



## Standard 2

### Voice of children

Maroochy Beach Gymnastics has the ability, support and resources to create spaces where children are knowledgeable about their rights and confident in their ability to express concerns, provide input, and participate in meaningful ways. Anyone in charge of children and who support children in these understand and respect children's agency and will take steps to ensure they are treated as competent and capable.

Our approach is tailored based on the age, developmental stage, culture, socio-economic context and any other specific needs of the child. Decision-making processes should centre on the perspectives of children and demonstrate genuine respect for their voices. This Standard matters because when children feel valued and are included in decisions, they are more likely to trust and engage, reducing risks of harm. Children who understand their rights can advocate for themselves, keeping adults accountable.

KEY ACTION AREAS	HOW MGB IS ALREADY EMBEDDING THIS KEY ACTION AREA	OUR GOALS (STEPS)	PRIORITY RATING  <i>LOW</i>  <i>MEDIUM</i>  <i>HIGH</i>	HOW MGB WILL EMBED OUR GOALS AND WHEN	MEASURES OF SUCCESS  REVIEW DATE  <i>Term based Reviews</i>
<b>2.1</b>  Children have access to resources and tools that	Sharing resources – dedicate resources to Aboriginal and Torres Strait Islander-led initiatives,	Develop and maintain mechanisms for children	<b>H</b>	Feedback reported from coaches – collated by Program managers and Club Manager in staff	Accountability and continuous quality improvement – Progress is



<p><b>2.2</b></p> <p>The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated.</p>	<p>Fun Days: fete, in house friendly mock competition</p> <p>Coaches to recognise social group issues and reiterate the importance of a supportive environment.</p> <p>Children can identify trusted adults. (Coach, Head Coach, Club Manager, Committee member).</p> <p>Supervision of children before and after gymnastics sessions – Codes of Conduct publicly and clearly identifies structure for supervision when parent is not present.</p> <p>Staff Uniforms clearly marked with COACH or STAFF indicating safe and trusted adult for children to identify.</p>	<p>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, families and staff.</p> <p>Buddy system for new gymnasts</p> <p>For younger gymnasts, parents have requested information (name) of coach – suggested coach profiles in newsletter (planned to be implemented already). Also emailed name of coach upon scheduling</p>	<p>H</p> <p>L</p> <p>L</p> <p>H</p>	<p>Staff training of the Standards – Term 2</p> <p>As for children’s suggestions for fun/friendly events and or fundraisers. – Term 4</p> <p>Hold a Camp or integrate workshops and children nominated and/or fun activities.</p>	<p>Children see their suggestions and feedback in action.</p> <p>Newsletter contains information about young gymnasts coaches (name and expertise).</p> <p>Parents emailed with names of coach for younger gymnasts.</p> <p>TERM 2 2026</p>
<p><b>2.3</b></p> <p>Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related</p>	<p>Educate children on their rights through age-appropriate, accessible, and culturally relevant materials.</p>	<p>Promoting child-friendly resources, such as posters or videos, to teach children about their rights in ways that are age-appropriate and culturally relevant. –</p>	<p>L</p>	<p>To be developed in Term 4 2026 by subcommittee</p>	<p>Children display understanding through education sessions.</p> <p>TERM 2 2026</p>

<p>information in an age-appropriate way.</p>	<p>Children participate in decision-making in the organisation, including in relation to safety issues and risk identification. Children encouraged to report damaged or risk potential behaviour and equipment.</p> <p>Family and Community Involvement: Involve families and communities in educating children about their rights and how to participate in decisions affecting them. – through updated policies and codes of conduct.</p>	<p>What do I SEE, FEEL and HEAR?</p>			
<p><b>2.4</b></p> <p>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.</p>	<p>Highlight Aboriginal and Torres Strait Islander Gymnasts.</p> <p>Nominate a liaison person for Aboriginal and Torres Strait Islander children to approach. (Liarna – and or a internal member/parent).</p>	<p>Staff Training: Train staff in active listening and child-centred communication techniques to create safe spaces for discussions and build children’s confidence and skills to engage in participation activities. Staff and volunteers have a good understanding of</p>	<p><b>M</b></p>	<p>Coaches provide opportunities for children to express their views (journaling, surveys without parent input/done during training – program managers to collate) - <b>Immediate</b></p>	<p>Children take part in surveys and journaling with question prompts of ways to express their thoughts, feelings and ideas.</p> <p><b>TERM 2 2026</b></p>

		children's developmental needs.			
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