

Title	ELC and SAC Staffing Policy
Description of policy	The policy also sets out the Catholic Archdiocese of Canberra and Goulburn Education Limited (CACGEL) expectations of its ELCs and SACs in respect to responsibility and management of staffing requirements.
Required because	The National Law (s) requires that all children being educated and cared for at an approved service are protected from harm and hazard. It is an offence under the National Law to fail to protect children from harm or hazards (s167). The National Regulations require services to have policies and procedures in respect to Staffing Arrangements.
Description of changes	Minor editorial updates. New template Included the new Xplor software Added in links Added new regulations
Applies to	☐ Organisation-wide ☒ Specific ELCs & SACs ☐ Staff only ☐ Students only ☒ Staff and students
Status	☐ New ☐ Major revision of existing document ☒ Minor revision of existing document

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1. Summary

- 1.1 This policy sets out the obligations of Early Learning Centres (ELC) and School-Age Care Services (SAC) operating under the Education and Care Services National Law Act 2010 (the National Law (s)) and the Education and Care Services National Regulations (the Regulations (r)) in respect to Staffing Arrangements. The policy also sets out the Archdiocese of Canberra and Goulburn, Catholic Educations (CECG) expectations of its ELCs and SACs in respect to responsibility and management of staffing requirements.

2. ELC & SAC Staffing Policy

- 2.1 The National Law and Regulations prescribe minimum staffing requirements for the operation of education and care services including the attendance of an early childhood teacher.
- 2.2 Quality Area 4 of the National Quality Standards applied by National Law has two standards that focus on Staffing arrangements. The guide notes that these standards are crucial to deliver quality outcomes for children under the National Quality Framework because:
- Professional and collaborative relationships between management, educators and staff support continuous improvement, leading to improved learning experience and outcomes for children.
 - Careful organization of staff contributes to the continuous support of each child's learning and development in an effectively supervised environment
 - Professional standards set quality benchmarks for educators' practice and relationships.'
- 2.3 All staff performing a role as teachers in an ELC have current registration with the ACT Teaching Quality Institute (TQI).
- 2.4 In considering staffing requirements a service may need to consider the requirements and needs of individual children and make appropriate adjustments. This may require additional support staff above ratio, to support the needs of that child at a particular time.

3. Early Learning Centre Qualification Requirements

- 3.1 The requirements in this section apply to all CECG ELCs.
- 3.2 CECG considers children's education paramount, and it requires Early Childhood Teachers (ECT) to exceed the minimum requirements of the National Law and Regulations. CECG ELCs must have an ECT appointed for each group of children during the preschool program.
- 3.3 At least 50 per cent of ELC educators on site while the centre is open must hold, or be actively working towards, a Diploma-level or higher education and care qualification (r126).
- 3.4 All other educators must hold, or be [actively working towards](#), an approved Certificate III level education and care qualification. The qualification requirements do not apply to an educator who has been employed on a probationary basis for not more than 3 months (r126).
- 3.5 Diploma and Certificate III educators on breaks must be replaced with educators with equivalent qualifications to meet ECT requirements and educator to child ratios (r123).
- 3.6 Approved qualifications for working in an ELC can be checked [ACECQA Qualification Checker](#).

4. School Aged Care Qualification Requirements

- 4.1 For SACs in the ACT, at least 1 qualified educator must be appointed and present at all times the service is operating for every 33 children enrolled and in attendance. (r261)(1)).
- 4.2 This person, known as a first educator, must hold an approved qualification listed by the Australian Children's Education and Care Quality Authority ([ACECQA](#)). (r262)(1)(a)).
- 4.3 Approved qualifications for working in SAC can be checked on the [ACECQA Qualification Checker](#).

5. ELC & SAC Educator to Child Ratios

- 5.1 CECG ELCs accept enrolments from 36 months of age to 5 years and must have a minimum of 1 educator for every 11 children, working directly with children at all times (r123).
- 5.2 CECG SACs accept enrolments from 5 years to 12 years and must have a minimum of 1 educator for every 11 children, working directly with children at all times (r260).
- 5.3 The ratio requirement is applied based on all children in attendance at the service regardless of grouping and room configuration. By applying minimum educator to child ratios across the entire service gives Nominated Supervisors the flexibility to arrange educators in a way that effectively responds to the needs of all children.
- 5.4 To be included in the educator to child ratio, educators must be working directly with children, meaning that educators are physically present with the children and directly engaged in providing education and care to children.
- 5.5 The ACT requires that educators that are part of the required ratio must be replaced when not working directly with children, such as taking breaks and off the floor programming.
- 5.6 Educators that are part of the ratio do not have to be replaced during short periods when going to the toilet, answering a phone call, briefly talking to a parent, checking paperwork etc.
- 5.7 Nominated Supervisors must ensure adequacy of supervision in all circumstances. [Supervision risk Assessment](#) and the [Supervision policy](#).

