



ARAYA TUITION

Child Safety Principles and Governance Framework

Queensland and Australian child-safe practice guide for Araya Tuition programs, portals, supervision, reporting and record keeping.

Field	Details
Document owner	Director / Admin Lead / Designated Child Safety Officer
Applies to	Admin staff, teachers, tutors, mentors, volunteers, drivers, activity supervisors and approved partners
Document status	Working compliance document for review and adoption
Review cycle	At least annually, after serious incidents, and after relevant legislative or operational changes
Version	1.0

This document is an operational governance guide. It supports compliance planning but does not replace legal advice, regulator guidance, insurer requirements or formal board approval.

How this document uses legislation and guidance

This framework draws on current Queensland and Australian child safety sources available on 6 September 2026. It converts those principles into practical controls for a small tutoring, mentoring and activity program operating in Queensland.

Primary sources considered

- Queensland Child Safe Organisations Act 2024, including the Child Safe Standards, the Universal Principle of cultural safety for Aboriginal and Torres Strait Islander children, and the Reportable Conduct Scheme framework.
- Queensland Family and Child Commission guidance on the Child Safe Standards and Reportable Conduct Scheme.
- Queensland Blue Card / Working with Children Check requirements under the Working with Children (Risk Management and Screening) framework.
- National Principles for Child Safe Organisations, endorsed nationally and administered through Australian child-safe organisation guidance.
- Privacy Act 1988 and Australian Privacy Principles for collection, use, disclosure, security, access and correction of personal information.
- Queensland education and child-safe practice guidance relevant to supervision, screening, record keeping and complaints handling.

Implementation note

Because Araya works with children, collects sensitive student and family information, and plans separate admin, teacher, parent and student portals, child safety should be built into the database, access controls, forms, PDFs, reporting workflows and staff induction before large-scale enrolment begins.

Queensland Child Safe Standards - Araya Implementation Map

Queensland's standards align closely with the national child-safe organisation framework. The table below turns each standard into practical controls for Araya.

Standard	Meaning for Araya	Minimum evidence
1. Leadership and culture	Child safety is visible in governance, decision-making, roles and daily practice.	Approve this framework; assign a Child Safety Officer; include safety in meeting agendas; keep a compliance register.
2. Voice of children	Children understand their rights and can safely raise concerns.	Use child-friendly explanations; provide safe reporting pathways; record and respond to student concerns.
3. Family and community	Families are informed and involved in safety and wellbeing.	Provide clear enrolment information, consent forms, contact updates and complaint options.
4. Equity and diversity	Diverse needs are respected in policy and practice.	Capture language, culture, disability, medical and wellbeing needs; adapt support plans.
5. People	Adults are suitable and supported to reflect child safety values.	Screen workers; verify Blue Card status; induct and supervise staff, tutors, mentors and volunteers.
6. Complaints	Complaints and concerns are child-focused.	Use a complaint and incident workflow; escalate reportable conduct; track outcomes.
7. Knowledge and skills	Staff and volunteers are trained and aware.	Record induction, refresher training, online safety, cultural safety and reporting training.
8. Physical and online environments	Spaces and systems minimise opportunities for harm.	Control supervision ratios, arrival/collection, online access, file permissions and messaging boundaries.
9. Review and improvement	Implementation is reviewed and improved.	Review incidents, attendance issues, feedback, risk registers and access logs.
10. Policies and procedures	Documents explain how the organisation is child safe.	Maintain policy PDFs, current versions, archive folder, and staff acknowledgement records.

PRINCIPLE 1

Leadership, Governance and Culture

Child safety must be embedded in how Araya is led, funded, staffed, reviewed and improved. It should not sit as a separate document that people only read after an incident.

Governance commitments

Araya leadership should make child safety a standing governance priority before enrolments expand.

- Nominate a Designated Child Safety Officer with authority to act.
- Keep a compliance document register with owner, version, status and review date.
- Record decisions about child safety, supervision, complaints and incident follow-up.
- Require every staff member and volunteer to acknowledge relevant policies before starting.

Database and portal design

The LMS should be designed around role-based access from the start.

- Admin sees full compliance, student, teacher, finance and archive information.
- Teachers see only students and reports needed for their assigned sessions.
- Parents see only their child's approved information and published reports.
- Students see learning tasks and appropriate support information, not sensitive admin notes.

