

Siena Catholic 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

Page 1 Image: Siena Catholic College (2025)

Page 2 Artwork: Siena First Nations Mural by Siena staff and students, 2024.

Page 3 Artwork: Siena First Nations Mural by Siena staff and students, 2024.

Page 4 Image: Siena Catholic College (2025)

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Acknowledgement of Country

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

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

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

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

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

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

Introduction

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

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



Siena Catholic College 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 Siena Catholic 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 Siena Catholic College, we are committed to prioritising the safety and wellbeing of every student. This includes ensuring that Aboriginal and Torres Strait Islander students, families and community feel welcome, safe, valued, included and respected within our school community.

We publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artworks, and Acknowledgement of Country signage, which visibly demonstrate our commitment to the cultural safety and wellbeing of First Nations students and their families.

The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in our College foyer and the Principal's office. This commitment serves as a constant reminder that at Siena Catholic College, the safety and wellbeing of our students is paramount.

Student safety and wellbeing are deliberately prioritised in our leadership practices. Time is allocated at every weekly leadership meeting, where student safety and wellbeing is tabled. These discussions are supported by opportunities for cultural learning and reflection, ensuring that safety, including cultural safety, is central to all decision-making, from curriculum planning to staff recruitment.

The College Safeguarding Team, comprising of members of the Executive Leadership Team and Guidance Counsellors, meets each week to discuss specific cases pertaining to students at risk.

The College has a First Nations Committee, led by our First Nations Perspectives Teacher, that works through the College's Reconciliation Action Plan each term. Updates are led by Aboriginal and Torres Strait Islander staff and community members, ensuring accountability and meaningful action rather than symbolic commitment.

The College regularly engages Student Voice and the Student Representative Council to garner student insight into matters pertaining to safety and safeguarding.

Termly mandatory training is undertaken by all staff to keep safeguarding abreast of child safety and wellbeing.

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:

Students at Siena Catholic College are explicitly taught about their rights, safety and who they can trust through a structured, age-appropriate approach. Protective behaviours, consent and help-seeking are embedded in the Health and Physical Education curriculum from Years 7–12, ensuring students develop a clear understanding of safety and respectful relationships.

This learning is reinforced through pastoral programs, assemblies, retreats and targeted wellbeing sessions such as Worthy Siena Men/Women. Students are supported to identify trusted adults through visible Student Protection Contacts (SPCs), pastoral leaders, teachers and Guidance Counsellors, ensuring multiple accessible pathways for support.

The school gathers and responds to student voice through both formal and informal mechanisms. Formal avenues include the Student Representative Council (SRC) and student leadership groups, while informal voice is captured through pastoral conversations, wellbeing programs and engagement with support staff. These approaches ensure students, particularly those who may be vulnerable, can share concerns in safe, relational contexts.

Student feedback is actively used to inform practice. Ongoing consultation, surveys and student forums contribute to the refinement of wellbeing structures, communication strategies and inclusion practices, demonstrating that student voice is valued and acted upon. Student participation influences decision-making across the College. Through SRC, pastoral programs and targeted initiatives, students contribute to discussions on wellbeing, safety and school culture. Their input informs priorities for pastoral care, student wellbeing programs and inclusive practices. This reflects a commitment to ensuring students are not only heard, but are active participants in shaping a safe and supportive environment.

Cultural safety underpins this work. The College seeks to ensure all students, particularly Aboriginal and Torres Strait Islander students and those from diverse backgrounds, feel respected and included. This is evident through curriculum inclusion, acknowledgement of Country, and engagement with the BCE Aboriginal and Torres Strait Islander Education Team and community representatives. Data indicates positive growth in inclusion and belonging, alongside a need to strengthen visible cultural safety practices and address perceptions of racial or ethnic tension. This has informed a deliberate focus on strengthening cultural safety messaging, representation and community consultation.