6. Early Childhood Teacher in our Early Learning Centres

- 6.1 An early childhood teacher (ECT) is a person with an approved early childhood teaching qualification in accordance with [ACECQA Qualification list](#).
- 6.2 The early childhood teacher should contribute to the quality of education and care and better learning outcomes for all children being educated and cared for in a range of ways including working directly with the children and providing mentoring, coaching and support to other educators.

7. Teacher Quality Institute

- 7.1 The Teacher Quality Institute (TQI) requires that all ECT's hold and maintain a current Teacher Registration and submit the required hours of learning each year.
- 7.2 Nominated Supervisors are responsible for monitoring to ensure all ECT's including relief hold a current Teacher Registration issued by the TQI.

8. Early Learning Centre & School Aged Care First Aid Qualifications

- 8.1 If children are being educated and cared for at service premises on the site of a school (SACS), the following qualified staff must be in attendance at the school site and immediately available in an emergency (r136)(2):
- at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification
 - at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training
 - at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- 8.2 The same person may hold one or more of the above qualifications.
- 8.3 The approved provider of a centre-based service (ELC) must ensure that the following qualified people are **in attendance at all times** at any place children are being educated and cared for by the service and immediately available in an emergency (r136)(1):
- at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification
 - at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training
 - at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- 8.4 **Services must always have staff with current approved qualifications on duty and immediately available in an emergency. One staff member may hold one or more of the qualifications.**
- 8.5 It is a condition of employment with CECG that all ELC educators obtain and maintain first aid qualifications (including cardio-pulmonary resuscitation), anaphylaxis management and emergency asthma management training qualifications and provide their nominated supervisor with a copy of their certificate.
- 8.6 Approved first aid, anaphylaxis and emergency asthma qualifications can be checked here [First Aid](#)
- 8.7 Nominated Supervisor are responsible for monitoring currency of required first aid qualifications and to ensure that at all times there is an educator at the service who holds the required qualification.

9. National Quality Standard

- 9.1 Quality Area 4 under the National Quality Standard (NQS) is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.
- 9.2 In making staffing arrangements consideration should also be given to how to best meet the relevant NQS. This may require staffing above the minimum ratio and qualification requirements of the Regulations.

9.3 Standards include:

- Staffing arrangements enhance children's learning and development.
- The organisation of educators across the service supports children's learning and development.
- Every effort is made for children to experience the continuity of educators at the service.

10. Working Directly with children

10.1 The Regulations (r151) requires the approved provider of a centre-based service to keep a record of educators working directly with children.

10.2 To maintain the required records of educators working directly with children the following procedures must be complied with:

- Educators are required to use the CCMS software (Xplor) to sign themselves into and out of the rooms when directly working with children.
- National regulations state that an educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children. A record must be kept of educators working directly with children, which includes the name of each educator and hours each educator works directly with children being educated and cared for by our CECG services.
- To ensure compliance with regulations, we will only include educators and teachers in the educator to child ratio who are working directly with the children and ensure a current roster and educator sign in and out (as per ELC requirements) is available on our CCMS system Xplor to verify this.
- The ELC and SAC services will ensure that educators counted toward the educator to child ratio are physically present with the children and engaged in education and care (r13).
- The nominated supervisor and responsible person will monitor compliance with meeting the educator to child ratios in real time, using the Xplor app as a guide.

10.3 It is a condition of employment with CECG that all ELC and SAC educators must obtain a Working with Vulnerable People Check (WWVP) as it is a requirement for people who work or volunteer in child-related work.

10.4 The nominated supervisor will keep a record of the expiry date of the relevant clearance for all team members, volunteers, students or regular visitors.

10.5 ELC staff must have access to a CECG digital device (ipad, digital camera, phone) when working directly with children. Their personal mobile device must be stored in a safe and secure place (personal locker) that is located outside the classroom when working directly with children.

10.6 Personal mobile phones must not be used to take photos, images or videos of children at any CECG ELC. All staff are to read and have access to the [ELC and SAC mobile phones and electronic devices fact sheet](#).

11. Rostering and Monitoring

11.1 Nominated Supervisors for ELC and SAC services must ensure rosters are developed at least one week in advance.

11.2 ELC nominated supervisors must use Xplor to develop their roster for their staff members. [roster creation](#)

11.3 Nominated Supervisor, Responsible Person, are responsible for managing any changes to the roster that arise due to educator absences. Any changes should be documented in the roster at the time the change is made – this is particularly important if the roster is serving as the ‘record of working directly with children’.

