

(Revised September 2025)

## **Policy Statement:**

The Mueller College Outside School Hours Care (OSHC) Service will take an active approach to monitoring and management of the ongoing performance of educators to ensure that appropriate knowledge, skill and capacity to perform the position effectively are maintained.

We as a Service are committed to ongoing training and critical reflection to promote growth in our staff. The Mueller College Outside School Hours Care Service endeavours to provide adequate relevant ongoing training and development for educators to enable them to better do their job and to properly comply with these Policies and Procedures and other requirements of the Service.

## **Background:**

The Education and Care National Regulations require that all staff working with children have the necessary skills, knowledge and ongoing training to deliver quality education and care. This policy ensures that educator performance is regularly reviewed, supported and enhanced through reflective practice, supervision, and targeted professional development. The Service recognises that maintaining high standards of performance and professional growth contributes to a safe, engaging and consistent environment for all children and young people. Performance monitoring, mentoring and professional development are integral to ensuring that all educators are confident in their roles, meet their legal obligations, and are supported to continually improve their practice in line with the National Quality Framework.

## **Important terms:**

<b>Children and young people</b>	Refers to the children and young people present in the care environment.
<b>Educator</b>	Refers to the staff employed by the Service to provide care for children and young people attending.
<b>Parent/guardian</b>	Refers to the primary carer/s of the child or young person attending the Service.
<b>Family</b>	Refers to the group of people, including the primary carer, who engage daily with the child or young person in the home environment.
<b>Approved Provider</b>	The organisation that holds Service approval and ensures all safety and emergency management requirements are met.
<b>Nominated Supervisor</b>	The person responsible for daily Service operations and ensuring that this policy is implemented.
<b>Performance appraisal</b>	A structured review process where an educator's performance is assessed against their position description, goals and key indicators. Conducted annually by the Nominated Supervisor.
<b>Professional Development</b>	Any formal or informal learning opportunity designed to enhance the skills, knowledge and professional capacity of educators, including training, workshops, mentoring, and external courses.
<b>Annual training requirements</b>	Mandatory training for all staff, including First Aid/CPR, Child Protection, Food Safety, Workplace Health and Safety, and Transport Procedures (where applicable).
<b>Specialist fields</b>	Non-contact or advanced educator roles (e.g., inclusion support, curriculum coordination) requiring targeted, external training at least twice per year.
<b>Management committing</b>	The governing body responsible for oversight of Service operations, including reviewing educator training and performance documentation.

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**National Quality Standard (NQS)**

**Quality Area 4: Staffing arrangements**

**7: Governance and Leadership**

<b>4.2</b>	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<b>7.1</b>	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>7.2</b>	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

### Education and Care Services National Regulations

84	<p><b>Awareness of child protection law</b></p> <p>(1) The approved provider of an education and care service must ensure that a person specified in subregulation (2) who works with children is advised of—</p> <ul style="list-style-type: none"> <li>(a) the existence and application of the current child protection law; and</li> <li>(b) any obligations that the person may have under that law.</li> </ul> <p>Penalty: \$1100.</p> <p>(2) The following persons are specified—</p> <ul style="list-style-type: none"> <li>(a) a nominated supervisor of the service;</li> <li>(b) a staff member of the service;</li> <li>(c) a volunteer at the service;</li> <li>(d) a student who participates in the service.</li> </ul> <p><b>Note—</b></p> <p>A compliance direction may be issued for failure to comply with subregulation (1).</p>
136	<p><b>First aid qualifications</b></p> <p>(1) The approved provider of a centre-based service must ensure that each of the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service—</p> <ul style="list-style-type: none"> <li>(a) at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification;</li> <li>(b) at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training;</li> <li>(c) at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.</li> </ul> <p>Penalty: \$2200.</p> <p>(2) If children are being educated and cared for at service premises on the site of a school, it is sufficient for the purposes of subregulation (1) if the following are in attendance at the school site and immediately available in an emergency—</p> <ul style="list-style-type: none"> <li>(a) for the purposes of subregulation (1)(a), at least one staff member of the school who holds a current approved first aid qualification;</li> <li>(b) for the purposes of subregulation (1)(b), at least one staff member of the school who has undertaken current approved anaphylaxis management training;</li> <li>(c) for the purposes of subregulation (1)(c), at least one staff member of the school who has undertaken current approved emergency asthma management training.</li> </ul> <p>(3) The approved provider of a family day care service must ensure that each family day care educator and family day care educator assistant engaged by or registered with the service—</p> <ul style="list-style-type: none"> <li>(a) holds a current approved first aid qualification; and</li> <li>(b) has undertaken current approved anaphylaxis management training; and</li> <li>(c) has undertaken current approved emergency asthma management training.</li> </ul> <p>Penalty: \$2200.</p> <p>(4) The same person may hold one or more of the qualifications set out in subregulation (1).</p> <p>(4A) For the purposes of this regulation and regulation 153—</p> <ul style="list-style-type: none"> <li>(a) an approved first aid qualification is taken to be current if— <ul style="list-style-type: none"> <li>(i) in the case of emergency life support training and cardiopulmonary resuscitation training that forms part of the approved first aid qualification, the training was completed within the previous year; and</li> <li>(ii) in the case of any other training that forms part of the approved first aid qualification, the training was completed within the previous 3 years; and</li> </ul> </li> </ul>

