

Our Lady of the Rosary Kenmore Safeguarding Plan 2026



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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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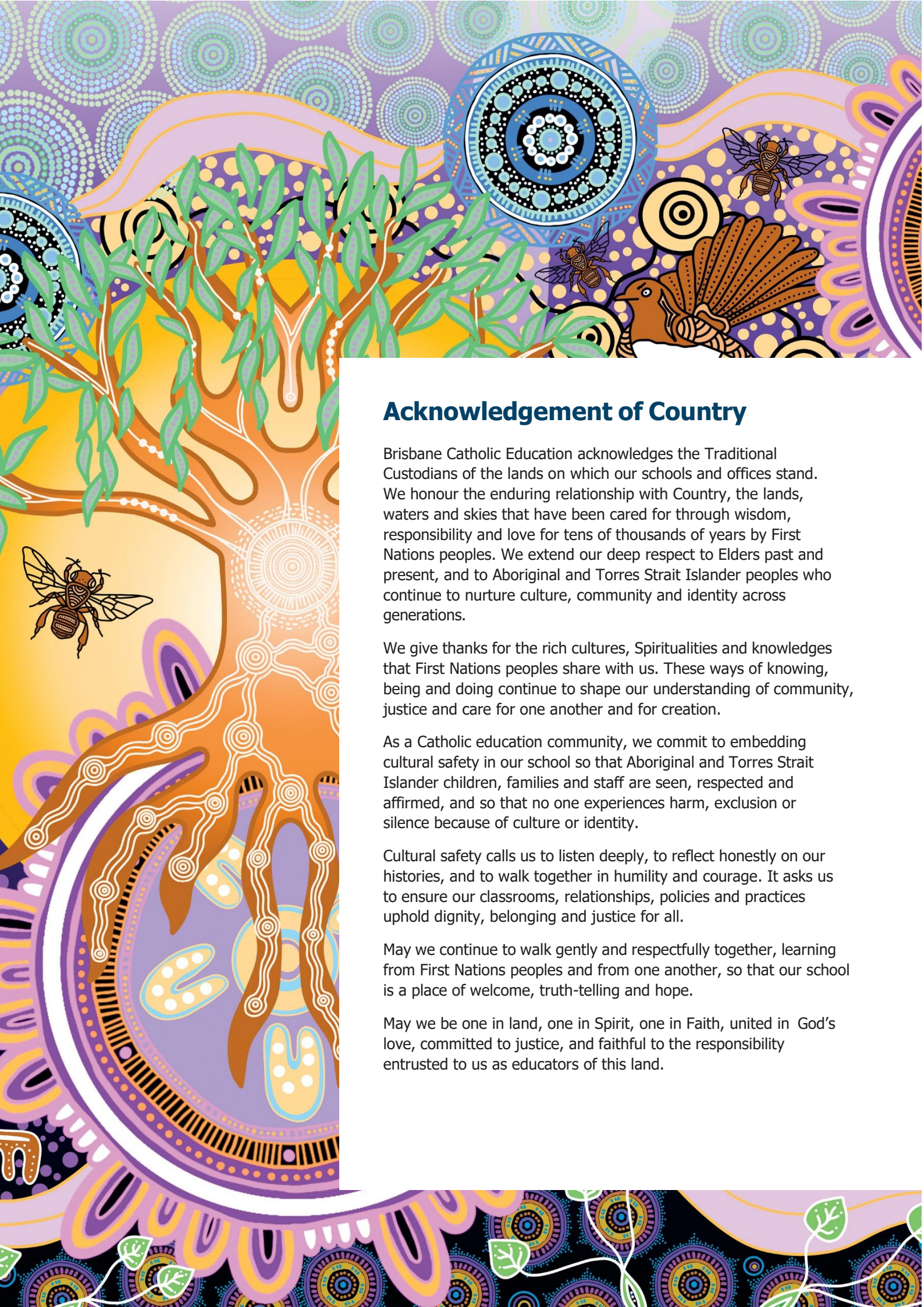
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Acknowledgement of Country