Children's Rights, Voice and Participation

Children and young people should understand they have the right to be safe, respected and listened to. Their views should be taken seriously, especially when they raise concerns or discomfort.

Practical student voice

Student participation should be built into everyday routines.

- Explain who students can speak to if they feel unsafe.
- Allow students to raise concerns privately and respectfully.
- Record student concerns in a secure student note or incident record.
- Consider age, maturity, disability, language and culture when seeking student views.

Responding to concerns

If a child raises a safety concern, the adult response should be calm, careful and record-based.

- Listen without pressuring the student for unnecessary detail.
- Avoid promising absolute secrecy where safety reporting may be required.
- Record the concern using the student's words where possible.
- Escalate to the Child Safety Officer and external authorities where required.

PRINCIPLE 3

Families and Community Involvement

Families need clear information about enrolment, supervision, attendance, medical needs, complaints, privacy and consent. This strengthens safety and trust.

Enrolment information

The enrolment form and admin record should capture enough information to keep the student safe.

- Parent and emergency contact details.
- Medical, allergy, dietary, access, language and wellbeing information.
- Authorised drop-off and pick-up arrangements.
- Consent for photos, videos, incursions, excursions and emergency medical action.

Family communication

Parent communication must be respectful, documented and limited to legitimate program needs.

- Publish only approved student updates to parent portals.
- Keep admin-only concerns separate from parent-visible notes until reviewed.
- Document attendance, late arrivals, early collection and absences.
- Provide a clear complaint option for website or in-person complaints.

PRINCIPLE 4

Equity, Diversity and Cultural Safety

Araya should create a safe environment for students from diverse backgrounds, including Aboriginal and Torres Strait Islander children, culturally and linguistically diverse families, children with disability, and students with additional support needs.

Universal Principle

Queensland's child-safe framework includes a universal principle requiring cultural safety for Aboriginal and Torres Strait Islander children.

- Respect identity, family, kinship, language, culture and community connection.
- Avoid assumptions about family structure, communication style or student needs.
- Invite family input into support needs and safe participation.
- Review whether policies and forms are culturally safe and accessible.

Inclusive practice

Equity should appear in practical systems, not just statements.

- Capture disability, access, language, cultural and wellbeing needs in student profiles.
- Use reasonable adjustments for learning activities where needed.
- Provide complaint and concern pathways that are simple and accessible.
- Avoid excluding students from activities without considering support options.

PRINCIPLE 5

Suitable and Supported People

Adults working with children must be suitable, screened, inducted, supervised and supported. Screening is essential, but it is only one part of a child-safe system.

Recruitment and screening

Before a person starts child-related work, Araya should complete checks appropriate to the role.

- Confirm identity and role description.
- Check references for staff, tutors, mentors and volunteers.
- Verify Blue Card or exemption status where required and link it to the organisation if applicable.
- Record any restrictions, start date, expiry date and review responsibility.

Induction and supervision

New adults should not begin unsupervised or sensitive work without induction.

- Explain code of conduct, boundaries, attendance recording and incident reporting.
- Make communication rules clear for student, parent and online contact.
- Observe early sessions and give feedback.
- Keep training records in the teacher or volunteer compliance file.

Child-Focused Complaints and Reportable Conduct

Complaints, disclosures, incidents and reportable conduct concerns must be handled in a child-focused, fair and accountable way.

Complaint handling

A child-focused process is easy to find, safe to use and documented.

- Accept concerns raised online, in person, by phone or through staff.
- Record the concern, person receiving it, date, immediate risk and action taken.
- Keep complainants updated where appropriate and safe.
- Protect children and witnesses from retaliation or pressure.

Reportable Conduct Scheme

Queensland's Reportable Conduct Scheme commenced on 1 July 2026 for relevant reporting entities. Araya should design incident workflows so serious allegations can be assessed and escalated if the scheme applies or becomes applicable.

- Reportable conduct includes sexual offences, sexual misconduct, ill-treatment, significant neglect, physical violence and behaviour causing significant emotional or psychological harm.
- Criminal conduct or suspected criminal conduct should be reported promptly to police.
- Internal review must not interfere with police or regulator processes.
- Keep secure records of allegation, notification, investigation, finding and action.

