

Stella Maris School 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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Stella Maris Acknowledgement of Country

As we gather here at Stella Maris, we acknowledge the Traditional Custodians, the Kabi Kabi (Gubbi Gubbi) Peoples.

We pay our deepest respects to Elders, past, present and emerging.

Through their wisdom and guidance may the Elders teach us how to be compassionate for others.

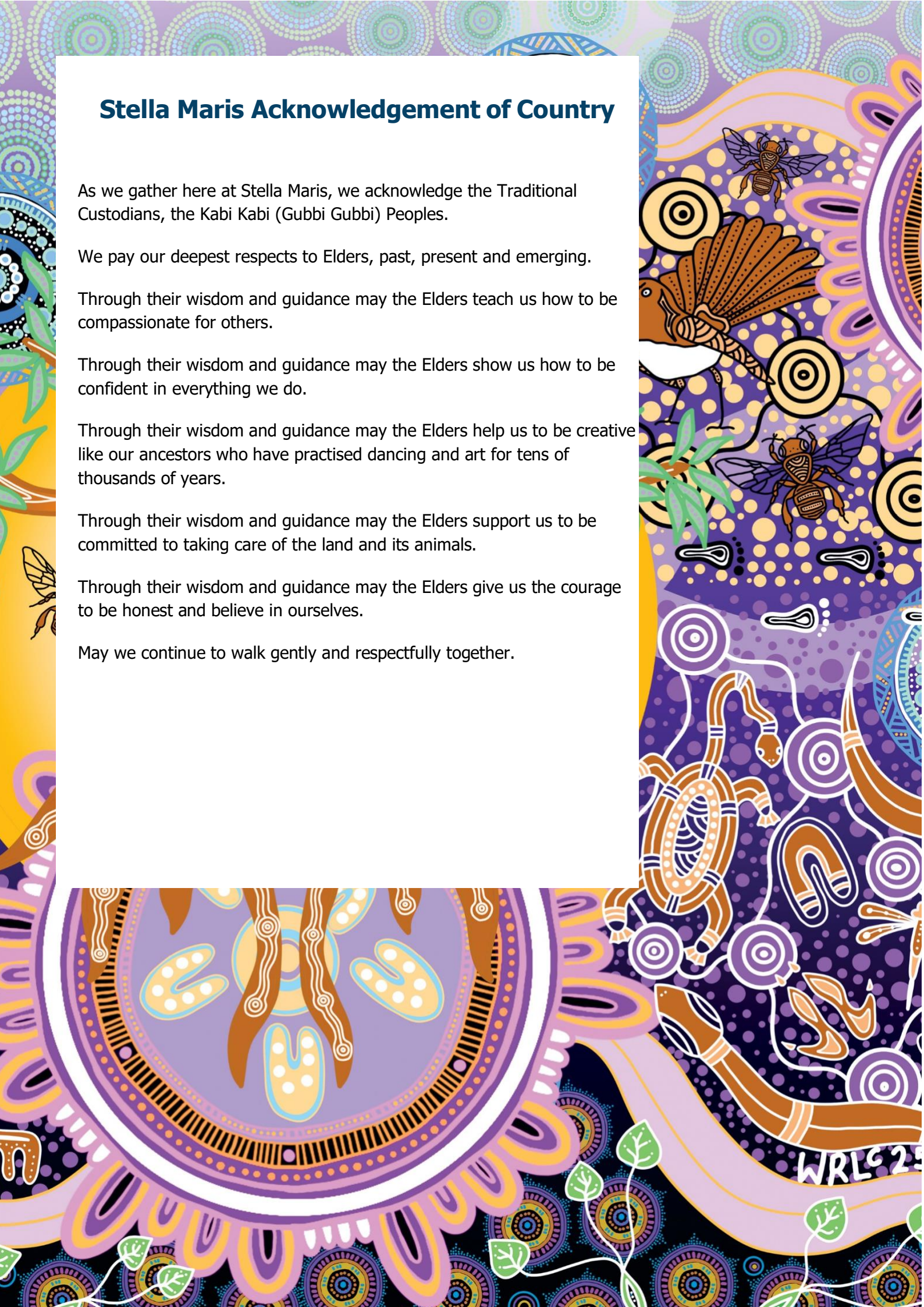
Through their wisdom and guidance may the Elders show us how to be confident in everything we do.

Through their wisdom and guidance may the Elders help us to be creative like our ancestors who have practised dancing and art for tens of thousands of years.

Through their wisdom and guidance may the Elders support us to be committed to taking care of the land and its animals.

Through their wisdom and guidance may the Elders give us the courage to be honest and believe in ourselves.