There is strong evidence of practice supporting student safety and participation, including explicit teaching of protective behaviours and consent, visible support networks (SPCs, pastoral staff, Guidance Counsellors), structured wellbeing programs and student voice forums, targeted support for vulnerable students through ST:IE and pastoral teams. Improved staff and parent perceptions of relationships, inclusion and engagement indicates these approaches are having a positive impact.

Planned improvement focuses on greater consistency and visibility of safety messaging, particularly for younger and new students, strengthening cultural safety and anti-racism education, expanding opportunities for student and family voice, improving clarity and accessibility of communication, and ensuring consistent access to consent and protective behaviours learning across all year levels.

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:

The College communicates safeguarding expectations through consistent, multi-channel engagement, including newsletters, pastoral communications and parent engagement evenings, parent education sessions (e.g. online safety, teenage brain). There is clear provision of Student Protection Contacts and Child Safe Standards information.

This approach has strengthened relationships, with increased parent sense of welcome (+12%), though improvements are needed in clarity and accessibility of written communication.

Families engage through structured and relational opportunities, including Student Progress Meetings, parent representatives and College Board consultation, participation in wellbeing and cultural events, including Parent Engagement evenings. Feedback highlights strong perceptions of support, care and belonging, with programs such as Pathways Meetings and the House system strengthening connection.

The College maintains active partnerships with parent representatives and College Board, BCE Aboriginal and Torres Strait Islander Education Team, the College Reconciliation Action Plan Working Group, Internal wellbeing and leadership teams

This collaboration supports cultural safety initiatives, community voice, and continuous improvement in safeguarding practices, particularly for First Nations families.

Feedback is gathered through parent and staff survey data (TTFM), behaviour and wellbeing data and direct consultation with stakeholders.

Key insights include growth in parent welcome, inclusion and relationships, improved staff-community connection and decision-making involvement. Areas for growth include strengthening communication, consultation, and inclusive practices.

Evidence of Practice include strong curriculum and pastoral integration of consent and protective behaviours education, structured student voice mechanisms (SRC, pastoral programs), targeted wellbeing supports (Guidance Counsellors, ESPs, Middle Years model), demonstrated improvement in relationships, inclusion and engagement.

Planned Improvements include improved clarity and accessibility of communication, increased family participation in decision-making, strengthening of cultural safety and anti-racism practices, ensuring consistent safeguarding messaging across year levels, and enhancing visibility of wellbeing and behaviour 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:

Siena Catholic College promotes equity, inclusion and respect for diversity through both its curriculum and its day-to-day practices. Across learning areas such as Health and Physical Education and Religion and Ethics, students engage with concepts of respect, empathy, diversity and inclusive relationships in developmentally appropriate ways. This is reinforced through whole-school initiatives including the House system, pastoral structures and programs such as Worthy Siena Men/Women, which foster belonging, connection and respect for difference. Families and staff report a growing sense of inclusion, with data indicating improved perceptions of the school as welcoming to diverse backgrounds. The College also actively promotes cultural inclusion through its Reconciliation Action Plan, engagement with the BCE Aboriginal and Torres Strait Islander Education Team, and celebrations such as Reconciliation Week, ensuring Aboriginal and Torres Strait Islander perspectives are visible and valued.

Supports and adjustments for diverse learners are embedded through targeted structures and responsive practices. These include Enrolment Support Plans and individualised adjustments for students with additional needs or in out-of-home care, dedicated support from Guidance Counsellors, ST:IE staff and pastoral leaders, the Middle Years model, providing smaller class groupings, fewer teachers and greater continuity of care, targeted support for First Nations students through the First Nations Perspectives Liaison Teacher, trauma-informed and relational approaches embedded as preferred practice, data-informed practices ensure that cohorts such as Year 7 students, students with disabilities and First Nations students receive intentional and differentiated support.

Cultural safety is embedded through a whole-school commitment to respectful relationships, inclusive practices and ongoing staff formation. Staff demonstrate understanding of culturally safe and trauma-informed practice by responding to student behaviour with relational, strengths-based and restorative approaches, creating predictable, safe classroom environments, valuing and affirming student identity and backgrounds.