Knowledge, Skills and Awareness

Everyone working with students should understand how to prevent harm, identify warning signs, respond to disclosures and maintain appropriate boundaries.

Training areas

Training should match each person's role and level of access.

- Child safety principles and student rights.
- Code of conduct and boundaries.
- Blue Card and suitability obligations.
- Recognising and reporting harm, neglect and grooming concerns.
- Cultural safety, disability inclusion and trauma-informed practice.
- Privacy, records, portal access and parent communication.

Training evidence

Compliance is easier to manage when each training item is trackable.

- Record topic, date, person, trainer/resource, next refresher date and evidence.
- Flag overdue training in the compliance page.
- Require training before teacher or volunteer portal access is activated.

Safe Physical and Online Environments

Araya's tutoring rooms, transport arrangements, excursions, online learning tools and portals should reduce opportunities for harm while supporting learning.

Physical sessions

The attendance roll and session report should become core safety records.

- Record session name, date, students attending, absences, late arrivals, early departures and late pick-ups.
- Use authorised collection details and note any different person collecting a child.
- Keep staff visible and avoid unnecessary one-to-one unsupervised situations.
- Review hazards for venues, activities, transport and excursions.

Online systems

The LMS should protect students from inappropriate access and unsafe communication.

- Use role-based permissions for admin, teacher, parent and student portals.
- Keep medical, incident and sensitive family information admin-restricted unless disclosure is needed for safety.
- Use audit trails for file downloads, report publication and profile changes where possible.
- Disable direct private messaging between adults and students unless explicitly approved and monitored.

Review and Continuous Improvement

A child-safe organisation reviews what is happening in practice and improves systems over time. Near misses and small issues are useful signals if they are recorded honestly.

Regular reviews

Araya should set review rhythms before the program grows.

- Review the risk and hazard register every two weeks during active program periods.
- Review incidents, complaints and near misses monthly.
- Review policies annually or when laws, activities or systems change.
- Review role access whenever a teacher, volunteer or student becomes inactive.

Improvement evidence

Improvements should be visible in the compliance record.

- Keep the old version in the archive folder.
- Record what changed and why.
- Assign an owner and due date for follow-up actions.
- Confirm completion before closing an item.

Policies, Procedures and Evidence

Policies and procedures should show how Araya is safe for children. The admin portal should support this by keeping current documents visible and outdated versions archived.

Core document set

At minimum, Araya should maintain a practical suite of current compliance documents.

- Child Safety Principles and Governance Framework.
- Recruitment, Screening, Blue Card and Workforce Compliance Policy.
- Attendance, Arrival, Collection and Departure Policy.
- Risk Management and Safety Policy.
- Emergency Management and First Aid Policy.
- Complaints and Feedback Policy.
- Privacy Policy and data retention procedures.
- Incident, hazard, attendance, daily report and permission forms.

Document controls

Each compliance document should have a clear lifecycle.

- Owner, status, version, approval date and next review date.
- Downloadable PDF for current documents.
- Archive folder for superseded versions.
- Admin-only access for sensitive records.

Blue Card, Risk Management and Screening

Queensland's Blue Card and Working with Children framework is a core safeguard for adults working with children. Araya should treat it as a minimum threshold, supported by supervision and ongoing suitability checks.

Blue Card controls

The compliance page should track more than a card number.

- Person's legal name, preferred name and role.
- Blue Card or exemption status and verification date.
- Expiry date and renewal reminder.
- Whether the person is linked to Araya where required.
- Restrictions, conditions, suspension or change notices if applicable.

Child and youth risk management

Risk management should cover people, places, activities and systems.

- Recruitment, selection, training and management of staff and volunteers.
- Handling disclosures or suspicions of harm.
- Managing breaches of the code of conduct.
- High-risk activities, special events, transport and excursions.
- Communication and support strategies for children and families.

Privacy, Records and Information Sharing

Araya will collect student, parent, medical, attendance, incident and staff information. These records need careful handling under Australian privacy principles and good child-safe practice.

Privacy by design

The LMS should limit collection and access to information that is needed for a legitimate program purpose.

- Collect information needed for enrolment, supervision, safety, learning support, billing and communication.
- Tell families why information is collected and how it may be used or disclosed.
- Keep information accurate, current and secure.
- Allow access and correction where appropriate.
- Restrict sensitive information such as medical records, incident reports and admin-only notes.