May we continue to walk gently and respectfully together.



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.



Stella Maris School, Maroochydore 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 Stella Maris School 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 Stella Maris School, we publicly affirm our commitment to the safety, wellbeing and dignity of every student through our School Safeguarding Plan and Student Behaviour Support Plan, which articulate publicly that the protection of children is everyone's responsibility and that students should feel protected, valued and heard. Our commitment to safeguarding is grounded in our Catholic faith and Presentation values of compassion, courage, commitment, creativity and confidence. These values are explicitly referenced in safeguarding documentation and communicated to staff, families and the wider community as the foundation of our child safe culture.

Stella Maris acknowledges the Traditional Custodians of the land, the Kabi Kabi (Gubbi Gubbi) Peoples, in school documentation and gatherings. Our acknowledgement of country has been written by members of the school's Maroochy Mob in collaboration with indigenous elders. This acknowledgement affirms our commitment to cultural respect and to creating environments where Aboriginal and Torres Strait Islander children and families feel welcome and safe.

1.2 A child safe culture is championed and modelled at all levels of the organisation.

The Principal and Leadership Team visibly lead safeguarding efforts through clearly defined roles and responsibilities for student protection. Student Protection Contact Officers are publicly identified to staff and the community, including the Principal, Assistant Principal Religious Education, Assistant Principal, and Guidance Counsellor. This transparency reinforces leadership accountability and ensures staff know who to approach when concerns arise, modelling a shared responsibility for child safety across the school.

At Stella Maris School, Student Protection Contacts are made clearly known to students through the display of student protection posters in all learning spaces, ensuring consistent visibility and access to help-seeking information. These contacts are further reinforced through whole-school assemblies, where staff regularly remind students of who they can speak to if they feel unsafe or have a concern. This multi-layered approach supports student awareness, confidence in help-seeking, and reinforces a child safe culture where student voice and safety are prioritised.

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)

The Guidance Counsellor meets weekly with the school Chaplain and School Officers Wellbeing, to review student wellbeing, and emerging student needs across the school. These regular, intentional meetings enable early identification of issues, coordinated support and timely escalation where required. This collaborative approach strengthens professional vigilance, reinforces shared responsibility among key pastoral leaders, and ensures child safety considerations are embedded within daily decision-making. Through these processes, Stella Maris fosters a culture where safeguarding is actively led, collectively owned and consistently prioritised.

Ongoing communication through staff platforms, including the school's internal staff portal and staff weekly news, along with quarterly student protection training and dedicated staff meetings to the Stella Maris Positive Behaviours 4 Learning Framework each term supports a culture of vigilance and shared responsibility. Leadership uses these channels to maintain visibility, ensure safeguarding processes remain current, and keep student wellbeing at the forefront of staff awareness. This regular engagement helps keep safeguarding practices "alive" in daily school life rather than confined to policy documents alone.

At Stella Maris, a coordinated network of support for students is intentionally promoted through regular, structured collaboration between key pastoral and inclusion leaders. The Principal, Guidance Counsellor and Support Teacher – Engagement and Wellbeing meet on a fortnightly basis to review student behaviour and wellbeing data. These meetings are used to identify students who may be at risk, monitor emerging patterns of concern, and collaboratively determine appropriate targeted supports, interventions or whole-school responses. On the alternate fortnight, the Principal and Guidance Counsellor meet with Support Teachers – Inclusive Education to discuss matters relating to students with additional learning needs, ensuring adjustments, supports and safeguarding responses are aligned and responsive. This layered, data-informed approach demonstrates shared leadership responsibility, strengthens early identification of risk, and reflects a proactive safeguarding culture where student wellbeing is supported through connected, inclusive and responsive systems of care.

The School Guidance Counsellor, Support Teacher Engagement and Wellbeing, School Chaplain and Student Wellbeing Officers play a key role in promoting and supporting student safety and wellbeing through a consistent, visible presence across the school day. By being available to students during learning time and at lunch breaks, these staff provide both formal and informal, relational support that enables students to seek help early, build trusted connections with an adult, and feel safe, known, and supported within the school environment. This proactive presence supports early identification of wellbeing concerns and contributes to a culture where students are encouraged to speak up and seek assistance when needed. These roles are fully endorsed by the School's Pastoral Board and Community Engagement Group.

By working collaboratively with school leadership and staff, the Chaplain / Student Wellbeing Officers help embed wellbeing and safeguarding messages into everyday school life. Their roles complement formal student protection processes by providing accessible, relational support and reinforcing the school's commitment to a child safe culture where student wellbeing is prioritised, modelled, and actively promoted.