This is supported through professional learning in cultural awareness and trauma-informed practice, the implementation of the Reconciliation Action Plan, collaboration with Aboriginal and Torres Strait Islander community members and BCE partners, and an inclusive curriculum and acknowledgement of Country practices. Parent feedback has also highlighted the importance of continuing to strengthen visible anti-racism education and cultural safety practices, particularly for diverse and vulnerable cohorts.

Students access safeguarding information through multiple, layered and age-appropriate pathways. These include the explicit teaching of protective behaviours, consent and help-seeking within the HPE curriculum across all year levels, pastoral programs, assemblies, retreats and year-level meetings that reinforce key safety messages, guest speakers, incursions and targeted programs such as Real Talk. There is visible promotion of Student Protection Contacts (SPCs) and opportunities for small group discussion and relational engagement with trusted staff.

These approaches ensure information is accessible for students of different ages, abilities and backgrounds, using a combination of verbal, visual and relational strategies.

Evidence of practice includes positive trends in staff and parent data relating to inclusion, belonging and relationships, increased parent perceptions of welcome and student support, strong structures for student voice, including SRC and pastoral forums, established curriculum coverage of consent and protective behaviours across year levels and targeted supports for identified cohorts through data-informed planning. Planned improvements include strengthening consistency and visibility of parent and student participation in decision-making, enhancing cultural safety and anti-racism education in response to parent feedback, improving clarity and accessibility of communication to families, and ensuring all cohorts (e.g. EAL/D, out-of-home care) are consistently visible in data and support planning, and refining curriculum alignment (particularly Year 10) to ensure consistent access to consent and protective behaviours education.

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:

Siena Catholic College enables students and families to raise concerns through clear and trusted pathways, including classroom teachers, Pastoral Leaders, Wellbeing Leaders, Student Protection Contacts, members of the Leadership Team and direct communication with the College. Families are also able to raise matters through BCE complaints processes. Existing complaints and feedback indicate that students and families are willing to raise concerns, which suggests a level of trust in the school's responsiveness, while also highlighting the need to keep reporting pathways visible, simple and accessible.

The College's response to complaints is child-focused, trauma-informed and culturally safe. Concerns are listened to carefully, taken seriously and managed in a way that seeks to protect the dignity, privacy and wellbeing of the student. Staff are expected to respond with empathy, minimise distress and avoid re-traumatisation. Additional support is provided through counselling, wellbeing and student protection structures. For First Nations students and families, the First Nations Perspectives Liaison Teacher is an important, trusted conduit, particularly where culturally safe communication and support are needed.

Complaints are recorded, managed and escalated in line with BCE policies, including the Complaints Policy, Parent/Carer Complaint Management Procedure, Student Protection Processes and Guidelines, and Student Protection Policy. Matters are documented in the school-based complaints register, reviewed by relevant leaders and escalated to BCE or external authorities where required. Complaint data is reviewed by the Executive Leadership Team to identify trends, recurring concerns and required improvements.

The school implements the Reportable Conduct Scheme through adherence to BCE student protection processes, staff training, clear reporting obligations and escalation of concerns involving staff conduct or possible harm to the appropriate BCE and statutory pathways. Evidence of practice includes consultation with ELT, Student Voice, families, Aboriginal and Torres Strait Islander education staff, wellbeing teams and review of complaint data. Planned improvements include refreshing student awareness of trusted adults and reporting options, improving website and newsletter communication, strengthening update and closure conversations with families, and ensuring complaint information remains culturally safe and accessible.

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:

Siena Catholic College designs and supervises physical spaces with student safety, visibility and wellbeing as key priorities. Supervision expectations are communicated through staff processes, yard duty arrangements and leadership direction. Staff undertaking supervision wear high-visibility vests, move actively through designated areas, remain alert to emerging concerns and respond promptly to student needs. Out-of-bounds signage, roped-off areas and adjustments for students with injuries help maintain safe movement and access. Higher-risk areas, including the library, Student Services, Guidance Counsellor rooms, forest area and less visible locations, are identified through staff feedback, incident data, WHS processes and environmental walk-throughs.