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

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

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

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

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

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

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



Our Lady of the Rosary, Kenmore, 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 Our Lady of the Rosary 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:

Our Lady of the Rosary Kenmore, as part of the Archdiocese of Brisbane, is unwavering in its commitment to safeguarding and has zero tolerance for all forms of abuse. We are dedicated to ensuring the safety and wellbeing of children and adults-at-risk across all our activities, ministries, and services. The protection of every individual in our community is our highest priority.

We nurture a strong safeguarding culture through a whole-of-organisation approach, championed by our leadership and embedded within our strategic and operational practices. Safeguarding is a core element of our school's strategic direction for 2025–2027, with every member of our community playing a role in creating a safe, supportive, and inclusive environment. Regular compliance checks, as well as both internal and external audits and assurance processes, underpin our commitment to student safety and wellbeing.

Our Safeguarding Committee, Executive Team, and the Catholic Education Council provide oversight of our safeguarding effectiveness, guided by clear governance arrangements as outlined in our Safeguarding Policy. The Executive Director has publicly made safeguarding one of our school's highest priorities, focusing on embedding safeguarding practices across all school operations. Our approach is both proactive and preventative, aiming to foster an educational setting that protects students and responds effectively to concerns, minimising harm wherever possible.

At Our Lady of the Rosary Kenmore, everyone—including staff, volunteers, third parties, leadership, and governance—shares responsibility for student safety and wellbeing. This shared commitment is reinforced through annual mandatory training, targeted professional development, and ongoing communications. We participate in dedicated awareness events such as Child Protection Week and Student Voice Awareness Day to uplift knowledge and engagement throughout our school community.

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:

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)

At OLR Kenmore, students learn about their rights, personal safety and trusted adults through planned, explicit teaching across the Health and Religious Education curriculum, as well as through the weekly Second Steps program. This learning is reinforced through our Positive Behaviour for Learning program, assembly messages, Student Protection Contact reminders, "Who are my safe people?" lessons, and "Feeling Safe" posters displayed in classrooms.

Student voice is gathered in a range of ways, including Student Voice meetings, Year 6 leadership feedback, classroom discussions, Guidance Counsellor check-ins, parent feedback, and Student Support Team reviews. Through these processes, students report that they know trusted staff members, understand how to raise concerns, value the buddy program and student leader helpers, and recognise that staff respond to bullying and wellbeing concerns.

Cultural safety is reflected in OLR's commitment to belonging, dignity, inclusion and respect for each child's culture, faith, identity, family context and learning needs.

This is supported through Religious Education, Marist values, and participation in community activities and awareness weeks, including NAIDOC Week, Harmony Week, Bullying No Way, and National Student Protection Week.

Staff participate in professional learning focused on trauma-informed responses and targeted support for students with disability or neurodiverse needs. Planning and support is strengthened through curriculum

At OLR Kenmore, students learn about their rights, personal safety and trusted adults through planned, explicit teaching across the Health and Religious Education curriculum, as well as through the weekly Second Steps program. This learning is reinforced through our Positive Behaviour for Learning program, assembly messages and Student Protection reminders. Student Protection Contacts are identified staff who are made known to the community on the school website, at assemblies and on posters in each class. All students learn about and identify safe people and how to report concerns.

Student voice is gathered in a range of ways, including Student Voice meetings, Year 6 leadership feedback, classroom discussions, Guidance Counsellor check-ins, parent feedback, and Student Support Team reviews. Through these processes, students report that they know trusted staff members, understand how to raise concerns, value the buddy program and student leader helpers, and recognise that staff respond to bullying and wellbeing concerns.

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Staff participate in professional learning focused on trauma-informed responses and targeted support for students with disability or neurodiverse needs. Planning and support is strengthened through curriculum plans, Second Step lessons, Student Protection Team, the development of Individual Support Plans and Guidance Counsellor support.

