

St Thomas More College 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

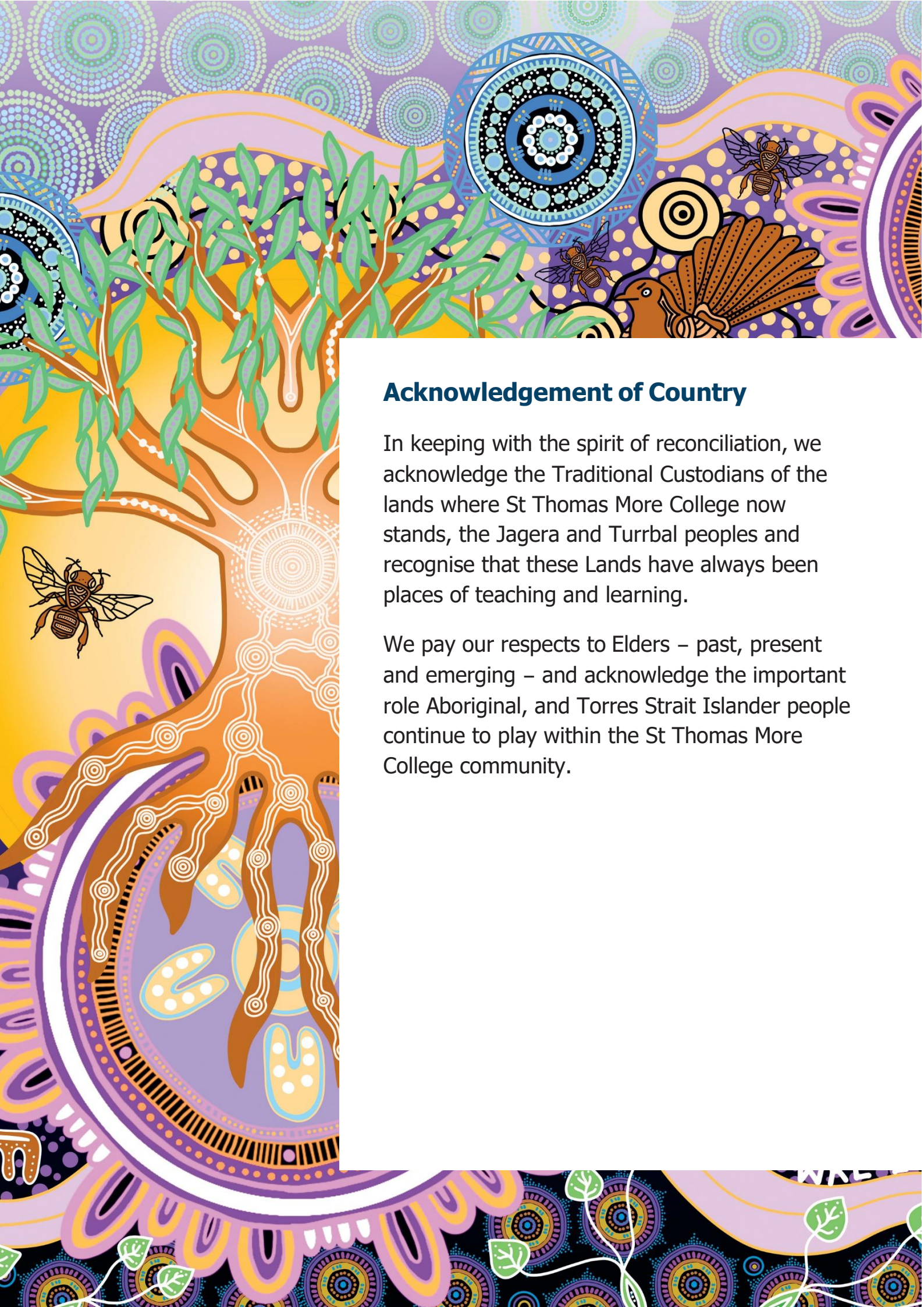
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Acknowledgement of Country

In keeping with the spirit of reconciliation, we acknowledge the Traditional Custodians of the lands where St Thomas More College now stands, the Jagera and Turrbal peoples and recognise that these Lands have always been places of teaching and learning.