11.4 CECG nominated supervisors will ensure

- The roster and routine provide adequate supervision of children at all times.
- Children receive continuity of care
- Where possible, casual educators will be chosen from a pool of regular educators with whom the children are familiar to provide continuity of care

11.5 Nominated supervisors at an ELC and SAC service will ensure any team member under 18 years of age does not work at the service alone and is adequately supervised at all times by an educator who is over 18 years of age.

Key principles underpinning CECG rostering are outlined in the below table.

Area	Principle
Deliver the service	Delivery of service to children and families and compliance with the National Law is always the first consideration when developing a roster.
Sufficient and skilled staff	Rosters must ensure that there are sufficient and appropriately skilled staff rostered to work in order to provide appropriate education and care and to meet anticipated service demands.
Regulations and policies	Rosters must conform to relevant regulatory frameworks, including antidiscrimination, work health and safety legislation, employment requirements and the National Law.
Fairness and equity	Rostering processes should ensure staff are rostered fairly, while still providing appropriate flexibility to facilitate meeting service and staffing needs.
Supervision, training and handover	Rosters must make appropriate provision for adequate staff supervision and training and specific children needs such as complex behaviours.
Governance	The service must have appropriate governance structures in place to oversee roster planning, creation, approval, monitoring and reporting.
Co-operation	Rostering practices on co-operation between the person completing the roster, managers and staff, in order to promote fairness in rostering and to deliver appropriate education and care to children.
Knowledge	Nominated Supervisors preparing rosters are required to use available information to prepare the roster and educators are required to advise of any factors which will impact their ability to perform a shift 7 days in advance and to be aware of their rostered hours.

12. Record Keeping

12.1 CECG ELC and SAC services must keep information about the nominated supervisor, responsible person, Educational Leader, team members, volunteers, students and regular visitors including name, address, date of birth, evidence of qualifications (including evidence of working towards qualifications), and evidence of approved training. (r145)

- 12.2 It is the responsibility of the Nominated supervisor to ensure the following records are kept in accordance with regulation 145:
- Details include evidence of educators working directly with children, their qualifications, training information and their WWVP verification number and expiry (r151)
 - All educators, students, volunteers and visitors are required to sign in and out each day using the Xplor software
 - Details of teacher registration
 - Details of the Educational Leader and signed consent form [Educational Leader consent form](#)
 - Signed consent forms for [person in day-to-day charge](#)
- 12.3 Nominated Supervisors are responsible for the completion of a Staff Record for each permanent educator, casual/relief educator and volunteer or student working at the service.
- 12.4 The Regulations (r145) require the approved provider of a centre-based service to keep a record of the children's access to an early childhood teacher. This information is recorded by a combination of the Staff Record and Educators working directly with children recorded by Xplor.

Digital technologies

- 12.5 CECG is committed to create and maintain a safe online environment with support and collaboration with children, educators, team members, families and community. The Approved Provider engages with CECG IT team to facilitate, monitor and where necessary restrict access to online resources for all CECG ELC and SACS team members.
- 12.6 The IT service and third-party software providers (such as Xplor) keep all confidential information secure, requiring two-factor authentication to access privileged information, and maintains appropriate data backup. Software and devices are updated regularly to avoid any breach of confidential information. Each user must have a unique profile, and they are not to use another user's account.
- 12.7 Families are provided with information about our software program (Xplor) which is password protected and used to share observations, photos, videos, daily reports and portfolios. Each user must have a unique account, and passwords or pin numbers are not to be shared between family members.
- 12.8 Written authorisation is requested as part of the enrolment process for children to use a variety of digital resources, have their photo taken and/or published as part of promotional marketing or to use on the Xplor/Playground app used by our CECG ELC and SACS.
- 12.9 Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use are used in CECG ELC's and SACS. Children are always supervised using any technology within the service.
- 12.10 When uploading images and videos the nominated supervisor must ensure this is to a secure file managed by CECG (such as Playground/Xplor, SharePoint) then deleted from the service device at the end of each year.
- 12.11 [CECG Cyber Security Policy](#) identifies and outlines the steps taken to prevent reduce and manage malicious intrusion (including those associated with interference) or accidental compromise of Catholic Education Archdiocese of Canberra and Goulburn CECG) Information, Communication and Technology (ICT) security.

13. Role Description

Diploma

13.1 A Diploma-qualified early childhood educator has a wide range of responsibilities focused on child development, education, and care. This includes providing physical and emotional care, developing positive relationships, creating safe and healthy environments, and implementing educational programs based on approved frameworks. They also play a key role in communication with families, promoting inclusivity, and ensuring compliance with regulations.