Retention and inactive profiles

Inactive students and teachers should be removed from normal portal views while retained securely according to retention requirements and operational need.

- Mark inactive records as archived rather than deleting them from the database.
- Limit archive access to approved admin ownership.
- Keep audit notes explaining why a record was archived.
- Plan a later password or second-factor control for archive access.

Attendance, Incidents and Daily Reports

Teacher and admin records should become printable PDF evidence, not just screen notes. This supports accountability, family communication and compliance review.

Teacher-submitted reports

Teacher portal reports should be available in admin as downloadable PDFs.

- Attendance roll with arrived status, left status, notes and session summary.
- Lesson plan with attached resources and assigned student homework.
- Student note, parent note, session note and incident report.
- Teacher daily report with attendance count, work covered, homework given, resources used and incidents.

Admin daily review

Admin should review the whole day across sessions.

- Number of sessions run.
- Students attended, late, absent, excused, early collection and late pick-up.
- Incidents or near misses.
- Parent, teacher or student follow-up required next day.

Role-Based Access for Admin, Teachers, Parents and Students

The access scheme should be designed before enrolment expands so sensitive child, family and staff data is separated by role.

Access matrix

Each role should see only the information needed for their responsibilities.

- Admin: full student profiles, inactive archives, staff records, compliance, finance, uploaded files and reports.
- Teacher: assigned classes, session roll, lesson plans, published assignments and relevant student support information.
- Parent: their child's approved attendance, homework, notices, invoices and published teacher notes.
- Student: their learning dashboard, assignments, selected resources and age-appropriate feedback.

Access controls

Sensitive workflows should require stronger controls.

- Admin archive access should have a separate password or second factor.
- Downloads of medical, incident and compliance files should be logged where possible.
- Inactive users should lose portal access but remain retained in the database.
- Shared devices should use short sessions and clear logout options.

Implementation Checklist

This checklist can be copied into the admin compliance page as tasks or records.

Control	Owner	Evidence
Approve Child Safety Principles	Director / Admin	Signed PDF, current status in compliance documents
Create access scheme	Admin / Developer	Role matrix for admin, teacher, parent and student portals
Verify Blue Card requirements	Admin	Blue Card register and expiry reminders
Activate reporting forms	Admin / Teacher Lead	Attendance roll, incident, daily report and complaint PDFs
Configure archives	Admin / Developer	Inactive student and teacher archive with restricted access
Review risk register every two weeks	Child Safety Officer	Risk and hazard register with review notes
Train staff and volunteers	Child Safety Officer	Training register and acknowledgements
Review privacy notices	Admin	Privacy policy, collection notice and consent forms

Source Register

The sources below should be reviewed when this document is formally approved or updated.

- Queensland Legislation: Child Safe Organisations Act 2024 -
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2024-049>
- Queensland Family and Child Commission: Child Safe Standards guidance and resources -
<https://www.qfcc.qld.gov.au/childsafe/standards>
- Queensland Family and Child Commission: Getting started with Child Safe Standards -
<https://www.qfcc.qld.gov.au/childsafe/standards/resources/getting-started>
- Queensland Family and Child Commission: Reportable Conduct Scheme guidance -
<https://www.qfcc.qld.gov.au/childsafe/reportable-conduct-scheme>
- Queensland Legislation: Working with Children (Risk Management and Screening) Act 2000 -
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-060>
- National Office for Child Safety: National Principles for Child Safe Organisations -
<https://www.childsafety.gov.au/what-we-do/child-safe-organisations/national-principles-child-safe-organisations>
- Australian Human Rights Commission: Child Safe Organisations implementation tools and templates -
<https://humanrights.gov.au/resource-hub/resources-for-organisations-businesses/child-safe-organisations>
- Office of the Australian Information Commissioner: Australian Privacy Principles guidance -
<https://www.oaic.gov.au/privacy/australian-privacy-principles>
- Office of the Australian Information Commissioner: APP Guidelines -
<https://www.oaic.gov.au/privacy/australian-privacy-principles/australian-privacy-principles-guidelines>
- Federal Register of Legislation: Privacy Act 1988 - <https://www.legislation.gov.au/Latest/C2021C00024>

Approval Record

Approved by	Date	Next review due	Version
			1.0