We pay our respects to Elders – past, present and emerging – and acknowledge the important role Aboriginal, and Torres Strait Islander people continue to play within the St Thomas More College community.

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.



St Thomas More College, Sunnybank, 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 St Thomas More College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Thomas More College, child safety and wellbeing are central to the mission and culture of the College. Safeguarding is understood as a shared responsibility across leadership, staff, students, and the wider community. Through strong leadership, clear procedures, and a culture grounded in respect and care, the College works to ensure every student feels safe, valued, and supported.

The College Leadership Team prioritises child safety in strategic planning and daily operations. Safeguarding processes and reporting expectations are reinforced through regular staff meetings, briefings, and professional learning opportunities. These reminders ensure all staff understand their responsibilities and feel confident responding to concerns. Clear policies relating to student protection, behaviour support, complaints procedures, and workplace health and safety provide a consistent framework for safeguarding practices. Student Protection Contacts are clearly identified so that both students and staff know where to seek support.

Students are empowered through education that promotes awareness of personal safety and respectful relationships. Through Health and Physical Education classes, Pastoral Care programs, assemblies, and external presentations, students develop an understanding of different forms of harm, including physical, emotional, social, and online harm. This learning helps students recognise unsafe situations and seek appropriate support.

The College also adopts a proactive approach to wellbeing. Each term, students participate in a dedicated Wellbeing Day that promotes spiritual, physical, social, and emotional wellbeing. Student voice is encouraged through the Student Representative Council (SRC), which provides opportunities for students to share feedback and contribute ideas that strengthen safety and wellbeing across the College. The Junnebei (House) system further promotes connection and belonging through positive relationships and community building activities.

St Thomas More College also strives to create a welcoming and culturally safe environment for Aboriginal and Torres Strait Islander students and families. The College's Reconciliation Action Plan guides initiatives that promote respect, understanding, and inclusion. Aboriginal and Torres Strait Islander flags, artwork, and cultural symbols are visible across the campus, and Acknowledgement of Country is included in assemblies, prayers, and community events.

Through strong leadership, student voice, and an inclusive culture, the College ensures that child safety and wellbeing remain embedded in all aspects of school life.

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

Standard 2: Voice of children

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



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St Thomas More College, students learn about their rights, personal safety, and trusted support people through curriculum, pastoral care, and whole-school wellbeing initiatives. A sequential Health and Physical Education program from Years 7–10 explicitly teaches consent, respectful relationships, protective behaviours, help-seeking, and online safety. In Year 9, students participate in *The Rite Journey*, which develops understanding of identity, relationships, personal responsibility, and respectful decision-making. These messages are reinforced through Pastoral Care classes, assemblies, incursions, wellbeing initiatives, and regular communication with families. Students are regularly reminded of trusted support people, including teachers, Pastoral Leaders, the Student Protection Team, and Guidance Counsellors. Student Protection information, safety signage, R U OK? messaging, and visible wellbeing resources further strengthen awareness of support pathways and help-seeking.

The College actively gathers and responds to student voice through formal and informal mechanisms. The College Representative Council (CRC), a student-led group, meets regularly to raise feedback on student rights, wellbeing, and school improvement. An online CRC suggestion box allows all students to contribute ideas or concerns at any time, including anonymously. Additional channels include weekly Student Leader meetings, Junnebei meetings, Pastoral Care classes, wellbeing conversations, and whole-school surveys such as Tell Them From Me and the Right Relationships Survey. Feedback from these processes informs wellbeing initiatives, support programs, and school improvement priorities.

Student participation is embedded in decision-making through leadership structures, CRC representation, surveys, Personalised Learning Plans, and behaviour support processes. The Responsible Thinking Process (RTP) supports students to reflect, share perspectives, and engage in restorative conversations that influence outcomes. These structures ensure students have an active role in shaping their school experience and wellbeing supports.