The Student Support Team regularly reviews student wellbeing progress to ensure responsive, coordinated and ongoing support for students.

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:

In line with our implementation plan, at the end of Term 2 we will explain:

Standard 3 is enacted at OLR Kenmore through regular communication, genuine family partnership, and a shared commitment to child safety and wellbeing.

Families are informed through newsletters, curriculum letters, parent information evenings, assemblies, targeted meetings and community events. Parent Voice is encouraged through P and F meetings, the School Board, Parent Teacher meetings, and meetings with the leadership team such as our parent Leason Group.

Families contribute to decisions about their children through parent meetings, Student Support Team processes, support plan reviews, individual curriculum planning and ongoing communication with staff.

Cultural safety and wellbeing are promoted through recognition of First Nations perspectives in the curriculum and through teaching in our Second Steps Program, plus events such as, Harmony Week, NAIDOC Week and National Child Protection Week. As a Catholic school our Religious Education program includes learning, and a consistent focus on dignity, belonging and respect for every child and family.

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:

The OLR school Kenmore all children are believed to be made in the image and likeness of God and worthy of equal dignity and respect. We promote equity, inclusion and respect for diversity through planned teaching and learning, a focus on wellbeing and through involvement in community activities.

Supports and adjustments are provided for diverse learners through individual differentiation of the curriculum and adjustments to learning, taking into account individual context, strengths and needs. Supports are co-planned with parents through work with the Classroom Teacher and the Student Support Team. Our Support Teacher and Guidance Counsellor support students, teachers and parents develop individualised plan of support that is reviewed for progress.

Cultural safety and anti-discrimination practices are embedded through an understanding that all students, families and culture are welcome and included in our school. Perspectives of First Nations people are taught throughout the curriculum, Second Steps Program and Religious Education Curriculum. Our School Behaviour Support Plan and positive Behaviour for learning processes make it explicit that cultural safety and respect is an expected behaviour for all in the community. A Staff Code of Conduct and a Parents and Volunteers code of conduct

Students access safeguarding information suitable for them through direct teaching in the classroom, at assembly and through events events such as Harmony Day and NAIDOC Week. In 2025 we incorporated "Bullying No Way" and "Harmony Day" activities to celebrate respect and care for all cultures in our school.

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:

At Our Lady of the Rosary School, Kenmore, students and families are encouraged to raise worries, concerns or complaints early, and we see this as an important part of keeping students safe, supported and well. As a Catholic Learning Community dedicated to knowing, loving and serving God, OLR strives to ensure every child is known, nurtured and able to thrive. Students are regularly reminded where they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, the Guidance Counsellor, Student Protection Contacts and School Leadership. These messages are reinforced through classroom conversations, rough assemblies, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life.

Throughout the year, OLR reinforces safeguarding in age-appropriate and accessible ways. Students take part in learning about trusted adults, help seeking and personal safety, while families receive safeguarding updates through school communication channels, including newsletters and email. Staff also engage in ongoing professional learning and refresher conversations so that complaint handling and student protection responsibilities are understood and applied consistently. Feedback from students and families, including questions such as "Would you know who to talk to if you had a concern?" helps us check that our processes are clear, understood and accessible.

Where a complaint or concern involves a student, staff aim to respond in a child-focused, trauma-informed and culturally safe way. We seek to limit repeated retelling and questioning, use calm and age-appropriate language, consider timing and location carefully, involve trusted adults where appropriate, and check what support the student needs before, during and after the process. This helps students feel heard, believed and supported and reduces the risk of causing further distress.

When concerns are raised, our leadership team, including our Student Protection Contacts, uses BCE complaints, student protection and behaviour procedures to guide how matters are received, escalated, documented and responded to. Staff understand when a concern can be managed at school level and when it must be escalated to BCE or external authorities. This helps ensure serious concerns are managed through the right process, by the right people, and that students and families receive a clear and consistent response.