	<p>(b) approved anaphylaxis management training is taken to be current if the training was completed within the previous 3 years; and</p> <p>(c) approved emergency asthma management training is taken to be current if the training was completed within the previous 3 years.</p> <p>(5) In this regulation—</p> <p><b>approved anaphylaxis management training</b> means anaphylaxis management training approved by the National Authority in accordance with Division 7;</p> <p><b>approved emergency asthma management training</b> means emergency asthma management training approved by the National Authority in accordance with Division 7;</p> <p><b>approved first aid qualification</b> means a qualification that—</p> <p>(a) includes training in the following that relates to and is appropriate to children—</p> <ul style="list-style-type: none"> <li>(i) emergency life support and cardio-pulmonary resuscitation;</li> <li>(ii) convulsions;</li> <li>(iii) poisoning;</li> <li>(iv) respiratory difficulties;</li> <li>(v) management of severe bleeding;</li> <li>(vi) injury and basic wound care;</li> <li>(vii) administration of an auto-immune adrenalin device; and</li> </ul> <p>(b) has been approved by the National Authority in accordance with Division 7.</p> <p><b>Note—</b> A compliance direction may be issued for failure to comply with subregulation (1).</p>
147	<p><b>Staff members</b></p> <p>The staff record must include the following information in relation to staff members—</p> <p>(a) the full name, address and date of birth of the staff member;</p> <p>(b) evidence—</p> <ul style="list-style-type: none"> <li>(i) of any relevant qualifications held by the staff member; or</li> <li>(ii) if applicable, that the staff member is actively working towards that qualification as provided under regulation 10;</li> </ul> <p>(c) evidence of any approved training (including first aid training) completed by the staff member;</p> <p>(d) if the education and care service is located in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the current check conducted under that law and the expiry date of that check, if applicable, unless paragraph (e) applies;</p> <p>(e) except in the case of New South Wales, Queensland and Tasmania, if the staff member has provided proof of the staff member's current teacher registration under an education law of a participating jurisdiction, a record of the identifying number of the teacher registration and the expiry date of that registration;</p> <p>(f) in relation to Tasmania, a record of the identifying number of the staff member's current working with vulnerable people registration and the expiry date of that registration.</p>
170	<p><b>Policies and procedures to be followed</b></p> <p>(1) The approved provider of a centre-based service must take reasonable steps to ensure that nominated supervisors and staff members of, and volunteers at, the service follow the policies and procedures required under regulation 168. Penalty: \$1100.</p> <p>(2) The approved provider of a family day care service must take reasonable steps to ensure that nominated supervisors and staff members of, and family day care educators engaged by or registered with, the service follow the policies and procedures required under regulations 168 and 169. Penalty: \$1100.</p> <p><b>Note—</b> A compliance direction may be issued for failure to comply with subregulation (1) or (2).</p>

## Education and Care Services National Law

301 (3,h,i,l&m)	<p>(3) Without limiting subsection (1), the national regulations may provide for the following—</p> <p>Sch. s. 301(3)(a) amended by No. 9/2017 s. 53(6).</p> <p>(h) requirements and standards for the staffing of education and care services including the recruitment (and conduct of criminal history or other security checks) and the appointment of staff, performance improvement, professional standards, professional development, numbers and qualifications of educators (including minimum age and requirements concerning groups of children of different ages and composition) and staffing rosters and arrangements;</p> <p>(i) requirements and standards about educators' relationships with children, interactions and behaviour guidance and inclusion policies and practice for education and care services;</p> <p>(l) the records, policies and procedures to be kept by approved providers and family day care educators including enrolment and attendance information;</p> <p>(m) requirements and standards about first aid and management of children's medical conditions including—</p> <ul style="list-style-type: none"> <li>(i) the training of educators and staff members; and</li> <li>(ii) plans, policies and procedures used to manage medical conditions and first aid; and</li> <li>(iii) the keeping and storage of first aid kits and medications;</li> </ul>
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## Principles:

To ensure all staff have regular opportunity to reflect on their practice and collaborate with supervisor for continuous training and improvements.