Cultural safety is an important element of the College's approach to child safety and wellbeing. Initiatives such as Harmony Week celebrations, cultural dance performances, and other inclusion events that allow students to share and celebrate their cultural identities. This promotes belonging, respect, and understanding. The College continues to strengthen culturally responsive practice through collaboration with the Aboriginal and Torres Strait Islander Liaison Officer and the RAP Committee, including reviewing messaging, strengthening cultural safety education, and embedding First Nations perspectives across school life.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Thomas More College, safeguarding expectations are communicated to families through a range of consistent and multi-channel approaches. These include parent information evenings, open days, email communications, newsletters, social media updates, and clear consent and permission processes via Parent Slips. In addition, key wellbeing and safeguarding messages are reinforced at transition points and whole-school events, ensuring families have a clear understanding of expectations, support pathways, and the College's commitment to student safety and wellbeing.

Families and the wider community actively participate in safety and wellbeing initiatives through engagement in parent events, student transitions, co-curricular programs, and key school celebrations such as the Year 7 Bell Ritual, Year 12 Graduation, Careers Expo, Sports Carnivals, Musicals, and Awards Evenings. These events provide opportunities for families to connect with staff, engage with student learning and wellbeing, and reinforce shared expectations around safety, inclusion, and respectful relationships. The College also promotes ongoing partnership with families in supporting student wellbeing through regular communication and involvement in school life.

The College engages the Parents and Friends (P&F) Association and community partners to strengthen collaboration and support for student wellbeing initiatives. This includes shared involvement in community events, consultation opportunities, and support for initiatives that enhance inclusion, belonging, and student engagement across the College. These partnerships contribute to strengthening relationships between families, staff, and the broader school community. Feedback from families is gathered through formal and informal channels, including parent surveys, participation data, event feedback, and engagement analytics from digital platforms. This feedback is reviewed alongside staff and leadership data to inform improvements in communication, wellbeing practices, and inclusion strategies.

Evidence of practice includes strong participation in school events, engagement with communication platforms, attendance at parent-teacher interviews, and consistent use of consent and permission systems. Planned improvements include increasing the visibility of cultural safety and inclusion practices, strengthening communication with families about how wellbeing concerns are addressed, further embedding Aboriginal and Torres Strait Islander perspectives across school life, and continuing to enhance opportunities for meaningful family voice in decision-making processes.

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:

At St Thomas More College, equity, inclusion, and respect for diversity are promoted through a whole-school approach that integrates wellbeing, curriculum, and pastoral care. Students are explicitly taught respect, consent, protective behaviours, and help-seeking through Health and Physical Education and Pastoral Care programs, supported by clear identification of trusted adults such as Pastoral Leaders, teachers, the Student Protection Team, and Guidance Counsellors. Inclusion is further strengthened through whole-school initiatives such as Harmony Week, Junnebei celebrations, co-curricular programs, and wellbeing initiatives, which provide opportunities for students to share and celebrate their cultural identities and foster belonging.

The College provides targeted supports and adjustments for diverse learners through inclusive classroom practices, including Personalised Learning Plans, EAL/D support, and differentiated adjustments for students with additional needs. Staff implement consistent routines, clear expectations, restorative practices, and trauma-informed approaches to ensure students are supported in safe and predictable learning environments. Where required, additional support is coordinated through Inclusive Education, Student Wellbeing, and external agencies, with ongoing collaboration and communication with families to ensure appropriate care and intervention.

Cultural safety and anti-discrimination practices are embedded through annual Student Protection training and ongoing professional learning, supporting staff to create respectful and inclusive environments where students feel valued and free from judgement. Staff are guided to interpret behaviour through a trauma-informed lens and respond with empathy, connection, and appropriate support. Aboriginal and Torres Strait Islander perspectives are embedded across curriculum and wellbeing programs, with recognition of diverse knowledge systems and the impact of cultural experience, family structures, and intergenerational trauma on student needs.