Online safety is promoted through BCE-managed systems, including firewalls and filtering that block unsafe or restricted websites and apps. Digital safety expectations are reinforced through student wellbeing structures, curriculum programs, staff guidance and responses to online behaviours that affect relationships and wellbeing at school. The College recognises that online incidents often occur outside school hours but can flow into the school environment, requiring timely pastoral and behavioural responses.

Employees model safe digital behaviours by using approved platforms, maintaining professional boundaries, following BCE safeguarding policies and applying expected standards of conduct in online communication with students and families. Staff are expected to model respectful, safe and accountable technology use and to escalate concerns appropriately.

Physical and online environmental risks are assessed and managed through risk assessments, CARAs, WHS inspections, incident and injury data review, BCE policy requirements, consultation with IT, and collaboration between the AP HR & Organisation, Business Manager, grounds staff, WHSO, wellbeing staff and ELT. Evidence of practice includes the Term 3 safeguarding dashboard review, environmental scans, IT consultation, Student Voice input and planned walk-throughs. Planned improvements include completing CARAs across curriculum areas, strengthening digital filing and tracking of risk assessments, improving pre-briefing and post-evaluation for excursions and retreats, reviewing supervision zones, improving accessibility planning, adding privacy frosting to counselling spaces, and continuing parent education about online safety.

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 Siena Catholic College, we regularly review our safeguarding practices to ensure our child safety and wellbeing procedures are effective in everyday practice. This process enables us to identify areas for improvement and to implement changes promptly, transparently and responsively.

A deliberate focus of the College is cultural safety. We actively invite the participation and feedback of Aboriginal and Torres Strait Islander students and staff, ensuring that cultural safety remains a priority and that our practices genuinely reflect First Nations perspectives and lived experiences. Our First Nations Perspectives Liaison Teacher works closely with our First Nations students in ensuring their cultural safety.

In addition, First Nations students are afforded opportunities to work attend gatherings with other First Nations students across our BCE schools, as well as QATSIF experiences that are made available to our scholarship recipients. These gatherings provide a culturally respectful space to listen to how students experience safety and belonging within our College community, and to understand what we can do better to strengthen cultural safety across the College.

Every College Assembly commences with an Acknowledgement of Country, and cultural days of significance are always identified and celebrated at these whole College gatherings, including National Sorry Day, NAIDOC Week and Reconciliation Week.

As a part of commitment to Wellbeing and Engagement, The Resilience Project (TRP) is explicitly adopted during pastoral lessons, with learning highlighting the importance of about seeking help when worried, respectful and safe peer interactions, online safety, recognising trusted adults, learning from mistakes, and understanding that adults have clear responsibilities and boundaries to keep children safe. Feedback, student behaviour data and student engagement indicate that these consistent messages are being understood and applied.

When a complaint or concern identifies a gap in our processes, a review is immediately undertaken. Records are made about what occurred, contributing factors, and the actions required to strengthen practice. These matters are reviewed through leadership meetings with a strong focus on reflection, learning and continuous improvement.

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 Siena Catholic College, we implement Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to ensure they meet the requirements of the Child Safe Standards and the Universal Principle, and include clear, practical procedures for safeguarding children and young people.

As an inclusive College community, we recognise the importance of accessibility and understanding. As required, policies and procedures are translated to languages other than English to support EALD families and extra support is provided during the enrolment process and other communication.

Siena Catholic College uses the BCE Safeguarding resources to communicate safeguarding messages and expectations to students in developmentally appropriate ways. These resources support students to understand that their safety and wellbeing are a priority, while also enabling staff to model and facilitate open, respectful and age-appropriate conversations about safeguarding and wellbeing.

Key safeguarding processes and expectations are also communicated to parents and carers through parent information evenings and regular updates in the school newsletter, ensuring shared understanding and a strong partnership between home and school in keeping children 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)

