

Our Lady of Good Counsel 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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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.



Our Lady of Good Counsel, Gatton, 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 Good Counsel 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:

1.1 The entity has a public commitment to children's safety and wellbeing.

- At Our Lady of Good Counsel, 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 Our Lady of Good Counsel, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, Wunya Wall artwork, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.
- This School Safeguarding Plan is publicly available on Our Lady of Good Counsel's website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at Our Lady of Good Counsel's within the context of the Queensland Child Safe Standards
- The Archdiocese of Brisbane Safeguarding Commitment displayed in our school foyer. This Safeguarding Commitment serves as a regular reminder that at Our Lady of Good Counsel, the safety and wellbeing of our students are paramount.

1.2 A child safe culture is championed and modelled at all levels of the organisation, from the top down to the bottom up.

- A member of Our Lady of Good Counsel's Leadership Team or a Student Protection Contact (SPC) is rostered every morning before school. This visible presence of key staff members ensures our students know that Our Lady of Good Counsel's staff member are there if they require them.
- At Our Lady of Good Counsel, we deliberately allocate time during our weekly leadership meetings to focusing on student safety and wellbeing. It is the first agenda item at our meeting where we also incorporate cultural learning and reflection opportunities. This ensures we put the safety (including cultural safety) and wellbeing at the front of our minds and centre of every decision we make, from curriculum planning to staff recruitment.

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)

- We know that for Our Lady of Good Counsel's to be truly a child safe environment every member of staff holds responsibility from our groundskeeper keeping our physical environment safe and our front office staff being the warmest welcoming face in the morning.

1.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.

- We publish a 'Safeguarding Snapshot' in our newsletter summarising decisions or discussions about student safety and wellbeing. This transparency reinforces our message that child safety is everyone's responsibility.

1.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.

- Brisbane Catholic Education has a Code of Conduct for employees which outlines the behaviour standards of every staff member. We share a student-friendly version of the BCE Code of Conduct for Employees with students, called 'Rules for Adults' which explains in age-appropriate language how adults at school must behave to keep students safe. Every classroom teacher discusses this code of conduct during the first week of each term to ensure our students know what respectful and professional behaviour from adults looks like."
- Our newsletter includes a 'Code in Practice' link. This helps families understand what they can expect from staff and what staff expect in return
- As part of our annual compliance review, the leadership team checks evidence that the Code has been embedded, for example, induction attendance, staff meeting records, and communication to families. This ensures it's not just a document, but part of our school culture.

1.5 Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision-making authority.

- Our First Nations teacher – Mrs Bev Milasas monitors progress on our Reconciliation Action Plan each term. Mrs Milasas led updates, ensuring accountability to our commitments rather than symbolic action.

1.6 Risk management strategies focus on preventing, identifying and mitigating risks to children.

- Before every school event, excursion, incursion, we complete a risk assessment which specifically includes considerations about students' safety and wellbeing relevant to the activity such as supervision ratios, student privacy, transport arrangements, and consent for photos or recordings.

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:

2.1 Children have access to resources and tools that enable them to understand all of their rights, including to safety, information and participation.

- Our Lady of Good Counsel students learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Learning explicitly explores respect, boundaries, consent, inclusion and help-seeking. Lessons are revisited at developmentally appropriate stages so understanding grows as students mature. Safeguarding concepts are not taught once but are reinforced across year levels.
- At Our Lady of Good Counsel, we use the safeguarding storybooks and animations in our library. Teachers unpack the content in the resources with students by leading a short and age-appropriate discussion using curious questions and appreciative inquiry to facilitate learning. In term 1, primary teachers used the resources to lead a discussion with Prep – Yr 6 students around identifying unsafe behaviours, trusted adults, and what to do if they feel worried or uncomfortable. These discussions generated robust discussion and gave students the chance to ask questions in a safe supported space.
- Our Lady of Good Counsel's school signage, playground design and common areas visually reinforce student safety and belonging. Our posters that are up around the school explain student rights, expected behaviours and where to get help using child-friendly language and images.
- At Our Lady of Good Counsel, we involve our parents in planning tools such as personalised learning plans, EASPs or behaviour support processes where appropriate.
- Students are explicitly taught about who the Student Protection Contacts (SPCs) are at Our Lady of Good Counsel and child safe reporting pathways in age-appropriate ways. This is done using the safeguarding storybook series as a conversation prompt, as well as during class discussions assemblies and classroom visits by the Guidance Counsellor, which happen regularly. Schools ensure students know who they can talk to, how to ask for help, and what happens when a concern is shared.

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)

- In 2024 and 2025, Our Lady of Good Counsel used our Tell Them From Me results to better understand the experience and wellbeing of our students. Our Lady of Good Counsel's leadership team reflected on the data and together developed a strategy to inform students at each year level, of the outcomes.