Students access safeguarding information through multiple age-appropriate channels, including curriculum learning, Pastoral Care, assemblies, and visible resources across the College. Key messages are reinforced through clear identification of support pathways, so students understand how and where to seek help. The Record of Concern (ROC) process and established referral pathways ensure concerns are responded to consistently and appropriately. While current practices support strong inclusion and access for many students, planned improvements focus on strengthening consistency of understanding across all student groups, enhancing culturally responsive practice, and further improving staff capability in trauma-informed and cultural safety approaches through targeted professional learning.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

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

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

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

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

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Thomas More College, safeguarding practices are regularly reviewed and strengthened to ensure the College maintains a safe and supportive environment for all students. Continuous improvement is embedded within the College's leadership and governance structures, ensuring that child safety practices remain current, effective, and responsive to the needs of the school community.

The College ensures that all staff participate in mandatory safeguarding and student protection training. This professional learning supports staff to understand their legal and ethical responsibilities and ensures that child protection procedures are consistently implemented across the College. Regular training updates and reminders reinforce expectations and help maintain a strong culture of vigilance, care, and accountability.

Clear reporting processes are in place to ensure student protection and safety concerns are addressed promptly and appropriately. Staff are encouraged to report concerns with confidence, knowing that the College prioritises transparency, timely response, and appropriate follow-up. Similarly, established Work Health and Safety (WHS) procedures enable staff to report potential hazards or safety issues, contributing to a well-managed and safe physical environment for both students and staff.

Continuous improvement is also supported through collaborative oversight. Staff are actively represented on key committees including the WHS Committee, Pastoral Committee, and Student Protection Committee. These committees provide important forums for reviewing practices, discussing emerging concerns, and recommending improvements to policies, procedures, and support systems. Through this shared responsibility, safeguarding remains a whole-school priority.

Data-informed decision making further supports the College's ongoing review processes. Student attendance data is regularly monitored and analysed to identify patterns that may indicate wellbeing concerns or disengagement. This allows staff to intervene early and provide appropriate pastoral and wellbeing support to students who may be experiencing difficulties.

Student voice also contributes to ongoing improvement through feedback gathered via the Student Representative Council and wellbeing initiatives. This feedback provides valuable insight into the student experience and informs actions to further strengthen safety and wellbeing across the College.

Through regular training, collaborative review structures, and the use of data and student feedback, St Thomas More College demonstrates a strong commitment to continually improving its safeguarding practices.

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 St Thomas More College, clear policies and procedures guide the College's commitment to providing a safe and supportive environment for all students. These frameworks outline how the College prevents harm, responds to concerns, and ensures that the wellbeing and dignity of every student are protected. They provide clear expectations for staff, students, and families and ensure safeguarding practices are consistent and transparent.

A key element of this framework is the Student Behaviour Support Plan, which outlines expectations for student conduct and the support processes available to assist students in meeting these expectations. The plan promotes positive behaviour, respectful relationships, and clear responses to behavioural concerns while ensuring students are supported in making safe and responsible choices.

To promote transparency, key safeguarding policies and procedures are accessible through the College website and internal communication channels. This ensures that students, parents, carers, and staff can easily access important information about student protection, wellbeing supports, and reporting processes.

Student Protection Contacts are clearly identified and visible throughout the College so that students and staff know who they can approach if they have concerns about safety or wellbeing. These staff members are trained to respond appropriately and ensure that any concerns are managed in accordance with established child protection procedures.

The College also maintains a formal Complaints Procedure, allowing members of the school community to raise concerns in a fair, respectful, and structured way. In addition, clearly defined Work Health and Safety (WHS) procedures support a safe learning and working environment by enabling staff to identify hazards, report risks, and maintain safe facilities.

Through clear policies, accessible procedures, and consistent communication, St Thomas More College ensures that safeguarding is embedded in everyday practice and that the College community understands how children are kept safe.

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)

