

FREE TEMPLATE · WORD & PDF

# Supervision Plan Template

A room-by-room and yard-by-yard plan for active supervision, aligned to NQS Element 2.2.1 and the National Law.

For nominated supervisors, centre directors and room leaders

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## How to use this template

Complete one plan per service. Walk every room and outdoor area with your team as you fill it in.

Replace the grey example text with your own. Keep it practical: this is the document assessors ask to see, and the one educators should actually follow.

Review it at least every 12 months, after any incident or near miss, and whenever rooms, enrolments or the yard change.

**Legal basis:** National Law s165 (adequate supervision) and s167 (protection from harm and hazards); Regulations 115 (premises designed to facilitate supervision), 122–123 (educators working directly with children and ratios), 84A–84D (sleep and rest), 100–102 (excursion risk assessments) and 168 (policies and procedures); NQS Element 2.2.1 Supervision and Element 2.2.3 Child Safety and Protection.

## 1. Service details

| Item                            | Details |
|---------------------------------|---------|
| Service name                    |         |
| Service approval number         |         |
| Approved provider               |         |
| Nominated supervisor            |         |
| Plan prepared by                |         |
| Date prepared                   |         |
| Next review due                 |         |
| Licensed places / age groups    |         |
| State or territory (for ratios) |         |

## 2. Supervision principles at our service

Our educators actively supervise every child at all times. Active supervision at our service means:

- **Position:** educators stand or sit where they can see the largest area, backs to walls, with clear sight lines to entries and quiet corners.
- **Scan and count:** continuous visual sweeps and a headcount at every transition, recorded at set times.
- **Zone:** every room and yard area is a named zone with a responsible educator, so no area is ever without an owner.
- **Listen:** educators listen for changes in noise, distress or silence.
- **Anticipate:** educators know which children climb, run or wander, and which equipment carries the most risk.
- **Hand over:** no educator leaves a zone without a spoken handover to a named colleague.

Meeting ratios does not on its own mean children are adequately supervised. Supervision is judged by what happens in the room and yard, not by the roster.

## 3. Zone map and responsibilities

Attach a simple floor plan and yard plan. Number each zone and list it below.

| Zone | Area / room                     | Ages   | Max children | Educators needed | Responsible role |
|------|---------------------------------|--------|--------------|------------------|------------------|
| Z1   | e.g. Babies room                | 0–24 m |              |                  |                  |
| Z2   | e.g. Toddler room               |        |              |                  |                  |
| Z3   | e.g. Preschool room             |        |              |                  |                  |
| Z4   | e.g. Front yard (sandpit, fort) |        |              |                  |                  |

| Zone | Area / room                       | Ages | Max children | Educators needed | Responsible role |
|------|-----------------------------------|------|--------------|------------------|------------------|
| Z5   | e.g. Back yard (bike track, shed) |      |              |                  |                  |
| Z6   | e.g. Sleep room                   |      |              |                  |                  |
| Z7   | e.g. Bathroom / nappy change      |      |              |                  |                  |
| Z8   | e.g. Entry / pickup area          |      |              |                  |                  |

## 4. Blind spots and controls

List every place where an educator cannot see a child from their usual position. For each one, record how you control it. Remember that from 27 February 2026 providers can no longer apply for new service waivers of regulation 115, so blind spots must be managed.

| Blind spot            | Zone | Risk                  | Control (positioning, design change, mirror, CCTV / AI alert) | Owner | Done                     |
|-----------------------|------|-----------------------|---------------------------------------------------------------|-------|--------------------------|
| e.g. Behind the shed  | Z5   | Child out of sight    | Educator stationed at corner when Z5 open; AI zone alert      |       | <input type="checkbox"/> |
| e.g. Gate to car park | Z8   | Child leaves premises | Self-closing latch checked daily; gate-open alert             |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |
|                       |      |                       |                                                               |       | <input type="checkbox"/> |

## 5. Daily routine: high-risk moments

Transitions, breaks, sleep, arrivals and late afternoons are when supervision most often breaks down. Plan each one.

| Time / routine                          | Risk                                                     | Our supervision step                                        | Headcount?               |
|-----------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|--------------------------|
| <b>Arrival peak</b>                     | Families, staff and children moving through one door     |                                                             | <input type="checkbox"/> |
| <b>Indoor → outdoor transition</b>      | Group split across two areas                             | Count out, count in; first educator outside before children | <input type="checkbox"/> |
| <b>Morning tea / lunch</b>              | Educators at tables, yard partly open                    |                                                             | <input type="checkbox"/> |
| <b>Nappy change / toileting</b>         | Educator drawn away from group                           |                                                             | <input type="checkbox"/> |
| <b>Sleep and rest</b>                   | Children out of main sight lines                         | See section 7                                               | <input type="checkbox"/> |
| <b>Staff breaks</b>                     | Ratios and zone ownership shift                          | See section 6                                               | <input type="checkbox"/> |
| <b>Outdoor → indoor transition</b>      | Child left in yard                                       | Final yard sweep of every zone, including behind structures | <input type="checkbox"/> |
| <b>Late afternoon (combined groups)</b> | Ratios shift room by room; fatigue                       |                                                             | <input type="checkbox"/> |
| <b>Departure peak</b>                   | Unauthorised collection; child exits with another family | Authorised collector check; sign-out                        | <input type="checkbox"/> |