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:

At Our Lady of the Rosary School, Kenmore, student safety and wellbeing are considered across the whole school day, including arrival, classroom learning, prayer and liturgy, breaks, transitions, sport, excursions, pastoral care, co-curricular activities, support spaces and online learning. As a Prep to Year 6 Catholic primary school, OLR seeks to ensure every child is known, valued, supported and nurtured within a safe, welcoming and engaging environment.

At OLR Kenmore, risk management forms part of regular operational decision-making. Risk assessments consider risks arising from the setting, activities and physical environment, both on and off campus, including supervision, visibility, access, student wellbeing, cultural safety and individual student needs. This includes processes involving volunteers, contractors and other non-staff members of the school community, in line with Brisbane Catholic Education safeguarding and student protection expectations.

Active supervision is an important safeguarding practice at OLR Kenmore. Duty rosters, staff briefing reminders and agreed active supervision expectations help staff remain visible, mobile and alert during higher-risk times such as lunch breaks, before and after school, transitions and wet-weather routines. Cultural safety is strengthened through respectful relationships, inclusive practices, listening deeply, and walking together with Aboriginal and Torres Strait Islander students, families and community members.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable Use Agreement, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online behaviour, including bullying, exclusion, racism, inappropriate contact, unsafe sharing of content or behaviour that undermines a student's dignity or belonging. OLR continues to strengthen student education, parent communication and help-seeking messages in partnership with families.

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:

At Our Lady of the Rosary, we are dedicated to continually enhancing our practices to promote the safety and wellbeing of every student. We regularly evaluate and reflect on our safeguarding strategies, both at a school and system level, to ensure we maintain high standards in all aspects of our operations.

We actively participate in reviews led by the BCE Assurance Team, which assess risk management, governance, and control processes across the organisation. These reviews, which incorporate the relevant Safeguarding Standards, provide valuable insights that are shared with key governance bodies—such as the Catholic Education Council—to drive learning and improvement throughout BCE.

Our Risk and Compliance Team conducts scheduled School Accreditation Compliance Reviews, ensuring that OLR meets all legislative and regulatory safeguarding requirements. These reviews focus on crucial areas including responding to harm, employee screening, and complaint management—all essential for providing a safe learning environment.

OLR follows robust Critical Incident Management Procedures designed to prioritise the safety and wellbeing of students and all involved. Whenever a critical incident occurs, we undertake a post-incident review to identify risks, improve response times, evaluate communication effectiveness, and strengthen wellbeing supports for students and staff.

At the school level, our principal conducts termly 'Health Checks' to monitor key indicators of student safety and wellbeing. These include Blue Card compliance, attendance, bullying data, complaints, and wellbeing measures, ensuring we remain vigilant and responsive to student needs.

Committees such as the Safeguarding Committee, Risk and Assurance Committee, and People and Safety Committee regularly review patterns and emerging issues across BCE. Their collaborative efforts have led to initiatives like framework reviews, process mapping, and reflective discussions with schools—including OLR—to identify and implement systemic improvements.

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:

At OLR Kenmore, we follow the Archdiocese of Brisbane Safeguarding Framework to guide our safeguarding practices. Our approach is based on the BCE Safeguarding Policy, supported by related policies and procedures ensuring the safety and wellbeing of all students.

We review these policies at least every three years through a process involving consultation and governance oversight. Policies are accessible to the school community via the BCE website, our school website, and Spire for staff, written in plain English and following BCE Brand Guidelines.

Consultation ensures our policies meet OLR Kenmore's diverse needs, and ongoing improvements focus on accessibility, including child-friendly resources. The BCE Leadership Capability Framework embeds safeguarding responsibilities in school leadership, promoting best practices. Robust governance and reporting processes help us continuously improve for student safety and wellbeing.

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)

