and meet reporting obligations. Safeguarding expectations are reinforced throughout the year through staff communication, leadership support and ongoing professional development.

Cultural safety remains an important area of ongoing development. Guided by BCE's *Molum Sabe* Aboriginal and Torres Strait Islander Education Strategy and supporting truth-telling resources, we are continuing to strengthen staff understanding of First Nations histories, the impacts of colonisation and culturally appropriate responses to student safety and wellbeing concerns. Our focus is moving beyond cultural awareness towards practical, culturally responsive approaches, informed by respectful engagement with Aboriginal and Torres Strait Islander students, families and communities.

Mandatory training is monitored through BCE's learning management systems and school-based processes. Our Term 4 Staff Confidence Snapshot will provide further insight into staff confidence in recognising, responding to and reporting safeguarding concerns.

Our improvement priorities include strengthening culturally appropriate safeguarding responses, increasing opportunities for authentic First Nations truth-telling and ensuring that safeguarding knowledge is consistently translated into everyday practice.

[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:

- Physical and online safety risks are regularly reviewed through workplace health and safety processes, inspections, incident data and College leadership processes.
- Student supervision is clearly documented across the College, with additional roaming supervision by a Middle or Senior Leader during each lesson. Higher-risk areas and activities have additional controls appropriate to the identified risk.
- Student bathrooms are being progressively upgraded to reduce congregation, improve staff visibility of non-private areas and maintain individual student privacy.
- Campus access is managed through controlled entry, fencing, gates, CCTV, visitor sign-in and supervision. Where external risks arise, the College works with BCE, Queensland Police and Logan City Council.
- Counselling, wellbeing, Inclusion and meeting spaces balance student privacy with appropriate visibility. Practical and sporting activities also include specific safety training, induction and risk controls.
- College-managed devices and online services use filtering and monitoring to identify potential safety or wellbeing concerns. Students and families are also provided with online safety information and access to eSafety Commissioner reporting pathways.
- Contractors, coaches, volunteers and other external providers must meet relevant screening, induction and Student Protection requirements and are appropriately supervised. College practices are underpinned by relevant BCE policies (available via the College website).
- Planned improvements including completing our current bathroom works and continue identified safety improvements through the College's facilities and 2027 Master Plan processes.

[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:

- Trinity College is committed to continuous improvement in student safety and wellbeing practices.
- Staff proactively report any student safety or wellbeing concerns to members of the Leadership Team, ensuring timely and appropriate responses.
- Leadership Team members are readily accessible, and staff regularly check in to discuss and address emerging student concerns.
- At-risk and vulnerable students are identified, monitored and supported through structured weekly processes, including:
    - Thursday morning Learner Response Meetings
    - Tuesday morning Pastoral Care Meetings

  These processes ensure coordinated, responsive and ongoing support for students requiring additional care.
- In alignment with the Queensland Child Safe Standards (from 2026), the College is undertaking a comprehensive, whole-school review of safeguarding practices. This includes:
    - Self-assessment against all ten Child Safe Standards (including the Universal Principle)
    - Consultation with students, families and staff
    - Analysis of safeguarding and wellbeing data
    - Reflection on current strengths and areas for improvement

  Findings from this process inform ongoing actions and strategic priorities to further strengthen student safety.
- The College Safeguarding Plan is regularly reviewed, updated and published on our website to ensure transparency and community confidence in our commitment to student wellbeing.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for 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:

- We are committed to strengthening community voice in safeguarding by implementing an annual consultation process involving students, staff and families when reviewing safeguarding policies and procedures.
- All new staff participate in a comprehensive induction process that includes explicit training in safeguarding policies, procedures and expectations, ensuring a shared understanding of how we create and maintain a child-safe environment in our day-to-day practice.
- Safeguarding policies and procedures are readily accessible to all members of our community via the College website, College newsletters and internal staff platforms, promoting transparency and consistent understanding.
- Staff engage in ongoing safeguarding training through annual compliance modules and internal professional learning, ensuring knowledge remains current and aligned with best practice and legislative requirements.
- Trinity College actively fosters strong relationships with Aboriginal and Torres Strait Islander community representatives, including through our Reconciliation Action Plan (RAP) Committee, to support culturally safe practices.

[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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