## 6. Ratios, breaks and relief

Ratios are calculated across the whole service. Only educators working directly with children count. Use the SooperVision Educator-to-Child Ratio Calculator at [soopervision.com.au](http://soopervision.com.au) to check your numbers by state.

| Question                                                               | Our answer |
|------------------------------------------------------------------------|------------|
| <b>Who checks ratios, and at what times each day?</b>                  |            |
| <b>How are breaks covered so ratios and zone ownership never drop?</b> |            |
| <b>Who is the floater / relief educator each shift?</b>                |            |
| <b>What happens when someone calls in sick?</b>                        |            |
| <b>How are under-ratio moments escalated and recorded?</b>             |            |

## 7. Sleep and rest supervision

Regulations 84A–84D require sleep and rest policies and a risk assessment for sleep and rest, reviewed at least every 12 months. Record your approach here and attach the risk assessment.

| Item                                                      | Our practice |
|-----------------------------------------------------------|--------------|
| How children are checked (sight and sound) and how often  |              |
| Where the supervising educator sits and what they can see |              |
| How checks are recorded                                   |              |
| Lighting and visibility in the sleep room                 |              |
| Date of last sleep and rest risk assessment               |              |

## 8. Excursions, regular outings and transport

| Item                                                                                             | Our practice |
|--------------------------------------------------------------------------------------------------|--------------|
| Risk assessment completed before each excursion (regs 100–102)?                                  |              |
| Ratios and headcount frequency on excursions                                                     |              |
| How children are identified and grouped                                                          |              |
| Headcount on and off every vehicle                                                               |              |
| Device use on excursions (only where necessary for safety; never for photos on personal devices) |              |

## 9. Technology that supports supervision

Technology supports educators; it never replaces active supervision. List what you use and who responds.

| Tool                                      | Purpose                                                                                             | Who receives / checks it | Response expected                           |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------|
| CCTV (recording)                          | Review after incidents; deterrence                                                                  |                          |                                             |
| AI supervision alerts (e.g. SooperVision) | Live alerts: child alone in zone, ratio drift, gate open, child near fence, personal phone detected |                          | Respond within ____ seconds; record outcome |
| Service-supplied tablets / phones         | Documentation, family communication, images of children                                             |                          |                                             |

| Tool                        | Purpose                               | Who receives / checks it | Response expected |
|-----------------------------|---------------------------------------|--------------------------|-------------------|
| Attendance / sign-in system | Who is on the floor; children present |                          |                   |

## 10. Incidents, near misses and review

- Every incident and near miss involving supervision is recorded, and this plan is reviewed within 7 days.
- Serious incidents (including a child missing, unaccounted for, removed or locked in or out) are notified to the regulatory authority within 24 hours.
- Allegations of physical or sexual abuse are notified within 24 hours.

| Date | What happened / what we learned | Change made to this plan | By |
|------|---------------------------------|--------------------------|----|
|      |                                 |                          |    |
|      |                                 |                          |    |
|      |                                 |                          |    |
|      |                                 |                          |    |

## 11. Team acknowledgement

I have read this supervision plan, walked my zones, and understand my responsibilities.

| Name | Role | Signature | Date |
|------|------|-----------|------|
|      |      |           |      |
|      |      |           |      |
|      |      |           |      |
|      |      |           |      |
|      |      |           |      |
|      |      |           |      |
|      |      |           |      |

Approved by (nominated supervisor / approved provider)

Date approved

### About SooperVision

SooperVision is AI supervision software for Australian childcare centres, delivered by GreeneDesk Pty Ltd (ABN 13 958 181 688) and powered by FaceTagr. It runs on a centre's existing CCTV and alerts educators to configured supervision risks such as a child alone in a zone, a ratio drifting, a gate left open or a personal phone in a children's area.

Video is processed on-site. CCTV supervision does not recognise or identify anyone; face recognition is switched off on CCTV and faces are blurred in alert snapshots. Optional, separate modules use consent-based face verification for authorised pickup adults and educator attendance. Children are never enrolled or identified.

Pricing from A\$350 per centre per month. **soopervision.com.au** · **1300 181 665** · **anita.w@greenedesk.com**

*This resource is general information for Australian education and care services, current as at October 2026. It is not legal advice. Laws differ between states and territories (NSW applies its own version of the National Law, and Western Australia has its own commencement dates). Check current requirements with your regulatory authority and get legal advice for your circumstances.*