The Guidance Counsellor and Chaplain contribute to the school's child-safe culture through the coordination and support of whole-school wellbeing and awareness initiatives. Events such as Harmony Week promote inclusion, respect and a strong sense of belonging, reinforcing messages of diversity, acceptance and positive relationships. Participation in initiatives including Day for Daniel strengthens students' understanding of personal safety, help-seeking behaviours and the importance of protective strategies. Mental Health Week and RUOK Day further support student wellbeing by promoting emotional literacy, connection and open conversations about mental health and support seeking. Through these initiatives, the GC and Chaplain lead the school in supporting students to develop the social and emotional skills that underpin child safety and wellbeing, reinforcing a proactive and preventative approach to safeguarding across the school community.

We know that for Stella Maris to be truly a child safe environment every member of staff holds responsibility from our groundskeeper keeping our physical environment safe, our tuckshop making sure our students have access to healthy food, 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.

The school's leadership team, led by the Principal, provides clear oversight of safeguarding through established governance structures that include student support processes, behaviour and wellbeing review meetings, and formal self-assessment and action planning. These structures enable consistent monitoring of student safety data, identification of emerging risks, and coordinated responses that align with Brisbane Catholic Education safeguarding expectations.

Each year, our School Pastoral Board reviews key documents including the Stella Maris Child Safeguarding Plan, the Student Behaviour Support Plan, and other key policy and procedure documents that reference student safety and wellbeing (ie use of digital devices policy and procedures). Board members are invited to suggest improvements, ensuring our strategies reflect the lived experiences and expectations of parents, students, and staff. This process helps guarantee that governance decisions are consistent with our safeguarding priorities.

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

Student protection expectations and safeguarding responsibilities are an integral part of every role at Stella Maris. As such we implement the Brisbane Catholic Education Code of Conduct for employees. This code clearly outlines acceptable and unacceptable behaviours when interacting with students. This Code of Conduct is reviewed with staff throughout the year, particularly through staff student protection training, highlights in staff weekly news updates, and briefings at staff meetings. The school's induction process for new employees and volunteers also include explicit reference to child safety, wellbeing and the Code of Conduct.

All volunteers are required to complete annual online training and review student protection and code of conduct resources before engaging in school activities. Through Stella Maris processes, volunteers are provided with access to the Brisbane Catholic Education Volunteer and Other Personnel Code of Conduct and must demonstrate compliance with its expectations as a condition of their ongoing engagement, and before volunteering in the school. This includes an understanding of appropriate professional boundaries, respectful interactions, and clear expectations regarding behaviour when working with or around students. Completion of training is monitored and recorded by the school, and volunteers are required to formally acknowledge their understanding of student protection obligations through the volunteer registration process and are added to the School Blue Card and Volunteer Register. These processes reinforce that safeguarding is a shared responsibility, promote consistency in practice, and ensure that all adults at Stella Maris model behaviour that is aligned with the school's values, Catholic identity, and commitment to student wellbeing.

Stella Maris School supports the implementation of the Brisbane Catholic Education Parent Code of Conduct by actively sharing this with families through parent information evenings, regular newsletter updates, and BCE Connect communications. These channels ensure that parents are informed of expected standards of behaviour, respectful communication, and shared responsibilities, reinforcing a consistent, transparent approach to safeguarding and supporting a child safe culture across the school community. This ensures consistent expectations for professional and respectful behaviour across all adults in the school.

1.5 Governance frameworks support Aboriginal and Torres Strait Islander cultural safety

At Stella Maris, a dedicated group of staff leads the school's Reconciliation Action Plan (RAP), ensuring strong leadership, accountability and purposeful action in advancing reconciliation within the school community. This group holds responsibility for progressing agreed commitments, monitoring actions and reporting on impact, ensuring reconciliation is embedded in school culture rather than treated as a symbolic gesture. Through intentional planning, reflection and community engagement, the RAP leadership group ensures Aboriginal and Torres Strait Islander perspectives inform decision-making, school practices and learning experiences. This approach demonstrates committed leadership and governance, models respect and cultural humility, and reinforces a child-safe culture where Aboriginal and Torres Strait Islander students feel respected, valued and safe.

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

At Stella Maris, mandatory training, refresher sessions and role-specific professional learning ensure staff are equipped to recognise, respond to and report concerns, supporting the early identification and prevention of harm. All staff complete mandatory Student Protection Training, with compliance monitored and tracked to ensure consistent understanding of safeguarding obligations. This training is strengthened through regular face-to-face refresher sessions across the year and targeted professional learning for staff in specialised roles, including Student Protection Contacts. These learning opportunities build shared language, confidence and professional judgement, enabling staff to identify risks early, act in accordance with BCE Student Protection Processes and access appropriate system-level support. Through this approach, safeguarding is embedded as a collective responsibility and a key risk management strategy that informs daily practice, leadership decision-making and continuous improvement in child-safe responses.