Child Development and Care:

- Providing physical and emotional care: This includes assisting with toileting and attending to the overall well-being of children.
- Building positive and respectful relationships: Educators foster a nurturing environment where children feel safe and supported.
- Creating a safe and healthy environment: This involves maintaining a clean and organised space, conducting risk assessments, and ensuring the safety of children.
- Implementing strategies for inclusion: Educators support the participation of all children, including those with additional needs.
- Promoting healthy eating and physical activity: Educators play a role in providing nutritious meals and snacks and encouraging physical activity.

Educational Program and Practice:

- Developing, planning, and implementing educational programs: This involves creating learning experiences that are engaging, stimulating, and aligned with the National Learning Frameworks.
- Observing and assessing children's learning and development: Educators track children's progress and use this information to inform their practice.
- Evaluating programs and engaging in reflective practice: Educators reflect on their teaching and make adjustments to improve outcomes.
- Maintaining accurate records: Educators keep track of children's progress, routines, and any relevant information.
- Active Supervision: Educators actively working with children in the inside and outside environment to ensure they remain in ratio.
- Excursions: Educators to assist and remain in ratio when participating in nature walks and other excursions outside the centre

Communication and Collaboration:

- Communicating with families: Educators provide regular updates on children's development and engage in meaningful conversations about their learning.
- Collaborating with colleagues: Educators work together to plan and implement programs, and support each other's professional development
- Engaging with the wider community: Educators may participate in events, workshops, and outreach programs to connect families and the community.

Professionalism and Compliance:

- Maintaining confidentiality and ethical conduct: Educators adhere to privacy regulations and act with integrity.
- Following policies and procedures: Educators are familiar with and comply with all relevant regulations and service policies.

- Engaging in ongoing professional development: Educators stay up-to-date with current trends and best practices in early childhood education.
- Participating in mandatory reporting: Educators are trained to identify and report any concerns about child safety or well-being.

Cert III

13.2 A Certificate III in Early Childhood Education and Care duty statement typically outlines the responsibilities of an educator working in a childcare setting, focusing on providing care, development, and learning experiences for children. Key duties include fostering positive relationships with children and families, creating a safe and stimulating environment, and supporting children's overall wellbeing, including health, safety, and learning. They also involve assisting with program planning and implementation and ensuring compliance with service policies and relevant regulations.

Child Development and Care:

- Providing direct care and supervision for children, including attending to their physical needs (feeding, nappy changing, toileting).
- Developing and maintaining positive and respectful relationships with children, building trust and rapport.
- Observing and documenting children's development, interests, and behaviours to inform planning and practice.
- Implementing strategies to support children's individual needs, including those with disabilities or additional requirements.

Creating a Safe and Stimulating Environment:

- Ensuring the physical safety and wellbeing of children at all times.
- Creating a welcoming and inclusive environment that reflects diversity and respects individual differences.
- Planning and implementing a range of age-appropriate activities and experiences to support children's learning and development.
- Maintaining a clean, organized, and well-equipped learning environment.

Supporting Holistic Development:

- Promoting children's physical health, including healthy eating and hygiene practices.
- Fostering children's social and emotional development through positive interactions and guidance.
- Encouraging children's creativity and imagination through play-based learning.
- Supporting children's language and literacy development.

Communication and Collaboration:

- Working collaboratively with other educators, families, and relevant professionals.
- Communicating effectively with families about their child's progress and daily experiences.
- Participating in team meetings, staff development activities, and professional learning opportunities.
- Maintaining accurate records and documentation as required.

Compliance and Professionalism:

- Adhering to all relevant policies, procedures, and regulations of the childcare service.

- Understanding and fulfilling the role of a mandatory reporter, protecting children's rights and safety.
- Maintaining confidentiality and professional boundaries.
- Demonstrating a commitment to continuous professional development and improvement.

14. Definitions

- 14.1 **Regulation (r):** Education and Care Services National Regulations
- 14.2 **National Law (s):** Education and Care Services National Law Act.
- 14.3 **ACECQA** – Australian children's Education and Care quality Authority

15. Related Documents and Legislation

- 15.1 Related CECG Documents:
- [ELC & SAC Nominated Supervisor and Educational Leader Policy](#)
 - [ELC & SAC Supervision Policy](#)
- 15.2 Related legislation or Standards
- [Education and Care Services National Law Act 2010](#)
 - [Education and Care Services National Regulations 2011](#)
 - [National Quality Standard](#)
 - [ACT Teacher Quality Institute Act 2010](#)

16. Contact

- 16.1 For support or further questions relating to this policy, contact the CECG General Manager, Early Learning Centres.