2.2 The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated.

- At Our Lady of Good Counsel, we use a program embedded within our curriculum that builds social and emotional resilience skills such as empathy, communication, conflict resolution and emotional regulation. These lessons support students to recognise healthy friendships, respond to peer conflict appropriately, and seek help when needed.
- At Our Lady of Good Counsel, staff recognise from a First Nations perspective that friendship, identity and belonging are critical to safety and wellbeing for Aboriginal and Torres Strait Islander students, particularly in adolescence where isolation and racism can impact engagement. To strengthen connection, the school established a formal Aboriginal and Torres Strait Islander student group supported by staff. This group is named the Wunya Mob and meet during the term in a culturally safe space. The group operates as a strength-based community where students yarn about school experiences, build peer relationships across year levels through cultural learning, storytelling and activities. Links are also made to cultural events and wellbeing supports so relationships and identity are affirmed within the wider school culture.

2.3 Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

- During National Child Protection Week, Our Lady of Good Counsel participates in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation. In addition to this we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities such as 'Body Clues' and 'Safety Hands' with our younger grades.

2.4 Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children to express their views, participate in decision making and raise their concerns.

- Teaching staff at Our Lady of Good Counsel have attended the BCE workshop on Consent and Respectful Relationships Education (CRRE) and will shortly attend the second workshop on CRRE curriculum planning, supporting the team to deliver high-quality, developmentally sequenced CRRE in a safe and supportive space.
- Risk assessments are a key part of keeping students safe at Our Lady of Good Counsel. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs.

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:

3.1 Families have ample opportunity to participate in decisions affecting their child within their family or community.

- At Our Lady of Good Counsel, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway.
- When working with Aboriginal and Torres Strait Islander families, Our Lady of Good Counsel recognises that decisions may involve extended family members or trusted community representatives.
- At Our Lady of Good Counsel, we engage families and students in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.
- At Our Lady of Good Counsel, when behavioural incidents are escalating and a student's needs may be linked to ADHD, trauma or other wellbeing factors, the school responds through a consistent, school-wide approach. The school relationship-based support, led by a stable team (Principal, Assistant Principal, Guidance Counsellor, classroom teacher). The team meets regularly with the family, including extended family members nominated by the family, to listen to the child's story and family context and to review supports over time. Where appropriate, students are supported to attend parts of meetings and adults clearly explain what is happening, why decisions are being made and what supports are being put in place, ensuring the student is not talked about without being considered. Together with families, staff adjust routines, expectations and learning environments, recognising that behaviour is communication, not defiance. The focus shifts from "what's wrong" to "what does this child need right now to feel safe and regulated at school".

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)

3.2 The organisation engages and openly communicates with families and communities about its approach to child safety. This includes co-designing what safety and wellbeing mean in each cultural context.

- Our Lady of Good Counsel creates regular, informal opportunities for connection with families through community events such as welcome evenings, community mornings and classroom open nights. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.
- Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like:
 - photographing students (other than your own),
 - clear signage designating adult toilets and student toilets,
 - staff supervision in the bathroom area at events so adults and children use separate bathrooms.
- In practice, cultural safety at Our Lady of Good Counsel is visible in everyday school routines and spaces: families can see their cultures and languages respectfully represented; staff use warm, plain language and offer yarning style conversations; cultural protocols are followed (e.g. Acknowledgement of Country and inviting guidance from local community); racism is treated as a student safety and wellbeing issue with clear, trusted pathways to raise concerns; and families are told what will happen next and who will be involved, so they feel welcomed, affirmed and confident to engage.
- At Our Lady of Good Counsel, enrolment and transition processes are designed to be family-led, culturally responsive and relational, particularly for Aboriginal and Torres Strait Islander children and families. The school creates welcoming, unhurried and culturally safe spaces to connect and invites families to include trusted kin or community members in decision-making where they choose.

3.3 Families and communities have access to relevant information, resources and tools to understand child safety approaches and strategies.

- At Our Lady of Good Counsel, safeguarding information is shared with families, revisited at the start of each year, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one. This information is spoken about and is also clearly documented on our school website.
- Student safety, behaviour support, complaints processes and available services are explained in Plain English (often verbally as well as in writing) and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages.

3.4 Families and communities have a say in the design, development and review of the organisation's policies and practices.

- Feedback from families experiencing behaviour support, discipline or safeguarding processes informs changes to school procedures, including how meetings are run, how language is used, and how timeframes are managed.

3.5 Families, carers and the community are informed about and involved in the organisation's operations and governance.

- At Our Lady of Good Counsel, safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes, through a variety of accessible methods (e.g. social media, flyers, newsletter, community meetings).
- The school maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.

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:

4.1 The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support, and responds to those who need extra support.

- Our Lady of Good Counsel prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Meetings included extended family and cultural supports identified by the family, strengthening trust and shared responsibility.
- We are committed Our Lady of Good Counsel staff are committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach.
- Key Our Lady of Good Counsel staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.

4.2 Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children.

- As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module.

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)

4.3 Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

- At Our Lady of Good Counsel, students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons.
- At Our Lady of Good Counsel, we have created a simplified version of our Student Protection poster (that lists the SPCs with their photos).
- Complaints and concerns raised by or about students are handled transparently, with adults explaining processes in child friendly language, checking for understanding and revisiting explanations as needed; families are included so children are not left feeling blamed or confused.