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### **Educators will:**

- Participate in the Service's mentoring program upon commencement, working alongside an experienced staff member to develop knowledge of supervision, safety, and Service procedures.
- Complete an annual self-assessment prior to their performance appraisal, reflecting on their strengths, challenges, and professional development goals.
- Attend a performance review meeting with the Nominated Supervisor or Manager to discuss feedback, review achievements, and set goals for the year ahead.
- Commit to ongoing professional development aligned with the needs and goals of the Service and the National Quality Framework.
- Participate in all mandatory annual training, which includes (but is not limited to):
  - First Aid and CPR
  - Food Safety and Food Supervisor training (as applicable)
  - Workplace Health and Safety
  - Child Protection
  - Transport Procedures (quarterly where applicable)
- Suggest relevant training topics or areas of interest to the Nominated Supervisor or Educational Leader for consideration in future PD planning.
- Engage in external or specialist training opportunities when advancing to leadership, inclusion support, or non-contact roles, ensuring skills and knowledge are current and relevant.

### **Lead Educators will:**

- Meet all qualification and experience requirements as outlined in the Education and Care Services National Regulations before assuming a lead educator role.
- Complete the Lead Educator Training Program, including:
  - A checklist and multiple-choice quiz covering essential leadership responsibilities and situational responses.
  - Mentoring and practical training with an existing Lead Educator to develop competence in all required tasks.
  - A final practical assessment signed off by a third-party Lead Educator confirming capability and confidence in the role.
- Complete the Responsible Person Checklist and provide written consent before being placed in day-to-day charge of the Service.
- Support and mentor other educators by sharing knowledge, modelling best practice, and providing guidance during programming, supervision, and reflective practice.
- Actively participate in the performance appraisal process by offering feedback and contributing to professional growth discussions.

### **Nominated Supervisor and Approved provider will:**

- Oversee the performance management process for all educators and refer matters to the Management Committee as required.
- Implement and maintain an annual performance appraisal system that includes:
  - Educator self-assessment
  - Supervisor pre-assessment
  - Review interviews and development planning

ngoing monitoring of performance and training goals throughout the year.

- Facilitate and coordinate regular professional development sessions based on:
  - Service operations, policies, and procedures
  - Legislative or regulatory updates
  - Identified areas of educator interest or improvement.
- Source specialist or expert presenters to provide technical or compliance-related training, within Service resources.
- Encourage the Educational Leader and educators to collaborate in identifying relevant training topics to support continuous improvement.
- Ensure that a written record of all staff training and professional development is maintained and made available to the Management Committee.
- Support educators transitioning into Lead Educator roles, reviewing all completed checklists and sign-offs before approving promotion.
- Allocate appropriate budget funding for professional development and external training opportunities in line with Service priorities.
- Share the 'Staff Performance Monitoring and Professional Development Policy and Procedure' with all employees, volunteers and practicum students upon their induction and ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection.
- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.
- Additional professional development will be provided as needed and during review processes.

#### See also:

- Mueller OSHC Employee Qualifications and Study Policy & Procedure
- Mueller OSHC Code of Conduct Policy & Procedure
- Mueller OSHC Child Safe Code of Conduct Policy & Procedure
- Mueller OSHC Recruitment, Employment & Probation Periods Policy & Procedure
- Mueller College OSHC Staff handbook & role statements

#### REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- Education and Care Services National Law Act (QLD) 2011, Current as at September 2025
- Child Protection Act 1999 (Current as at 20 September 2025)
- Guide to the National Quality Framework, Revised September 2025
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- Workplace Health and Safety Act 2011 (Current as at 29 Nov 2024)
- Child Protection Regulation 2023 (Current as at 18 August 2023)
- Education and Care Services Act 2013 (Current as at Feb 2024)
- Child Care Act 2002 (Current as at 1 February 2010)
- Child Services Award



# STAFF PERFORMANCE MONITORING & PROFESSIONAL DEVELOPMENT POLICY & PROCEDURE



- W

orkplace Relations Act 2006

## REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	12/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V2.2		
MODIFICATIONS	<ul style="list-style-type: none"><li>• New legislation</li></ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		PAST REVIEW DATE
	<ul style="list-style-type: none"><li>• Updated references</li><li>• Addition of review table</li></ul>		JAN 2025