Stella Maris undertakes a number of risk management strategies to prevent, identify and mitigate risks to children. These strategies include the systematic use of risk assessments for school events, excursions and activities, with reflective reviews conducted after events to evaluate effectiveness and inform future practice. Ongoing review of behaviour support plans through targeted meetings involving leadership, teachers, the Guidance Counsellor, Support

Teacher – Inclusive Education and parents ensures student behaviour data informs school-wide practice and leadership decision-making. In addition, Workplace Health and Safety Committee meetings provide oversight of environmental and operational risks. Together, these proactive and reflective processes promote shared responsibility, support early identification of risk and enable continuous improvement in child-safe responses.

Clear conflict-of-interest processes, including specific procedures for staff who are also parents, support transparency, professional boundaries and ethical decision-making, reducing the risk of real or perceived harm to students. The school's Extended Leave process and attendance monitoring procedures provide structured oversight of student attendance patterns, enabling early identification of students who may be disengaged, vulnerable or at increased risk. These processes support timely follow-up, collaboration with families and, where required, targeted interventions. Together, these governance and operational controls strengthen accountability, promote consistency and enable proactive responses to emerging risks, ensuring student safety and wellbeing remain central to school practice and decision-making.

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 their rights, including to safety, information and participation

At Stella Maris Student Protection Contacts and reporting pathways are clearly displayed in all learning environments and are reinforced through assemblies, explicit classroom teaching, whole-school wellbeing initiatives and daily routines. This ensures that all students know who they can approach if they feel unsafe or require support.

Children's understanding of their rights is strengthened through consistent, developmentally appropriate teaching embedded within classroom practice. Weekly Circle Time is implemented in every classroom as a structured and child-friendly forum where students are supported to share experiences, raise concerns and explore wellbeing and safety-related topics. Through this process, students are explicitly taught that they have a right to be heard and that their views are valued.

The school further supports student understanding of rights through the delivery of the Australian Curriculum, particularly through Health lessons led by the specialist Health teacher. These lessons provide sequential and developmentally appropriate learning about personal safety, respectful relationships, emotional regulation and help-seeking behaviours.

Student voice is also captured through formal mechanisms, including student surveys such as Tell Them From Me, ensuring that students have multiple avenues to express their views and experiences.

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

Through the schools Positive Behaviours for Learning (PB4L) framework, students are explicitly taught expected behaviours aligned to the school's five core values: compassionate, committed, creative, confident and courageous. These values underpin the development of respectful relationships and inclusive behaviours across all settings.

Circle Time further strengthens peer connection by providing regular opportunities for students to engage in structured discussion about relationships, social challenges and shared experiences. This supports students to build empathy, develop social understanding and feel connected to their peers.

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)

Additional targeted supports, including social skills groups and wellbeing interventions, are implemented where required to strengthen peer relationships and ensure students feel safe, connected and included within the school community.

2.3 Children are offered access to age-appropriate safety and wellbeing education

The Australian Curriculum, including Health and Physical Education and Personal and Social Capability, is used to explicitly teach students about personal safety, respectful relationships, online safety and help-seeking behaviours. This learning is revisited and extended across year levels, ensuring a progressive development of understanding.

These concepts are reinforced through whole-school wellbeing initiatives, assemblies and significant awareness events (Harmony Day, RUOK Day, Day for Daniel, Bullying NO Way), ensuring consistent and visible messaging about safety and inclusion.

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

Teachers use Circle Time and daily interactions as proactive mechanisms to facilitate student voice, providing safe, predictable and inclusive opportunities for students to express their views in a variety of ways. These discussions are actively used to identify emerging themes, individual concerns and peer dynamics.

Student voice is systematically acted upon through structured processes. Teachers escalate concerns through established referral pathways, including engagement with the Support Teacher – Engagement and Wellbeing (STEW), ensuring that concerns identified in the classroom lead to timely and coordinated responses.

Regular collaboration between the Guidance Counsellor, Chaplain, STEW and school leadership ensures that student wellbeing data, teacher observations and student voice are reviewed and used to inform targeted interventions and ongoing support.

The Behaviour Support Framework at Stella Maris, grounded in restorative practice, supports students to reflect on their actions, express their perspectives and contribute to solutions, reinforcing their agency and participation.

Stella Maris ensures that all volunteers are appropriately prepared to contribute to a child safe environment. Volunteers are required to complete Student Protection Training prior to commencement, ensuring that they understand their responsibilities in recognising and responding to concerns about student safety and wellbeing.