4.4 The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home, and LGBTIQ+ children.

- Our Lady of Good Counsel recognises that some students experience additional barriers to feeling safe, included and heard, and they take deliberate steps to respond to this in our operations and everyday practice.
- At Our Lady of Good Counsel, our school leadership team regularly review student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour.
- At Our Lady of Good Counsel, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child.
- Each Aboriginal and Torres Strait Islander student has access to a trusted adult and culturally safe spaces, such as yarning conversations and wellbeing check-ins, where their voice is prioritised. Support plans are developed with families or carers and consider cultural, individual, learning and wellbeing needs.

4.5 Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and perspectives about child safety.

- Feedback from Aboriginal and Torres Strait Islander students, families and community members is actively sought and used to inform continuous improvement, including through the school's Reconciliation Action Plan and broader safeguarding work, and through working closely with the community and the BCEO Aboriginal and Torres Strait Islander Education team to strengthen local processes.

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:

9.1 The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices.

- At Our Lady of Good Counsel, we are committed to continually strengthening the way we respond to student protection matters. At the end of term, our SPC team meets 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.

9.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

- Our OLGC Student Protection Contact (SPC) Team meets every second Thursday (even weeks). 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 need them. Our team is able to look at matters holistically, identify trends in student behaviour and work proactively to keep every student safe and well.

9.3 The organisation reports on the findings of relevant reviews to staff and volunteers, the community, families and children.

- In the school newsletter the Principal writes about how the school had progressed with their Annual Improvement Plan Goals – this included a strong focus on student engagement and attendance at school – every three weeks.
- With the implementation of the Child Safe Standards in Queensland in 2026, Our Lady of Good Counsel 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 Our Lady of Good Counsel prioritises the safety and wellbeing of all students.

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

9.4 Appropriate mechanisms are in place to measure progress and success using diverse evaluation m

- We track progress against our Reconciliation Action Plan actions related to child safety and wellbeing, using indicators developed with Aboriginal and Torres Strait Islander families. These indicators help us understand whether cultural safety is felt, not just planned.
- At Our Lady of Good Counsel, we have Wunya mob meetings twice per term. We meet with First Nations students and their families to understand how they feel safe in the school community and what we can do better to make our school space culturally safe.

9.5 Implementation and accountability policies embed shared responsibility and accountability.

- At Our Lady of Good Counsel, every staff member—from teachers to grounds staff—has a clearly defined safeguarding responsibility outlined in their role description. These responsibilities are reviewed annually to ensure all adults understand their role in maintaining a child safe environment.
- We reinforce our collective responsibility through regular scenarios and case studies at staff meetings. These discussions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making Our Lady of Good Counsel a safe space where students can speak up and raises issues if they need.

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:

10.1 Policies and procedures embed all Child Safe Standards and the Universal Principle

- At Our Lady of Good Counsel, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.
- At Our Lady of Good Counsel, we have developed a school-based policy around uniforms. This policy was developed with students, the parent/carer community and our school staff.
- Our onboarding process for new staff at Our Lady of Good Counsel includes a briefing on the location, content and application of safeguarding policies and procedures and we talk through how our school is a child-safe environment (i.e. how we meet the child safe standards day to day.)

10.2 Policies and procedures are well-documented, accessible, and easy to understand.

- Our staff handbook outlines every safeguarding procedure with step-by-step instructions and flowcharts. This helps staff easily navigate what to do in different situations, such as responding to a student disclosure or identifying a student at risk.

10.3 Best practice models and stakeholder consultation informs the development of policies and procedures. This includes First Nations led practice models and consultation with local Aboriginal and Torres Strait Islander peoples, organisations and communities.

- When updating procedures and processes at our school, Our Lady of Good Counsel, we consult with staff, parents, students to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

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)

10.4 Leaders champion and model compliance with policies and procedures.

- At Our Lady of Good Counsel, our Principal regularly reinforces key safeguarding procedures during staff meetings and models them in everyday practice - such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.
- When leaders conduct classroom visits or playground walkthroughs, they intentionally highlight safe practice - checking visibility in classrooms, ensuring supervision zones are staffed and modelling calm, respectful interactions with students.
- Our Lady of Good Counsel's SPC Team meets fortnightly 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.

10.5 Staff and volunteers understand and implement policies and procedures.

- All staff at Our Lady of Good Counsel complete an annual safeguarding refresher that includes scenario based learning, ensuring they understand how to apply policies in real world situations. This supports consistent implementation across the school.
- All people who volunteer at Our Lady of Good Counsel's receive a brief orientation before beginning their role, which reinforces the information they get in their mandatory training includes clear guidance on appropriate interactions, supervision expectations, and what to do if they are worried about a student. This helps ensure volunteers uphold the same standards as paid staff.
- Teachers incorporate reminders of key safeguarding practices into daily routines - for example, ensuring students know who the SPCs are at Our Lady of Good Counsel by pointing out their photos on the SPC posters that are in each classroom, reviewing safe movement procedures, and modelling respectful communication.