In addition, volunteers involved in school activities, including incursions and excursions, receive a dedicated briefing which includes relevant risk assessments, child safety expectations and supervision requirements. This ensures that all adults working with students are informed, vigilant and aligned to the school's safeguarding practices.

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 Stella Maris, families are actively engaged as partners in decision-making processes relating to student wellbeing, behaviour and learning. This is achieved through structured opportunities such as parent-teacher interviews, student support meetings and ongoing communication between home and school.

Families are invited to contribute to individualised support planning, including behaviour support and wellbeing interventions, ensuring that decisions are informed by the knowledge and context of the child and their family. This reflects the school's commitment to relational practice and shared responsibility.

Formal structures, including the School Pastoral Board and Community Engagement Group (CEG), provide opportunities for families to contribute to school-level decision-making and provide feedback on school priorities and practices.

Formal / Informal engagement opportunities, including community events such as parent information evenings, open classrooms, forms related to class groupings, parents surveys, celebrations and school gatherings, enable the school to connect with a broad range of families and gather insights in accessible and relational ways.

3.2 The organisation engages and openly communicates with families and communities about its approach to child safety

Stella Maris communicates its approach to child safety and wellbeing through multiple platforms, including newsletters, BCE Connect, the school website, parent information sessions and ongoing direct communication with families. These processes ensure transparency and accessibility of safeguarding information. They are explicitly informed about student protection processes, reporting pathways and available supports, enabling them to understand how concerns are raised and responded to within the school setting.

Whole-school initiatives, including Harmony Day, Day for Daniel and other wellbeing events, are used to reinforce key messages about safety, inclusion and respectful relationships across the school community.

Communication is strengthened through the consistent language of the school's Positive Behaviours for Learning (PB4L) framework, ensuring shared understanding of expectations relating to safe, respectful and inclusive behaviour.

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)

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

Stella Maris provides families with access to key safeguarding information through enrolment documentation, parent handbooks, the school website and digital platforms (BCE Connect), ensuring information is available in clear and accessible formats. This messaging is reinforced through ongoing communication throughout the year, ensuring understanding is built over time rather than through one-off communication.

Additional resources, including digital safety information and wellbeing supports (e.g. SchoolTV), are shared with families to strengthen understanding of contemporary child safety issues and strategies.

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

Stella Maris actively seeks family and community feedback through formal mechanisms such as School Board and CEG meetings, as well as informal consultation opportunities across the school year.

Feedback from families is used to inform the ongoing refinement of safeguarding practices, support plans, behaviour support processes and communication approaches, ensuring that school systems are responsive to community needs.

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

Stella Maris provides structured opportunities for families and community members to contribute to school governance through the School Pastoral Board and Community Engagement Group, ensuring transparency and shared responsibility for decision-making.

Safeguarding priorities, practices and improvements are communicated through newsletters, meetings, school communications and community engagement opportunities, ensuring families remain informed about school operations.

Community events and school gatherings are intentionally used to strengthen relationships, promote engagement and provide opportunities for families to connect with staff and leadership.

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 understands the diverse circumstances of each child and provides culturally safe and trauma-informed support

At Stella Maris, staff demonstrate a strong understanding of the diverse needs and circumstances of each child through a coordinated and data-informed approach to student wellbeing. Regular collaboration between the Principal, Guidance Counsellor, Support Teachers and classroom teachers ensures that student behaviour, attendance and wellbeing data are reviewed and used to inform targeted and individualised supports.

The school implements a multi-layered support structure aligned to inclusive education practices, including behaviour support plans, targeted interventions, wellbeing programs and case management processes, ensuring that responses are responsive to individual student needs.

Staff adopt a trauma-informed approach, prioritising predictable routines, relationship-based practice and calm, supportive responses to student needs. This is evident through Circle Time, proactive wellbeing check-ins and restorative practices embedded within the school's Behaviour Support Plan.

Cultural safety is promoted through the school's acknowledgement of Country, Reconciliation Action Plan, the school's indigenous group 'The Maroochy Mob' and engagement with Aboriginal and Torres Strait Islander perspectives, ensuring that students feel respected, valued and safe within their cultural identity.

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

Stella Maris ensures that all staff complete mandatory Student Protection Training and ongoing professional learning aligned to safeguarding, inclusive education and wellbeing practices, building consistent understanding and capability across the school.

Regular professional learning, including staff meetings and collaboration forums, support staff to reflect on their practice and strengthen their ability to respond to diverse student needs, including students experiencing vulnerability, trauma or additional learning needs.

Volunteers are supported through induction processes and required training, ensuring they understand safeguarding responsibilities and contribute to a safe and inclusive environment for all students.

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 accessible and easy to understand

At Stella Maris, students are explicitly taught who they can talk to and how to seek help through consistent, age-appropriate messaging delivered through classroom practice, assemblies and whole-school initiatives.

Student Protection Contacts and reporting pathways are clearly displayed in all learning environments and reinforced through regular communication, ensuring students can identify trusted adults and understand how to raise concerns.

Multiple reporting pathways are available, including speaking to a trusted adult, contacting leadership, or using written and digital communication methods, ensuring accessibility for students with different communication preferences.

Staff use child-friendly language and differentiated approaches, including visual supports and repeated messaging, to ensure all students, including younger students and those with additional needs, understand processes and feel confident accessing support.

4.4 The organisation pays particular attention to supporting children with diverse needs and experiences

Stella Maris provides targeted support for students with additional needs through structured processes aligned to inclusive education and safeguarding frameworks, including Learning Support Team case management and targeted intervention programs.

Students with disability, additional learning needs or wellbeing concerns are supported through coordinated planning, including adjustments, behaviour support plans and regular review meetings involving staff, families and relevant professionals.

Stella Maris actively engages with Undumbi Culture to support Aboriginal and Torres Strait Islander voice in school planning and practice. This partnership ensures that cultural perspectives inform decision-making, strengthen local cultural understanding and support the development of environments where First Nations students and families feel seen, heard and respected.

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

Stella Maris demonstrates a commitment to embedding Aboriginal and Torres Strait Islander perspectives through the curriculum and the implementation of the schools Reconciliation Action Plan.

Engagement with Aboriginal and Torres Strait Islander students, families and community groups, including a partnership with Undumbi Culture, informs school practice and strengthens staff cultural capability. This ensures that staff develop an authentic understanding of local Aboriginal and Torres Strait Islander perspectives and that safeguarding approaches are culturally responsive, reflective of community voice, and embedded within school planning and practice.

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.

Stella Maris ensures child safety and wellbeing policies, procedures and practices are regularly reviewed, evaluated and strengthened through a structured and ongoing safeguarding review cycle. The school undertakes a formal School Safeguarding Self-Assessment process, with Term 1 explicitly focused on leadership, monitoring and continuous improvement. This process involves consultation with leadership, Student Protection Contacts and staff, review of safeguarding data, and reflection on current practice to identify strengths and areas for improvement.

Fortnightly meetings between the Guidance Counsellor, Support Teacher – Engagement and Wellbeing, and the School Principal, where student behaviour and wellbeing data is systematically reviewed to identify trends, emerging risks and the effectiveness of current supports. These meetings ensure safeguarding and wellbeing practices remain responsive and are refined in light of evidence, supporting ongoing improvement in student safety and engagement.

Teacher requests for student support are a key mechanism through which concerns about student safety, wellbeing and engagement are recognised and responded to in a timely and structured way. Teachers are encouraged and supported to raise concerns when they observe changes in behaviour, engagement, attendance or wellbeing, initiating a collaborative response rather than managing concerns in isolation. These requests are considered through established student support structures, including targeted support meetings and behaviour support planning processes, ensuring observations from the classroom inform early intervention and safeguarding responses.

Stella Maris conducts regular WHS Team meetings (once per term) to review hazards, incidents, injuries and emerging risks within the school environment. These meetings provide a formal forum to evaluate the effectiveness of existing controls and identify required improvements to supervision, environments and procedures that impact both staff and student safety.

Following critical incidents, Stella Maris reviews events through a continuous improvement lens to strengthen child safety and wellbeing practices, ensuring learnings inform systemic improvement and future risk mitigation.

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

The systematic examination of Tell Them From Me (TTFM) survey data to identify trends, strengths and areas of potential concern relating to student safety, wellbeing and belonging. Student and parent feedback is analysed by school leadership to monitor indicators such as sense of belonging and perceptions of safety, enabling early identification of emerging risks or patterns that may require targeted intervention or whole-school responses. This data-informed approach supports proactive decision-making and ensures student voice is used as a key mechanism for recognising and responding to wellbeing concerns.

In addition, the school leadership group actively seeks staff feedback throughout the school year in relation to school events, initiatives and changes to practice, creating multiple opportunities for staff to raise observations, questions or concerns. This ongoing consultation strengthens professional voice, supports reflection on the impact of initiatives on student wellbeing, and enables timely adjustments where required. Together, the examination of TTFM survey data and the intentional gathering of staff feedback reinforce a culture of vigilance and shared responsibility, ensuring concerns about child safety and wellbeing are recognised early and responded to in a coordinated and informed manner.

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

Stella Maris implements consistent processes to record, monitor and analyse complaints, concerns and safety incidents to inform continuous improvement. The school maintains a formal Complaints Register, ensuring matters are recorded objectively and reviewed in alignment with Brisbane Catholic Education processes.

Stella Maris uses WHS Team meetings to analyse reported incidents and injuries, including environmental hazards and procedural risks, to determine corrective actions. Items discussed are recorded, assigned and tracked, ensuring learnings from incidents inform changes to practice, maintenance priorities and risk mitigation strategies that strengthen child safe environments.

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

Stella Maris ensures findings from safeguarding reviews and improvement processes are communicated to relevant stakeholders. Safeguarding priorities and progress are reported through Principal's Reports to the Community Engagement Group and School Pastoral Board, leadership meetings, newsletters, news posts to BCE connect, staff meetings and staff weekly news updates.

Age-appropriate communication is provided to students through whole-school assemblies, year-level meetings, weekly circle time activities within classrooms, and engagement with school ministry and student ministry groups. These forums build students' understanding of child safety and wellbeing, promote shared responsibility, and provide regular opportunities for students to ask questions and contribute their voice.

9.4 Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators.

Findings from engagement with Indigenous students, families and community groups—embedded through the Reconciliation Action Plan and initiatives such as the Deadly Maroochy Mob—are used to inform reporting, reflection and improvement, supporting transparency and shared responsibility for culturally safe practice.

Stella Maris further demonstrates continuous improvement by regularly reviewing and strengthening culturally responsive wellbeing practices through ongoing engagement with the Deadly Maroochy Mob and local Indigenous community partners, ensuring student voice, cultural identity and belonging inform safeguarding and wellbeing approaches.

Engagement with Maroochy Mob and Indigenous groups supports culturally informed evaluation of wellbeing, inclusion and belonging, ensuring continuous improvement is informed by the lived experience and voice of Aboriginal and Torres Strait Islander students and families.

9.5 Implementation and accountability policies embed shared responsibility and accountability.

Stella Maris ensures safeguarding responsibilities are embedded as a shared responsibility across the organisation. Roles, responsibilities and accountability for safeguarding actions are clearly identified through leadership structures, Student Protection Contacts and the School Safeguarding Action Register.

Stella Maris conducts regular targeted support meetings to review individual student behaviour support plans, attendance data and engagement strategies; involving multiple stakeholders, including Class Teachers, Support Teacher Inclusive Education, Guidance Counsellor, Leadership and Parents. These groups evaluate the impact of current adjustments and modifies interventions as required. Responsibilities of individuals are communicated at multiple levels including by Leadership and the Wrap Team at various times throughout a school year. This reflective process ensures supports are not static, but are continuously improved in response to student need, contributing to safer, more supportive learning environments.

Stella Maris ensures ongoing review of individual behaviour support plans, involving class teachers, the Guidance Counsellor, Support Teacher – Inclusive Education and parents, so that learnings from student behaviour, attendance and engagement data inform school-wide practice and leadership decision-making. This collaborative and reflective approach promotes shared responsibility for child safety across the school, ensures responsibilities are clearly understood at multiple levels, and supports continuous improvement in child-safe responses. Through this process, supports are not static but are refined in response to student need, contributing to safer, more supportive learning environments.

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

Stella Maris ensures child safety is embedded across school practice through full implementation of Brisbane Catholic Education (BCE) safeguarding policies and procedures, which are regularly reviewed to ensure alignment with the Child Safe Standards. These policies provide clear expectations and processes for preventing, identifying and responding to concerns about children's safety and wellbeing.

Stella Maris implements a comprehensive induction process for all new staff, contractors and pre-service teachers, which includes explicit briefings on safeguarding policies, reporting obligations, professional boundaries and the day-to-day expectations of maintaining a child-safe culture within the school.

Stella Maris ensures school-based procedures (such as supervision, duty, visitor management and online learning expectations) reflect child-safe principles and are consistently applied across all learning, pastoral and co-curricular contexts.

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

Stella Maris ensures safeguarding policies and procedures are accessible to staff, families and volunteers through the school website, enrolment documentation, and the staff and parent handbooks, enabling the community to understand how the school keeps children safe and how to raise concerns. All safeguarding documentation is written in clear, easy-to-understand language and is intentionally free from unnecessary jargon, supporting accessibility for all members of the community. Staff access these documents through the staff portal, with key child-safe policies and expectations regularly highlighted through the Staff Weekly News to draw attention to specific safeguarding practices and responsibilities. Parents are also able to access key policy and procedural documents through BCE Connect, and the school's public website that includes a translate function, further supporting equitable access for families from diverse language backgrounds. Attention is intentionally drawn to safeguarding information through school news posts, newsletters and parent information evenings to promote transparency and shared understanding.

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)

Stella Maris implements clear, practical guidance for staff through documented procedures, flowcharts and role-specific expectations that support consistent and confident responses to safeguarding matters, including student disclosures and concerns about wellbeing. This guidance is reinforced through structured student protection training delivered each term, clearly articulated staff responsibilities within the staff handbook, and ongoing professional development aligned to the BCE Code of Conduct, ensuring staff understand and consistently apply child-safe procedures in practice.

Stella Maris ensures key child-safe information, including Student Protection Contacts (SPCs) and reporting pathways are visibly displayed throughout the school. They are regularly reinforced through, weekly Circle Time practices in every classroom, and daily classroom routines so that students understand who they can talk to if they feel unsafe. This information is further strengthened through explicit teaching and messaging at dedicated whole-school events, including Harmony Week, Bullying No Way!, Day for Daniel, Mental Health Week, RUOK Day and regular school assemblies, ensuring consistent and age-appropriate reinforcement across the year.

10.3 Best-practice models and stakeholder consultation inform the development of policies and procedures

Stella Maris ensures its policies and procedures are informed by best-practice safeguarding models and are developed through consultation with staff, leadership teams and the broader BCE framework to ensure they remain practical, relevant and culturally responsive. Ongoing reflection and consultation inform continuous improvements to school processes, with the School Pastoral Board regularly reviewing key policy documents to promote meaningful engagement with parent stakeholders. In addition, the school actively seeks and responds to feedback from the parent body on strategic documents such as the Student Behaviour Support Plan, Attendance Policy and Procedures, and Traffic Management Plans, ensuring policies remain responsive to community needs and support shared responsibility for child safety.

Stella Maris implements culturally respectful practices that support the inclusion and safety of Aboriginal and Torres Strait Islander students by embedding acknowledgement of Country, culturally safe language and inclusive practices within whole-school procedures and community events. The school's Acknowledgement of Country was written by students of the Maroochy Mob with the support of staff from Ngutana-Lui, ensuring authentic student voice and cultural guidance informed its development. This commitment to ongoing consultation and reconciliation is further reflected in the recent renewal of the school's house names, which honours First Nations perspectives and demonstrates the school's continued engagement with Aboriginal and Torres Strait Islander communities in shaping culturally responsive school practices.

10.4 Leaders champion and model compliance with policies and procedures

School leaders at Stella Maris actively model child-safe behaviours in their daily practice, including appropriate professional boundaries, consistent application of procedures and respectful interactions with students and families.

Stella Maris implements regular leadership oversight of safeguarding practices through ongoing discussions at staff meetings, leadership team meetings and established student protection case management processes, reinforcing shared responsibility for child safety across the school. This oversight includes regular targeted support meetings to review individual student behaviour support plans, attendance data and engagement strategies, involving multiple stakeholders such as Class Teachers, Support Teacher – Inclusive Education, Guidance Counsellor, Leadership and Parents. These teams collaboratively evaluate the effectiveness of current adjustments and modify interventions as required. Responsibilities are clearly communicated at multiple levels, including through school leadership and the Wrap Team at various points throughout the year. This reflective and consultative process ensures supports are not static but are continuously refined in response to student need, contributing to safer, more supportive learning environments.

Stella Maris ensures the Principal and Student Protection Contacts monitor and respond to safeguarding matters in accordance with BCE Student Protection Processes, with actions clearly documented and follow-up supported. Student Protection Contacts confer with the BCE Student Protection team as required, ensuring matters are managed with appropriate system guidance and oversight. In addition, Student Protection Contacts undertake role-specific and

ongoing student protection training to strengthen their capacity to fulfil their responsibilities effectively, supporting consistent, informed and timely responses to safeguarding concerns.

10.5 Staff and volunteers understand and implement policies and procedures

Stella Maris ensures all staff complete mandatory annual safeguarding training, including scenario based learning, to support their understanding of policies and their practical application in everyday school contexts.

Stella Maris implements clear onboarding and orientation processes for volunteers, reinforcing expectations around supervision, appropriate interactions with students and responsibilities to report concerns, ensuring volunteers uphold the same child-safe standards as staff. All volunteers are required to complete Student Protection training and formally commit to the BCE Code of Conduct prior to engagement. In addition, before excursions and incursions, volunteers receive targeted briefings linked to risk assessments, outlining supervision requirements, safety procedures and escalation pathways to ensure student safety is maintained across all activities.

